



Youth Court Report

The Newsletter of the Tennessee Youth Court Program

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What is YLF?

The Youth Leadership Forum is a leadership and self-advocacy training for high school students with disabilities from across the state, sponsored by the Tennessee Council on Developmental Disabilities.

WHAT WILL THE SELECTED STUDENTS DO?

Attend sessions by local and national presenters on a variety of topics, including leadership, self-advocacy, planning for life after high school, employment, college resources for students with disabilities and the legislative process.

Students will also participate in:

- several small group discussions about their lives, hopes, dreams and plans following high school
- a photography workshop
- a drum circle
- a talent show
- a tour of the Capitol, including a conversation with a legislator

WHEN WILL THE FORUM TAKE PLACE?

July 5-8, 2010

WHERE WILL IT TAKE PLACE?

On the campus of Vanderbilt University.

WHERE WILL THE STUDENTS STAY?

In an accessible dorm on Vanderbilt University campus.

WHAT DOES IT COST?

There is no cost for the training, sleeping rooms or meals. Students or their families will be reimbursed for mileage to and from the Forum approximately two weeks after the event.

WHO CAN ATTEND?

Rising tenth graders through those students that will graduate in 2010. Students do not attend with family members.

WHO WILL SUPERVISE THE FORUM?

8-10 adult counselors and coordinating staff, mostly adults with disabilities themselves, family members of



persons with disabilities and returning YLF graduates

HOW MANY STUDENTS WILL BE SELECTED?

Twenty. An effort will be made to select a diverse group, based on type of disability, ethnicity, gender, school year and region of the state the student lives in.

HOW DOES A STUDENT APPLY?

Contact Ned Andrew Solomon at 615.532.6556, or by e-mail at ned.solomon@tn.gov.

WHAT IS THE DEADLINE FOR APPLYING?

All applications must be postmarked by March 1, 2010

For any other information about the Forum, please contact Ned Andrew Solomon at 615.532.6556, or by e-mail at ned.solomon@tn.gov ■

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Online Courses Train Juvenile Justice Managers

The National Juvenile Court Services Association has designed an online training curriculum to train juvenile justice managers. Sponsored by the Office of Juvenile Justice and Delinquency Prevention, the Professional Juvenile Justice Manager (PJMM) certificate program includes a series of online courses. Students will spend two weeks on each course, working on basic lecture material, specialized readings, and self-assessment questions.

The program is designed to train staff and to provide certification for supervisors currently in the field. Those who successfully complete the program will receive certification from the American Probation and Parole Association.

To access a list of PJMM courses and register online, visit www.njcsacertification.org/course/. ■

OJJDP Bulletin Presents Findings on Juveniles Who Sexually Victimize Other Youth

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has published *Juveniles Who Commit Sex Offenses Against Minors*, the latest in its Crimes Against Children bulletin series.

The bulletin presents population-based epidemiological information about the characteristics of juvenile offenders who commit sex offenses against minors. The authors analyze data from the FBI's National Incident-Based Reporting System to describe the characteristics of the juvenile sex offender population who have come to the attention of law enforcement. Key findings include:

- Juveniles account for more than one-third (36 percent) of those known to police to have committed sex offenses against minors.
- Juveniles who commit sex offenses against other children are more likely than adult sex offenders to offend in groups, at schools, and to have more male and younger victims.

Findings may support the development of research-based interventions and policies to reduce sexual assault and child molestation as perpetrated by juvenile offenders.

For the complete report visit <http://bjs.ojp.usdoj.gov/>. ■

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Quote of Note

“Their niceness will let you recruit a volunteer
but only your competence
will let you keep them.”

— Anonymous

OJJDP Seeks Peer Reviewers for FY 2010 Grant Applications

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is seeking qualified consultants to serve as peer reviewers for its fiscal year (FY) 2010 discretionary grant applications.

OJJDP is committed to ensuring a fair and open process for awarding grants. Peer reviews, which provide an independent assessment of applications, play an important advisory role to that end.

OJJDP invites researchers and practitioners with expertise in juvenile justice to apply to serve as peer reviewers. Knowledge and expertise in the following areas would be particularly helpful and should be noted and described when applying:

- child and youth safety
- commercial sexual exploitation of children
- community collaboratives and partnerships
- gangs
- girls delinquency
- investigation of crimes against children

- juvenile and family drug courts
- juvenile detention and reentry
- juvenile justice systems
- mentoring
- research and evaluation
- training and technical assistance
- tribal child protection
- tribal juvenile justice
- tribal reconnection and resiliency.

To apply for consideration as a potential peer reviewer, attach a current résumé or curriculum vitae to an e-mail addressed to OJJDPConsultantPool@usdoj.gov with "Peer Reviewer Candidate" in the subject line.

Be sure to note your areas of expertise in the message body and to provide complete contact information. Prospective peer reviewers will be contacted by OJJDP's peer review contractor.

The application deadline is March 31, 2010. ■

Grants ... 5 Ways to Establish Unquestionable Need

As anyone who has applied for or received grant funding can attest, there is no one magic formula to securing financial support, but there are certain methods that have proven to be successful.

In the book "How to Say It: Grantwriting," Deborah S. Koch offers certain guidelines that have stood up as basics in the quest for funding.

For one thing, Koch argues, if you cannot establish that there is an unquestionable need for the work you propose to do, then the proposal ought to stop right there.

Further:

- **Clarify your issue.** Your organization's purpose is associated with an issue; it is the reason your organization exists. There is a substantial issue that you think needs extra attention.
- **Demonstrate knowledge of the field.** A reviewer must trust that your expression of need is accurate so the person can feel confident about what you propose to do.
- **Present your problem-solving approach.** Once the statement of needs has been established, you must present a convincing argu-

ment for why what you are proposing is necessary.

- **Talk about the beneficiaries.** Convince the reader that the designated population needs the intervention, will benefit from it and is a population one should care about.
- **Establish organizational capacity to meet the need.** It is important to show the connection between your organization's work and the issue the grant-maker wants addressed. ■



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Grants ... Giving the Money Just Starts the Process

Although it might not seem like it to grant recipients, grantmakers do have a concern about the effect of the funds they disburse.

In the book *More Than Money: Making a Difference with Assistance Beyond the Grant*, the Center for Effective Philanthropy has put together a picture of the possibilities that exist past the awarding of money.

The Center had four key findings:

- Foundation staff believe that assistance beyond the grant is important for creating impact — and, in particular, for grantees' achievement of their goals — but they know little about the actual results of the assistance they provide.
- The majority of grantees of a typical large foundation receive no assistance beyond the grant and the 44 percent that do receive assistance generally receive just two or three types.
- Providing just two or three types of assistance appears to be ineffective; it is only in the minority of cases when grantees receive either a comprehensive set of assistance activities or a set of mainly field-focused types of assistance that they have a substantially more positive experience with their foundation funders than grantees receiving no assistance.
- Providing assistance beyond the grant in ways that make a meaningful difference to grantees calls for a significant investment on the part of the foundation. Program staff at foundations that provide assistance in these ways to more of their grantees tend to manage fewer active grants and give larger grants. ■