A Review of Mentoring Studies and Websites:
A Report for the Melissa Institute for the Prevention and Treatment of
Violence

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The purpose of this Report to The Melissa Institute for the Prevention and Treatment of Violence is to review the studies and many websites on mentoring to assess the effectiveness of mentoring for youth, the variables that can contribute to successful programs, and the issues that need to be addressed. To prepare this Report, published studies and well over 300 websites were reviewed. The websites were categorized into four sections, national mentoring organizations and programs, mentoring programs, mentoring for youth in the justice system, and training manual websites for mentoring. Each is presented in Appendices A, B, C, and D, respectively.

The concept of mentoring originated in ancient Greece in Homer's Odyssey (Butler, 1900/1944). When Odysseus began his famous odyssey, he left his infant son, Telemachos, in the care of a companion named Mentor. This relationship came to define mentoring as a process where an older person helps to counsel and guide a younger person. Although mentoring began as a process by a known and trusted person, it has evolved into a variety of programs where adults are recruited and trained to become mentors for youth in need of adult assistance.

Mentoring is an increasingly popular intervention that has become a promising strategy for violence prevention (Phillip, 2003). Many delinquent and at-risk youth do not have adult role models or any significant relationship with adults (Steinberg, 1990). Mentoring programs provide an adult role model for their transition into adulthood. There are two types of mentoring: one-on-one and group. Most one-on-one mentoring programs are either community- or school-based (Herrera, Sipe, McClanahan, Arbreton, & Pepper, 2000). Community-based programs typically focus on social behaviors, while school-based programs have a greater emphasis on academics. Often, youth in community-based programs have greater contact with their mentors and form stronger relationships (Herrera et al., 2000). Group mentoring programs, often conducted by schools or youth service organizations, can serve a larger number of youth at less expense, but at the cost of less individual contact (Herrera et al., 2002). In a National Mentoring Partnership survey, based on the 3,844 mentoring programs listed in their database, 86% of the participants are between 11 and14, with 61% of the participants receiving one-to-one mentoring and 37% group mentoring (National Mentoring Partnership, 2003).

Two of the best-known mentoring programs are Big Brother Big Sisters

(BBBS) and the Juvenile Mentoring Program (JUMP) sponsored by the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP). Founded in 1904,! BBBS is the oldest and largest youth mentoring organization in the United States. In 2002, the organization served more than 200,000 youth in 5,000 communities across all 50 states, through a network of 470 agencies, at an average cost of $1,000 per match (Big Brothers Big Sisters, 2004). JUMP began in 1996 and is building a valuable database from over 200 projects, including youth on probation, first-time juvenile offenders, court-involved youth, immigrants, disabled, children of incarcerated parents, abused and neglected youth, and youth in detention facilities. Currently, data are available for 7,515 youth, 6,163 mentors, and 6,362 matches. About half of the youth are boys, 80% are ethnic minorities, and 80% from single parent families (Novotney, Mertinko, Lange, & Baker, 2000; White, Mertinko, & Van Orden, 2002).

BBBS and JUMP are among the numerous resources available for mentoring programs, which include national organizations with a wealth of information to share (Appendix A), examples of successful programs (Appendix B), and an incredible number of manuals on all aspects of recruiting and training mentors for many types of mentoring (Appendix D). The key question, of course, is how effective is mentoring?

A. Mentoring Effectiveness

Overall, there is evidence that mentoring can be effective. An often-cited study of 959 youth who applied to the BBBS program reported that the youths who participated were less likely to start using drugs or alcohol or to hit someone, and more likely to improve school performance, and peer and family relationships (Tierney, Grossman, & Resch, 1995). In a small sample BBBS study, 12 boys with a mentor improved academic achievement scores, when compared to 13 boys who were not yet paired with a mentor (Thompson & Kelly-Vance, 2001). When BBBS youth participated in a school-mentoring program, substantial gains were reported in grades, attendance, attitudes, and relationships with adults and peers (Curtis & Hanson-Schwoebel, 1999). In another study, youth improved on problem behaviors compared to those on a wait-list (Keating, Tomishima, Foster, & Alessandri, 2002).

An evaluation of Across Ages, a substance abuse prevention project that pairs youth with adults over 55, reported an improvement in attitudes

toward school, the future, and elders (Taylor, Lo Scuito, Fox, Hilbert, & Sonkowsky, 1999). Another program, Project SOAR, combined mentoring and academic assistance and improved math and reading grades. Even though the mentors served as tutors, youth who were successful reported forming friendships with their mentors (http://cals.arizona.edu/impacts/2003/5_6.html). TeamWorks, a group-mentoring program, also reported improvement in attitudes and school attendance (Van Patton, 1997). In a cohort comparison of sixth-graders, youth in the I Have a Dream (IHAD) program, which provides students with long-term financial, academic, and social support from sponsors, reported graduation rates were double those of youth not in the program (Kahne & Bailey, 1999).

Although these studies indicate that mentoring can be effective, other studies show mixed or no effects (Roberts, Liabo, Lucas, DuBois, & Sheldon, 2004). In a BBBS study that compared participants with demographically matched control youth, no effects of mentoring were found on emotional or behavioral adjustment after one year (DuBois, Neville, Parra, & Pugh-Lilly, 2002). Two other BBBS programs also reported no mentoring effects (Abbott, Meredith, Self-Kelly, & Davis, 1997; Royse, 1998). Jackson (2002) found positive effects on parent, but not teacher reports. Even when positive effects are found, they may be insufficient to make a substantial difference. Project RAISE helped students in seven middle schools increase attendance and their grades, but not sufficiently to match typical students in the same district. In addition, there were no effects on standardized test scores or promotion rates (McPartland & Nettles, 1991).

These studies raise the question of how the effectiveness of mentoring can be increased. Several studies suggest some possibilities.

B. Increasing Effectiveness

Crucial to the effectiveness of mentoring is a strong relationship between mentors and youth. In a meta-analysis of 55 mentoring programs, program effects were significantly enhanced when there were strong relationships (DuBois, Holloway, Valentine, & Cooper, 2002). Youth with mentors who are more involved in the program or are perceived to be effective by the youth show greater improvement (LoSciuto, Rajala, Townsend, & Taylor, 1996; Slicker & Palmer, 1993).

The length of the relationship is also important. BBBS youth who were

in a relationship with a mentor for at least one year showed greater improvement (Grossman & Rhodes, 2002). Of course, length may be an indicator of the strength of the relationship. Nevertheless, youth who dropped out of the mentoring relationship after a short time showed a decrement in functioning. The early terminators were more likely to have been referred for services or to have suffered abuse. Youth with behavioral or emotional problems may have difficulty building positive relationships and may not be appropriate for mentoring programs (Grossman & Rhodes, 2002).

Indeed, mentoring does not seem to directly improve emotional or behavioral problems (DuBois, Holloway, et al., 2002). A short-term, unsuccessful relationship with a mentor may be harmful, so programs need to carefully assess their recruitment, training, monitoring, and support of mentors (DuBois, Holloway, et al., 2002; Rhodes, 2002). If youth with emotional and behavioral problems are to be included in a mentoring program, it is crucial to have professionals to supervise the program operation. Mentoring programs mainly involve volunteers, so program providers need to establish a support network that includes professionals, in case unexpected problems arise in the mentoring relationships.

Whenever possible, involving parents also seems to increase effectiveness. Improvements in parental relationships were found to mediate positive effects on self-worth, school value, and grades for BBBS youth (Rhodes, Grossman, & Resch, 2000). A diversion-mentoring program for juvenile offenders also includes parental participation as a key component (White, et al., 2002).

The meta-analysis of 55 mentoring programs found that while the average effects of mentoring were modest, programs serving at-risk youth, such as those in lower socio-economic circumstances, were more successful. Other components of greater success were ongoing training for mentors, parent involvement, structured activities, and recruitment of mentors with helping experience, such as teachers (DuBois, Holloway, et al., 2002).

While this information is informative, there are many important issues to be addressed. Some of these issues are discussed next.

C. Important Issues

There are three important issues that have received some attention, but require additional research: 1) the importance of demographic

characteristics, such as ethnicity, race, gender, martial status, income, and age, in matching youth with mentors, 2) the role of focusing on specific behaviors for improvement, and 3) the need for special considerations for youth involved in the juvenile justice system or with an incarcerated parent.

1. Demographic Characteristics

The data on using demographic characteristics in matching is mixed. Older adolescents are more likely to terminate the mentoring relationship early, as are lower income, minority, female, and married mentors in their mid-to-late 20's. However, the effect of martial status is attenuated by a strong relationship with youth, as are minority and female effects when the mentors share common interests with their youth (Grossman & Rhodes, 2002). Overall, perceived common interests appear to be of greater importance than ethnicity, race or gender (Ensher & Murphy, 1997). However, for JUMP youth, boys paired with male mentors were more likely to avoid drugs and gangs. In addition, greater improvement was reported when JUMP youth were paired with mentors of the same ethnicity or race (Novotney, et al., 2000). It may be that these demographic characteristics are more important for youth at-risk for delinquency.

Several programs have attempted to address these concerns. OJJDP's Safefuture Initiative report (Office of Juvenile Justice and Delinquency Prevention, 2000) notes that cultural differences can interfere in the implementation of programs. Faith-based programs face difficulties recruiting young people with similar religious beliefs. In some cultures, mentoring is a foreign concept for families; parents feel uneasy about their children spending time with strangers. Assigning a mentor from the same ethnic group or cultural background can alleviate their concern, but it is often difficult to find volunteer mentors with the time to participate in the program. To address these issues, Safefutures uses group instead of one-to-one mentoring (Office of Juvenile Justice and Delinquency Prevention, 2000). Blechman (1992) has suggested that mentors for high-risk minority youth be bi-culturally competent.

The BBBS program in New York City developed a culturally sensitive mentoring program for immigrant youth called the New American Partnership. Many of the training sessions include cultural education to increase awareness of cultural diversity. Even though mentors are well-

trained to enter cultural environments different from their own, it is still difficult to break the cultural barrier. For immigrant youth, the biggest challenge is adapting to mainstream American culture. The New American Partnership program matches immigrant youth with first-generation Americans or someone whose cultural background is similar. The project is designed to empower immigrant youth by matching them with adults who have overcome the same difficulties and understand the youth's situation. The mentors assist them to adapt to the new culture and at the same time, enjoy sharing their own culture (BBBS NYC, 2004).

When implementing a program, it is important to consider culture. Styles of kinship, lifestyle, and family dynamics are culturally diverse. For example, in Asian communities, extended family members often have strong bonds and close relationships with members of the Asian community. In these communities, there are natural mentors to guide and support young people. A recent study indicates that children with natural mentors have better attitudes toward school and fewer behavioral problems (Zimmerman, Bingenheimer, & Notaro, 2002).

2. Role of Specific Behaviors for Improvement

The Guide for Implementing the Comprehensive Strategy for Violent, and Chronic Juvenile Offenders, published by OJJDP, suggested that the use of contingency reinforcement was more effective in mentoring programs than just the use of the mentoring relationship (Howell, 1995). This recommendation was based on a study of a mentoring program called the Buddy System showing greater improvements in specific behaviors when contingency reinforcement was used (Fo & O'Donnell, 1974). However, the BBBS study showed improvement without the use of contingency reinforcement (Tierney, et al., 1995.

Pitting the importance of the mentoring relationship against a focus on improvement in specific behaviors, using contingency reinforcement or other means, is a pseudo-issue that has led some researchers into an intellectual cul-de-sac. In the Buddy System, all mentors were trained in developing their relationships with their mentees. Having good rapport and a strong relationship with their youth was emphasized. In addition, when contingency reinforcement was used to target specific behaviors, most of the behaviors showed improvement (Fo & O'Donnell, 1974). Indeed, it is difficult to imagine

a successful mentoring program without strong relationships among mentors and youth. Relationships are the heart of the mentoring process.

Therefore, can improvements occur in mentoring programs that focus only on developing strong relationships? Of course they can. A strong relationship can be a powerful influence. Given a strong relationship, can a focus on improving specific behaviors be useful in facilitating improvements in behavior? Of course it can. For example, the academic gains reported in school-mentoring programs occurred because of their focus on academic behavior. In another study, gains were reported through the use of participation in a physical fitness program as a reward (Galbavy, 2004). It may be especially important to focus on specific behaviors with youth who are referred for specific problem behaviors or who are at-risk for engaging in illegal activities. In a study of a diversion program, skill training showed better results than mentoring (Blechman, Maurice, & Buecker, 2000). Focusing on specific behavior change is not only compatible with developing strong mentoring relationships, but can be an important component in the success of the mentoring relationship. The greater use of a focus on specific behaviors in mentoring may increase effects beyond the modest gains found in the meta-analysis of mentoring programs (DuBois, Holloway, et al., 2002).

3. Youth Involved in the Justice System

Perhaps the most important finding from the Buddy System was that mentoring for delinquency prevention could be harmful to some youth. Youth, who had not been arrested for a major offense, were more likely to be arrested if they participated in the program than if they were in the randomly assigned control group. In contrast, youth who had been arrested were less likely to be arrested again if they participated in the program. These results were interpreted as a peer-network effect, where youth who had not been arrested formed relationships during the program with other youth who had been arrested. The results were first reported using a small sample (Fo & O'Donnell, 1975), then confirmed with the complete sample (O'Donnell, Lydgate, & Fo, 1979).

Subsequently, the results of several other delinquency prevention programs, from the famous Cambridge-Somerville study (McCord, 1978) to Scared Straight (Buckner & Chesney-Lind, 1983; Finckenauer, 1979) were

reviewed and their results were found to be consistent with the peer-network interpretation (O'Donnell, 1992; O'Donnell, Manos, & Chesney-Lind, 1987). Recently, a theoretical model was proposed, in which the important effects, both positive and negative, that parents, schools, and communities can have on delinquency, is mediated by their effect on peer networks (O'Donnell, 1998, 2000, 2003).

A recent reanalysis of the Cambridge-Somerville study supports the peer-network theory. The reanalysis indicated that negative effects occurred among those who were sent to summer camp more than once during the intervention. Friendship was built among boys during the summer camps, which led to negative effects into their adult lives (Dishion, Poulin, & McCord, 1999).

One way to avoid these potential harmful effects is to just use one-to-one mentoring without providing program youth opportunities to have contact with each other. All mentoring programs, especially those that use group mentoring, need to monitor the possible peer relationships forming within the program and to assess the peer networks of their youth. Programs that find potentially harmful peer networks forming or existing with peers outside of the program need to make this concern a priority and take steps to reduce the potential harm. Facilitating pro-social peer networks, whenever possible, should be a goal of all mentoring programs.

In addition, greater study of natural mentors is needed. In a provocative study, youth with natural mentors were found to be less affected by the negative behavior of their peers. It was concluded, "natural mentors may encourage young people not to befriend peers who engage in problem behaviors" (Zimmerman, et al., 2002, p. 238). Learning more about how this process works could have great impact.

The peer-network effect is of particular importance to mentoring programs for youth in the juvenile justice system or who have a parent who is incarcerated. In addition to the academic and social problems of other at-risk youth, children of prisoners "are six times more likely than other children to be incarcerated at some point in their lives" (Farley, 2004, p. 1). Clearly, successful prevention programs for these youth are vitally important.

Some mentoring programs focus on these youth. One is Amachi, which reports youth improvements in self-confidence and academic performance

(Farley, 2004). Other programs help young people who are transitioning out of the juvenile justice system to support their reentry. Volunteers in Prevention, Probation and Prisons (VIP) is the pioneer of mentoring juvenile offenders, for youth convicted of misdemeanors (VIP, 2004). The program has been replicated nationwide. In one of the VIP sites, Contra Costa County in California, mentors are trained to serve two roles: to provide personal attention to youth, which probation officers usually cannot provide, and to takeover part of the probation officer's tasks, such as making telephone calls, providing transportation, etc.

The mentoring program launched by the Seattle Office of the Juvenile Rehabilitation Administration in 1996 report preliminary findings showing the mentoring group with a 34% lower felony recidivism rate compared to the control group. In this program, mentoring begins four to six months before release and mentors build trusting relationships during confinement by visits, e-mail, and telephone calls. During the reentry process, mentors help youth to find employment or schooling and housing all at a cost of $3,000 per person (Washington State Institute for Public Policy, 2002).

The importance of developing successful prevention programs for youth in the juvenile justice system and with incarcerated parents cannot be overestimated. Additional research on the development of such programs should be a major priority.

Overall, these studies provide much information useful for mentoring programs. This information is summarized below as tips for mentoring programs.

D. Tips for Mentoring Programs

Based on the research studies and experience of mentoring programs, these baker's dozen of tips for mentoring programs are offered:

1. Decide on the Type and Age of Youth Appropriate for the Program You Are Creating

Consider whether your program will be best for:
a) Elementary, middle, or high school youth
b) Youth from single-parent families
c) Youth just in need of academic assistance
d) Youth at-risk for social, academic, and behavioral problems
e) Youth with emotional and behavioral problems

f) Youth in the juvenile justice system
g) Youth with incarcerated parents

Elementary and middle school students are more likely to stay in a mentoring program than high school students. Older adolescents are less likely to be interested in having a mentor and more likely to drop out of the program. The structure of your program, including the characteristics of the mentors, type of training required, monitoring of youth, activities of the mentor-youth pairs, the need for professionals, and evaluation, will be affected by the type and age of the youth you select.

2. Think Twice Before Deciding to Include Youth with Emotional and Behavior Problems in Your Program
Volunteer mentors may not be prepared to work with youth with these problems. Youth with emotional and behavior problems are more likely to harmed by unsuccessful mentoring experiences. If you decide to include these youth, be certain to have professional ready to work with the mentor-youth pairs.

3. Consider Developing a Program for Youth in the Juvenile Justice System or for Youth Who Have Incarcerated Parents
These are youth who are at very high risk for delinquency. Effective mentoring programs can have an important impact and are most needed. Same-gender matching may be more effective in the mentoring of these youth.

4. Consider Developing a Natural Mentoring Program
A program for natural mentors could provide them with support and an opportunity to share their experiences. Natural mentors could also be used to coordinate relationships with parents, schools, community agencies, and peer groups (Rhodes & Roffman, 2003).
5. Whenever Possible, Recruit Mentors with Helping Role Experience, Such as Teachers, Social Workers, Etc.
Also, try to select adults who have successful personal relationships with others. If they are capable of successful personal relationships, they are more likely to form a successful relationship with their youth.

6. Recruit Mentors with the Free Time to Spend with their Youth and Who Can Make a Commitment of At Least One Year to the Program

Mentoring is more likely to be successful if mentors are involved with their youth and if they develop a longer relationship with them.

7. Match Mentors and Youth on Common Interests

With the possible exception of youth who are at high risk for delinquency, common interests are more important than ethnicity, race, or gender in the matching of mentors and youth.

8. Develop an Ongoing Training and Monitoring System

Mentors need continuing support. It is important to follow initial training with ongoing training and feedback sessions. Prepare them for the frustrations of mentoring, including youth who are difficult to contact, who don't keep appointments, who are disrespectful, etc. Consider forming a support group for mentors to share their experiences. Build a monitoring system into the training, so that you can track the activities and relationship of the mentoring pairs. This system will be valuable in helping to prevent and address problems in the mentoring relationship.

9. Develop an Ongoing Evaluation System

Track peer networks, school performance, arrest records, perceptions of the youth and mentors, and the social relationships of the youth, including with parents and other family members. This information can be helpful in assessing the success of your program and determining when changes are needed. Developing pro-social peer networks is the key to lasting change, especially for at-risk youth.

10. Develop Appropriate Times and Activities to Include Parents

Train mentors on communication with parents. Arrange activities for parents to be informed about the mentoring program and to participate in some appropriate activities.

11. Emphasize the Importance of Strong Mentoring Relationships

Relationships are the heart of mentoring. Successful mentoring is not

possible without strong relationships. Train mentors on developing rapport and communication with youth.

12. Train Mentors on When and How to Focus on Specific Behavior Improvement

Once strong relationships have been developed, consider focusing on improving specific behaviors. The means to do so will depend on the goals of the program, the skills of the mentor, the age of the youth, etc. The use of contingency reinforcement is one possibility, especially with elementary and middle school youth.

13. Provide Training in Cultural Differences

Culture often, but not always, varies by ethnic and racial groups. For example, there are traditional cultural differences among Chinese, Japanese, Italian, African-American, Mexican, and Irish groups. Knowing some of these differences in forms of communication, styles of learning, cultural history, roles based on age, gender, or other status, etc. can be highly useful in developing strong mentoring relationships. Cultural training needs to be an important part of all mentoring training.

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Appendix A:
National Mentoring Organizations and Programs

These eight national-organization websites provide technical assistance, resources, and training for mentoring programs. These websites include the best-known mentoring organization, Big Brothers Big Sisters, and the best-known federal mentoring program, JUMP.

1. America's promise—The Alliance for Youth
http://www.americaspromise.org/

America's Promise—The Alliance for Youth is led by General Colin Powell to fulfill five promises:
  1. Caring Adults
  2. Safe Places
  3. Healthy Start
  4. Marketable Skills
  5. Opportunities to Serve
America's promise brings more than 400 national and local mentoring organizations together as partners to strengthen local communities in the United States.

2. Big Brothers Big sisters of America
http://www.bbbsa.org/site/pp.asp?c=iuJ3JgO2F&b=19547

Big Brothers, Big Sisters of America (BBBSA) is the oldest and largest mentoring organization in the United States to provide traditional one-to-one mentoring to children and youth. BBBSA serves more than 5,000 communities and 200,000 children and youth across the country at an average cost of $1,000 per match.

A 1995 study reports mentees, especially minority group students, are less likely to use drugs and alcohol, and more likely to improve school attendance, academic performance, and relationships with parents and peers.

The New York City chapter provides specialized programs to address issues

in their communities:
http://www.bbbsny.org/jjmp.cfm

East New York Family Care and Mentoring Program
BBBS NYC launched a program called East New York Family Care and Mentoring Program in 2000, which provides mentoring and family intervention. The program is carefully designed and coordinated by professionals. The purpose of this program is to reduce foster care placement of children by preventing physical and emotional abuse in a family.

New American Partnership
The New American Partnership is a culturally sensitive program for immigrant youth facing difficulty adjusting to the community and schools.

September 11 Mentoring Program
BBBS NYC developed a project after the September 11th attack for the children who were affected by the attack. Mentoring and counseling programs are offered for children whose life was changed after the attack. Those who lost parents in the attack are receiving specialized care with the supervision of professionals.

3. I Have a Dream (IHAD) Mentor Program
http://www.ihad.org

IHAD programs help assist disadvantaged children to pursue higher education by serving children from low-income communities to provide long-term tutoring/mentoring. Scholarships and tuition assistance are also available. There are over 180 projects in 64 cities across 27 states.

University of California, Berkeley, I have a Dream Project
Center for Urban Education
http://www-gse.berkeley.edu/research/urbaned/I_have_a_dream.html
In this university-based mentor/tutor project, UC Berkeley undergraduate students assist a group of elementary school students from third through twelfth grade. Their preliminary findings report positive ratings by mentors and gains on achievement test scores by over 50% of the mentees.

4. Juvenile Mentoring Program (JUMP)
http://ojjdp.ncjrs.org/jump

The Juvenile Mentoring Program (JUMP), funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), supports programs that provide one-to-one mentoring to youth, who are at risk of becoming delinquent.

Since 1994, OJJDP has funded 299 mentoring programs with over 9,200 at-risk youth. The project also funds special programs for those who are abused or neglected, involved in the justice system, immigrants, disabled, and children of incarcerated parents.

"OJJDP has established three principal program goals for JUMP:
Reduce juvenile delinquency and gang participation by at-risk youth. Improve academic performance of at-risk youth. Reduce the school dropout rate for at-risk youth."

"As of October 15, 2003, the integrated JUMP database contained information on more than 20,000 youth, volunteers and matches. Interim evaluation results suggest a statistically significant improvement in peer relationships and aggressive behavior/delinquency risks".

OJJDP reports include much valuable information, including evaluating and sustaining mentoring programs. A November 2000 summary of Jump programs is provided at:
http://www.ncjrs.org/html/ojjdp/summary_comp_resp/chap3.html

5. Mentor: National Mentoring Partnership
http://www.mentoring.org/

The MENTOR: National Mentoring Partnership is an advocate for mentoring programs that provides leadership and resources to 23 states across the country. To strengthen the existing local organizations and programs, MENTOR brings State, federal, business, education, and religious sectors together to raise funding, organize events, and conduct workshops and

conferences.

Each partnership state has its own website.
Links to the state chapters:
http://www.mentoring.org/mentoring_month/index.adp?Entry=find

The Mentoring Database provides information and assistance, such as volunteer recruitment, for registered mentoring agencies and organizations. In 2003, 3,828 programs were listed on the database with the majority of programs sponsored by non-profit organizations.

6. National Mentoring Center
http://www.nwrel.org/mentoring/

The National Mentoring Center, established and funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), provides technical assistance, training manuals, evaluation, and workshops for mentoring agencies and organizations. Its Mentoring Exchange List Serve is a mailing list service for program providers and researchers to exchange information.

7. Public/Private Ventures (P/PV)
http://www.ppv.org/ppv/publications/publications.asp?search_id=7

Public/Private Ventures is a national nonprofit organization that assesses the effectiveness of programs. Recent publications are listed on this website, including the BBBSA Impact study, and studies on measuring the quality of mentor-mentee relationships, same race and cross race matching, and group mentoring. Reports on recruiting and training mentors are also available.

8. U.S. Department of Education
The United States Department of Education provides funding opportunities for school-based mentoring programs to serve at-risk students.

http://www.ed.gov/news/pressreleases/2003/01/01302003a.html
Announcement of a new $300 Million Mentoring Program for Disadvantaged

Middle-School Children to provide grants to nonprofit, business, educational, faith-based organizations and other sectors to promote school-based mentoring programs. The Office of Safe and Drug-Free Schools administers the program. In 2004, 200 programs received funding to provide mentoring ($49,705,000).

http://www.ed.gov/legislation/FedRegister/proprule/2004-1/031504h.html
Notice of proposed priorities, requirements, and selection criteria

Appendix B:
Mentoring Programs

These seven programs are examples of mentoring.

1. 100 Black men of South Florida
www.100blackmensf.org/mentoring.htm

The Leadership Academy
The program provides a formal mentoring (one-to-one, mentors serve as a role model for youth) focusing on developing leadership skills. In addition to mentoring, they provide special programs. One is to improve cognitive skills and the other is to provide travel opportunities and explore places across the country to meet people of various professions in major cities in the United States.

An evaluation of the program revealed two pressing issues:
A need of more academic assistance and to build partnerships with existing organizations and agencies.

2. 5000 Role Models
www.dade.k12.fl.us/parkway/model.htm
www.dade.k12.fl.us/role_models/about.HTM

"In Dade County, Florida, 3000 African-American boys are gaining life skills, academic inspiration and social education from the 5000 Role Models of Excellence Project. At-risk youth are matched with successful adult volunteers who meet with them regularly to provide advice and guidance, while educating them on social issues."

"There are 1200 mentors guiding more than 3000 young people. Almost all of Dade County's 300 schools have volunteers who visit to talk with students about life skills. Fifty schools have been adopted by corporations and groups of mentors."

The program includes:
One-on-one Mentoring
Visits to Correctional Facilities
Year-round Curriculum
Anger Control
Domestic Violence Awareness
Appropriate Behavior
Health Symposiums
Stay in School
Tobacco, Drug, and Alcohol Awareness
Scholarships and the next level of education

3. Across Ages
Center for Intergenerational Learning, Temple University
http://www.temple.edu/cil/Acrossageshome.htm

Across Ages is a school and community-based project to reduce drug use by fostering a sense of citizenship among adolescents in Philadelphia. What makes the program unique is the matching of young people (9-13 yrs old) with older adults (55+). The project also aims to strengthen the community by bringing generations together to create bonding between youth and older adults. In an evaluation study with 562 students, the mentoring project reported an overall success. The participants improved academic performance, reduced behavioral referrals, gained knowledge about elders,

and improved their attitude toward school and the future.
http://vinst.umdnj.edu/sdfs/Abstract.asp?Code=AA
Program Summary

4. Click & Connect
http://ici.umn.edu/checkandconnect/default.html

University of Minnesota
Check & Connect is a program that focuses more on the academic performance of students than the establishment of a mentoring relationship. The program targets students who are at-risk of dropping out of school. The mentors, called monitors, are required to have frequent contacts with students either by meeting or calling, and work closely with teachers and parents.

The program reports success in decreasing truancy and dropout rates, and increasing accrual of credits and school completion.

Program Impact-results from 6 studies from 1992 are presented at:
http://ici.umn.edu/checkandconnect/impact/default.html

5. Mentoring USA (MUSA)
http://www.mentoringusa.org/ (in development)
http://www.mentoringusa.org/index1.htm (developed website)

Mentoring USA is New York City's largest mentoring program founded in 1987. The organization provides one-to-one mentoring to at-risk young children who had traumatic experiences, are homeless, or are placed in foster care. Mentoring USA also provides several other unique programs, such as ESL mentoring designed for young children who have recently immigrated to the United States. ESL mentoring was developed to assist children who are facing difficulties learning a new language and culture. The program matches children with TESOL (Teaching English as Second Language) specialists.

6. Project Raise

http://www.marylandmentors.org/

Project Raise is a school-based mentoring program at seven different sites in Baltimore middle school districts. Their focus is on students who are entering 6th grade, and at-risk of dropping out of school. The program aims to keep youth in school by providing a connection with a mentor. The goal is for youth to understand the importance of high school graduation for their future.

The program reported improvements in attendance and grades, but no effects on test scores or promotion rate. Three of the seven sites showed more positive effects than the others. Positive outcomes were found among those who had an effective one-to-one mentoring relationship.

http://www.nal.usda.gov/pavnet/ye/yeprrais.htm
Program Description
http://www.sharingsuccess.org/code/vp/profiles/40.html
Evaluation

7. Project SOAR

http://cals.arizona.edu/impacts/2003/5_6.html

University of Arizona
Project SOAR is a comprehensive mentoring program targeting at-risk youth and families, which includes the Children, Youth and Families At Risk (CYFAR) Project, the City of Chandler/United Way Project, and the JUMP Program.
Project SOAR provides mentoring and academic assistance. The project aims to reduce at-risk behaviors by improving academic performance. The program reports improvement in math and reading.

Newly developed programs are designed uniquely to meet the needs of each community. These programs have more defined goals, and the projects offer services in addition to mentoring.

Appendix C:
Mentoring for Youth in the Justice System

These six programs offer mentoring for those who are involved in the Justice System, either directly or as children of incarcerated parents.

1. Aftercare for Indiana through Mentoring (AIM)
http://aim.spea.iupui.edu/

AIM is a two-year! university-based mentoring program for incarcerated juveniles in Indiana. Founded in 1996, the program is currently funded by AmeriCorps and has served approximately1400 youth.

The program begins while the youth are still in correctional facilities. The youth are expected to reevaluate their lifestyle, behaviors and attitudes. Mentors help them develop plans for after their release, such as housing, education, and jobs. The program reports a 60% reduction in recidivism.

Related publications
http://patimes.aspanet.org/archives/2001/08/coverstory1_0801.html
Program Reduces Juvenile Recidivism: Indiana University-Purdue University Indianapolis Criminal Justice Students Participate in Mentoring Program

http://www.iu.edu/~speaweb/journal/aim.html
"Reaching out to Juvenile Inmates"

http://www.nuvo.net/archive/2003/05/14/theyre_back_.html
Participants' personal stories and comments

2. AMACHI
Mentoring Children of Incarcerated Parents
http://www.proclamation.org/amachi.html

Amachi is a mentoring program for children of incarcerated parents run by

local churches in Pennsylvania. The program was developed in collaboration with Big Brothers and Big Sisters of America and the University of Pennsylvania, and served 517 children in the past two years. Program staff members visit local prisons, talk to parents about the program, distribute pamphlets, facilitate workshops, and gather information about the children. They get consent from the parents and the caretakers before matching. Upon recruitment, staff members make every effort to bridge the gap between parents, caregivers and children.

Preliminary evaluation was conducted by Public/Private Venture in 2003: http://www.ppv.org/ppv/publications/publications.asp?search_id=7 Amachi: Mentoring Children of Prisoners in Philadelphia

3. Juvenile Rehabilitation Administration's (JRA) Mentoring Program

JRA Mentoring projects are for youths who are about to be released from youth correctional facilities in the Seattle area. The youth are matched with a same gender adult 4-6 months prior to their release. The mentor and youth make a one-year commitment. Mentor program coordinators and counselors provide initial and ongoing mentor training and support. The program has been replicated at multiple sites in Washington State.

Preliminary data, based on a small sample, shows a 34% reduction in felonies: http://www.wsipp.wa.gov/rptfiles/JRA_mentor.pdf

4. Mentoring Children of Prisoners
U.S. Department of Health and Human Services
Administration for Children and Families
http://www.acf.hhs.gov/grants/open/HHS-2004-ACF-ACYF-CU-0001.html

In this program, the Department of Health and Human Services (HHS) assists mentoring programs to serve children of incarcerated parents. The goal is to pair more than 100,000 adolescent children of prisoners with an adult mentor.

Overall, there is little information about children of incarcerated parents. However the papers presented in a recent conference provides extensive information from various perspectives:

http://aspe.hhs.gov/hsp/prison2home02/

Report from The National Policy Conference From Prison to Home: The Effect of Incarceration and Reentry on Children, Families, and Communities, January 30-31, 2002, sponsored by the U.S. Department of Health and Human Services

5. VIP Mentoring

http://www.vipmentoring.org/about_vip/index.html

Volunteers in Prevention, Probation and Prisons, Inc. (VIP) is a pioneer in mentoring juvenile offenders. Historically, the juvenile justice system was supported by numbers of volunteers, however those volunteers have been replaced by professionals over the years. In 1969, volunteers were brought back to start a program providing one-to-one mentoring for juveniles convicted of misdemeanors. Today, the program has been replicated nationwide.

6. Youth Justice Board (United Kingdom)

http://www.youth-justice-board.gov.uk/PractitionersPortal/PreventionAndInterventions/Mentoring/

Mentoring has become increasingly popular in the United Kingdom. This website provides comprehensive and practical information about mentoring at-risk youth for practitioners to successfully implement a program. The information is provided "for those working within the youth justice system."
Case Study:
http://www.youth-justice-board.gov.uk/PractitionersPortal/PreventionAndInterventions/Mentoring/CaseStudy/
Research Evidence (References):
http://www.youth-justice-board.gov.uk/PractitionersPortal/PreventionAndInterventions/Mentoring/Pri

nciplesAndPractice/ResearchEvidence/

Appendix D:
Training Manual Websites for Mentoring

These 10 websites provide access to a wide variety of training manuals on topics from recruiting, through training, to evaluation, including some on mentoring foster children, workplace mentoring, peer mentoring, developing mentoring workshops, mentoring pregnant and parenting teens, mentoring young women, school-based mentoring, group mentoring, and mentoring sexual minority youth.

1. Be a Mentor
http://www.beamentor.org/Down_Man.htm

The Mentor Project of Fremont, CA is an excellent example of a local program thinking big by developing a number of useful resources and then sharing them with the world via the Web. This section of their site contains some great training guides, available in PDF format:

Training Guide for Volunteer Mentors
Training Guide for Facilitated Mentoring Programs
Coordinator Training Instructions for Trainers
Mentor Training Instructions for Trainers
Training Guide for Recruiting Students

2. Center for Applied Research Solutions
http://www.emt.org/userfiles/FosterYouthSeries5.pdf

Foster Youth Mentorship Training for Program Managers (2003):!
"designed to assist programs who serve youth in foster care in interacting with the foster care system".

3. Cornell Youth and Work Program
http://www.human.cornell.edu/youthwork/mentoring/guides.html

The Cornell Youth and Work program provides workplace mentoring for youth to prepare the transition from school to work.
The trainers guide is designed for novice mentors.

All Trainers Guides are available for downloading on these topics:
     Views of Mentoring
     How Mentors Teach
     What Youth Learn

4. Mentor Consulting Group
http://www.mentorconsultinggroup.com/publications.html

This manual is used as a reference for mentors. The contents include policy, overall procedures, and dos & don'ts. (32 pages)

Manual for Mentors
Guidebook to Mentoring
$20 each
Order form available online

5. Mentoring At-Risk Youth: Handbooks and Guides
http://www.west.net/~jazz/mentor/handbook.html

A link to sources where these publications can be downloaded is provided:

a. Abell Foundation (Baltimore, MD)

Abell Foundation,! Mentoring Manual: A Guide to Program Development and Implementation, Baltimore, MD, 1990.

The manual can be ordered online at http://www.eou.edu/neoahec/re3-1.html
($4.50)

Abell Foundation, Inc., The Two of Us: A Handbook for Mentors,! March 1991.!

The handbook contains basic mentoring procedures and activity planning. The activity section provides skills to develop an activity for mentees to promote academic improvement, exploring career, health and well-being.

b. Mentoring Works!

Avani, Nathan Thomas, Mentoring Works: A Peer Helping Program for Middle and High School Students, Bureau for At-Risk Youth, New York, 1998. The material can be purchased online at:
http://sales.guidancechannel.com/marketplace/nlf_default.asp?fn=tID&catID=6&tID=M4

Mentoring Works: A Student Workbook, Bureau for At-Risk Youth, New York, 1998. A guide for students in peer mentoring.

Mentoring Works: Facilitator Guide, Bureau for At-Risk Youth, New York, 1998. A guide for teachers and practitioners on how to implement and manage the program.

c. National Dropout Prevention Center/Network (NDPC/N)

Smink, Jay, A Training Guide for Mentors, National Dropout Prevention Center, College of Health, Education, and Human Development, Clemson University, 1999.
Online   Purchase   ($18.00)
http://www.dropoutprevention.org/publica/books/books.htm
This book provides all the necessary training components.
Developed to be used as a reference book for mentors in training.

Crockett, Lib; Smink, Jay, The Mentoring Guidebook: A Practical Manual for Designing and Managing a Mentoring Program, National Dropout Prevention Center, Clemson, SC., 1991
http://www.dropoutprevention.org/scripts/search/libsearch.asp?action=display&refnum=662

This is a guide for an individual, organization, or community to start and maintain a mentoring program. The Guidebook also includes example forms and a list of resources.

d. Dare Mighty Things

Dare Mighty Things Inc, A Mentor Active Approach to Reclaiming Youth at Risk, Mentor Study Guides, National Education Service, 2000. ($139)
http://www.nesonline.com/Catalog/ItemDetail.asp?Product=26&from=
Tools and technical assistance to facilitate a four hour, five training workshop
Also, provides insights about the problems in the lives of youth.

e.100 Black Men of America

Dortch, Thomas, The Miracles of Mentoring: How to Encourage and Lead Future Generations, Doubleday/Broadway, 2001. ($12.30)
 Online purchase http://www.amazon.com/exec/obidos/tg/detail/-/0767905741/104-7414339-6067136?v=glance

Guides and strategies on how to develop and manage a mentoring program from needs assessment to management; also includes stories of the mentees.

f. United Way of America

Enterprise Foundation, Partnership For Success: A Mentoring Program Manual, United Way of America, Alexandria, VA, 1990. !

A step-by-step guide for implementing an effective program
The manual includes:
Need Assessment
Creating Partnership
Funding
Recruit and training volunteers

Marketing
Evaluation

The manual can be ordered from:
United Way of America Volunteer & Community Initiatives Division
701 North Fairfax Street
Alexandria, VA 223174-2045

g. Others

Biehl, Bobb, Mentoring - Confidence in Finding a Mentor and Becoming One, Broadman and Holman Publishers, 1997. ($27.85)
This book can be purchased at http://www.amazon.com/exec/obidos/tg/detail/-/080546347X/104-7414339-6067136?v=glance
Guide and tips for local churches to develop a program.

de Rosenroll, D., Saunders, G., and Carr, R., Mentor Program Development Resource Kit,! Peer Systems Consulting Group, Inc, Victoria, BC, 1994.
Online purchase ($49.95) http://www.mentors.ca/pubs.html
The Guide has three sections: The rational for mentoring programs, Best practice, and A training guide for mentors, their partners, and mentors and partners together.

Englund, Susan; Kanfer, Frederick, et al. A Mentor Manual for Adults Who Work with Pregnant and Parenting Teens, Child Welfare League of America, 1990.
Online Purchase ($18.95)
http://www.mentoring.org/run_a_program/resources/resource.adp?Resource=63
The fact sheet provides extensive information on evidence-based techniques. This Manual would be useful for on-going training,

Faddis, B et al, Hand In Hand: Mentoring Young Women.! A Guide for Planning, Implementing, and Evaluating a Mentoring Program, Northwest Regional Educational Laboratory, Portland, OR, 1988.

Ordering   information:
http://www.zuni.k12.nm.us/Ias/Offices/OESE/equity/order.htm

Provides useful information based on empirically validated practice of same-race, same-sex mentoring program.

Book1 Manual for Workshop that Provides Guidelines ($27.50)

Book2 Activity Suggestions ($22.50)

Book3 Insights of the Students from the Students' Journal ($9.00)

Fennimore, T. and Pritz, S., The Helping Process Booklet for Mentors, National Center for Research in Vocational Education, Columbus, Ohio, 1998. http://wdcrobcolp01.ed.gov/CFAPPS/ERIC/resumes/records.cfm?ericnum= ED298318

This 14 page Booklet provides guides for a dropout prevention-mentoring program.

Glasgow, N.A., Taking the Classroom into the Community: A Guidebook, Corwin Press, and Thousand Oaks, CA, 1996. ($41.95)

Online Purchase http://www.amazon.com/exec/obidos/tg/detail/-/0803964781/104-7414339-6067136?v=glance

Offers instruction for recruiting community members as a mentor, activity planning, insurance and liability issues involving out-of-school activities.

National Mentoring Partnership, How to be a Great Mentor, Alexandria, VA, 1999. ($5.95)

Ordering information:
http://www.mentoring.org/run_a_program/resources/resource.adp?Resource=14

Comprehensive training guide by the National Mentoring Partnership.

United States Department of Education, One On One: A Guide for Establishing Mentor Programs, Washington, D.C., 1990. Ordering information:
http://wdcrobcolp01.ed.gov/CFAPPS/ERIC/resumes/records.cfm?ericnum= ED327344

6. National Mentoring Center

http://www.nwrel.org/mentoring/

The NMC is a cooperative agreement between the
Office of Juvenile Justice and Delinquency Prevention
and the Northwest Regional Educational Laboratory

This site has the most resources in training:
http://www.nwrel.org/mentoring/topic_train.html
Training & Supporting Mentors
 A list of mentor training publications:

    a. Strengthening Mentoring Programs

The NMC provides Training curriculum for practitioners as well, which consists of 10 modules designed by Public/Private Ventures, which incorporates the up-to-date knowledge from their recent studies.
    Module 8: JUMPstarting Your Mentors
    Module 9: Connecting and Communicating
    Module 10: Keeping the Relationship Going
Module 8 provides a model curriculum for an initial training session. The manual includes a model agenda, suggestions and all the basic knowledge that practitioners need in facilitating an initial training session. (27 Pages)
Other contents are (Module1-7): Recruit, screening, Maintaining Partnership, Evaluation

 "The National Mentoring Center offers a wide variety of publications and training materials to programs and mentoring professionals. All publications are available for download on this website. All materials produced by the NMC are "public domain" meaning they can be reproduced by programs and individuals and incorporated into other training materials and program manuals (NMC must be cited as the source, however)."

    b. Training New Mentees: A Manual For Preparing Youth in Mentoring Programs

"While almost all programs engage in thorough training and preparation of volunteer mentors, we have found that many programs do not offer similar

pre-match training for the youth who are about to engage in those mentoring relationships. Proper training and preparation of mentees can result in greater satisfaction, increased participation, and more meaningful "buy-in" by youth. This guidebook can help your program develop and deliver a mentee training session that gets kids ready for the mentoring journey. *Training New Mentees* features 92 pages of strategies, training exercises, and supporting materials that can be adapted to suit your particular program."

c. Generic Mentoring Program Policy and Procedure Manual

"This new resource should help any program streamline operations, address risk management issues, and ensure quality and consistency of services. The *Generic Mentoring Program Policy & Procedure Manual* has been designed to be applicable to just about any mentoring program. The guide covers the importance of establishing strong policies and the benefits of having effective procedures in place to guide your operations. It offers everything your program will need to create a sustainable set of program rules, guidelines, and procedures".

d. Foundations of Successful Youth Mentoring: A Guidebook for Program Development

"Written for program administrators, board members, mentoring staff, and others interested in establishing or improving youth mentoring programs, this 110-page guidebook lays the foundation for a mentoring program's long-term success and the safety and well-being of the youth they serve. The guidebook identifies five critical foundations of successful youth mentoring and delivers specific guidance on how to optimize them in new and existing mentoring programs. Includes self-assessment questions, listings of other key resources, detailed checklists, and planning timelines."

e. Strengthening Mentoring Programs Training Curriculum

"The National Mentoring Center's training curriculum is a 10-module tool for training program staff and mentors in effective program practices."

f. School-based Mentoring
http://www.nwrel.org/mentoring/topic_school.html

Module 1: Targeted Mentor Recruiting
Module 2: Screening Mentors
Module 3: Making and Supporting the Match
Module 4: Forming and Maintaining Partnerships
Module 8: JUMPstarting Your Mentors

In addition, there are technical assistance packets, a quarterly Bulletin with tips, a mentor recruitment postcard, sample forms, a booklet on student mentoring, and a National Mentoring Center Lending Library.

7. National Mentoring Partnership
http://www.mentoring.org/be_a_better_mentor/be_a_better_mentor.adp

a. Learn to Mentor

Offers online training

http://www.mentoring.org//training/TMT/tmt10010.adp

PDF files
Course Introduction
Mentoring: An Orientation
The Mentoring Lifecycle: It's the BEST!
Next Steps
Check Your Knowledge
Ask An Expert

http://www.mentoring.org//run_a_program/resources/resource.adp?Resource=2

b. A Training Guide for Mentors:

"Written by Jay Smink, Executive Director of The National Dropout

Prevention Center, this guide was developed for use by program planners and coordinators responsible for managing and implementing programs. The materials serve as a primer to plan and conduct a comprehensive training program for adults and youth volunteering to be mentors. "

Contact: The National Dropout Center
Phone: 864-656-2599
Cost: $17.50, multiple copy discounts available

8. Office of Juvenile Justice and Delinquency Prevention (OJJDP}

http://ojjdp.ncjrs.org/jump/pubs.html

This website lists many publications on mentoring, including links to two training manuals:

a. Foundations of Successful Youth Mentoring: A Guidebook for Program Development

"This guide draws from results of the national evaluation of Juvenile Mentoring Program grantees and other resources to identify 31 separate program elements across five broad categories of program design: strong agency capacity for service delivery, effective program practices, strong formal partnerships and informal collaborations, sustainable resource development and funding, and useful program evaluation."

b. How To Develop an Operations Manual for Your Mentoring Program

"This document discusses how to develop an operations manual for mentoring programs. The primary uses of an operations manual are to develop strategies to be used in running the mentoring program and to chronicle the development of operational procedures so that they can be passed on to subsequent program staff."

9. Public/Private Ventures

http://www.ppv.org/ppv/publications/publications.asp?search_id=7

A partial list of publications that can be ordered online:

a. Measuring the Quality of Mentor-Youth Relationships: A Tool for
Mentoring Programs

b. Same Race and Cross Race Matching

c. Group Mentoring: A Study of Mentoring Groups in Three Programs

d. Supporting Mentors

e. Building Relationships: A Guide for New Mentors

f. Training New Mentors

g. Recruiting Mentors: A Guide to Finding Volunteers

h. Mentoring Sexual Minority Youth

10. Teammates

http://www.teammates.org/index.htm

School-based mentoring program

http://bin.lps.org/manila/vip/TeamMatesHandbook.pdf

Lincoln Public Schools Mentoring Training Manual

This manual is designed for an initial training. Most of the contents are incorporated from National Mentoring Center's training manuals. There are tips for particular issues such as teenage girl's sexuality. The additional training is given at each school site.