

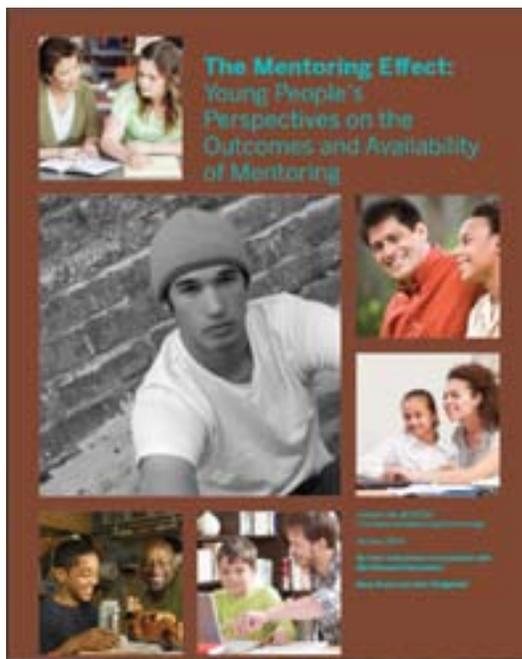
Resources for Mentoring Programs

Tier 2

Resource Brief, January, 2015.

Shir Palmon, Reece L. Peterson, & Ana M. Cathcart, University of Nebraska-Lincoln.

This set of resources includes a useful report about young people's perspectives on mentoring, a list of programs which have received funding from the Office of Justice Programs, and a brief description of several individual and group mentoring programs. These mentoring programs are representative examples of programs that might be available in your community or school district. Contact any of these programs for more information about local chapters or programs.



A Survey Report on Mentoring

A study by Bruce and colleagues, *The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring* (2014), revealed how young people view mentoring. Young people need and want mentoring. In fact, they find it helps them to stay on the path to high school graduation, college success, and a productive adulthood. Unfortunately, there is a significant gap in mentoring in America, especially for at-risk youth. More than one in three young people, an estimated 16 million, reported never having an adult mentor of any kind (i.e., structured or naturally occurring) while growing up. This population includes approximately nine million at-risk youth who will reach age 19 without ever having a mentor. This decreases the likelihood of graduating high school, going to college, and leading a healthy

and productive life. Making the mentoring gap even more difficult to close is the paradox that the more risk factors that a young person has, the less likely he or she is to having a naturally occurring mentor (Bruce et al., 2014). This report is available: www.civicenterprises.net/Education.

Financial Support and Grants for Mentoring Programming

Although support for local mentoring program are often provided by individual contributions to the mentoring organizations. Support is also sometimes provided by local or regional foundations whose goals are to assist and support positive youth development. However, one of the biggest sources of funding may be the Office of Justice Programs with grants to mentoring organizations intended to prevent delinquency or to provide support to those juveniles who have been involved with the justice system to return to their communities successfully and provide stable supports.

Office of Justice Programs



The Department of Justice's Office of Justice Programs (OJP) awarded more than \$41 million in grants last year to national organizations to strengthen, expand and implement youth mentoring activities and youth development programming throughout the nation. An additional \$21 million in grants were awarded to not-for-profit mentoring organizations. The mentoring grants are administered by OJP's Office of Juvenile Justice and Delinquency Prevention (OJJDP). Mentoring funding will support quality mentoring services for youth in high-risk environments, children of incarcerated parents, and tribal youth. According to the OJJDP Administrator Robert L. Listenbee, "Mentoring programs, such as the ones that OJJDP is supporting this year, help make these healthy and nurturing relationships a reality for thousands of children across the country." He went on to say that "Every child deserves the opportunity to grow up with the guidance and support of a caring adult." A list of programs recently funded by the Office of Justice Programs is provided here.

Programs Receiving Office of Justice Programs Grants

National mentoring

Boys & Girls Clubs of America
National 4-H Council
National Council of Young Men's Christian Assoc.
YouthBuild USA

One-on-one mentoring

Amachi, Inc.
National Urban League

Group Mentoring

Cal Ripken, Sr. Foundation
Citizen Schools, Inc. Close Up Foundation
FRIENDS FIRST, Inc.
Museum of Science
National Indian Youth Leadership Project
U.S. Soccer Federation Foundation, Inc.
Up2Us, Inc.

Combined One-on-One/Group Mentoring

100 Black Men of America, Inc.
Center for Neighborhood Enterprise
Center for Supportive Schools
Council on Legal Education Opportunity
Institute for Educational Leadership, Inc.
Metro United Methodist Urban Ministry
National Organization of Concerned Black Men
Nazarene Compassionate Ministries, Inc.
Operation HOPE, Inc.
Southwest Key Programs, Inc.
U.S. Dream Academy, Inc.

Mentoring Programs for Individual Youth

Many specific mentoring programs have been established for use in schools and communities. These programs vary in their requirements for mentors and mentees and vary in the parameters of the mentoring relationships. In this brief are examples of individual, group, and combined mentoring programs, including some of which are nationally or regionally known. This list is not exhaustive; however, it suggests the breadth of local programs available to young people. Also, these programs may vary in their ability to provide mentoring to people with disabilities, mental health issues, and emotional or behavioral needs. Details of the operation and criteria for mentoring, as well as the availability of these programs, may vary from community to community.

Big Brothers Big Sisters



Big Brothers Big Sisters (BBBSA) primarily serves children growing up in single-parent homes, living in poverty, or coping with parental incarceration. Teachers or other staff members generally select students who are a good fit for the BBBSA program. However, it is also possible to enroll any child you know simply by accessing their website and filling out enrollment information. A BBBSA employee contacts the nominator for further information. To become a big brother or big sister (i.e., mentor), people must fill out an application, provide references, participate in an in-person interview, and pass a background check. There are no national criteria for becoming a volunteer or qualifying as a little brother/sister, instead each local agency has their own. Heartland BBBS, located in Lincoln, NE, allows any child who is thought to benefit from the program to be a part of it, and any volunteer who passes a background and reference check as well as an interview is deemed qualified to be a big brother/sister.

Training requirements to be a big brother/sister also differs by agencies; Heartland BBBS has a three-hour volunteer orientation. The family of the little brother/sister must also complete an interview with a BBBS staff member. The big brother/sister and little brother/sister are informed of what is expected of them throughout the match, and they agree to at least a one-year commitment to the match, but are encouraged to continue beyond. Matches are based on interviews, similar interests, comfort level, area of town, and past experience in volunteering combined with the child's needs (e.g., do they need a buddy, do they need someone with more experience with children). Next, the child and mentor are introduced at the first meeting with the assistance of a BBBSA representative, who checks in monthly with the match to ensure that everything is successful (Melissa, personal communication, October 23, 2014).

In Lincoln, Nebraska, BBBSA primarily serves as a community-mentoring program. They encourage the match to participate in outings that cost little or no money. BBBSA often hosts donor-supported activities for all matches. In other cities, BBBSA might be seen as a school-based program; in which case, the activities and match process might differ from the Heartland BBBS, which was just described. For more information about BBBSA, visit: www.bbsa.org.

Juvenile Re-entry Programs

Although there are not many specific mentoring programs for juveniles re-entering the community, the Office of Juvenile Justice and Delinquency Prevention (OJJDP), as well as the Office of Juvenile Programs (OJP) have both donated considerable amounts of money to research on the development of programs for these youth. A comprehensive list of programs available to juveniles re-entering the community after incarceration can be found at <http://www.crimesolutions.gov/TopicDetails.aspx?ID=2>.

One example of a program that is aimed at helping juveniles reenter into the community is *Aftercare for the Incarcerated through Mentoring*, which is based out of Indiana (AIM; 2012). This program is a non-profit re-entry program that aims to reduce recidivism among Indiana's youth. Mentors work with these individuals to provide job skills and educational assistance. The main goals of this program are to emphasize the importance of all youth and eliminate stereotypes surrounding juvenile offenders.

Other states have followed the model of AIM by implementing mentoring programs through various modes. For example, "Healing Communities", located in Lancaster, PA, is a church-based organization focused on providing support to congregation members who are involved with, or might have family members involved with, the juvenile justice system. Another program located in Lancaster, PA is "Successful Returning Citizens Mentoring Support Groups", whose mission is to encourage and provide positive role models to individuals returning to the community. More information on these programs can be found at: <http://www.lancastercountyreentry.org/>. More information, as well as relevant articles pertaining to ef-

forts to assist juveniles in returning to the community, can be found at: http://www.ojjdp.gov/ojstatbb/reentry_aftercare/ or at <http://whatworks.csgjusticecenter.org/>. A comprehensive list of evidence-based programs for juvenile re-entry is available at: <http://www.crimesolutions.gov/TopicDetails.aspx?ID=2>.

Mentoring USA

The goal of “Mentoring USA” is to match children ages 7-21 with adult mentors who can provide guidance in improving their self-esteem, relationship building, and making positive choices. Mentors and mentees meet one-on-one at a predetermined time and location to provide consistency. These meetings are supervised by a professional and often take place in the presence of other mentor-mentee pairs. The mentor-mentee relationship typically lasts throughout one school year, but it can last longer if the pair agrees. Pairs usually meet 4-6 hours per month. Targeted populations include youth in foster care or those transitioning out of the foster care system, as well as youth at risk for dropping out of school. More information can be found at: http://www.mentoringusa.org/our_programs/Program_Descriptions.



My Brother’s Keeper

My Brother’s Keeper is a new initiative that launched in February 2014. Their mission is to inspire communities to take an active role in the lives of the youth in their community. The population is predominately directed towards young black men. The six main goals of the initiative are: 1) for all children to enter school ready (i.e., cognitively, physically, socially, emotionally) to learn, 2) children should read at grade level by third grade, 3) all youth should graduate high school, 4) attend and complete post-secondary education or training, 5) that out-of-school youth should become employed, and that 6) young people remain safe from violent crime. Within 45 days of accepting this challenge, communities should choose which goals are most important and make them their priorities. Within 6 months, communities should have a plan of action for obtaining goals and benchmarks for tracking progress. This community-based initiative relies on mentors to develop relationships with the youth in the community and work towards overall community goals. More information can be found at: <http://www.serve.gov/?q=site-page/mentoring>.



National Mentoring Partnership

The National Mentoring Partnership is a national organization that provides mentoring partnerships in various states. These partnerships focus on advancing the quality of new and existing mentoring programs in the area by providing quality training and technical assistance, engaging key stakeholders to increase the number of mentors and resources available to various organizations, collect data on the impacts of mentoring, and expand support in the area for these mentoring programs. Currently, these programs exist in 23 states, located primarily in the Midwest and along the East Coast. http://www.mentoring.org/about_mentor/mentoring_partnerships.



TeamMates

TeamMates mentoring program, founded in 1991 by Tom and Nancy Osborne of Nebraska, is primarily located in Nebraska and Iowa. TeamMates seeks to help youth graduate from high school and engage in college education. In the TeamMates program, adults from the community (i.e., mentors) meet one hour per week with mentees. The core values of the program are “commitment to youth, safety, integrity, trust, and inclusion” (TeamMates,

2012 para. 3). The TeamMates program prides itself on closing the mentoring gap of “15 million youth who are currently in need of a mentor” (TeamMates, 2012 para. 6). Since 2003, of the students who participated in the program, 49% showed gains in academic achievement, 76% obtained fewer disciplinary referrals, and 82% displayed improved attendance (TeamMates, 2009).

TeamMates is an appropriate program for youth who are in 3rd grade or above, and hope for the mentor-mentee relationship to continue until the mentee has graduated high school. If the child graduates high school and goes on to college, there is an option for the youth to continue to meet with their mentor once a month. If the child goes elsewhere for college and would like to continue having a mentor, they can request a new mentor from anywhere TeamMates runs. TeamMates has a similar selection process as BBBSA, where a student can be selected by a school staff member, a parent, or self-nomination. Generally, any child nominated is accepted. Mentors must be at least 18 years old and have a high school degree or GED equivalent. Mentors pass a background check and references, following a two and a half hour training program where expectations and rules are explained. TeamMates is a school-based mentoring program, meaning the mentor will come to the school and spend one hour per week with the mentee. This can be before or after school, or during a specific hour during the day, such as lunch or gym time. It is encouraged to spend time on homework during the hour, but any activity in the school is permitted (Gail, personal communication, October 28, 2014). For more information, visit www.teammates.org.

Youth Emergency Services

Youth Emergency Services is based out of Omaha, NE and it serves homeless at-risk-youth by providing services that aim to empower youth. A comprehensive list of these services can be found at their website listed below. One of the programs listed on their website is the mentoring program. Youth are selected through participation in the Transitional Living and Maternity Home, which are homes that are open to youth who need a place to stay because they have either run away from home, are pregnant, or are parenting. Because these youth often lack positive adult role models, mentors and mentees are carefully matched and expected to sustain their relationship for at least 18-months, which is the maximum amount of time that youth can reside in these facilities. Requirements include a minimum of 4 hours per month. For more information, visit <http://www.yesomaha.org/welcome.html>.



Mentoring Programs for Groups

All of the programs discussed thus far featured individual mentoring, but it is also important to discuss programs that provide children with a safe environment in which they are surrounded by positive adult role models. These programs may differ between communities and states but some national programs are included as well.



100 Black Men of America, Inc.

100 Black Men of America, Inc. serves to improve the quality of life for African American youth in many communities across the nation. Mentoring the 100 Way is a program housed within this organization, which serves as a holistic mentoring program aimed at addressing social, emotional, and cultural needs of children 8 to 18

years old. Mentors are trained and certified to provide the best quality service to the youth involved in the program. Within the mentoring program, several techniques are used, including: one-on-one mentoring, group mentoring, tag team mentoring, and peer-to-peer mentoring. For more information, please see their website: <http://www.100blackmen.org/mentoring.aspx>

Center for Neighborhood Enterprise

Center for Neighborhood Enterprise functions much like 100 Black Men of America, in that it focuses on targeting youth in low-income neighborhoods. Within this organization is the Violence-Free Zone Initiative, which is a national



model to reduce violence in youth through a student-mentoring program. This program is unique in that it is run by an outside organization but implemented through the school. The main goal is to match troubled youth with student mentors from the same neighborhoods and schools as them to show that these students have overcome the same adversity. Depending on the size of the school, a group of 7-12 mentors is selected. Mentors are found via word of mouth and through non-profit agencies that they might be involved with. A careful screening process is conducted to ensure that the mentors pass school, state, and local requirements prior to undergoing training. School site supervisors also participate in ongoing training and teleconferences to stay up to date on best practices. For more information, visit <http://www.cneonline.org/reducing-youth-violence-the-violence-free-zone/>

Center for Supportive Schools

Center for Supportive Schools is a school-based organization that focuses on improving the social and emotional learning of students. This organization provides several programs for schools to follow, many of which involve mentoring through various avenues: peer, group, and individual. Peer Group Connection (PGC) is one program in which the schools select groups of students to serve to educate and support younger students. This is done at several levels (i.e., transition to high school, transition to middle school). In both instances, pairs of older students (e.g., 11th and 12th graders, 8th graders) are selected based on enrollment in a leadership course led by a faculty member and instructed to meet with groups of 8-10 peers making the transition into school. A four-year longitudinal study at the high school level revealed that this program helped to increase graduation rates by 10% and has reduced male dropouts by half.



Student and Family Advisory (SFA) is another program that Center for Supportive Schools implements. SFA assigns school faculty members to provide continuity of care by providing support throughout a student's entire educational career. Staff serve on groups of 12-15 students and are provided with ongoing training to ensure appropriate facilitation, ongoing support, and to provide information to students and families about appropriate resources.

One final program implemented through this organization is the Achievement Mentoring Program (also known as Behavioral Monitoring & Reinforcement Program [BMRP]). This program is implemented for students in 4th through 11th grade with the goal to improve academics, decrease problem behav-

ior, and decrease the likelihood of engaging in risky behaviors (i.e., drug and alcohol use). At the middle school level, mentors (e.g., teachers, psychologists, nurses, social workers, youth workers) meet with small groups of students for 40-minutes per week; at the high school and elementary level, meetings last 20 minutes. The intervention usually lasts two years and has been labeled a Model Program by the National Dropout Prevention Center and noted as a Promising Program by the Center for the Study and Prevention of Violence. For more information, visit <http://supportiveschools.org/>



Young Mens' Christian Association (YMCA)

Although being involved in a local YMCA has many benefits in itself, there are two mentoring programs housed within these organizations that aim to provide youth with positive mentors. One program is the Achievers Program, which serves teens of color helping them set and pursue

educational and career goals focused on graduation and post-secondary education. These students participate in bi-weekly meetings held at the local YMCA or another convenient location and receive help with career exploration and mentoring. A second program is the Leaders Club, which helps students ages 12-18 to become leaders by providing adult advisors, teen role models, and mentors to positively impact their lives. For more information, <http://www.ymca.net/education-leadership>.

Boys and Girls Club of America

In 1931, the Boys Club Federation of America (which had started in 1830) became Boys Clubs of America, with a mission to give boys roaming the streets a more positive alternative. In 1990, this organization became the Boys & Girls Clubs of America. This organization aims to provide youth with a safe place to learn and grow, build ongoing relationships with positive adult role models, provide life-enhancing programs with character development, as well as provide hope and opportunity. For more information, visit <http://www.bgca.org/Pages/index.aspx>.



Girls, INC.

Girls, INC. is a national organization that aims to help girls of all ages be strong, smart, and bold. This organization provides girls with trained professionals who mentor them and help them make and achieve goals. This program also helps girls to overcome peer pressure, face challenges, and work towards their own personal and professional growth. There are Girls Inc. locations in many states and Canada. For more information, visit <http://www.girlsinc.org/>.

Conclusion

A wide variety of mentoring programs are available across the U.S. However, the availability of these programs in any one community may vary. When the programs are available, they vary in how the program identified youth to receive mentors, in the way that they recruit and train mentors, and in the length and types of involvement of the mentor with the youth.



Recommended Citation:

Palmon, S., Peterson, R. L. & Cathcart, A.M. (2015, January). *Resources for mentoring. Resource brief*. Lincoln, NE: Student Engagement Project, University of Nebraska. <http://k12engagement.unl.edu/resources-mentoring>.

References - Resources for Mentoring

- Aftercare for the Incarcerated through Mentoring* (2012). AIM: Indiana's Juvenile Re-Entry Program. Retrieved from <http://aim.spea.iupui.edu/about/org.htm>
- Ahrens, K., DuBois, D.L., Lozano, P., & Richardson, L.P. (2010). Naturally acquired mentoring relationships and young adult outcomes among adolescents with learning disabilities. *Learning Disabilities Research and Practice, 25*, 207-216.
- Bruce, Mary and Bridgeland, John (2014). *The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring*. Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. www.civicerprises.net/Education.
- Department of Health and Human Services (2011). *Annual report of the Kearney and Geneva youth rehabilitation & treatment centers*. Division of Children & Family Services and Office of Juvenile Services. Retrieved from: http://dhhs.ne.gov/children_family_services/Documents/YRTCK_AnnualReport10.pdf and http://dhhs.ne.gov/children_family_services/Documents/YRTCG_AnnualReport10.pdf
- Fraas, M. & Bellerose, A. (2010). Mentoring programme for adolescent survivors of acquired brain injury. *Brain Injury, 24*, 50-61. doi: 10.3109/02699050903446781
- Hobbs, A., Spohn, R., Strawhun, J., Wulf-Ludden, T., & Peterson, J. (2014). *An Evaluation of the Lancaster County Juvenile Re-entry Project*.
- Office of Justice Programs (2011). *OJP Fact Sheet: Mentoring*. Washington, D.C.: U.S. Department of Justice. http://ojp.gov/newsroom/factsheets/ojpfs_mentoring.html.
- Office of Justice Programs press release. (Friday, October 3, 2014) Contact: Anna Johnson. www.ojp.gov.
- TeamMates Mentoring Program (2009). *TeamMates Annual Report '09*. Retrieved from http://teammates.org/wp-content/uploads/2011/01/2009_Ar_final.pdf.
- TeamMates Mentoring Program (2012). *The Purpose of TeamMates Mentoring*
- Tierney, J. P. & Grossman, J. B. (with Resch, N. L.). (1995). *Making a difference. An impact study of Big Brothers/Big Sisters (Executive Summary)*. Philadelphia, PA: Public/Private Ventures.
- Valentino, S. & Wheeler, M. (2013). *2013 youth outcomes report*. Big Brothers Big Sisters. <http://mmpomaha.org/mentoring-programs/all-programs/>.