

MENTORING INITIATIVES:

An Overview of Youth Mentoring

**A Center for Substance Abuse Prevention
Conference and Meeting Document
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CONTENTS

Foreword	ii
Acknowledgments	iii
Introduction	iv
Overview of Mentoring	1
Background	
Definition of Mentoring	
What Mentoring IS	
What Mentoring IS Not	
Where Mentoring Activities Occur	
Research on Efficacy of Mentoring	
Types of Mentoring Programs	4
Formal Mentoring	
Group Mentoring	
Team Mentoring	
One-To-One Mentoring Programs	
Informal Mentoring	
Mentees and Mentors	6
What is a Mentor?	
The Role of a Mentee	
The Role of a Mentor	
Sources of Mentees and Mentors	
How to Establish a Responsible Mentoring Program	7
Elements of Effective Practice	
Tips for Building an Effective Mentoring Program	
Barriers to Reaching Scale	
Common Problems & Creative Solutions	
Liability and Risk Issues	12
Publications on Screening, Managing Risk and Liability Issues	
Mentoring Resource Programs	13
National Mentoring Resources	
State Mentoring Initiatives	
Expert Panel Mentoring Programs	
Cited References	31
Bibliography	32
Alphabetized Index	33

FOREWORD

Mentoring Initiatives: An Overview of Youth Mentoring is the result of a Center for Substance Abuse Prevention (CSAP) initiative designed to assist parents and other adult caregivers with tools and strategies to intervene as mentors in the lives of their own children as well as the lives of their children's peers. While mentors need not be parents themselves, people who are parents are also encouraged to naturally mentor their children's peers as they transport them in car pools to and from youth activities, coach little league and adolescent sports, teach them in faith-based schools or counsel them in formal youth development activities. The original draft was written after an extensive search of the literature and an exhaustive search for existing mentoring models and programs. The draft document was reviewed by a panel of experts convened by CSAP January 24, 2000. This panel consisted of researchers as well as practitioners involved in mentoring at the local, State, and National levels.

Among the principles which have guided this document are "the four things kids need," as stated by Angie Carrera of the Fairfax County, VA Juvenile District Court. Those needs are:

1. **Time** - One-on-one, face-to-face time spent with a caring adult
2. **Action** - Words/Promises alone are not enough
3. **Consistency** - Someone to be able to count on, depend upon, and trust
4. **Truth** - Excuses and fabrications destroy trust

This document is intended to be a resource for those interested in learning about and/or getting involved in mentoring activities in the United States. It is NOT, nor is it intended to be, an exhaustive compendium of mentoring programs and strategies. Neither is this document meant to be a duplication of efforts, but rather a complement and reference to those programs and publications already in existence.

"The number one indicator of success for a child is a good relationship with an adult."
Forbes Magazine

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INTRODUCTION

Over the decades since World War II, changes in family structures and neighborhood networks have increased the amount of unsupervised time spent by many young people. Today's youth are growing up faster than ever, and are facing pressures and risks their parents never imagined. More and more young people are facing these pressures and risks alone.

Mentors provide support and encouragement, serve as positive role models, and help their mentees recognize their own potential and set positive goals. Parents are often good mentors, but many people in a child's life can serve as mentor.

“Although there is no substitute for a deeply caring parent, young people can still thrive if some responsible person or group steps in to meet their needs.”

*Great Transitions: Preparing Adolescents for a New Century,
Carnegie Corporation of New York, 1996*

It is important to realize that children are influenced, or imprinted, by those around them. The questions are not “if” our young people will be influenced, but “by whom they will be imprinted,” and whether those imprints will be negative or positive.

OVERVIEW OF MENTORING

BACKGROUND

Formalized mentoring programs which match youth and adults probably originated in settlement houses around the turn of the century. The first recognized Big Brothers chapters were established independently in New York and Cincinnati in 1903-04, and the first Big Sisters association grew out of the Catholic Ladies of Charity of New York in 1905. The planned mentoring concept expanded in the 1970s to include corporate mentoring of employees to foster achievement and advancement. Business mentoring, viewed as a critical ingredient to success on the corporate ladder (Freedman 1992), introduced thousands of influential Americans to the value of mentoring for the average individual.

In 1990, the National Mentoring Working Group was formed to help foster effective mentoring programs. The members of the Working Group included:

- Baltimore Mentoring Institute
- Big Brothers/Big Sisters of America
- Brandeis University, Center for Corporate and Education Initiatives
- Campus Partnerships in Learning/Campus Compact
- Career Beginnings
- Connecticut College, Office of Community Service
- Enterprise Foundation
- National Black Child Development Institute
- National Urban League
- One Plus One of WQED-TV
- University of Maryland-Baltimore County, Office of Professional Practice

Since that first meeting, planned mentoring for youth has become a significant interest to researchers and policy makers concerned with enriching children's lives, addressing the isolation of youth from adult contact, and providing support and advocacy to children who need it.

As mentoring efforts grow and change, innovative mentoring strategies are being developed continually. A new approach which is finding a niche in mentoring is Two By Two. In this model, two mentors serve as resources and sounding boards for one another. It is currently being tested in Southern California.

DEFINITION OF MENTORING

"Mentoring" signifies different things to different people. Some think of mentoring as a kind of apprenticeship in which a young person learns a trade. Others think of mentoring as a process in which an individual teaches and guides another through life. Mentoring can include those dynamics, and many more. However, in the interests of establishing a standard meaning for the purposes of this document, the following discussion is offered: According to the Connecticut Mentoring Partnership "Mentoring" is defined as:

“A relationship over a prolonged period of time between two or more people where an older, caring, more experienced individual provides help to the younger person as he/she goes through life.”

WHAT MENTORING IS

- Mentoring is a natural part of child development; most youth identify an adult or older person as a source of support and guidance outside the family.
- Mentoring is a distinct approach to addressing the many needs of youth.
- Rather than enabling the at-risk young person to focus on the negative aspects of his/her life, effective mentors will help the mentees figure out how to solve their own problems, expanding their horizons and exposing them to opportunities to which they might not otherwise have been exposed.

WHAT MENTORING IS NOT

- Mentoring is not a treatment strategy.
- Mentors are not intended to be therapists.
- Mentoring does not include assuming the role of parent, social worker, psychologist, cleric, or "cool" peer.
- The mentor is not a source of a "free ride," gifts or loans.
- Relationships between the mentor and mentee don't always "click." Sometimes the match doesn't work well, and that's not a sign there is "something wrong" with either the mentor or the mentee.

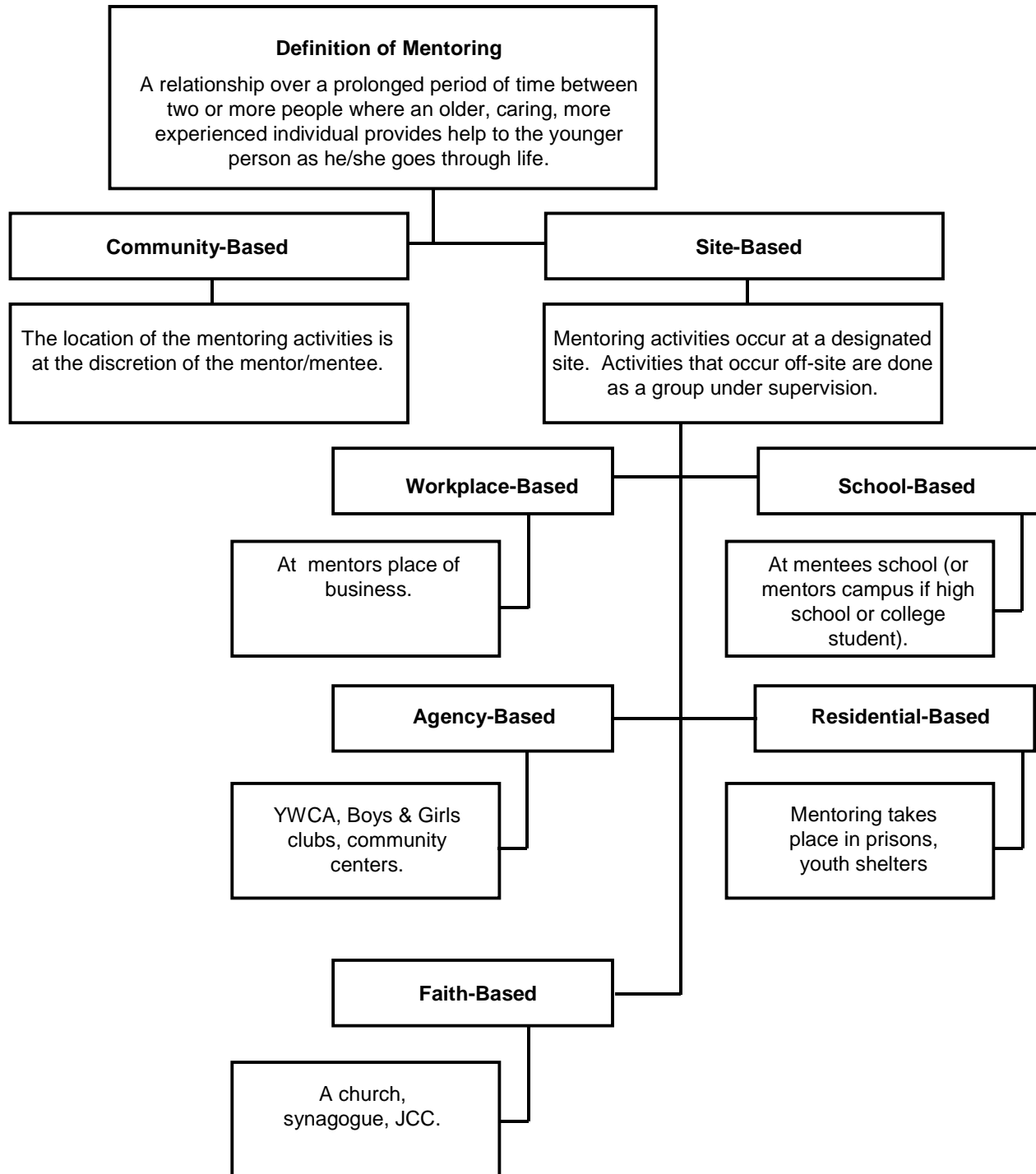
Because mentors tend to be kind, compassionate, caring individuals, the tendency when faced with a young person who is embroiled in the poly-problematic dynamic of adolescence or pre-adolescence, is to try to "fix" those problems. However strong the temptation is, mentoring does not involve solving life problems for the mentee.

WHERE MENTORING ACTIVITIES OCCUR

There exists a wide range of mentoring-oriented programs, only some of which focus primarily on substance abuse prevention. However, because substance abuse tends to be systemic and is strongly interrelated to other factors, such as truancy, low academic achievement, teen pregnancy, etc., positive mentoring in general can impact on substance abuse in the mentored young person, regardless of where the actual mentoring activities occur.

The following schematic illustrates the broad range of places and programs which include mentoring as part of or as the focus of their activities.

Where Mentoring Activities Occur



(Source: DRUGS DON'T WORK!, The Governor's Prevention Partnership/The Connecticut Mentoring Partnership, 1999)

RESEARCH ON EFFICACY OF MENTORING

Mentoring has been embedded as a component in many substance abuse prevention programs, but research studies rarely have been structured to look at the specific effects of mentoring itself. Under a 1996 grant from the National Institute of Justice, the University of Maryland found only six studies of community-based mentoring that met reasonable standards of scientific inquiry. Based on the available research, the University of Maryland report concluded that mentoring can reduce the likelihood of drug use but appeared ineffective in reducing juvenile delinquency and crime involvement (Sherman et al. 1997).

In 1995, Public/Private Ventures (P/PV), Inc. concluded an 18-month study of Big Brother/Big Sisters after allowing Sherman et al. (1997) to report their early findings. The P/PV study examined a randomized sample of 10-to-16 year-old youth in eight cities. The findings included the following:

- Mentored youth were 46 percent less likely than controls to begin using drugs during the study period. Among African American and other minority youth, the mentored youth were 70 percent less likely to begin using drugs.
- Mentored youth, especially minority Little Sisters, were significantly less likely than controls to begin drinking alcoholic beverages during the study period.
- Mentored youth were less likely to skip classes and were more likely to feel competent about doing schoolwork. They also experienced a modest gain in grade point average during the study period. The largest positive effects again were found among minority Little Sisters.
- Unlike controls, mentored youth indicated improved family relations, measured by gains in trust between parent and child during the study period. This effect was strongest among white Little Brothers.

TYPES OF MENTORING PROGRAMS

The following discussion on Formal and Informal mentoring is taken from literature available from the Connecticut Mentoring Partnership:

FORMAL MENTORING

Formal mentoring is relatively structured and programmatic. It involves a prolonged relationship between a caring mentor and young person (mentee), the goal of which is to provide the mentee with long term guidance and support.

Formalized youth mentoring is now being encouraged, not only in urban and suburban areas, but in rural areas as well, to ensure that the mentoring relationship is a socially positive experience. Formalized mentoring counters the potential effects of harmful mentors and peer relationships, and reinforces pro-social bonding with the help of a caring, committed adult.

Formal Mentoring typically:

- Takes place for a minimum of 6 months,
- Involves frequent and regular contact between mentor and mentee,
- Is assisted by an organized service or organization,
- Focuses on providing life-guidance and support,
- Includes support and/or supervision for the mentee and the mentee's family,
- Involves screening and training as well as ongoing support and/or supervision of the mentor.

Formal Mentoring Programs fall into one or more of the following categories:

- Group Mentoring programs involve one or more adults mentoring a group of two or more young people.
- Team Mentoring programs involve two or more adults mentoring one young person; each mentor provides individual time with each youth as well as participating in a group activity such as tutoring or job readiness. Another team approach allows youth access to any of several adult mentors, depending on the special expertise needed or on mentor schedule and availability.
- One-to-One Mentoring programs involves one adult mentoring one young person. The one-to-one contact of this type of mentoring can be achieved either through an individual-to-individual relationship or through a team approach.

Informal Mentoring, on the other hand, is identified as involving a relationship between a caring individual and young person, which is formed during the course of regular life events, and in which the adult provides guidance and support to the young person.

Informal Mentoring:

- Involves no minimum time requirement,
- May or may not involve frequent or regular contact between the mentor and mentee,
- May or may not include assistance by an organized service or organization,
- Involves guidance and support to young person only as a bi-product or secondary focus of the relationship,
- May or may not involve support and/or supervision for the mentee and the mentee's family,
- Exists in the form of: Youth Programs, Athletics, Youth Groups, Religious Instruction, and School Volunteers.

Some activities, such as Tutoring and School-to-Career programs, involve a mixture of both formal and informal mentoring activities.

Because of CSAP's focus on research-based, best mentoring practices, the remainder of this document will deal with Formal Mentoring activities only.

MENTEES AND MENTORS

WHAT IS A MENTOR?

For the purposes of this document, mentors are positive influencers who act as teachers, listeners, and advocates to younger individuals through matched relationships. According to Rochester, New York's Mentoring Roundtable:

"Mentors are screened and trained volunteers who provide support and challenge to mentees with whom they interact. Mentors are emotionally mature, committed to human development, prudent, responsible and adaptable."

THE ROLE OF A MENTEE IS:

- To develop a positive relationship with a mentor
- To set and achieve goals
- To develop self-respect, self-esteem, and responsible behavior
- To develop confidence and competence in academic, professional, and social skills
- To make positive decisions about the future
- To have fun while working with a mentor

THE ROLE OF A MENTOR IS:

- To develop a positive relationship with a mentee
- To help an individual develop competence
- To be sensitive to a diversity of backgrounds, cultures, and experiences
- To gain experience which will prove useful in other areas of life
- To become energized through a helping relationship
- To communicate the mentor's life experiences and insights to the mentee
- To develop a network of support for the mentee
- To have fun working with the mentee and other caring adults

To build a trusting relationship takes about six months. To develop trust, the best mentors, according to P/PV research, let their mentees help decide how to spend the time; made a commitment to be a consistent presence in the youth's life; and sought and used help from program staff. In matches where mentors adopted these tactics, 90 percent met regularly with their charges, and only 9 percent ended in nine months time or less.

Note: According to *Mentoring: A Synthesis of P/PV's Research*, mentors that step into the mentoring "match" to be supportive, as opposed to going into it with the intention of "turning this kid around," are much more successful.

SOURCES OF MENTORS AND MENTEES

Mentoring programs vary widely regarding the adolescents and young children they recruit as "mentees." Adult mentors can be matched with troubled teens who are struggling in the juvenile justice system, or they can work with gifted children who need technical instruction and added recognition.

School-based programs have the advantage of a ready pool of youth eligible for mentoring. While most school-based mentoring programs focus on raising grades, they also may improve the attitude of youth. Increasing the confidence of youth and their sense of achievement may benefit many problem areas, including prevention of substance abuse. School-based mentoring is one of several promising new approaches to mentoring. According to Public/Private Ventures, school-based programs were able to recruit not only the typical mentoring volunteer, but also individuals who are busier than those making a traditional mentoring commitment, and younger (high school and college students) than is typical in other mentoring programs.

Community-based programs are likely to have the most experience in recruiting, training, and supporting volunteers. A community-based program can be set in a nonprofit organization, a church, or a public social service agency. It also is likely to have a broader range of mentoring options available, working with children and youth at different levels on a variety of activities which take place in community settings, such as movies, the mall and the park.

Mentors are recruited from a range of organizations. Often recruited through school volunteer offices or community organizations that are clearinghouses for volunteers, mentors can be senior citizens, parents, older students, or other adults in the community. Media announcements, fliers, organizations, and word-of-mouth have often served as outreach approaches for recruitment. Business involvement also has been widely used, with recruitment achieved through company-wide campaigns tied to corporate objectives of employee morale, civic duty, and community leadership.

Depending on the intensity of mentoring activities, recruitment may involve extensive screening measures and testing. Peer-focused school programs such as Friday Night Live, provide an organizational structure to help recruit, train, and monitor school-based teenagers and adults in mentor roles with younger children.

HOW TO ESTABLISH A RESPONSIBLE MENTORING PROGRAM

The planning stages of developing a mentoring program are very important. Because a mentor program is built on shared trust and respect of the people involved, much care should be given to its implementation.

As identified by the California Mentoring Initiative, a responsible mentoring program will include:

- A well-defined mission and established operating policy.
- Regular, consistent contact between the mentor and the mentee.
- Consent by the family or guardian of the mentee.
- Additional community support services.
- An established organization for oversight.
- Adherence to general principles of volunteerism.

- Paid or volunteer staff with appropriate skills.
- Written job descriptions for all staff and volunteer positions.
- Adherence to Equal Employment Opportunity requirements.
- Inclusiveness of racial, economic, and gender representation as appropriate to the program.
- Adequate financial and in-kind resources.
- Written administrative and program procedures.
- Written eligibility requirements for program participants.
- Program evaluation and ongoing assessment.
- A long-range plan that has community input.
- Risk management and confidentiality policies.
- Use of generally accepted accounting practices.
- A prudent and reasonable rationale for staffing requirements that are based on:
 - Organization's statement of purpose and goals
 - Needs of mentors and mentees
 - Community resources
 - Staff and other volunteers' skill level

ELEMENTS OF EFFECTIVE PRACTICE

The National Mentoring Partnership generated a set of guidelines, or common principles, to help guide development of responsible mentoring programs. These *Elements of Effective Practice* present program policies and practices that have proven effective in a wide range of existing mentoring settings.

Elements of Effective Practice

1. A statement of purpose and long-range plan that includes:

- Who, what, where, when, why and how activities will be performed
- Input from originators, staff, funders, potential volunteers and participants
- Assessment of community need

- Realistic, attainable and easy-to-understand operational plan
- Goals, objectives and timelines for all aspects of the plan
- Funding and resource development plan

2. A recruitment plan for both mentors and participants that includes:

- Strategies that portray accurate expectations and benefits
- Year-round marketing and public relations
- Targeted outreach based on participants' needs
- Volunteer opportunities beyond mentoring
- A basis in your program's statement of purpose and long-range plan

3. An orientation for mentors and participants that includes:

- Program overview
- Description of eligibility, screening process and suitability requirements
- Level of commitment expected (time, energy, flexibility)
- Expectations and restrictions (accountability)

- Benefits and rewards they can expect
- A separate focus for potential mentors and participants
- A summary of program policies, including written reports, interview, evaluation and reimbursement

4. Eligibility screening for mentors and participants that includes:

- An application process and review
- Face-to-face interview and home visit
- Reference checks for mentors, which may include character references, child abuse registry checks, driving record checks and criminal record checks where legally permissible
- Suitability criteria that relate to the program's statement of purpose and needs of the target population. Could include some or all of the following: personality profile; skills identification; gender; age; language and racial requirements; level of education; career interests; motivation for volunteering; and academic standing
- Successful completion of pre-match training and orientation

5. A readiness and training curriculum for all mentors and participants, including:

- Trained staff trainers
- Orientation to program and resource network, including information and referral, other supportive services and schools.
- Skills development as appropriate
- Cultural/heritage sensitivity and appreciation training
- Guidelines for participants on how to get the most out of the mentoring relationship
- Do's and Don't's of relationship management
- Job and role descriptions
- Confidentiality and liability information
- Crisis management/problem solving resources
- Communications skills development
- Ongoing sessions as necessary

6. A matching strategy that includes:

- A link with the program's statement of purpose
- A commitment to consistency
- A grounding in the program's eligibility criteria
- A rationale for the selection of this particular matching strategy from the wide range of available models
- Appropriate criteria for matches, including some or all of the following: gender; age; language requirements; availability; needs; interests; preferences of volunteer and participant; life experience; temperament
- A signed statement of understanding that both parties agree to the conditions of the match and the mentoring relationship
- pre-match social activities between mentor and participant pools
- Team building activities to reduce the anxiety of the first meeting

7. A monitoring process that includes:

- Consistent, scheduled meetings with staff, mentors and participants

- A tracking system for ongoing assessment
- Written records
- Input from community partners, family and significant others
- A process for managing grievances, praise, re-matching, interpersonal problem solving and premature relationship closure

8. A support, recognition and retention component that includes:

- A formal kickoff event
- Ongoing peer support groups for volunteers, participants and others
- Ongoing training and development
- Relevant issue discussion and information dissemination
- Networking with appropriate organizations
- Social gatherings of different groups as needed
- Annual recognition and appreciation event
- Newsletters or other mailings to participants, mentors, supporters and funders

9. Closure steps that include:

- Private and confidential exit interviews to debrief:
 - participant and staff
 - mentor and staff
 - mentor and participant without staff
- Clearly stated policy for future contacts
- Assistance for participants in defining next steps for achieving personal goals

10. An evaluation process based on:

- Outcome analysis of program and relationship
- Program criteria and statement of purpose
- Information needs of board, funders, community partners and other supporters of the program

TIPS FOR BUILDING EFFECTIVE MENTORING PROGRAMS

- Be strategic/develop a plan
- Build on existing infrastructures
- Form partnerships with other organizations/groups
- Build on the latest research (see P/PV in Index)
- Factor in the cost of mentoring i.e. background searches, screening and training activities when preparing a budget and/or requesting funding
- Do a needs assessment of the community
- Reduce mentor drop-out by building in mentor support and supervision
- Be culturally sensitive

BARRIERS TO REACHING SCALE

Too many young people who want mentors are unable to have them. High costs are partially responsible, but there are other reasons mentoring has not reached the level it could reach. Following are some Barriers as identified by The National Mentoring Partnership:

1. There is insufficient support for existing mentoring programs and initiatives.
2. There are not enough mentoring programs in institutions that have the resources

to build and sustain them -- for example, school, communities of faith and corporations.

3. Institutions and individuals that want to, and have the resources to develop programs lack easy access to information and help with implementation.
4. There is high attrition among mentors and would-be mentors.
5. The public has fears and misconceptions about young people and about mentoring.
6. There is a lack of information on the prevalence, performance and progress of mentoring initiatives.
7. Decision-makers lack awareness of what specifically they can do to bring mentoring to scale.
8. Organizations and institutions are acting on their own, duplicating efforts.
9. The mentoring movement does not have a sufficiently strong voice in policy decisions made at the Federal and State levels.
10. There is a lack of recognition and visibility for excellence in mentoring.

COMMON PROBLEMS & CREATIVE SOLUTIONS:

There seem to be many impediments to effective mentoring. The following are barriers common to mentoring, followed by some creative possible solutions as identified by the 1998 Report to Congress of the JUMP Project, OJJDP:

- Problem: Not enough mentors to serve all youths who wanted mentors.
Solution: *Redefine service goal and eligibility criteria for mentees, and expand the pool from which to recruit mentors.*
- Problem: Scheduled weekly mentor meetings were not well attended -- mentors did not have additional time to give.
Solution: *Change trainings and supervision from weekly to monthly. Survey the mentors before the meetings, asking them what issues they would like to cover.*
- Problem: Expectation of "miracles of transformation" from high risk youth by working with them only an hour or two per week during one school year.
Solution: *Develop realistic and specific goals for each mentee. Include mentee in goal-setting process, for better buy-in.*
- Problem: Trying to build the program too quickly, not realizing that it takes a tremendous amount of time to implement and institutionalize procedures.
Solution: *Re-evaluate to determine which activities could be started immediately, then prioritize steps for implementing the rest of the program systematically.*
- Problem: Small staff trying to "be all things to all people."
Solution: *If there is no budget for additional staff, recruit volunteers to handle some of the administrative duties. Some of the best volunteers may be people without the time to be full time mentors, but who want to support the program in some other way.*
- Problem: Staff turnover rate is very high.
Solution: *Unrealistic expectations of staffers. Over-worked staff get frustrated by not being able to do all things. Develop more appropriate job descriptions for all staff.*
- Problem: Limited resources keep program from implementing some of the

- supplementary activities planned, such as writing a newsletter.
- Solution:* *Rather than abandon the plans completely, amend your goal by writing a periodic bulletin rather than a full-fledged newsletter.*
- *Problem:* Difficulty recruiting enough mentors, especially males, from targeted populations.
Solution: *Spend more time in the community recruiting in order to be able to expand the pool of organizations from which you recruit. Develop relationships with businesses which designate your program as their community project for the year. Some businesses will allow their employees to provide mentoring on company time.*
 - *Problem:* Loss of prospective mentors during the lengthy screening process.
Solution: *Develop a gradual program where mentors can participate in the program in a limited way until screening is complete. Do not allow them individual contact with a mentee, but there are some things you can let them do during this waiting period. This will keep their interest high, and it also helps with training the mentor.*
 - *Problem:* Everyone in the community wanted the mentoring project, but when it came time to pitch in, they disappeared.
Solution: *Get specific with your needs, and translate that into how their support would actually help a youth. Also, educate community-based organizations as to how they might be able to help. Have human interest stories in the local paper.*
 - *Problem:* Funding in rural areas is difficult due to lack of corporations or large businesses.
Solution: *Try to persuade several small businesses to band together.*
 - *Problem:* How can you get parents of mentees not normally involved to become involved?
Solution: *Conduct home visits - and establish a supportive, non-judgemental relationship with parents of mentees.*
 - *Problem:* Getting parents to show up the first time.
Solution: *Develop incentives, such as a visit to a food bank, guest speakers, a "make-over" night for moms from the cosmetic department of local department stores.*

LIABILITY AND RISK ISSUES

Concerns around security and personal liability and risk may have a negative impact on finding potential mentors as well as mentees. Many people who express an interest in being a mentor also raise a concern with being accused of inappropriate behavior. And, what are the legal issues around confidentiality? What if the mentee tells the mentor of an illegal, or life-threatening activity? What is the responsibility of the mentoring program around these issues?

For the safety of the mentee as well as to comply with any laws concerning the issue of working with youth, how thorough does a background check need to be? What are the Federal and State laws governing fingerprinting a potential mentor?

We don't like to think about this kind of thing, but some individuals should not become mentors. Some people should not be allowed to come into contact, especially one to one contact, with a young person. However, because of the high cost of background checks,

many programs find their screening process is less than it should be . . . and that it takes far longer than they would like. While responsible mentoring programs go to great lengths to screen potential mentors, they also find they are unable to service all the youth wanting a mentor, due to high cost of that screening process.

Before beginning any new program, or before volunteering for an established program, make sure the legal and liability issues are solidly dealt with. Because we live in such a litigious society, make sure liability insurance is covered and up-to-date. Clearly stated policies for meetings between mentors and mentees should be in place.

Although California and Indiana both have free screening for mentor applicants, in most other States screening is costly. If more States would allow funds for support of these costs, a great deal more programming could be accomplished a lot more quickly. Until then, finding an organization/organizations willing to help underwrite these costs may be possible.

PUBLICATIONS DEALING WITH SCREENING, MANAGING RISK AND LIABILITY ISSUES:

Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organizations. Information from the National Collaboration for Youth on policies for screening and selecting volunteers who work with children. To order call: (202) 347-2080.

More Than a Matter of Trust: Managing the Risks of Mentoring. From the Nonprofit Risk Management Center, this explores the importance of understanding your clientele, selecting personnel, establishing program boundaries and need for quality supervision. Call: (202) 785-3891.

Planning It Safe: How to Control Liability and Risk in Volunteer Programs. This newly revised guide tells you when your organization can be held liable for acts harming another person and what defense can be used if your organization is sued. To order call: 800-395-9800.

MENTORING RESOURCE PROGRAMS

NATIONAL MENTORING INITIATIVE RESOURCES

Across Ages

Having received an Exemplary Substance Abuse Prevention Award from CSAP in 1999, Across Ages has as its mission to serve as a comprehensive intergenerational mentoring initiative that has been successful in helping youth navigate the difficult course through the early teen years. Originally designed as a school-based program for substance abuse prevention, the model was expanded to address multiple risk/protective factors and can be used as a wide-ranging prevention strategy in a variety of settings.

The centerpiece of Across Ages is the involvement of older adults as mentors for youth ages 9 to 15. In addition to spending time with their mentors, children in Across Ages are involved in community service activities that benefit the neighborhoods around their schools, and they receive classroom instruction to cope with stress and promote positive decision-making. The program also provides support to children's teachers, parents, and family members through workshops, recreational events and counseling or referral. Students remain in the program for

a minimum of one year. Successful mentor-youth matches, however, are often maintained for at least three to four years.

Across Ages
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Phone: (215) 204-6708
Fax: (215) 204-6733

America's Promise

Led by General Colin Powell, USA (Ret), America's Promise is mobilizing the nation to fulfill Five Promises to young people:

1. An ongoing relationship with caring adults - parents, mentors, tutors or coaches;
2. Safe places with structured activities during non-school hours;
3. A healthy start and future;
4. A marketable skill through effective education; and
5. Opportunities to give back through community service.

America's Promise – The Alliance for Youth
909 N. Washington Street, Suite 400
Alexandria, VA 22314-1556
Phone: (703) 684-4500
Fax: (703) 535-3900

The National Mentoring Partnership

The National Mentoring Partnership is an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide. Mentoring works, but it is not working enough for the 14 million children in this country who need and want mentors.

The National Mentoring Partnership is dedicated to the expansion of quality mentoring - which requires tackling the 10 barriers that have historically prevented mentoring from achieving scale:

1. There is insufficient support for existing mentoring programs and initiatives.
2. There are not enough mentoring programs in institutions that have the resources to build and sustain them - for example - schools, communities of faith and corporations.
3. Institutions and individuals that want to - and have the resources to - develop programs lack easy access to information and help with implementation.
4. There is high attrition among mentors and would-be mentors.
5. The public has fears and misconceptions about young people and about mentoring.
6. There is a lack of information on the prevalence, performance and progress of mentoring initiatives.
7. Decision-makers lack awareness of what specifically they can do to bring mentoring to scale.
8. Organizations and institutions are acting on their own, duplicating efforts.
9. The mentoring movement does not have a sufficiently strong voice in policy decisions made at the federal and state level.
10. There is a lack of recognition and visibility for excellence in mentoring.

What the National Mentoring Partnership does is work to help:

- Entire communities and states work together to sustain and expand mentoring opportunities for young people.
- Schools, businesses, civic associations, faith communities and youth-serving organizations build or strengthen their mentoring programs.
- Educators and work force preparation leaders integrate mentoring into programs.
- Individuals learn more about mentoring opportunities and become the mentors young people want and need.

The National Mentoring Partnership delivers:

- Leadership and support to a national network of community and state leaders who have formed mentoring partnerships to bring mentoring to scale.
- Standards - "Mentoring: Elements of Effective Practice" for developing responsible mentoring programs in any setting.
- www.mentoring.org - immediate access to the latest information and resources on mentoring as well as on-line networking and training events for practitioners and mentors.
- Training - for mentors and organizations via local mentor training institutes and the "How to be a Great Mentor" guide and interactive web site (produced with Kaplan Educational Centers and Newsweek).
- Response line to answer questions about mentoring and help organizations start or expand mentoring programs.
- Technical Assistance Corps - mentoring experts who are available to consult and train on all aspects of mentoring, including workplace-based, faith-based and school-based programs; state and local mentoring partnerships; and mentor training institute.
- Public Awareness Campaigns via partnerships with America's Promise, the Harvard Mentoring Project, ABC television network and other media and mentoring initiatives.
- Public Policy Council - composed of the nation's leading practitioners, to generate public support, funding and action to expand mentoring opportunities for young people.
- Membership in a national network of individuals who care deeply about the future of our young people and mentoring.

The National Mentoring Partnership's guiding principle is that acting alone, none of us can address the mentoring needs of America's young people, but together - working in partnership - we can.

A good resource to find mentoring activities located in other parts of the country, their web site has links to National, State and other organizational mentoring programs. It also lists downloadable resource materials detailing how to organize and run a mentoring program.

The National Mentoring Partnership
1400 Eye Street, N.W., Suite 850
Washington, DC 20005
Phone: (202) 729-4340
Web site: www.mentoring.org/

100 Black Men of America, Inc.

Founded in 1963, the 100 Black Men of America, Inc., is a national alliance of leading African American men of business, industry, public affairs and government, devoting their combined skills and resources to confronting the challenges facing African American youth. Committed to mentor 1 million youths over the next three years, teams of dedicated volunteers in 92 chapters nationally and 2 internationally make up the 100 Black Men of America, Inc. Through mentoring and other activities, these volunteers empower young people by helping them gain a competitive edge. These programs nurture creativity, emphasize academic achievement and reinforce social responsibility.

100 Black Men of America, Inc.
141 Auburn Avenue
Atlanta, GA 30303
Phone: (404) 688-5100
Fax: (404) 688-1024
Website: www.100blackmen.org/

Project Youth Connect

CSAP's Project Youth Connect is studying the effectiveness of mentoring youth at risk for substance abuse between the ages of 9 and 15. The goal of the program is to develop knowledge about the efficacy of providing mentor/advocacy services through multiple approaches. The program is pairing two models: Model I interventions for youth only and Model II interventions for youth and their families.

Research indicates that a caring adult mentor can have a positive impact on children at risk for developing serious behavioral problems, including substance abuse. Yet standard mentoring programs often encounter retention problems, caused by the amount of responsibility placed on the volunteer mentors, unsuccessful pairings, lack of training and time commitments. Project Youth Connect uses both full-time paid mentor/advocates and unpaid community volunteers.

This Project seeks to answer the following questions:

- Is the mentoring/advocacy model effective in preventing, delaying, or reducing youth substance abuse?
- Does the intervention improve school bonding and academic performance?
- Does the intervention improve family bonding and functioning?
- Does the intervention improve life management skills?

Each grantee will share the outcome results of their programs with the public in the form of publications or audio-visual materials.

Project Youth Connect
National Clearinghouse for Alcohol and Drug Information
11426 Rockville Pike
Rockville, MD 20847-2345
800/729-6686; TDD 800/487-4889
Web site: www.health.org/

Office of Juvenile Justice and Delinquency Prevention (OJJDP), JUMP

More than 9,200 at-risk young people in 43 States received one-on-one mentoring to help keep them in school and away from drugs and crime through the Juvenile Mentoring Program (**JUMP**) administered by OJJDP. In a 1998 report to Congress evaluation findings of previous JUMP grantees reported that participating youth believed that mentoring helped them improve their academic performance, avoid alcohol and drugs, and get along better with family and friends. JUMP mentors come from all walks of life. Many sites recruited law enforcement officers, college students, senior citizens, military personnel, business people, doctors, lawyers, government employees and teachers to serve as mentors. Some programs emphasize tutoring and academics, others emphasize vocational counseling and job skills. Young people participating in the program are drawn from first grade through high school.

The varied mentoring programs share 3 goals:

- Improve academic performance
- Reduce school drop-out rates
- Prevent delinquent behavior

To receive a list of nearby JUMP sites and their mentoring programs call 1-877-232-6368. Information about JUMP publications and conferences is available from:

**OJJDP Web site at www.ncjrs.org/ojjhome.htm/
OJJDP's Juvenile Justice Clearing-house
Box 6000, Rockville, MD 20857
The toll free number is 1-800-638-8736**

Big Brothers Big Sisters of America (BBBS)

For more than 90 years, Big Brothers Big Sisters of America has been America's preeminent national youth-serving organization. Their service is based on a One-To-One relationship between an adult volunteer and a child at risk. Volunteers serve as friends, mentors and role models, helping children (who are primarily from single-parent homes) gain greater self-confidence. "Bigs" encourage "Littles" to realize their potential and see themselves as having happy and successful futures. Big Brother and Big Sister mentors have influenced the lives of over one million children in thousands of communities across the nation. More than 500 Big Brothers Big Sisters agencies nationwide "match" adult volunteers and children based on common interests and the child's specific needs.

A recent study conducted by Public/Private Ventures, a respected national research firm, examined the effect of BBBS mentoring on youth and found that, compared to their peers, Little Brothers and Little Sisters who met with their Bigs regularly were:

- Forty-six percent less likely to start using drugs and 27% less likely to start drinking.
- Fifty-two percent less likely to skip a day of school and 37% less likely to skip a class. (The youth not only skipped school less, but also earned slightly higher grades and felt slightly better about how they were doing in school).
- One third less likely to hit someone.
- More trusting of their parents or guardians, less likely to lie to them, and felt more supported and less criticized by their peers and friends.

A Big Brother or Big Sister relationship provides the Little with an increased sense of belonging and often leads to enhanced communication skills and improved performance at home, at school, and in the community. The Bigs and Littles have fun together and, ultimately, the volunteer also benefits by "giving something back" and by truly making a difference in the life of a child. Each volunteer commits to spending a few hours a week for at least a year with their Little. Professional caseworkers provide supervision and support and work with the volunteer, the child, and the family to help set goals for the match. Many BBBS agencies provide alternative mentoring opportunities with flexibility, and many also support youth development activities, such as community service projects.

Big Brothers Big Sisters of America

230 N. 13th Street

Philadelphia, PA 19107

Tel: (215) 567-7000

Fax: (215) 567-0394

Web site: www.bbbsa.org/

Boys and Girls Clubs of America

In every community, boys and girls are left to find their own recreation and companionship in the streets. An increasing number of children are at home with no adult care or supervision. Young people need to know that someone cares about them. Boys & Girls Clubs offer that and more.

Boys & Girls Clubs of America's national programs have taken members from the Clubhouse to the White House; from the games room to the corporate boardroom; from the high school orchestra to Carnegie Hall.

Boys & Girls Clubs of America has a lineup of tested and proven nationally recognized programs that address today's most pressing youth issues, teaching young people the skills they need to succeed in life. More than 25 national programs are available in the areas of education, the environment, health, the arts, careers, alcohol/drug and pregnancy prevention, gang prevention, leadership development and athletics.

Helping youth become responsible caring citizens and acquire skills for participating in the democratic process is the main thrust of their Character & Leadership programs. They also develop leadership skills and provide opportunities for planning, decision-making, contributing to Club and community, and celebrating our national heritage. Their Education and career programs help youth create aspirations for the future, providing opportunities for career exploration and educational enhancement.

The clubs nationally provide mentoring for more than 25 national programs in education, the environment, health, the arts, careers, alcohol/drug and pregnancy prevention, gang prevention, leadership development and athletics. The SMART Moves (Skills Mastery and Resistance Training) and SMART Kids prevention/education programs address the related problems of drug and alcohol use and premature sexual activity. Act SMART, a joint project with the American Red Cross, provides age-appropriate HIV/AIDS prevention education for youngsters ages 6-17. The SMART Girls Program is designed to develop healthy attitudes among girls ages 10-15.

Phone: (404) 815-5766.

Boys & Girls Club of America

1230 W. Peachtree Street, N.W.

Atlanta, GA 30309
Tel: (404) 815-5700
Fax: (404) 487-5789
Email: shemphibgca.org
Web site: BGCA.org/

Mentoring USA

Mentoring USA, founded by Matilda Raffa Cuomo, is an effective, early intervention school or site-based program to prevent school drop-out. Mentoring USA helps children in grades K-8 improve their self-esteem, broaden their vision of opportunities and apply themselves in school. By matching a child with a trained, caring adult volunteer mentor on a one-to-one basis, their model has proven itself to be an effective strategy to encourage a child to reach his or her full potential. The results of the mentoring relationship are all positive: grades go up, school absenteeism goes down and children gain new confidence and hope for the future.

Mentoring USA is included in the continuum of care services provided to children living in HELP (Housing Enterprise for the Less Privileged) residential facilities. HELP is the largest provider for transitional housing and on-site services for homeless families in the nation. At HELP's Genesis Apartments volunteer mentors work with children from formerly homeless or low income families. The Mentoring USA model can be used by volunteer mentors to work in schools or other appropriate community sites.

Mentoring USA offers communities across the country the opportunity to start mentoring programs by offering the following:

- Print materials including manuals, brochures, parent orientation guides, mentee manuals.
- Technical assistance.
- Videotapes for mentor recruitment and problem-solving.
- Training sessions, workshops for mentor coordinators, site or school coordinators.
- Evaluation and problem solving workshops.

Mentoring USA enters into license agreements with local communities and provides the expertise necessary to ensure the successful implementation of their time-tested program model. Training and pairing mentors with high-risk youth across the US, Mentoring USA encourages children to enjoy learning and appreciate the importance of education.

Mentoring USA

113 East 13th Street
New York, NY 10003
Tel: (212) 253-1194
Fax: (212) 253-1267

National Indian Youth Leadership Development Project, Inc.

The National Indian Youth Leadership Project is a non-profit organization committed to the holistic development of Native youth and by extension, of all youth and of all humanity. Recognizing the

tremendous potential of Native youth and the many obstacles they face, Executive Director, McLellan Hall and other Native educators and health professionals set out one day sixteen years ago to create alternative ways of empowering Native youth for positive futures.

National Indian Youth Leadership Project has worked with thousands of youth in school and non-school settings across the country imparting leadership skills based upon traditional concepts which reconnect them with the natural world and which teach the value of giving of oneself for the greater good of tribe and community. The positive values taught by NIYLP are the same that emanate from Native communities and are based on ancient/traditional ways of behavior that once held them together - seeking unity, beauty and harmony, providing service and cooperation, listening, observing and responding creatively to life's challenges.

By using culturally appropriate experiential, outdoor adventure and service-learning approaches infused with these values, NIYLP has successfully built many nationally recognized model programs for substance abuse prevention, youth leadership and capacity building.

Examples of meaningful and on-going service performed by youth enrolled in NIYLP programs include cross-age mentoring, construction of community playgrounds, the building and repairing of traditional Pueblo ovens, participation in local search and rescue efforts, community and school clean ups, visits to uplift the spirits and minds of elders and incarcerated youth, and the revitalization of Native traditions such as the processing of sheep wool and weaving. NIYLP also promotes literacy and academic excellence, peace making, intercultural understanding, and Native entrepreneurship.

National Indian Youth Leadership Development Project, Inc.

814 S. Boardman

Gallup, NM 87305

Tel: (505) 722-9176

Fax: (505) 722-9794

Email: NIYLP@cia-G.com

Web site: NILP.org/

National Mentoring Center

The Northwest Regional Educational Laboratory's National Mentoring Center provides training and technical assistance to mentoring programs through a variety of services and conferences. Created and funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the National Mentoring Center aims to create connections between children and caring adults in the community by:

- Working in conjunction with OJJDP's Juvenile Mentoring Program (JUMP) to develop and provide training and resources.
- Supporting JUMP sites to create local, one-to-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities.
- Collaborating with Big Brothers Big Sisters of America, Public/Private Ventures and Information Technology International (ITI) to provide resources, training and evaluation services to assist in the mentoring process.

The National Mentoring Center hopes to provide the skills and tools necessary for successful mentoring relationships.

National Mentoring Center
101 S.W. Main Street, Suite 500
Portland, OR 97204-3297
Tel: (503) 275-0135
Fax: (503) 275-0444
Email: davisk@nwrel.org
Web site: www.nwrel.org/mentoring/

Save The Children

Save the Children, as part of their commitment to America's Promise, has launched a public service advertising (PSA) campaign entitled "Do Good: Mentor a Child". The objective of the campaign is to help meet the urgent need for mentors in the lives of children in the United States. The campaign seeks to inspire the American public to provide volunteer and financial resources so that more young people in our country can receive the proven benefits of mentoring.

The Ad Council, co-sponsoring the campaign, features a toll free number, 1-877-BE-A-MENTOR, which directs callers to their local mentoring organization taken from a database of mentoring organizations nationwide. Callers can also find out how to contribute much-needed financial resources so that mentoring organizations can expand their capacity to reach more youth. A brochure will be sent to all callers reinforcing the need for mentors, the impact of mentoring, and the ways in which people can get involved.

The Hotline offers the following options:

1. Volunteering on a frequent, long-term basis through an organization such as Big Brothers Big Sisters that (1) supports ongoing, intense adult-youth mentoring relationships longer than one year and (2) meets the industry standard for responsible mentoring set out in Mentoring: Elements of Effective Practice, and
2. Volunteering on a less frequent, short-term basis with youth-serving organizations such as the YMCA that (1) use caring adult volunteers in less time intensive roles and (2) also meet industry standards. The National Mentoring Database lists more than 1,700 organizations nationwide. The organizations that have signed-up to be listed in this database have (1) confirmed their readiness to receive and support volunteers and (2) committed to respond to callers within 48 hours. Save the Children is making the database available to the entire mentoring community to support future mentoring initiatives.

Save the Children
54 Wilton Road
Westport, CT 06880
Tel: (203) 221-4084
Fax: (203) 221-4082
Email: trussell@savechildren.org/
Web site: www.savethechildren.org/

Your Time – Their Future

This National campaign sponsored by the U.S. Department of Health and Human Services (DHHS), urges adults to become involved in volunteering, mentoring, and other efforts that help

young people participate in positive activities that build skills, self-discipline, and competence. Studies show that such structured activities are an effective strategy for preventing substance abuse and other high risk behaviors.

As President Bill Clinton said at the 1997 President's Summit for America's Future,

"You and I know that millions of our children are being left behind in lives of too much danger, too many drugs, too little hope and not enough opportunity. You and I know a lot of the problems can only be resolved when there is a one-on-one connection... "

For free materials, phone numbers of local youth-serving organizations, suggestions for activities you can share with young people and advice on how to make a difference in a child's life, call:

Your Time – Their Future

National Clearinghouse for Alcohol and Drug Information

1-800-729-6686

Public/Private Ventures (P/PV)

A national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults, PPV has done a great deal of research on effective mentoring practices, the findings of which are available at little or no charge. Publications may be ordered off the web site.

P/PV

One Commerce Square

2005 Market St., Ste. 900

Philadelphia, PA 19103

Phone: (215) 557-4400

Web site: www.ppv.org/

STATE MENTORING INITIATIVES

Some States have recognized the need for financial and "institutional" support for mentoring activities. The Governors of these States have allocated funding and other supportive measures for these activities, and have established them as State Initiatives.

California Mentor Initiative (CMI)

Although targeted specifically for Californians, CMI offers information which has broad application to mentoring activities throughout the US; it has become a National resource on youth mentoring. The California Mentor Initiative does not create more bureaucracy, it establishes a partnership of public agencies and private businesses to help at-risk children avoid drugs and alcohol, teen pregnancy, gang violence and school failure. The Initiative's goal is to recruit and train 250,000 volunteer mentors by the end of the year 2000. Successful business leaders are already being recruited to serve as role models for at-risk young people. To date, the state has invested \$11.6 million in mentor programs, and more than 270 successful private-sector mentoring programs are participating in the Initiative.

The California Mentor Initiative, launched by Governor Wilson in 1995, established the California Mentor Council, a task force of leaders from business, entertainment, professional sports, private mentor programs and public agencies. Members of this council set overall goals, increase public

awareness and seek alternative funding sources for mentor programs in California. The Initiative also created the Mentor Resource Center, a library and clearinghouse for information about mentoring and mentor programs in California and a referral service for potential mentors. The Resource Center also provides training and technical assistance to organizations interested in starting mentor programs. The goals of this program include: Reverse the rising rates of teen pregnancy, violence, alcohol and drug use, and school drop-outs.

California Mentor Initiative

Department of Alcohol and Drug Programs, Prevention Services Division

1700 K Street

Sacramento, CA 95814

Tel: (916) 324-4398 or 1-800-444-3066

Fax: (916) 323-0633

Email: jkooler@adp.state.ca.us

Web site: www.calmentor.ca.gov/

The Connecticut Mentoring Partnership (CMP)

The CMP is a program of *Drugs Don't Work!*, the Governor's Prevention Partnership, and is the cornerstone of the State of Connecticut's response to America's Promise. CMP was created in 1997 when Governor John G. Rowland in his role as co-chair of *Drugs Don't Work!*, challenged business leaders to join him in creating an initiative to protect children from drug use and other related problems. The mission of the Connecticut Mentoring Partnership is to foster and support mentoring programs as a way of promoting the growth and development of children through relationships with caring adults. CMP has the following three goals:

- Increase, strengthen and support mentoring programs,
- Increase the number of relationships between caring adults and youth, and
- Build and sustain a strong base of leaders and stakeholders who are committed to mentoring.

The Connecticut Mentoring Partnership

30 Arbor Street

Hartford, CT 06106

Phone: (860) 523-8042

Fax: (860) 236-9412

Email: mentor@drugsdontwork.org/

EXPERT PANEL MENTORING PROGRAMS

With the exception of those programs previously listed as a National or State Mentoring Program, the following is a list of the mentoring programs represented by the members of the Mentoring Expert Panel. They include local, State as well as National programs, and as such offer expertise and resources for every level of activity.

Youth Friends

1000 Broadway, Suite 302

Kansas City, MO 64105

Tel: (816) 842-7082 or toll free 877-842-7082

Fax: (816) 842-7907

Email: adkins@youthfriends.org/

Web site www.youthfriends.org/

YouthFriends connects caring adult volunteers with young people in schools to encourage success, promote healthy behaviors and build stronger communities. YouthFriends began in January 1995 as a pilot effort in 6 metro Kansas City school districts. Today, 35 school districts participate in YouthFriends in Greater Kansas City and the surrounding area. YouthFriends meets the needs of both students and volunteers. Actually, the effort came about as a result of focus groups among young people. They said to become successful, they needed more caring, positive adult role models involved in their lives. Additionally, YouthFriends provides a starting place for adults who want to volunteer with young people but don't know where to begin. It's the simple things that make YouthFriends so rewarding. It's the simple things young people really want from adults such as sharing common interests, someone to talk to, doing things together or just hanging out. Through YouthFriends, volunteers are linked with students ages 5-18 who share their interests in topics such as music, sports, reading or computers. YouthFriends are good role models, they enjoy young people, they're good listeners, but most of all they know how to be a friend.

The Mass Mentoring Partnership**105 Chauncey Street, Suite 300****Boston, MA 02111****Tel: (617) 695-2430****Fax: (617) 695-2435****Web site: www.mentoring.org/**

Their guiding principle: Acting alone, none of us can address the mentoring needs of Massachusetts' young people, but together – working in partnership – we can. This program advocates for the expansion of mentoring and is a resource to mentors and mentoring initiatives State-wide. Mentoring works, but it is not working for enough of the 340,000 children in Massachusetts who need and want mentors. The Mass Mentoring Partnership is a replication of the National Mentoring Partnership program. The Mass Mentoring Partnership works to help:

- Entire communities work together to sustain and expand mentoring opportunities for youth.
- Schools, businesses, civic associations, faith communities and youth-serving organizations build or strengthen their mentoring programs.
- Educators and workforce preparation leaders integrate mentoring into programs.
- Individuals learn about mentoring opportunities and become the mentors young people need and want.

African American Parents for Drug Prevention**The Crossroads Center****311 Martin Luther King Drive****Cincinnati, OH 45219****Tel: (513) 475-5359****Fax: (513) 281-1645****Email: jbutler4025@compuserve.com**

African American Parents for Drug Prevention was recently formed by Jacqueline Butler and a group of colleagues representing key formal and informal organizations and systems in the black community. This network includes individuals from organizations such as the Urban League, the NAACP, the National Council of Negro Women, the Black Ministerial Alliance, and the African American Panhellenic Association. Each of these organizations brings a rich history of

accomplishments in working with and for the betterment of the African American family and community. African American Parents for Drug Prevention targets both biological parents and those individuals, such as grandparents, aunts, uncles, foster parents and others, who are responsible for raising children. Its mission is to carry on constructive and preventive work for improving parent skills and functioning in order to buffer and shield African American children from the negative consequences of substance abuse and drug dealing.

The mentoring component of African American Parents for Drug Prevention takes the form of long term family-centered mentoring. "Mentorship" in this program means much more than just spending an hour or two a week with the mentees; it means developing a very close relationship which actually involves parenting skills and behaviors.

Fairfax County Juvenile and Domestic Relations District Court

Mentoring Resource Contact

4000 Chain Bridge Rd., #2200

Fairfax, VA 22003

Tel: (703) 246-2856

Fax: (703) 385-5964

Email: trugem@hotmail.com

In 1992, the Court instituted the court's Volunteer Sponsor Program, a mentor program for court-involved youth. Since the program closure in 1998, the duties of the Mentoring Resource Contact have expanded to include duty as the Court's liaison/contact on issues related to mentors for court-involved youth. This includes participation in community and court discussions about the development of any external and internal mentor programs, as well as working groups such as the Fairfax County Partnership for Youth Intervention Task Force. The Task Force focuses on identifying high risk youth and connecting them with existing community based mentoring/tutoring programs. The task force is working on plans to create a Mentor Center for the purpose of serving as an education and resource hub for programs which provide adult volunteer mentors to work with youth. They have improved academic success rates as well as lowered violence and delinquency rates among participating mentees.

Prevention Partners, Inc.

One Mustard Street

Suite 400

Rochester, NY 14609

Tel: (716) 288-2800

Fax: (716) 288-2847

Email: drugslie@frontiernet.net

Web site www.preventionconnection.org/

Prevention Partners, Inc. is a non-profit agency funded in part by the federal government, Monroe County, NYS OASES, NYS Office of Children and Family Services, City of Rochester, United Way Donor Option (#1908), donations, and fundraising events. Their mission is to assist the community in creating a framework in which citizens, community organizations and policy makers can discuss, advocate, develop, and implement strategies that promote healthy choices as they

relate to alcohol, tobacco, other drugs and associated issues. Prevention Partners uses a variety of program strategies to accomplish its mission:

- Promoting skill building enables youth and adults to address risk factors, build resiliency, resist peer pressure, and communicate effectively.
- Community empowerment and mobilization involves assisting neighborhood and community groups in addressing alcohol, tobacco and other drug abuse issues.
- Raising awareness influences community norms in support of healthy lifestyles.
- Providing and supporting alternative activities for youth fosters positive behaviors and resiliency.
- Advocacy provides a community centered forum for information sharing and discussion of issues related to alcohol, tobacco and other drug abuse.

- Mentoring and Role Modeling for Youth places trained, drug-free youth in schools and communities who will lead by positive example.
 - Support and assistance to Youth to Youth clubs.
 - Natural Helpers program.
 - Bright Futures - postponing sexual involvement.
 - Kids on the Block - A troupe of educational puppets.

Kings Local Parents and Community Together

3906 Wagon Trail Road

Madison, OH 45040

Tel: (513) 459-0513

Email: Idranmom@aol.com

Parents and Community Together, PACT, is a community coalition serving Northeastern Cincinnati and predominantly the Deerfield Township, Kings Local School District in Ohio. The coalition was founded in spring of 1996 as a 501c3 organization, boasts over 250 members, and an annual budget of over \$80K while operating on a pure volunteer basis. The organization has been a pilot coalition in the Cincinnati area, helping to begin other community organizations and pioneering programs involving youth, parents and community members. The organization is affiliated with CADCA, the Coalition for a Drug Free Cincinnati, and the Coalition for a Drug Free Warren County. Programs offered by the organization include: Youth Organization and Leadership Training; a Student Board; Kings Team Up, an athlete prevention program; Youth Mentoring; Parent Education programs with a variety of speakers; Parent to Parent training; a Resource Library offered at no charge to educators and members within the community; In School Youth Workshops and Training and Prevention Programs; a Community Review Board; Family Activities and Training; Red Ribbon Week activities; Abstinence Education; Drug and Alcohol Curriculum Revision within schools; Scholarship Program, Newsletters and the like.

Partners

735 South Avenue

Grand Junction, CO 81501

Tel: (970) 245-5555

Fax: (970) 245-7411

Email: Partners@GJ.net

Mentorship is a timeless strategy for helping youth mature into healthy adults. Over the last few years, the effectiveness of highly structured mentorship services has been supported by former

President Bush's Points of Light Foundation, the Carnegie Council on Adolescent Development, Public/Private Ventures, and the President's Summit on America's future. For three decades, Partners has offered highly structured mentorship services with the goal of helping at-risk youth learn life skills, and to provide them with the emotional support needed to grow to become productive adults and good citizens. The first Partners mentorship program for at-risk youth was established in 1968 in Denver as a response to an alarming increase in the rate of juvenile delinquency. As Partners success became known, Partners programs opened across Colorado. In 1985, these programs formed the Partners Association to support Partners affiliate programs, develop Partners affiliate programs in Colorado, provide technical assistance to youth mentorship programs and further the field of mentoring in Colorado via State level advocacy.

From its inception, Partners has distinguished itself from similar mentorship programs by focusing exclusively on at-risk youth. Partners began as an intervention for juvenile offenders, but over the years Partners has expanded the application of its mentorship services. Today, Partners affiliates serve youth at-risk of alcohol or drug abuse, school failure, juvenile delinquency, and youth who are victims of abuse.

All Our Kids, Inc.

**1004 Farnam Street
Suite 400**

Omaha, NE 68102

Tel: (402) 930-3001

Fax: (402) 930-3066

Email: shoesing@am1st.com

Web site: www.allourkids.org/

All Our Kids is dedicated to helping at-risk youth in our community because they believe these students can benefit from an ongoing, one-to-one relationship with a mentor. All Our Kids began in the fall of 1989, evolving from an Adopt-A-School partnership between a local junior high school and an Omaha corporation. As the mentoring program grew in vision and scope, it joined with the local affiliate of One to One, the National Mentoring Partnership, to develop community initiatives and recruit more mentors. All Our Kids operates a comprehensive mentoring program and works with other organizations to help them develop their own effective mentoring programs. All Our Kids has also established a scholarship program to provide opportunities to young people who have graduated from high school and participate in a mentoring relationship. Post-secondary scholarships help students become employable, productive citizens.

The mission of All our Kids is to increase the availability of responsible mentoring relationships for at-risk youth in the Greater Omaha metropolitan area and to provide more scholarship opportunities so that these young people can become employable, productive citizens. Fulfilling their mission requires a multi-pronged approach:

- Increase student recruitment efforts.
- Provide more scholarships to mentored students.
- Remove barriers to student success.
- Increase mentor recruitment efforts.
- Promote the excellence of community mentoring programs.
- Raise adequate funds to support the programs.

Students at-risk in school are identified by teachers and counselors. All Our Kids matches mentors with students during the vulnerable middle school years. Families are contacted for

approval and support. Caring adults are recruited from corporations, places of worship, civic organizations and the general community. From college students to retirees, all mentors share the desire to help a child succeed. Each potential mentor is screened with an interview and a criminal background check. On-going training provides mentors with guidance and support. They learn what is expected of them and how to make the most of the mentoring relationship.

Hollywood Education & Literacy Project (HELP)

6336 Hollywood Boulevard

Hollywood, CA 90028

Tel: (323) 463-2100

Fax: (323) 463-3200

Email: helpint@helplearn.org/

Web site: helplearn.org/

The Hollywood Education and Literacy Project (HELP) is a community based literacy and mentoring project, providing one-on-one tutoring and mentoring for students and their families, as well as instruction, training and internships for volunteer tutors and people opening community centers in other areas, and is delivered at no cost to the participants. The project started in 1996 and the Hollywood center opened in March 1997. Since that time HELP has assisted in the opening of 20 other projects throughout California, in other states, and territories.

After attending the President's Summit in Philadelphia, PA, the project aligned itself with "America's Promise" and was one of the first agencies to receive government funding under the California Mentoring Initiative. The HELP program starts with an individual and provides him with the tools to learn independently so he becomes a competent, confident learner and ultimately a productive, worthwhile member of society.

Brightside, Inc.

2112 Riverdale Street

West Springfield, MA 01089

Tel: (413) 827-4289

Fax: (413) 747-0182

Pamela Lamlein replicated the Across Ages program which is a research-based mentoring initiative that successfully improved adolescents' social competence and enhanced their ability to resist alcohol, tobacco and drug use.

The unique and highly effective feature of Across Ages is the pairing of older adults with middle-school children to provide the children with positive, nurturing role models. The target population of Across Ages is middle-school youth ages 10-13.

The original participants were African-American, Asian, Hispanic, and White children, many of whom lived in poverty, experienced repeated school failure, and had family members involved in drug use.

Across Ages can be implemented by a school or school district or by other organizations serving youth and their families, provided the local community has an adequate number of concerned residents age 55 and older. The initial program paired sixth graders in three North Philadelphia middle schools with elderly residents of the city.

Northrop Grumman Corporation Employee Assistance Program

21726 Mobley Farm Drive

Laytonsville, MD 20882

Tel: (410) 765-4887

Fax: (410) 993-7800

Email: James_R_Ohair@mail.northgrum.com

The Northrop Grumman Electronic Sensors and Systems Sector has operated an Employee Assistance Program since 1979. During that time several programs have been established that impact on employees and their families to the point that in 1998 the program name changed to the Employee and Family Assistance Program. This better represented the program and the company's efforts to support employees. Many of the programs had a positive impact on the role of parents and their role in supporting children dealing with alcohol and drugs. The company played a leadership role on the Governor's Alliance for the Prevention of Alcohol and Drug Abuse and as consultants to the Center for Substance Abuse Prevention where in 1996 the company received an award for Meritorious Achievement.

For their employees they have numerous support group programs on related topics such as grandparents raising grandchildren, elder caregivers, parents of children diagnosed with ADD and ADHD, depression and parents of children with Down Syndrome. They have also offered on site Alanon, AA, NA and GA meetings to their employees. They have an active employee population that supports each other with issues associated with parenting including employees who facilitate community parenting courses for the former Parents Anonymous organization.

Mentor Consulting Group

3 Inwood Road

Norwalk, CT 06850-1017

Tel: (203) 846-2244

Fax: (203) 846-9608

Email: sgweinbrgr@aol.com

Web site: www.mentoring.org/

The Mentor Consulting Group, located in Norwalk, Connecticut, provides consultation services to schools, business, religious and community organizations and states who are seeking comprehensive guidance in the area of one to one mentoring and development of marketing plans. From technical assistance to training, the Mentor Consulting Group provides a complete list of offerings catered to the specific needs to its clients. These include: establishing, maintaining, and evaluating mentor programs, train the trainer modules and the development of training materials; training new mentors at interactive sessions; school-to-work training models; creation of mentor handbooks and program manuals; techniques to communicate and market programs, and measurement tools.

MCG's strategic planning process includes conducting needs assessments, building community awareness and establishing the critical steps in order to implement the elements of effective

mentoring. Key elements are recognition and retention of employees who agree to become mentors.

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ALPHABETIZED INDEX

A

Across Ages, p.14
African American Parents for Drug Prevention, p. 25
All Our Kids, p. 27
America's Promise, p.14

B

Big Brothers/Big Sisters of America, p.18
Boys and Girls Club of America, p.18
Brightside, p.29

C

California Mentor Initiative, p.23
Connecticut Mentoring Partnership, p.23

D,E

F

Fairfax County Juvenile & Domestic Relations
District Court, p. 25

G

H

Hollywood Education & Literacy Project (HELP),p.28

I

J

JUMP (OJJDP Program), p.17

K

Kings Local Parents & Community Together, p.26

L

M

Mass Mentoring Partnership, p.24
Mentor Consulting Group, p.30
Mentoring USA, p.19

N

National Clearinghouse for Alcohol and
Drug Information, p.17
National Indian Youth Leadership
Development Project, p. 20
National Mentoring Center, p.21
National Mentoring Partnership, p.14
Northrup Grumman Corp. EAP Program, p. 29

O

100 Black Men of America, p.16
One to One: The Massachusetts Mentoring
Partnership, p.24

P

Partners, Inc. p.27
Public/Private Ventures, p.4, 7, 22
Project Youth Connect, p.16

R

S

Save the Children, p. 21

T

Temple University Across Ages Inter-Generational
Mentoring/Drug Prevention Program, p.13

U,V,W,

XYZ

Your Time, Their Future, p.22
Youth Friends, p.24