

# THE MENTORING TOOLKIT: RESOURCES FOR DEVELOPING PROGRAMS FOR INCARCERATED YOUTH *(Unabridged Version)*

*Prepared by the National Evaluation and Technical Assistance Center for the Education of  
Children and Youth who are Neglected, Delinquent, and At-Risk*



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**About the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk**

The mission of the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC) is to improve educational programming for neglected and delinquent youth. NDTAC's legislative mandates are to develop a uniform evaluation model for State Education Agency (SEA) Title I, Part D, Subpart I programs; provide technical assistance (TA) to states in order to increase their capacity for data collection and their ability to use that data to improve educational programming for neglected or delinquent (N/D) youth; and serve as a facilitator between different organizations, agencies, and interest groups that work with youth in neglected and delinquent facilities. For additional information on NDTAC, visit the Center's Web site at <http://www.neglected-delinquent.org>

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- Michigan State University Extension Journey Mentoring Program
- The Juvenile Rehabilitation Administration (JRA) Mentor Program
- New York City Administration for Children's Services

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# UNABRIDGED VERSION OF THE MENTORING TOOLKIT

## INTRODUCTION AND OVERVIEW

Research has demonstrated that adolescents with at least one high-quality supportive relationship with an adult were twice as likely as other youth to be economically self sufficient, have healthy family and social relationships, and be productively involved in their communities (Gambone, Connell, Klem, Sipe, & Bridges, 2002). Unfortunately, at-risk youth and youthful offenders often have limited contact with positive adult role models with whom they can form and sustain meaningful relationships (Jones-Brown & Henriques, 1997). Mentoring programs can provide the opportunity for these young people to establish supportive relationships with positive adult role models (Office of Juvenile Justice Delinquency Program, 2000). *The Mentoring Toolkit: Resources for Developing Programs for Incarcerated Youth* provides information, program descriptions, and links to important resources that can assist juvenile detention facilities and other organizations to design effective mentoring programs for neglected and delinquent youth, particularly those who are incarcerated.

*All children need caring adults in their lives, and mentoring is one way to fill this need for at-risk children. The special bond of commitment fostered by the mutual respect inherent in effective mentoring can be the tie that binds a young person to a better future.*

—Shay Bilchik, former Office of Juvenile Justice and Delinquency Prevention (OJJDP) Administrator (Grossman & Garry, 1997, p. 1)

*The Mentoring Toolkit* is organized as follows:

*Section 1. Mentoring: A Promising Intervention*

*Strategy.* This section contains a review of the literature on effective mentoring strategies. Information on the limited body of knowledge available on programs designed specifically for incarcerated youth is included.

*Section 2. Characteristics of Juvenile Offenders:* This section describes the learning, social–emotional, and behavioral characteristics of youth residing in juvenile facilities.

*Section 3. Designing Effective Mentoring Programs for Neglected and Delinquent Youth:* This section explores the challenges that should be considered and the major benefits of establishing mentoring programs for these youth. It also describes the critical elements that should be included in juvenile justice mentoring.

*Section 4. Tools for Developing Mentoring Programs:* This section presents links to specific tools and resources that can be used by program developers to design and implement effective programs, to minimize the duplication of this information in this document.

*Section 5. Program Overviews:* This section contains brief descriptions of selected mentoring programs currently being implemented in juvenile facilities, as well as case studies of several existing programs that serve delinquent youth.

# 1. MENTORING: A PROMISING MENTORING STRATEGY

## What is Mentoring?

Mentoring is defined as a “. . . structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing . . . competence and character . . .” (National Mentoring Partnership, 2005, p. 9). The practice of mentoring is not a new approach for those seeking to improve the life chances of youth who are disadvantaged or at risk. “Particularly in instances of high rates of family disruption, mentoring makes alternate adult support networks available to youth and provides them with additional opportunities for developing intimate relations” (Jones-Brown & Henriques, 1997, p. 218). Caring adults working with youth can directly help them overcome adversity. Through mentoring relationships, many young people are able to see beyond their current circumstances toward a life filled with future successes.

## A Review of Two Mentoring Efforts

Over the past few years, mentoring programs for youth at risk of involvement with the juvenile justice system have received increasing attention. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) views mentoring programs as a promising approach to “enriching children’s lives, addressing their need for positive adult contact, and providing one-on-one support and advocacy for those who need it” (Grossman & Garry, 1997, p. 1). OJJDP has funded a network of mentoring efforts through the Juvenile Mentoring Program (JUMP) that are designed to address the needs of youth at risk of juvenile justice involvement. JUMP is designed to reduce juvenile delinquency and gang participation, improve academic performance, and reduce school dropout rates “by bringing together caring, responsible adults and at-risk young people in need of positive role models” (Grossman & Garry, p. 2). Although a systematic national evaluation of this program has not been conducted, the preliminary reports from funded sites indicate that youth were very positive about their mentoring experiences and viewed them as beneficial (Novotney, Mertinko, Lange, & Baker, 2000).

Additionally, experts in the fields of juvenile justice and mentoring have long pointed to the Big Brothers Big Sisters program as a model for working toward positive and achievable youth outcomes that reduce the likelihood of involvement in the juvenile justice system. Founded in 1904, Big Brothers Big Sisters is the oldest and largest youth mentoring organization in the United States. In 2004, the organization served more than 225,000 youth ages 5 through 18, in 5,000 communities across the country, through a network of 470 agencies (BigBrothersBigSisters.com). According to their Web site, youth mentored in their programs are

- 46% less likely to begin using illegal drugs;
- 27% less likely to begin using alcohol;
- 52% less likely to skip school;
- 37% less likely to skip class;

- more confident in their schoolwork performance; and
- able to get along better with their families.

Public/Private Ventures, a national nonprofit organization with a focus on youth and young adult programs, conducted an evaluation that substantiated many of these findings. Specifically, this organization found the following:

- Mentored youth were almost one third less likely than were controls to hit someone.
- Mentored youth skipped half as many days of school as control youth, felt more competent about doing schoolwork, skipped fewer classes, and showed modest gains in their grade point averages.
- The quality of their relationships with their parents was better for mentored youth than for controls at the end of the study period, primarily due to a higher level of trust between parent and child.
- Mentored youth, especially minority [males], had improved relationships with peers (Grossman & Garry, 1997, pp. 3–4)

Mentoring programs have been shown to be an effective way to help young people avoid or change problematic behaviors. “Evaluations of volunteer mentor programs show that they can be an effective strategy for preventing the onset of various kinds of anti-social behavior *and* may also work to arrest the behavior once it has begun” (Jones-Brown & Henriques, 1997, p. 218). Mentoring can be especially effective for young offenders in reducing the number of offences they commit, increasing community involvement, improving self esteem and communication skills, and increasing motivation (Delaney & Milne, 2002, p. 6).

*Dealing with the problems of juvenile delinquency, creating more positive opportunities for youth, and helping them find strong and positive adult role models in their lives are among the societal goals that can be achieved in part through the implementation of sound mentoring programs.*

(Grossman & Garry, 1977, p. 6)

## Research Findings on the Potential Impact of Mentoring on Incarcerated Youth

The body of research available on mentoring for incarcerated youth is extremely limited. However, the research that has been conducted provides valuable insight into how incarcerated youth can benefit from mentoring relationships. As noted, many young people in correctional settings do not have the types of supportive relationships that can prepare them for life outside of a facility. As a result, “these youth face isolation from their peers, family and from the nurturance, safety, and guidance that comes from sustained relationships with caring adults” (Jones-Brown & Henriques, 1997, p. 225). Some researchers claim that, “as a juvenile justice strategy, mentoring is an opportunity to provide support where it is missing and to supplement it in instances in which it is



weak” (Jones-Brown & Henriques, p. 218). It is in this role that mentors may have the greatest impact on incarcerated youth.

Incarcerated youth indicate that mentors are valuable as listeners, as sources of information for problem solving, and as individuals with whom they can spend positive time (Jones-Brown & Henriques, 1997, p. 223). Jones-Brown and Henriques (p. 223) noted in their study that mentors who were ex-offenders were particularly effective because the incarcerated mentees felt that they could really understand “where they were coming from” (p. 223). A positive connection with a caring adult is just as important, and can be just as effective, for youth who are incarcerated as it is for those youth not involved in the juvenile justice system.

## **Special Considerations for Developing Mentoring Programs for Incarcerated Youth**

Although incarcerated youth are similar to youth involved in general mentoring programs around the country, there are some special considerations that should be taken into account when developing programs for the incarcerated youth population. These include the following:

- 1. Emotional and physical availability of youth to develop and maintain involvement in the mentoring relationship.** The literature shows that the most successful mentoring relationships are those that are at least 1 year in duration. For youth who have experienced disappointments and difficulties forming strong positive relationships with adults in the past, the timeframe needed to establish effective mentoring relationships may be even longer. These young people may be hesitant to place themselves in a situation in which they become dependent upon adults for support and nurturance because of fear of yet another disappointment. In addition, youth may be incarcerated for varying lengths of time depending on the nature of their offense. Thus, there may not be sufficient time for a strong relationship to be formed between the mentor and mentee while the youth is incarcerated. Given this reality, program planners should consider including mentoring in the aftercare plan developed for youth being released from a facility. In addition, mentors should be provided with information and assistance to help them understand and respond appropriately to the emotional status and potential reticence of mentees to engage in this relationship. These interventions may provide the opportunity for mentees to obtain maximum benefit from this service.
- 2. The impact of using gender and culture to match mentor–mentee pairs.** Gender and cultural matching may have some benefits. According to the self-report data collected from participants in JUMP, boys who were matched with male mentors reported greater benefits with respect to avoiding drugs and gangs than did boys matched with females. When youth and mentors were of different races or ethnicities, mentors reported that they perceived significantly less improvement in avoiding drugs and alcohol, gang involvement, fighting, use of knives or guns, and avoiding friends who were

involved in negative activities. Mentors paired with youth of the same race or ethnicity reported that they believed that they understood their mentee better than those involved in cross-race matches (Novotney et al., 2000). It should be noted that these data are extremely limited. This is an important area for further study.

**3. Incarcerated youth represent a captive audience for mentoring programs.**

Mentoring programs within juvenile correctional facilities may have the advantage of requiring participation for any or all youth under their charge. However, it should be noted that even though participation may be required and a youth is in such a relationship, this does not mean that he or she will be amenable to participation (Jones-Brown & Henriques, 1997). Most facilities will introduce mentoring as one of the optional services that can be included in the transition/re-entry plan.

**4. Mentoring programs must be operated in accordance with the rules, regulations, and limitations of the correctional facility.** The most obvious special consideration when mentoring incarcerated youth is the fact that they are confined to a delinquent facility. This has implications for the types of activities mentors will be able to engage in with their mentees. Mentors will most likely be unable to remove their mentees from the facility and thus will be unable to engage in many of the activities traditionally associated with mentoring. As a result, it is important that programs are designed to maximize the opportunities mentors have to actively engage their mentees within the confines of correctional institutions.

The concern for the safety of both the mentor and the mentee must also be recognized. Correctional facilities are secured environments in which administrators and guards must maintain order and control over the youth under their supervision. Likewise, the safety of those working with youth in a facility must also be protected. Stringent screening processes for both mentors and mentees coupled with explicit program guidelines and requirements are necessary requirements for any mentoring program operating within a correctional facility.

## **2. CHARACTERISTICS OF JUVENILE OFFENDERS**

### **Risk Factors and Delinquent Behavior**

Youth residing in delinquent facilities are not altogether different from many other disadvantaged and at-risk youth. Their defining characteristic just happens to be that they are incarcerated. Incarcerated youth face many different risk factors that contribute to their delinquency and subsequent incarceration. Studies of delinquent youth involved in prevention programs have shown that most are “experiencing significant conflict at home and at school, some ha[ve] left school early, and many [are] socially isolated, ha[ve] poor

communication skills, anger management problems and low self esteem” (Delaney & Milne, 2002, p. 6).

In dealing with multiple risk factors, researchers assert that intervention strategies have the greatest chance of success when targeting “several risk factors in a variety of settings” rather than focusing on just one or two (Catalano, Loeber, & McKinney, 1999, p. 1) and that mentoring interventions are well suited to address multiple risk factors such as “alienation, academic failure, low commitment to school, and association with delinquent and violent peers . . . [Additionally, mentoring can introduce protective factors such as prosocial behaviors,] bonds with adults, healthy beliefs, and clear standards for behavior” (Catalano et al., p.1). Studies also show that many youth in the juvenile justice system, whether for serious delinquency, violence, gang membership, or a similar offense, are usually only involved in such delinquency for short periods of time—often only a year or less during adolescence (Huizinga, Loeber, Thornberry, & Cothorn, 2000, p. 2), indicating that many incarcerated youth could benefit from a positive mentoring relationship in order to lessen the length of delinquency involvement. Mentoring programs that educate mentors about the risk factors incarcerated youth face may help their mentees overcome their delinquent responses and are likely to be the most successful.

## Special Education in Delinquent Facilities

*“The practical difficulties in providing services to youth in lockdown and restricted settings should prompt institutional and educational administrators to work to reduce the length of time spent in such settings.”*

(Burrell & Warboys, 2000, p. 11)

In recent years, researchers have begun to explore the prevalence of youth with special education needs in the juvenile justice system. Over the past decade, a significant proportion of youth in the juvenile justice system have been diagnosed with education-related disabilities and are thus eligible for special education services under the Individuals with Disabilities Education Act (IDEA) (Burrell & Warboys, 2000, p. 1). It is estimated that anywhere from 30 to 50% of youth in correctional facilities have a special education

disability (Rutherford, Bullis, Anderson, & Griller-Clark, 2002, p. 7). “Although the full range of disabilities exists among youth placed in the correctional system, by far the most common special education conditions are specific learning disabilities, emotional disturbances, and mental retardation” (Rutherford et al., p. 8). Mentors should be provided with information on special education and how to address the specific learning and behavioral needs of their mentee within the context of the mentoring relationship.

## Behavioral and Emotional Disorders and Other Mental Health Needs

Not only do many incarcerated youth have learning disabilities, but many have diagnosable behavioral disorders and/or other mental health needs. Burrell and Warboys (2000) have noted that youth who have an emotional disturbance are arrested at higher rates than those who do not, with as many as 20% of students with emotional disabilities

are arrested at least once before they leave school (Burrell & Warboys, p. 1). These disabilities are not only likely factors in a youth's delinquency, arrest, and incarceration but are also likely to interfere in their rehabilitation process. As Wasserman, Ko, and McReynolds (2004) explain, "Emotional impairment due to an untreated mental disorder may contribute to an adverse reaction to confinement, which in turn may result in a poor adjustment during incarceration" (Wasserman et al., p. 1). Impaired ability to adjust to their

*"... Otto and colleagues (1992) found that rates of mental disorders were substantially higher among youth involved in the justice system than among youth in the general population."*

(Wasserman, Ko, and McReynolds, 2004, pg. 1)

confinement can subsequently "have a negative impact on behavior, discipline, and on a youth's ability to participate in available program components," including intervention strategies like mentoring (Wasserman et al., p. 1). Unaddressed, these disabilities are likely to continue to influence these youth's behavior and may lead to habitual offending and incarceration, especially for young males (Huizinga et al., 2000).

In order for an intervention program like adult mentoring to help these youth effectively learn to cope with disabilities and engage in more positive behavior, researchers argue that the programs and services they receive while incarcerated need to be "as powerful and relevant as possible in order to ingrain positive academic and social skills" (Rutherford et al., 2002, p. 23). Mentors must first be made aware if their mentee has a learning, behavior, or emotional disorder or other disability and also receive the proper training on how best to engage, motivate, and guide their mentee. Proper screening and diagnosis on the part of the juvenile facility will be consequential for the success of any mentoring program working with incarcerated youth. Program planners cannot rely on other systems to provide information on the previous use of mental health services for all youth at entry. They must take a proactive approach to properly identifying these youth and providing the appropriate services (Wasserman et al., 2004).

## Other Distinguishing Characteristics

Other factors also may contribute to a youth becoming delinquent. According to a National Institute of Justice study, part of the notion of being "at risk" for involvement in the juvenile justice system "includes the fact that a child who suffers from abuse and neglect is 40% more likely to become delinquent" (Jones-Brown & Henriques, 1997, p. 215). The same study found that nearly half of youth delinquent facilities have at least one immediate family member who has also been incarcerated. Similarly, the Corporation for National and Community Service report that "youth with a parent in prison are seven times more likely to be involved in the criminal court system and spend time in jail or prison themselves" (<http://nationalserviceresources.org>).

Knowing and understanding the familial environment in which the youth resided before incarceration is crucial for better understanding how to address his or her current feelings, thoughts, and emotions in a mentoring relationship. Incarcerated youth often face the same negative environmental factors upon release that may have existed before

incarceration. Mentors can provide a valuable support system to youth facing these environmental challenges as they transition into the community.

### **3. DESIGNING EFFECTIVE MENTORING PROGRAMS FOR NEGLECTED AND DELINQUENT YOUTH**

#### **Common Elements of All Successful Mentoring Programs**

The research is replete with information regarding the core components of successful mentoring programs. The following four components have been found to be successful in mentoring programs, regardless of the population served (Tierney, Grossman, & Resch, 2000, p. 31). The four basic characteristics are as follows:

**1. Development and implementation of a thorough volunteer screening process.**

The selection of volunteers for the mentoring program is one of the most important aspects of program development. This process should be designed to eliminate adults from consideration who may be unlikely to adhere to the time commitment required by the program. One area to use for screening purposes is the time commitment of the mentor. Consistency of contact is critical in developing healthy and strong mentee–mentor relationships. It is essential that the mentor be willing to maintain the relationship for a minimum of 1 year. Perspective mentors should also be required to provide information on their background: criminal background report, a child abuse registry report, and the mentor’s driving record to ensure that these will not pose a safety risk to youth participating in the program. Most important, these adults should represent positive role models and have a genuine interest in and ability to work with vulnerable and sometimes hard-to-reach youth.

**2. Conduct a comprehensive mentor training program.** Mentors are the most valuable asset in these programs. The training program should provide them with the tools they need to successfully fulfill their role. Training should include, but not be limited to, an overview of the learning and behavioral characteristics of the population of focus, youth development, training in linguistic and cultural competence, communication skill development and limit-setting skills, tips on relationship building, and recommendations on the best way to interact with a young person. Mentors should be provided training that assists them in developing basic crisis management skills that can be used with youth who may engage in either under-responsive or acting-out behavior. It is essential that mentors be made aware of the procedures they should follow to report a crisis; the type of support the program will provide to help them problem solve around issues that arise during the mentoring experience; and guidelines regarding the types of situations that are beyond their capacity to resolve. Training should also not be limited to the first month a mentor joins the program. Instead training should continue on a monthly basis in order to provide support and guidance for mentors throughout their time in the program. Contact information for program professionals should be provided to facilitate easy access by mentors in times of

crisis. Mentors should also be made aware by the program of the mandated reporting requirements related to suspicion of child abuse or neglect under that particular State's laws. Specific guidelines such as time requirements and lessons learned as a result of the program's experience implementing the effort should be communicated early and often to mentors.

- 3. Establish matching procedures that are based upon the needs and interest of students, not adult volunteers.** Specific criteria should be established by the program to establish matches. Priority should be given to the interest of the youth. Additional criteria might include the following:

- gender;
- culture, race, and ethnicity;
- shared interests and experiences;
- similarities between the career aspirations of the youth and the profession/career of the mentor;
- personality and temperament of both the mentor and mentee;
- geographic proximity between the mentor's home and the community location within which the mentee will reside upon release; and
- willingness of mentor to meet and/or maintain communication with parents, guardians, or other significant persons in the youth's life when possible.

- 4. Intensive supervision and support of each match.** Mentoring matches should be closely supervised by a case manager who has frequent contact with the parent/guardian, volunteer, and youth and is available to provide assistance to the parties when requested or as difficulties arise. In addition, ongoing training should be conducted to provide information on effective strategies for maintaining the relationship, meeting program guidelines, handling conflict or problems that arise, goal setting, and the boundaries of the mentoring relationship. These sessions should also provide an opportunity for mentors and mentee groups to share their experiences with one another and engage in peer-to-peer problem solving. It is also very important to provide mentors with examples of activities to do with their youth. Activities for mentors and youth should be planned and structured, especially during the development stage of the relationship. Some sample activities may focus on: community service; learning about or exploring the world of work/vocations; visiting a college campus in town; visiting a business that has entry level positions and a career ladder; learning a new skill; talking about the each others' family life; learning about the mentor's career; sight-seeing or other fun field trips in the community. It is recommended that each program to brainstorm activity ideas with the help of its mentors and the youth involved.

## Advice From the Field: Critical Elements for a Successful Mentoring Program for Incarcerated Youth

Only a limited number of mentoring programs in the United States are designed specifically to serve incarcerated youth. Very few of these have been systematically evaluated to determine program effectiveness. NDTAC interviewed mentor program directors and staff of three existing programs and reviewed the limited body of information in the literature to compile a list of the elements they felt were critical to a successful mentoring program for incarcerated youth based upon their experiences. The information provided represents a synthesis of lessons learned from programs that serve incarcerated youth, as well as relevant information from the field.

1. **Begin the mentor relationship during incarceration.** In order to create a relationship that will have a greater chance of success, the mentor and mentee relationship should begin while the youth is still incarcerated. Matching a youth to his or her mentor as early as 9 months before release can be the difference between a lasting relationship and one that fails. If this relationship is established during incarceration with regular meetings, the mentor and mentee will already be accustomed to meeting before the youth has left the facility (Greim, 2005, p. 27).

*Program staff for the Juvenile Rehabilitation Administration (JRA) Mentor Program emphasized that mentors are initially matched with youth 3–6 months prior to a youth’s release. JRA staff meet both the mentor and mentee initially, and then accompany the mentors to the facility for their first visit with their mentees. This lessens the pressure for both the mentor and mentee.*

2. **Provide supervision and support for mentors that is customized for programs that serve incarcerated youth.** Mentors working with this population need extreme support and supervision from program staff. An extensive orientation as well as ongoing training is necessary to cultivate a successful mentor. Additionally, program staff need to be in regular contact with mentors in case of questions or concerns. One study that evaluated early findings from two mentoring programs operated within juvenile facilities found that “mentor training had not provided enough specifics about the operation of the mentoring program and the characteristics of the juvenile population” (Greim, 2005, p. 16). Providing the mentor with a comprehensive understanding of the facility, the juvenile system, and the issues affecting the target population (i.e., poverty, culture and identity issues, mental health issues, substance abuse, homelessness, struggling students, families with parents who have been in prison) is essential to keeping mentors comfortable with the population and setting.

*In the Indiana’s Aftercare for Indiana through Mentoring (AIM) program, mentors are assigned to a team of mentors who meet regularly with each other and program staff. This allows for discussion and the opportunity to share problems and concerns, as well as successes, within the mentoring relationship.*

3. **Include mentoring in the Reentry/Transition Plan.** The mentor program should take place in conjunction with the youth's reentry/transition plan. Having the support of a caring adult both while incarcerated and after release can be a valuable experience for system-involved youth. Mentors can provide the opportunity for the youth to maintain contact with a positive role model once he or she returns to the community.

*The AIM program directly involves its mentors in the role of reentry/transition of a youth. AIM mentors provide monthly reports to AIM staff (which is in contact with parole officers, the courts, etc.) explaining the extent to which a youth is fulfilling his or her reentry/transition plan. This includes information regarding the youth's school enrollment, employment, and criminal activity. AIM asks its mentors to make a commitment to maintain at least biweekly contact with the AIM program staff, to facilitate communication and monitoring.*

4. **Establish a goal-setting process for the program.** The mentor and mentee should collectively set goals while the youth is still incarcerated (if possible). These goals should directly relate to a youth's transition plan, and should provide more detailed information on how the goals will be accomplished in areas such as education, employment, life skills, and leisure. Goals can include service learning or volunteer activities that consist of structured activities based in the community that the young person can do either individually or with his or her mentor (<http://www.neglected-delinquent.org/nd/events/2004Feb/presentations/HMuscott.ppt>).

*After mentees have set their goals with their mentors, the JRA program has mentors set goals for themselves, thus the mentor and mentee can hold one another responsible for each other's goals. This has helped JRA make the relationship a two-way street with both parties being able to hold the other accountable.*

5. **Make participation in the program voluntary.** Making the program voluntary for incarcerated youth makes the success rate higher for future participation upon release. While voluntary, the facility and program staff should encourage participation.

*Participation of youth is entirely voluntary in JRA's mentoring program. This has shown youth to take a greater stake in the program because it is not forced upon them.*

6. **Establish a close relationship between the mentoring program and the courts.** Building a strong relationship between the mentoring program and the court responsible for the youth can support the continuation of mentoring activities once he or she is released from incarceration. The courts also represent a rich resource of information that can assist mentoring in learning about the



requirements their mentee must adhere to once they are back in the community. These behaviors can be reinforced through the mentoring relationship.

*Michigan State University Extension's Journey Program has forged a close partnership with the local court and detention facility. The program's court and detention staff assist in training Journey mentors by giving them a tour of the facility and explaining the juvenile court system.*

- 7. A specific staff person should be designated to manage the mentoring program.** A mentor program may not operate effectively if a staff person or persons are not specifically assigned to develop and implement the effort. Staff resources are required to conduct recruitment, screening, training and on-going support to both mentors, mentees, and facility staff. Staff involved in the program should have training and/or experience recruiting and working with volunteers, program development, program evaluation and best practices in mentoring. The specific roles and responsibilities of each of the staff assigned to this program should be clearly articulated in either a job or task assignment description.

*The JRA Mentoring Program staff contact mentors who have youth still at the institution a minimum of twice a month. Program staff will also accompany mentors to the facility for their first visit as well as facilitate future interactions. JRA staff interact and communicate with a facility's residential case managers, superintendents and administrators. Additionally, MSU's Journey Program relies heavily on its staff to form strong relationships with their mentors (through regular contact, support, training) in order to create an interactive bond.*

- 8. A minimum of a 1-year commitment should be required for mentors.** Mentor programs should focus on finding volunteers who can commit to at least 1 year of involvement. Commitment to a mentoring program working in the juvenile justice system can be extremely time-consuming for a mentor. However, as shown in research conducted by Mike Bullis of the University of Oregon, engagement in school and/or work 6 months after release from incarceration is integral to a youth's successful transition back to the community; a committed mentor who maintains the relationship with the mentee could help provide that bridge to a successful transition (<http://www.neglected-delinquent.org/nd/events/2006jan/Presentations/DCMBullis01.ppt>). Additionally, while one-on-one mentoring is the preferred method of interaction, more unconventional methods also can have impacts. Other forms of communication by mentors can include postcards, phone calls, letters, and e-mails upon the youth's release from a facility.

*MSU's Journey Program asks volunteers to commit 2 hours a week once the youth has transitioned from the facility. Additionally, while the youth is still incarcerated, the Journey Program emphasizes regular visits between the mentor and mentee, as the staff finds this better ensures continued participation when the youth returns home.*

- 9. The mentoring program should be developed based upon an understanding of the intricacies of working within the juvenile justice system.** It is extremely important to remember that operating a mentoring program in a secure facility and working with incarcerated youth is different from other mentoring programs. The incarcerated setting can adversely affect the development of a mentor–mentee relationship if it is not designed to accommodate for the policies, procedures, and requirements of the facility.

*The JRA program staff recognizes the uniqueness of a mentoring program in a juvenile facility. The JRA program makes sure its mentors are aware that a youth's state of mind, privileges, or behavior "level" and treatment progress can be different from other youth in the same living unit and different from one day to the next. Additionally, each shift at a facility can be very different in mood, personality, flexibility, and knowledge of the mentor program.*

- 10. Establishing outcomes for mentoring programs.** It is important to establish outcome measures that will determine whether or not the mentoring effort is successful during the early planning phase of program development. The literature notes that too often the failure or success of an intervention is defined only in terms of recidivism rates. Beyond the difficulties of actually defining recidivism (i.e., re-arrest versus readjudication or reconfinement) is the notion that outcome measures of a mentoring program are not just whether a youth recidivates (Jones-Brown & Henriques, 1997, p. 227). It has been suggested that rather than using recidivism as the only measure of success or failure, more incremental changes in mentee behavior should be documented to more accurately evaluate progress. Small positive or negative changes in behavior can be of great significance (Jones-Brown & Henriques). This is especially important for incarcerated and/or adjudicated youth involved in mentoring programs. "The prevention of even one such offense is significant" (Jones-Brown & Henriques, p. 227).

The following are examples of additional outcome measures that could be used to evaluate the success of programs designed to serve incarcerated youth:

- **Satisfaction measures** as rated by both the mentor and the mentee with respect to the quality of the relationship and the benefits obtained from the relationship.
- **Academic and behavioral improvements**, which might include decreases in antisocial behaviors and infractions of the rules, and increases in academic performance as shown by better grades and anecdotal information from teachers.
- **Program retention rates** for mentors and mentees.  
**Quantity and quality of the services provided:** This might include the number of hours of mentor training provided, perceived training quality, number of planned mentoring activities conducted, expectations for frequency and duration of meetings, average length of participation by youth and average tenure of mentors.

## 4. TOOLS FOR DEVELOPING MENTORING PROGRAMS FOR INCARCERATED YOUTH

This section provides a brief overview of some of the key issues to be addressed by program developers as they plan and implement mentoring programs for incarcerated youth. Links to specific tools and resource materials are provided within each issue area.

### Communications/Information Dissemination

Communications strategies should be utilized to build community awareness of your program. Through community partnerships, you can recruit potential mentors and identify potential sources of program funding. Examples of information dissemination strategies that can be used to inform key stakeholders about your proposed or existing effort include the following:

- providing presentations to facility;
- placing articles in the local newspaper (National Mentoring Center, 2003);
- public service announcements on the radio or television (National Mentoring Center, 2003);
- flyers and posters (National Mentoring Center, 2003);
- outreach activities to members of the community, including making presentations at various community forums, making direct contact with fraternities and sororities and other community-based organizations with an interest in youth development and success; and
- placing Web-based announcements on your Web site or public information sites.

### Tools and Resources

- **[Building Communities From the Inside Out](http://www.northwestern.edu/ipr/publications/community/buildingblurb.html)**  
(<http://www.northwestern.edu/ipr/publications/community/buildingblurb.html>)  
This guide from the Institute for Policy Research at Northwestern University summarizes lessons learned by studying successful community-building initiatives in hundreds of neighborhoods across the United States. It outlines in simple, “neighborhood-friendly” terms what local communities can do to start their own journey down the path of asset-based development. This book can be helpful in building and supporting mentoring programs for incarcerated youth through the support of local community leaders, leaders of local associations and institutions, government officials, and leaders in the philanthropic and business communities.
- **[Resident Involvement in Community Change: The Experiences of Two Initiatives](http://www.ppv.org/ppv/publications/assets/121_publication.pdf)**  
([http://www.ppv.org/ppv/publications/assets/121\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/121_publication.pdf))  
This report from Public/Private Ventures explores the effect of resident involvement in community youth development projects, using two project examples: Plain Talk and Community Change for Youth Development (CCYD). The report may be helpful

to mentoring program developers in finding ways to gain support and involvement from the local and surrounding community members for helping incarcerated youth.

- **MENTOR**

(<http://www.mentoring.org/index.php>)

For more than a decade, MENTOR/National Mentoring Partnership has been working to expand the world of quality mentoring. MENTOR is widely acknowledged as the nation's premier advocate and resource for the expansion of mentoring initiatives nationwide. As such, MENTOR works with a strong network of State and Local Mentoring Partnerships to leverage resources and provide the support and tools that mentoring organizations need to effectively serve young people in their communities. MENTOR would be a valuable partner for any mentoring program as they seek to develop and begin to disseminate information about their program.

- **Website Development for Mentoring Programs: Reasons and Strategies for Being Online**

(<http://www.nwrel.org/mentoring/pdf/webdev.pdf>)

This online guide from the National Mentoring Center shows how youth mentoring programs can build an effective Web site that can assist in volunteer recruitment, fundraising, and many other areas of program development and sustainability. Web sites may be a valuable tool for disseminating information about proposed and implemented mentoring programs for incarcerated youth. Programs may also be able to link to existing Web sites for the facilities in which they operate.

## **Recruitment Strategies**

The successful development and implementation of any mentoring program depends largely on the availability of motivated and qualified mentors. For programs targeted at incarcerated youth, recruiting quality mentors will require a focused and comprehensive strategy to assure that volunteers understand the goals and guidelines of the program and are best able to meet the needs of this unique population. Several resources exist for the development of such recruiting strategies.

### ***Tools and Resources***

- **Recruiting Mentors: A Guide to Finding Volunteers to Work with Youth**

([http://www.ppv.org/ppv/publications/assets/28\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/28_publication.pdf))

Drawing on effective practices used by volunteer-based organizations and on research findings about mentoring, this guide from Public/Private Ventures describes recruitment strategies that programs can adapt to meet their particular circumstances.

- **Marketing for the Recruitment of Mentors: A Guide to Finding and Attracting Volunteers**

(<http://www.nwrel.org/mentoring/pdf/marketing.pdf>)

This new guidebook from the National Mentoring Center will teach programs how to apply the concepts of product marketing to the services they provide and the way they recruit volunteers. Users will learn about the basics of marketing planning, strategies

for creating messages that appeal to your audience, and tips and techniques for getting that message to your potential volunteers in a variety of formats.

- **[JUMPstart Your Program: Targeted Mentor Recruiting](http://www.nwrel.org/mentoring/pdf/Mod1.PDF)**  
(<http://www.nwrel.org/mentoring/pdf/Mod1.PDF>)

This training module from the National Mentoring Center Participants will develop strategies that contribute to successful recruitment of mentors. The module outlines a training workshop that should help program developers understand steps for building a network of local organizations that can help with targeted recruiting, identify major elements of a message that “sells” their program to the particular volunteers they are trying to recruit, be able to implement strategies for making all aspects of their recruitment and intake process “customer friendly,” and begin to develop a systematic recruitment plan that specifies tasks, responsibilities, and timelines.

- **[Mentor Recruitment Postcard](http://www.nwrel.org/mentoring/postcard.html)**  
(<http://www.nwrel.org/mentoring/postcard.html>)

To assist local programs in their recruitment efforts, the National Mentoring Center has designed a mentor recruitment postcard that can help programs tap into their best recruitment resource: the friends, family, and coworkers of their current mentors.

## **Guidelines for Developing Your Program Plan**

The development of a realistic and well-organized program begins with a clearly articulated mission and specific program guidelines. The JUMP mentoring program has established several general program guidelines, which other program developers may wish to consider. Information on the guidelines established by this and other programs are contained in the resource materials listed below.

### ***Tools and Resources***

- **Foundations of Successful Youth Mentoring: A Guidebook for Program Development** <http://www.nwrel.org/mentoring/pdf/foundations.pdf>

This guidebook outlines the structural components necessary for a successful mentoring program. This publication was the result of a systematic review of the JUMP program and incorporates findings from the literature related to youth mentoring. It also draws from research on prevention programs, youth development literature, and more general resources on organizational development and nonprofit management.

- **Operations of a Successful Mentoring Program**  
[http://www.mentoring.org/program\\_staff/index.php?cid=17](http://www.mentoring.org/program_staff/index.php?cid=17).

This resource includes information on the processes to effectively recruit mentors; ensure mentors are appropriately screened and trained; match mentors with mentees; and keep mentors informed, motivated, and supported.

- **Principles of Effective Prevention Programs**  
[http://www.mentoring.org/\\_DownloadFiles/PrinciplesOfPrevention.pdf](http://www.mentoring.org/_DownloadFiles/PrinciplesOfPrevention.pdf)

This classic resource provides an overview of 10 principles necessary for effective youth mentoring prevention programs. Each research-based principle includes a definition, action checklist, and example.

- **Handbook of Youth Mentoring** <http://www.sagepub.com/book.aspx?pid=10596>  
The Handbook of Youth Mentoring provides the first scholarly and comprehensive synthesis of current theory, research, and practice in the field of youth mentoring.
- **A Training Guide for Mentors**  
[http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/11/78/e6.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/11/78/e6.pdf)  
A product of the National Dropout Prevention Center, this article delineates the content necessary for a mentoring program and how that content ought to be organized. Also see [www.dropoutprevention.org](http://www.dropoutprevention.org).

## Induction/Orientation of Mentors

### **General Orientation Information**

The induction and orientation of mentors is critical to the success of both the individual mentoring relationships and the entire program. Substantial time and effort is needed to recruit, screen, orient, and retain the appropriate persons in mentoring roles. OJJDP's National Center on Mentoring recommends that orientation sessions include the following:

1. information to help participants understand the scope and limits of their role as mentors;
  2. training activities to support the development of the skills and attitudes they need to perform well in their role;
  3. an introduction to positive youth development concepts;
  4. information about the strengths and vulnerabilities of the children or youth who are in the program;
  5. information and clarification of program requirements and supports for mentors;
  6. an opportunity to have an open dialogue with program managers regarding guidelines and operating procedures and to obtain answers to any other questions they may have; and
  7. confidence-building support for mentors.
- **Training New Mentors**  
[http://www.ppv.org/ppv/publications/assets/30\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/30_publication.pdf)  
This guidebook answers questions such as: What information do mentors need to acquire? What skills training do they need? How much training should be required? The handbook includes training goals, activities, tips, and resources.
  - **Mentor Training and Support** <http://www.nwrel.org/mentoring/pdf/bull6.PDF>



This National Mentoring Center Bulletin focuses on providing mentors support, and includes training resources, information on working with volunteers with disabilities, and innovations in recruitment.

- **Mentor Training**

[http://www.mentoring.org/program\\_staff/training/mentor\\_training.php](http://www.mentoring.org/program_staff/training/mentor_training.php)

This section of the [www.mentoring.org](http://www.mentoring.org) Web site focuses on various aspects of what a thorough mentor training looks like, such as the purpose of training, what a training should include, and numerous resources.

### ***Orientation to the Juvenile Justice System***

For many mentors, a facility-based mentoring program may be the first time they are working with incarcerated youth and/or within a correctional institution. It will be important for them to understand how the juvenile justice system works in general as well as within their particular state, as well as how and why the youth they are working with ended up where they did. Though individual facilities may provide their own orientations for incoming mentors, resources are available that provide a general overview of the juvenile justice system in general as well as specific information for each state.

- **[The Juvenile Justice System: Delinquency, Processing, and the Law](http://www.amazon.com/gp/product/0131122878/104-5901131-4025513?v=glance&n=283155)**  
(<http://www.amazon.com/gp/product/0131122878/104-5901131-4025513?v=glance&n=283155>)

The Juvenile Justice System: Delinquency, Processing, and the Law is a complete examination of the juvenile justice system. It examines how juvenile offenders are defined and classified and draws on current literature to depict significant stages of juvenile processing.

- **[Juvenile Justice: An Introduction](http://bookstore.lexis.com/bookstore/catalog?action=product&prod_id=45043)**  
([http://bookstore.lexis.com/bookstore/catalog?action=product&prod\\_id=45043](http://bookstore.lexis.com/bookstore/catalog?action=product&prod_id=45043))  
Juvenile Justice: An Introduction provides a fresh and comprehensive analysis of all aspects of the juvenile justice system, including history, movements toward diversion and deinstitutionalization, police interaction, court process, due process, and community intervention. It also explores the theoretical rationales for the various interventions in order to make a complete evaluation of each effort.

- **[National Center for Juvenile Justice's State Profiles](http://www.ncjj.org/stateprofiles/)**  
([www.http://www.ncjj.org/stateprofiles/](http://www.ncjj.org/stateprofiles/))

The NCJJ's State Juvenile Justice Profiles Web site features rich, descriptive information and analysis regarding each state's juvenile justice system, illustrating the uniqueness of the 51 separate juvenile justice systems in this country. Developed in collaboration with state and local juvenile justice practitioners, the State Profiles offer an evolving array of information about each state's laws, policies, and practices, with links to individuals and agencies in the field. The National Overviews summarize information about state laws and practices.

## **The Intake and Screening Process**

### ***Intake and Screening for Mentors***

It is important for any mentoring program, especially one targeted at incarcerated youth, to properly screen mentoring volunteers to assure that they are both suitable for the work and safe to be with youth. Screening is an important primary step for mentoring programs as it has a direct impact on the matching process and also on the engagement of mentees and sustainability of the mentoring relationship. Several resources may prove helpful as programs develop and implement a screening process, with special consideration for the population being served.

### ***Tools and Resources***

- **[Guidelines for the Screening of Persons Working with Children, the Elderly, and Individuals with Disabilities in Need of Support](http://www.ncjrs.gov/pdffiles/167248.pdf)**  
(<http://www.ncjrs.gov/pdffiles/167248.pdf>)

From the Office of Juvenile Justice and Delinquency Prevention, these guidelines present a logical decision model to guide the screening decisions of individuals and organizations who hire employees or recruit volunteers to work with and provide care to children, the elderly, or the disabled.

- **[The National Mentoring Center's Training Curriculum: Screening Mentors](http://www.nwrel.org/mentoring/pdf/Mod2.PDF)**  
(<http://www.nwrel.org/mentoring/pdf/Mod2.PDF>)

The NMC' training curriculum is a 10-module tool for training program staff and mentors in effective program practices. Written by Public/Private Ventures, the curriculum draws on the latest in mentoring research to help programs improve. The second module of the training deals with the screening process for program mentors. Participants will explore strategies for screening volunteer applicants so that the mentors they select are both suitable and safe. By the end of the workshop, they should understand what potential "risks" exist in the mentor-mentee relationship within the context of their particular program, have developed a job description for mentors, have explored tools they can use for effective screening, have identified eligibility criteria for mentors that are appropriate for their particular program, and have developed strategies for screening in relation to those criteria.

### ***Screening Mentees***

As mentioned previously in this mentoring toolkit, properly assessing the mental health needs of youth in correctional facilities is crucial for providing the most appropriate services to them while incarcerated. Mentoring programs for incarcerated youth should work with facilities to assure that the needs of the youth they work with are well known and can be accounted for by the program. Resources are available for juvenile justice practitioners as well as those developing mentoring programs.

### ***Tools and Resources***

- **[Screening and Assessing Mental Health and Substance Use Disorders Among Youth in the Juvenile Justice System: A Resource Guide for Practitioners](#)**



(<http://www.ncjrs.gov/pdffiles1/ojjdp/204956.pdf>)

This resource guide from the Office of Juvenile Justice and Delinquency Prevention offers a comprehensive, user-friendly synthesis of current information on instruments that can be used to screen and assess youth for mental health- and substance use-related disorders at various stages of the juvenile justice process. The guide includes profiles of more than 50 instruments, guidelines for selecting instruments, and best practice recommendations for diverse settings and situations.

## Induction/Orientation of Mentees

In a dyadic relationship, it takes both persons to keep the relationship afloat. Much has been developed for mentors and their role in the mentoring relationship. However, not much has been developed for mentees and their role in the relationship. Frequently, mentoring relationships fall apart due to the mentees' lack of understanding of, and preparation for, their responsibilities in the relationship. The National Mentoring Center, funded by OJJDP, has developed a training manual for mentees. The manual outlines the need for mentee prematch training, ongoing training, and a mentee handbook. Specifically, prematch training of mentees will allow them to do the following:

- learn about the concept of mentoring;
- understand the roles of those involved in the program;
- develop reasonable expectations for the mentoring relationship;
- Understand their responsibilities as mentees
- learn how to get the most out of their mentoring relationships;
- understand the limits of confidentiality and the boundaries of the mentoring relationship;
- enhance skills for recognizing and dealing with inappropriate or abusive behavior by adults;
- know how to obtain assistance if they have questions or concerns; and
- practice skills that will assist them in the mentoring relationship.

## Tools and Resources

- **Training New Mentees: A Manual for Preparing Youth in Mentoring Programs** (<http://www.nwrel.org/mentoring/publications.html>) While almost all programs engage in thorough training and preparation of volunteer mentors, NWREL has found that many programs do not offer similar prematch training for the youth who are about to engage in those mentoring relationships. Proper training and preparation of mentees can result in greater satisfaction, increased participation, and more meaningful “buy-in” by youth. This guidebook can help a program develop and deliver a mentee training session that gets youth ready for the mentoring journey.
- **Mentee Orientation and Training**  
[http://www.mentoring.org/program\\_staff/training/mentee\\_orientation\\_and\\_training.php](http://www.mentoring.org/program_staff/training/mentee_orientation_and_training.php) This resource on the [www.mentoring.org](http://www.mentoring.org) Web site provides information on

why mentees should be trained, what should be included in the training, and various resources.

## Matching Mentors to Mentees

Very little research has been conducted on the impact of matching in mentoring relationships. A few studies have indicated that matching objective factors (such as age, race, and/or gender) were not the most critical element of success in instances in which success was defined as the frequency of meetings, length of the match, and its effectiveness. However, the early results of an evaluation of the JUMP program showed that there may be some benefits related to matching pairs according to race, culture, and ethnicity. Nevertheless, the literature suggests that matching a young person with someone is more beneficial than not matching him or her with anyone because of the lack of availability of a mentor of the same race or cultural background. This is clearly an area that warrants further examination.

### Tools and Resources

- **Matching** [http://www.mentoring.org/program\\_staff/index.php?cid=25](http://www.mentoring.org/program_staff/index.php?cid=25) This section includes information on how to establish prematching criteria, examples of sample traits to consider when matching, and sample tools.

## Supervision and Support of Mentors

Mentors working with this population need an extreme amount of support and supervision from program staff. An extensive orientation as well as ongoing training is necessary to cultivate a successful mentor. Additionally, program staff needs to be in regular contact with mentors in case of questions or concerns. In Indiana's *Aftercare for Indiana through Mentoring (AIM) Program*, which works with youth incarcerated in juvenile facilities throughout Indiana, mentors are assigned to a team of mentors that meet regularly with each other and program staff. This allows for discussion and the opportunity to share problems and concerns, as well as successes, within the mentoring relationship.

### Tools and Resources

- **Aftercare for Indiana through Mentoring (AIM)** <http://aim.spea.iupui.edu/> AIM administers its program in over 10 facilities in Indiana and Kentucky. With a focus on life skills, AIM works to steer youth toward success by engaging community resources and service providers with the help of mentors.
- **Foundations of Successful Youth Mentoring: A Guidebook for Program Development** <http://www.nwrel.org/mentoring/pdf/foundations.pdf> This guidebook from the National Mentoring Center provides ways in which to support mentors working with youth. The National Mentoring Center is funded, in part, through OJJDP and provides training and technical assistance services to Juvenile Mentoring Program (JUMP) grantees also funded through OJJDP.

- **Michigan State University Extension Journey Mentoring Program**  
[http://www.msue.msu.edu/portal/default.cfm?pageset\\_id=28508&page\\_id=46645&msue\\_portal\\_id=25643](http://www.msue.msu.edu/portal/default.cfm?pageset_id=28508&page_id=46645&msue_portal_id=25643)

The Journey Program pairs youth in Ottawa County ages 8–17 with positive adult role models in an effort to reduce the frequency and severity of delinquent behavior. Participation in the program by the youth is voluntary, and referrals from probation officers or counselors for youth wanting mentors are never in short supply. After being matched, the mentor and youth spend at least 2 hours together each week for a year.

## Re-entry and Transition Planning

Mentor programs working within a juvenile justice facility should take place in conjunction with the youth's reentry/transition plan. AIM mentors provide monthly reports to AIM staff (which is in contact with parole officers, the courts, etc.) explaining the extent to which a youth is fulfilling his or her reentry/transition plan. This includes information regarding the youth's school enrollment, employment, and criminal activity. AIM asks its mentors to make a commitment to maintain at least biweekly contact with the AIM program staff in order to facilitate communication and monitoring.

### Tools and Resources

- **Reentry Presentation, Dr. Roger Jajoura (AIM)**  
<http://aim.spea.iupui.edu/reentry/aftercare%5B1%5D.arkansas.ppt>  
View AIM Director Dr. Roger Jarjoura's "They All Come Back: Reflections on a Juvenile Reentry Plan." Dr. Jarjoura worked to establish and grow the AIM program into its current size.
- **The Juvenile Rehabilitation Administration (JRA) Mentor Program**  
<http://www1.dshs.wa.gov/jra/>  
The JRA Mentor Program was funded through the SafeFutures grant, which was awarded to the City of Seattle. The mentor program recruits, trains, and matches community volunteers who act as mentors to youth who are serving time in Washington State juvenile correctional institutions. The goal of the mentor program is to help young people leaving correctional institutions make the transition back to the community with the aid of a caring adult.

## Evaluation of Your Program

Mentoring can have an enormously positive impact on the lives of the young people who participate in this experience. To harness the value of mentoring, obstacles that prevent programs from functioning at their best as well as successes that allow programs to thrive need to be recognized and examined. In order to do this, mentoring programs should have an evaluation component. An evaluation will reveal the program characteristics that lead to successful outcomes and also provide guidance on how to use these lessons learned to enhance performance.

## **Tools and Resources**

- **National Mentoring Center** <http://www.nwrel.org/mentoring/evaluation.html>  
The National Mentoring Center, funded in part through OJJDP, offers a comprehensive list of various program evaluation resources on its Web page entitled, “Evaluating a Mentoring Program.”
- **Evaluating Your Program: A Beginner’s Self-Evaluation Workbook for Mentoring Programs**  
[http://www.itiincorporated.com/\\_includes/pdf/SEW-Full.pdf](http://www.itiincorporated.com/_includes/pdf/SEW-Full.pdf)  
This free resource, funded in part by OJJDP, will walk you through conducting a mentoring program evaluation. Many aspects are discussed in this guide, including the establishment of measurable outcomes, collection of data, analysis of data, and best uses from evaluation findings.
- **W. K. Kellogg Foundation Evaluation Handbook**  
<http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf>  
This handbook provides a framework for using evaluation as a tool within the program. It is written for program directors who control the evaluation of a given program. Funded through the W.K. Kellogg Foundation, the handbook should be adaptable to programs within juvenile justice facilities.

## **Sources of Funding for Programs**

No program can exist without adequate funding. There are many community resources available to support youth mentoring efforts. This includes government funding, foundation support, and support from nonprofit agencies such as the United Way of America.

## **Tools and Resources**

### **The Finance Project**

To support decisionmaking that produces and sustains good results for children, families, and communities, The Finance Project develops and disseminates information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies. All publications are available for downloading. Particularly useful is [Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives, Revised and Updated](#)

### **The Foundation Center**

The Center’s mission is to foster public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects. The audiences that call on the Center’s resources include grantseekers, grantmakers, researchers, policymakers, the media, and the general public.

### **[Grants.gov](#)**

Those seeking federal grants will be able to browse for funding from 26 agencies at this new Web portal. The site is the best point of entry for groups seeking federal grants and offers general information and secure processing of transactions and applications. Users can also sign up for e-mail alerts that will notify them when grant competitions have opened.

### **[National Youth Development Information Center](#)**

This section of the NYDIC site offers links to national and community foundations, information on federal and state funding opportunities, and a directory of corporate giving programs.

### **[Funding Sources from the SAMHSA Model Programs Web site](#)**

This excellent Web site has a comprehensive listing of funding sources from private foundations, corporate foundations, and government agencies.

### **[Community Foundations by State](#)**

Community foundations are nonprofit, tax-exempt, publicly supported grantmaking organizations. In addition to making grants, these foundations often play a leadership role in their communities, serve as a resource for grant information, and broker training and technical assistance for local nonprofits. Use this map to identify the community foundation in your locale.

### **[Youth Today's Grants Page](#)**

The online version of the newspaper *Youth Today*.

### **[SchoolGrants](#)**

The purpose of SchoolGrants is to provide resources for children, teachers/educators, and K-12 schools.

### **[Afterschool.gov](#)**

This Web site connects you to federal resources that support children and youth during out-of-school hours.

### **[Office of Juvenile Justice and Delinquency Prevention Grant Information Page](#)**

OJJDP provides funding to states, territories, localities, and private organizations through block grants and discretionary funding. Block funding, through regular Formula Grants and State Challenge and Prevention money, goes to states and territories. Juvenile Justice Specialists administer funding through subgrants to States and localities. Discretionary funding is awarded through competitive peer review. OJJDP follows a planning process to assist with decisions for program priorities and funding opportunities.

### **[U.S. Department of Education—Grant Information Page](#)**

This site provides basic, introductory information on how to obtain grants from the Department, as well as information on contracting procedures for product and

services procurements. This site will also provide both background and status information for ongoing Department procurements, so that potential bidders can easily access and download all relevant contract and standards documents.

### **NonProfit Gateway**

The NonProfit Gateway is designed as a central starting point to help nonprofit organizations access online Federal information and services. Linked to all cabinet departments and many agencies, it contains information about grants, regulations, taxes, and other services as well as information on a wide range of other topics and programs.

## ***Finding and Sustaining Funding for Programs***

### **Sustainability Planning and Resource Development for Youth Mentoring Programs**

(<http://www.nwrel.org/mentoring/pdf/sustainability.pdf>)

This resource features a comprehensive look at how youth mentoring programs can plan for their future. Specific chapters cover effective planning strategies, corporate giving, approaching foundations, government grants, individual giving, local events, the ethics of fundraising, and board involvement, among others. All the advice and strategies have been written with youth mentoring programs specifically in mind by some of the field's leading experts, including Dr. Susan Weinberger of the Mentor Consulting Group, Craig Bowman of the National Youth Advocacy Coalition, and former National Mentoring Center (NMC) Director Mark Fulop. If today's mentoring programs are to keep their vital services going into the future, they need to prepare and take action. This book can be an invaluable resource along the way.

### **Sustainability Basics: A Series Devoted to Ongoing Resource Development**

(<http://www.nwrel.org/mentoring/basics.html>)

One of the most frequently asked questions by those developing mentoring programs is, "Where can we find money?" To help answer that question, the National Mentoring Center (NMC) has created a series of articles designed to give an overview of the basic skills and strategies needed for solid sustainability and resource planning.

## **5. PROGRAM OVERVIEWS**

### **Juvenile Rehabilitation Administration (JRA) Mentor Program, Washington**

<http://www1.dshs.wa.gov/jra/>

The Juvenile Rehabilitation Administration (JRA) Mentor Program was established in August of 1996. The program was funded through the SafeFutures grant that was awarded to the City of Seattle. The Mentor Program was one of nine programs funded in Seattle through the SafeFutures grant. The mentor program recruits, trains, and matches

community volunteers who act as mentors to youth who are serving time in Washington State juvenile correctional institutions. The goal of the mentor program is to help young people leaving correctional institutions make the transition back to the community with the aid of a caring adult. In 2002, based on research completed by the Washington Institute for Public Policy, the JRA Mentor Program was funded statewide. The mentor program is currently funded by the State of Washington and is active in Regions I, III, IV, V, and VI.

New mentors complete a mandatory initial training and a thorough background check. Mentors are then matched with youth who are 6 to 8 months from their release from a correctional institution. Mentors are matched with youth before their release into the community so that the mentor and youth have time to develop a strong foundation for a positive relationship. A mentor meets at least once a month while the youth is at the correctional institution and calls or writes weekly.

Once a youth is released from a correctional institution, the mentor meets with his or her youth once a week. Mentors work with their youth to help him or her make the difficult transition from an institutional setting back to the community. A mentor acts as a guide for the youth as he or she navigates through relationships with family, peers, school, work, and parole.

The mentors are asked to set goals with their youth. A large part of the mentor training focuses on goal setting with a young person. Youth set goals in the areas of education, vocation, life skills, and recreation. Mentors are also asked to set goals for themselves, as well. The mentor and youth are able to hold each other accountable for their goals. This helps make the relationship a two-way street, with both parties being able to hold the other accountable for his or her individual goals. The mentor staff spends their time recruiting, training, and supervising mentors; recruiting youth; and speaking in the community on issues related to juvenile justice and the mentor program. One of the keys to the success of the mentor program is the amount of support each mentor receives. The mentor staff is in regular contact with the mentors and is available to help mentors when a question or concern arises.

Overall, the mentor program has provided many youth statewide with an adult who cares and listens to them through a very difficult time in the young person's life. The mentor program is successful in large part due to the commitment of the many mentors from the community who are not afraid to work with a group of young people who many fear. Volunteers take the time and have the courage to look beyond the youth's crime and see the child who needs the support of a caring adult.

### **Aftercare for Indiana through Mentoring (AIM), Indiana**

<http://aim.spea.iupui.edu/>

*This section describing the AIM Program was written based upon an interview conducted with Roger Jarjoura, Director of the AIM Program. The majority of this program description, which presents the chronological view of how the program was developed, is written in the words of Mr. Jarjoura.*



AIM is composed of a diverse team of dedicated AmeriCorps members and adult volunteers. Mentors provide reentry support to incarcerated youths returning to communities throughout Indiana. Mentors are effective role models that target unique needs of these youths, inspiring purpose, motivation, and direction for as long as the youths are receptive to our help. With a focus on life skills, the youth are steered toward success through the engagement of community resources and service providers. Youth are inspired to pursue successful and productive futures where they reach their potential through self-development and the utilization of community resources.

The conceptual framework for AIM was conceived during the summer of 1995 by Roger Jarjoura while he was teaching a service learning course on juvenile justice at IUPUI. His students were providing some programming to juvenile offenders at the Indiana Boys' School (now officially known as the Plainfield Juvenile Correctional Facility) as a requirement of the course. As a result of that experience, he found that the boys were being released from the facility without having a transition aftercare plan to support them after incarceration. Many of these youth were coming back to the facility within a relatively short period of time. AIM was developed to address this issue.

The program is modeled loosely after the Adolescent Diversion Project. In this project, Michigan State University undergraduate students serve as mentors for first-time offenders. AIM also uses college students as mentors to help juvenile offenders transition back into the community.

According to the Program Director, the program was developed during a 1-year planning period. During that time they conducted the following activities:

- designed, adapted, and tested out a life skills curriculum with five different groups of boys;
- identified two boys to pilot the mentoring component with, paying careful attention to the kinds of issues and needs they would have after they were released from incarceration; and
- formed an advisory group composed of IUPUI students and boys who had recently been released from the Plainfield facility. This group was charged with helping to design a program that would be attractive to both youth and potential mentors.

By the fall semester of 1996, the program model had been designed, a partnership had been established with the Indiana Department of Corrections (DOC), and the program had recruited its first group of mentors. The program began operating with 10 mentors who served 15 young men released from the Plainfield facility. During fall of 1996, a rigorous evaluation was designed and implemented. Currently, 4 years of follow-up data have been collected that demonstrate that AIM makes a significant difference in the likelihood of reincarceration.

In January 1998, the program was made available to all interested youth returning to the Indianapolis area from the Plainfield facility. Team mentoring was introduced that



summer. Mentors and youth were assigned to teams. This allowed for a more natural selection process to occur, as the youths determined which of several mentors they could best relate to. It also meant that there was more continuity for the mentees. If one mentor left the program, a core of the team members would still be present. This allowed the program to serve up to 120 mentees at any given time.

In October 1998, AIM hosted a luncheon at the Madame Walker Theatre to kick off a campaign to raise public awareness about AIM and to raise money for the program. The luncheon featured keynote speaker Judy O'Bannon and the debut of AIM's self-produced video on reentry from the youth's perspective. During this timeframe, AIM also entered into an agreement with Offender Aid and Restoration (OAR) to become the organizational home for AIM. Over the next several months, program administrators worked closely with members of the faith community to build up support for the program.

In the spring of 1999, a plan was created to expand the program throughout the state. AIM was successful in obtaining the first of several contracts with the Department of Corrections (DOC). This provided the opportunity for the program to hire its first full-time staff member, the program manager. This also led to the dissolution of the partnership with OAR.

In 2000, AIM applied for and was successful in securing funding from AmeriCorps. As a result, they were able to hire aftercare coordinators to work in the facilities. AIM was expanded to all nine juvenile correctional facilities in the area. Mentors were offered to youths returning to the Gary, South Bend, Fort Wayne, and Kokomo regions. In the fall of that year, AIM received a larger contract from DOC. This allowed the continued development of a workforce to implement this effort, including new staff positions for recruiting, training, and our facility coordinators. After a pilot effort, a permanent Support Center was established at the Lockerbie Square United Methodist Church.

In 2001, AIM was expanded again to include a site in Evansville. Another site was added in Louisville, Kentucky, in 2002. A new look was introduced for AIM, which now stands for "Aftercare for Indiana through Mentoring".

As the size of the organization was stabilized, attention was focused on raising the quality of services. In 2003, a VISTA program was introduced, bringing on 12 full-time VISTA members to assist AIM in building capacity for sustainability. Three America's Promise Fellows will be added to the program shortly to assist with community mobilization efforts throughout the state.

### **Michigan State University Extension Journey Youth Mentoring Program, Michigan**

[http://www.msue.msu.edu/portal/default.cfm?pageset\\_id=28508&page\\_id=46645&msue\\_portal\\_id=25643](http://www.msue.msu.edu/portal/default.cfm?pageset_id=28508&page_id=46645&msue_portal_id=25643)

The Journey Program pairs youth in Ottawa County ages 8–17 with positive adult role models in an effort to reduce the frequency and severity of delinquent behavior. The

success of the program is in large part due to the strong partnership between Michigan State University Extension and Ottawa County Family Court/Juvenile Services. Participation in the program by the youth is voluntary, and referrals from probation officers or counselors for youth wanting mentors are never in short supply. The mentors go through a lengthy screening and training process before being matched with a youth. After being matched, the mentor and youth spend at least 2 hours together each week for a year. It is not uncommon for matches to stay together for several years and spend 4 or more hours together each week. The Journey program continues to serve as a model of mentoring success and has received local, state, and national recognition.

## **Juvenile Mentoring Program**

Part G of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended in 1992 (Pub. L. 93-415: 42 U.S.C. 5667e et seq.), established a new delinquency prevention program—the Juvenile Mentoring Program (JUMP). Through the JUMP legislation, Congress authorized the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to competitively award 3- year grants to community based not-for-profit organizations or to local education agencies (LEAs) to support implementation and expansion of collaborative mentoring projects. JUMP is designed to provide one-to-one mentoring for youth at risk of delinquency, gang involvement, educational failure, or dropping out of school.

Within the program operation guidelines that OJJDP established, JUMP grantees are able to design a mentoring project that best meets the needs of the communities in which they operate and of the youth they serve. This overview provides a summary of some of the primary JUMP project features, barriers faced by JUMP grantees, and the creative approaches they have taken to address those barriers. Data used in the preparation of this report were gathered through Quarterly Progress Reports submitted by grantee organizations and phone interviews conducted by evaluation staff.

JUMP projects match an adult mentor with a youth who may be at risk for delinquency, gang involvement, drug use, and failing or dropping out of school. The intent of the mentoring relationship is to provide one-to-one support, guidance, and supervision for participating youth to help buffer the risks that may interrupt their healthy development. JUMP projects may operate as a component of a larger agency, or may stand alone to provide only mentoring services. To be considered eligible for a JUMP grant, organizations must have identified the following:

- a community need;
- a local education agency (LEA) with which they will partner if they are not such an organization themselves;
- a plan for recruiting, screening, training, supervising, and retaining volunteer mentors;
- the defined at-risk youth population they are planning to serve;
- procedures for ensuring appropriate matches between youth and mentors;
- clear guidelines for the frequency, duration, and nature of the mentor/youth meetings;

- a plan for project implementation; and
- procedures for monitoring their own progress toward project goals.

Each grantee has developed its mentoring project to meet specifically identified community needs, and has structured its activities to ensure youth safety and to maximize the opportunity for a positive mentoring relationship.

The above summary is provided in the *Juvenile Mentoring Program 1998 Report to Congress* from OJJDP. It is available at <http://www.ncjrs.gov/pdffiles1/952872.pdf>

## **Big Brothers Big Sisters of America** (from [www.bigbrothersbigsisters.org](http://www.bigbrothersbigsisters.org))

Founded in 1904, Big Brothers Big Sisters is the oldest and largest youth mentoring organization in the United States. In 2004, the organization served more than 225,000 youth ages 5 through 18, in 5,000 communities across the country, through a network of 470 agencies. National research has shown that the positive relationships between Big Brothers and Big Sisters and their Littles have a direct, measurable, and lasting impact on children's lives. To experience the difference Big Brother or Big Sister can make, read about real life matches.

Research and anecdotal evidence show specifically that BigBrothersBigSisters' one-to-one mentoring helps at-risk youth overcome the many challenges they face. Little Brothers and Sisters are less likely to begin using illegal drugs, consume alcohol, skip school and classes, or engage in acts of violence. They have greater self-esteem, confidence in their schoolwork performance, and are able to get along better with their friends and families.

In 2003, Big Brothers Big Sisters was selected by Forbes Magazine as one of its top 10 charities, making the publication's "gold star" list of charities that it believes are worthy of donor consideration, in its annual survey of 200 large charities. The magazine surveyed 200 nonprofits and rated them on how efficiently they collect and distribute dollars. Forbes looked at three categories: charitable commitment; fundraising efficiency, and donor dependency.

There are two core Big Brothers Big Sisters programs:

### ***Big Brothers Big Sisters—Community-Based***

Volunteers provide Littles with one-on-one time and attention in their communities, typically two to four times a month. During these unstructured outings they cultivate relationships that provide children with skills to manage everyday challenges. Through simple friendship, Bigs experience the joy of helping children discover a world of possibilities and opportunities.

### ***Big Brothers Big Sisters in Schools***

Volunteers provide Littles with one-on-one time and attention in their schools, typically once a week during the academic year. Teachers identify children who can

benefit most from interaction with a caring adult. As their friendships evolve, volunteers and children discover ways to make school and learning fun.

Additionally, there are several related programs that are customized to specific categories of children, volunteers, or partners including Amachi Big Brothers Big Sisters, Alpha Phi Alpha BBBS, Club-based Big Brothers and Big Sisters (Up2Us), Corporate Volunteers, High School Bigs, and others. Big Brothers Big Sisters works closely with parents and guardians to match every child with the right Big. Every volunteer is screened, trained, and supervised, and professionals in youth development support each match to help ensure that the relationship will be safe and rewarding for everyone involved. Complete information on Big Brothers Big Sisters of America is available on their Web site:

<http://www.bigbrothersbigsisters.org>

## **FOR MORE INFORMATION**

If you have additional questions on how to start a mentoring program for neglected or delinquent youth in your State, contact your NDTAC State liaison. To find your State liaison, please visit the following link on our website, [http://www.neglected-delinquent.org/nd/direct\\_assistance.asp](http://www.neglected-delinquent.org/nd/direct_assistance.asp). Also visit our website, <http://www.neglected-delinquent.org>, for all topics related to the neglected and delinquent field.

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