U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention

JUVENILE MENTORING PROGRAM

1998 Report to Congress

OJJDP Report

Office of Juvenile Justice and Delinquency Prevention

1998 REPORT TO CONGRESS

JUVENILE MENTORING PROGRAM

(JUMP)

Juvenile Justice and Delinquency Prevention Act of 1974 as
Amended in 1992 (Pub. L. 93-415: 42 U.S.C. 5667e *et seq*.)

Shay Bilchik, Administrator
Office of Juvenile Justice and Delinquency Prevention

December 1998

U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention
810 Seventh Street NW.
Washington, DC 20531

Janet Reno
Attorney General

Raymond C. Fisher
Associate Attorney General

Laurie Robinson
Assistant Attorney General

Shay Bilchik
Administrator
Office of Juvenile Justice and Delinquency Prevention

This report was prepared under grant number 97-JN-FX-0003 and 98-JG-FX-0002 funded by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

FOREWORD

A positive bond between a developing child and a nurturing adult pays rich dividends that can last a lifetime. With the growing erosion of family life and heavy demands on overburdened support systems, this attachment is increasingly problematic. When a child's family is unable or unwilling to provide adequate supervision and support, a mentor can help fill this critical gap.

In 1992, Congress responded to this need by amending the Juvenile Justice and Delinquency Prevention Act of 1974 to establish the Juvenile Mentoring Program (JUMP). The Office of Juvenile Justice and Delinquency Prevention (OJJDP) supports 93 mentoring projects under JUMP, in addition to mentoring initiatives funded through our Formula Grants Program—nearly 300 in 1997 alone.

This *1998 Report to Congress* describes the initial stages of OJJDP's ongoing evaluation of the 93 projects funded under JUMP and includes its preliminary findings, which are hopeful. Positive outcomes to date include reports from both mentors and youth that mentoring was a positive experience, and that youth benefitted from the experience, specifically in staying away from alcohol and drugs, avoiding fights and friends who are starting trouble, keeping away from gangs, and not using guns or knives.

As OJJDP continues to expand mentoring efforts through JUMP, it will also further develop the evaluation of mentoring. Data collection will be enlarged and refined, and more comprehensive analyses will be conducted. Furthermore, the evaluation time period will be extended to 2001. These enhancements should result in the most definitive national evaluation of mentoring to date. OJJDP will also strengthen local evaluations by developing a manual to assist JUMP sites in collecting and assessing program data.

The knowledge gained from the national and local JUMP evaluations should strengthen mentoring activities and enhance such beneficial results as reducing juvenile delinquency and gang participation, improving academic performance, and reducing the school dropout rate. The initial findings contained in this report to Congress give reason to expect these positive outcomes.

Shay Bilchik
Administrator

ACKNOWLEDGMENTS

This report would not have been possible without the help of the JUMP grantees who provided extensive information about their agencies, projects, youth, mentors, and the matches they are supporting with their JUMP grants. They helped us to get very personal knowledge of the issues in their communities that make mentoring such a necessary service for their youth at risk. They allowed us to "meet" the families they serve.

We want to give special thanks to the following organizations that gave extra time to provide additional information about their communities and stories about the struggles and successes of the young people with whom they work:

California:	Valley Youth Foundation
Florida:	Pinnellas County Education Foundation
Maryland:	Wicomico County Board of Education
Minnesota:	Big Brothers/Big Sisters of Greater Minneapolis
Ohio:	Cincinnati Youth Collaborative
Washington:	Center for Career Alternatives
Wisconsin:	Boys and Girls Club of Milwaukee

Names of youth and mentors whose stories have been shared by these grantees have been changed to protect the confidentiality of the individuals involved.

TABLE OF CONTENTS

INTRODUCTION

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 three year grants to community based not-for-profit organizations or to local educational agencies (LEA's) 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. Included in the authorizing legislation was a requirement that a report be prepared for Congress which describes the nature, status, and successes of the Juvenile Mentoring Program (Sec. 288H). OJJDP is pleased to provide this report.

Information for this report was gathered from JUMP grantee proposals, from regularly submitted grantee progress reports, and from direct phone contacts with program coordinators and other staff. The information primarily reflects activities that took place during the first quarter of FY 1998 (October 1, 1997-December 31, 1997), but also includes information from earlier fiscal years. This information represents initial data gathered as part of a national evaluation of mentoring as implemented through the individual JUMP projects. At the time of the preparation of this report, the two groups of grantees that contributed data were:

- Cohort I grantees that originally were funded in FY 1995 and were in their third year of operations, and

- Cohort II grantees that were funded in FY 1997 and were in their start-up year of operations.

The *1998 Report to Congress* begins with an overview of the principles guiding OJJDP's approach to juvenile crime prevention and the community environment impacting that approach. The second chapter describes the individual JUMP grants and the intervention models that grantees have selected to implement in their communities. Chapters 3, 4, and 5 provide descriptions of the youth being served, their volunteer mentors, and the nature of their mentoring relationship. Finally, the report examines initial evaluation findings and some promising indicators of success, and presents anticipated directions for future mentoring and mentoring-related activities.

1. A RESPONSE TO YOUTH AT RISK

Some Juvenile Crime Statistics Are Down

A recent report on juvenile arrests (Snyder, 1997) brings welcome news of a decrease between 1995 and 1996 in several indicators of juvenile crime, including:

- a 9% decrease in the juvenile violent crime arrest rate;
- a 14% reduction in the number of juveniles arrested for murder;
- 9% and 10% reductions respectively in weapons related arrests and motor vehicle theft; and
- an 8% reduction in the number of juveniles arrested for robbery.

This was the second year in a row these numbers reflected an overall decline in juvenile violent crime. These are reassuring data, but there is still much to be done.

Juvenile crime remains unacceptably high. Youth involvement with gangs and associated gang related criminal activities continues to be a problem for many of our communities. Use of drugs, especially alcohol, prevents many young people from meeting their full potential. Our national high school dropout rate of approximately 10% (Kids Count, 1998) results in too many young people entering adulthood without the necessary skills and resources to maintain productive adult lives. Members of our neighborhoods still do not feel safe. The projection of further growth of our juvenile population indicates that we must enhance prevention efforts to continue the progress we have seen in the past few years.

Justice Focus on Prevention Strategies

In response to juvenile crime and violence, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) has initiated a wide range of coordinated programs to address the needs indicated by these statistics. OJJDP's *Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* (Wilson and Howell, 1993) and its companion *Guide to Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* (Howell, Ed., 1995) provide a comprehensive framework for establishing a continuum of care system -- from prevention to early intervention to graduated sanctions for juveniles who enter the juvenile justice system -- in communities across the country. The National Juvenile Justice

Action Plan established by the Coordinating Council on Juvenile Justice and Delinquency Prevention (1996), provides further guidance to communities. The *Comprehensive Strategy* and the *Action Plan* are dedicated to supporting healthy youth development and the primary prevention of juvenile crime. They recognize, however, that some youth still will enter the juvenile justice system, and these youth must be held accountable for their actions. Through a system of graduated sanctions, treatment and rehabilitation services, and aftercare services, they provide the tools needed to reduce the rates and seriousness of repeat offenses.

To ensure that our efforts address the complexity of factors influencing today's youth, OJJDP has developed a blueprint for a *Juvenile Justice System for the 21st Century* (Bilchik, 1998) that is grounded in the knowledge that effective prevention must both reduce factors that increase risk and enhance protective factors that buffer children from risk. Such "risk-focused prevention" strategies identify risk factors and introduce protective factors at the earliest possible time to reduce and counter those risks (Hawkins & Catalano, 1992).

The legislation authorizing the JUMP program focuses on providing an intervention for youth at risk of entering or reentering the juvenile justice system. The intervention -- provision of a mentor -- offers youth a protective factor to counter the risks they face in their daily lives. The ultimate goal is to support the development of a population of healthy youth that will become a part of the solution to the Nation's juvenile crime problem -- a solution evidenced by reductions in juvenile delinquency and gang participation, improved academic performance, and a decrease in school dropout rates.

Provision of a mentor offers youth a protective factor to counter some of the many risks they face in their daily lives.

Mentoring is Not New

Although the exact nature and application of mentoring has varied over time, it generally is defined as a one-to-one relationship between a pair of unrelated individuals, usually of different ages. Within this relationship, one individual (the mentor) supports, teaches, counsels, and assists another (the mentee) on a regular basis over an extended period of time (DHHS, in press; Saito, 1994). As a concept, mentoring is not new. Examples can be found as far back as the late 19th century when the Friendly Visiting campaign, supported by charitable societies, recruited hundreds of middle-class women to work with poor and immigrant communities (Freedman, 1993). These women were charged with "raising the character" and "elevating the moral nature" of the poor families with the hope of smoothing class tensions.

Big Brothers/Big Sisters (BB/BS) of America, founded in 1904, is a well known successor to the Friendly Visiting campaigns. BB/BS primarily connects middle-class adults with disadvantaged youth. Although nearly as unstructured as the Friendly Visiting movement in

its early years, the BB/BS program has become more defined, with the mentoring relationships more closely supervised.

Historically, the notion of one individual providing caring support and guidance to another individual has been reflected in a variety of arenas. In the clinical mental health field, we talk about *bonding* and the importance of a child feeling connected to a nurturing adult in the early years of life. In the adoption field, we talk about need for *attachment*. In schools, *tutors* help support successful educational experiences. In juvenile and family court, Court Appointed Special Advocates (*CASA*'s) provide support and advocacy for children in need of assistance. In the substance abuse field, we make use of *sponsors* to support sobriety. In the business field, we create *teams* to ensure that new employees have the support they need to be successful in the corporate organizational system. Currently, there are many types of formal mentoring programs generally distinguishable by the goals of their sponsoring organization. Most youth oriented programs recognize the importance of ensuring that each child they serve has at least one significant adult in his/her own life that can be friend, role model, guide, and teacher of values. If that person is not available in the child's family, mentors can help fill the critical gap.

Formal mentoring programs such as JUMP address the needs of at-risk youth by structuring relationships that might not otherwise happen.

Mentoring can take place in two ways -- informally (naturally), and through direct formal programming (Bernard, 1992; Brown, 1996; Crockett & Smink, 1991; Freedman, 1993). Informal, natural mentoring occurs as a result of frequent, unstructured contacts over an extended period of time. While some children are fortunate to be part of large social networks where they are exposed to numerous positive adult influences, many other children have fewer such natural resources. For at-risk youth, the extra attention, affection, and guidance afforded by relatives, neighbors, and others in their community often is not available. Formal mentoring projects have been established in communities across the country to address the needs of these at-risk youth by structuring one-to-one relationships that might not otherwise happen.

Mentoring Addresses Risk Factors

Youth today face a world that is vastly different from the one in which children grew up even a few years ago. A confluence of events and circumstances has resulted in an environment that hosts a substantially different social and familial landscape. Generally recognized risk factors for youth exist in several domains including community, family, school, and personal/peer (Hawkins, Catalano & Miller, 1992; Catalano & Hawkins, 1995; Howell, 1995). Risk factors within these domains include poverty, availability of drugs, family conflict, academic failure, peers who are engaged in delinquent behaviors, and inability to gain positive attention and engage in healthy relationships. The risk factors are influenced further by the fact that:

- family members no longer routinely remain in the communities in which they grew up -- families often are isolated;

- fathers, mothers, and older children frequently work outside of the home creating an increased need for alternative child care for younger children, and a higher incidence of unsupervised youth in the absence of such alternative care;

- the increases in both rates of divorce and rates of births to single teens during the early 1990's resulted in more families being headed by one rather than two parents -- further exacerbating parental isolation;

- increases in gang crime and domestic violence and other violent behaviors have diverted scarce community resources from family support services to criminal investigations and prosecutions;

- prevalence of alcohol and drug abuse has led to both family and community upheaval, and to physically, mentally, and emotionally damaged youth who must struggle to function effectively and productively; and

- ready availability of guns increases the likelihood that crimes will be increasingly lethal.

Each of these influences adds to the growing number of risks that must be navigated by today's youth. Alone or in combination, these risks can make it difficult for families to ensure that their children develop the knowledge, skills, and positive life values needed to achieve success and avoid problems later in life. While any one risk factor increases the likelihood of negative life outcomes, at least one researcher (Rutter, 1979) concluded that the presence of two or three risk factors interacting together have a negative impact that is even greater than double or triple the original risk.

Several studies address the issue of lack of supervision, showing that in single-parent households and in households where both parents work, alcohol and drug use among young people is higher (Buckhalt, Halpin, Noel, & Meadows, 1992; Carnegie Council on Adolescent Development, 1992; Dornbusch et al., 1985; Richardson et al., 1989; Stanton, 1979; VanNelson, Thompson, Rice, & Cooley, 1991). Lack of parental supervision may have more acute consequences among youth from low-income backgrounds because they have fewer options for supervision (Austin & Bickel, in press).

The very presence of a mentor in a youth's life can help to reduce isolation and provide needed supervision and support.

Mentoring can directly address the lack of parental supervision. The very presence of a mentor in a youth's life can help to reduce isolation and provide needed supervision and

support. A positive adult role model offers new perspectives to youth who live in situations rife with substance abuse and violence. The tutoring and other school support a mentor offers may open an opportunity for academic and future career success that is not otherwise available.

Mentoring Supports and Enhances Protective Factors

Within this same social context, protective factors buffer the negative impact of identified risks, allowing one child to succeed while another child flounders (Resnick, 1997). Some of the frequently noted categories of protective factors are related to the categories of risk factors addressing environmental or community supports, family conditions, school, and personal/peer factors. Exhibit 1:1 provides examples of risk and protective factors in each of these four categories.

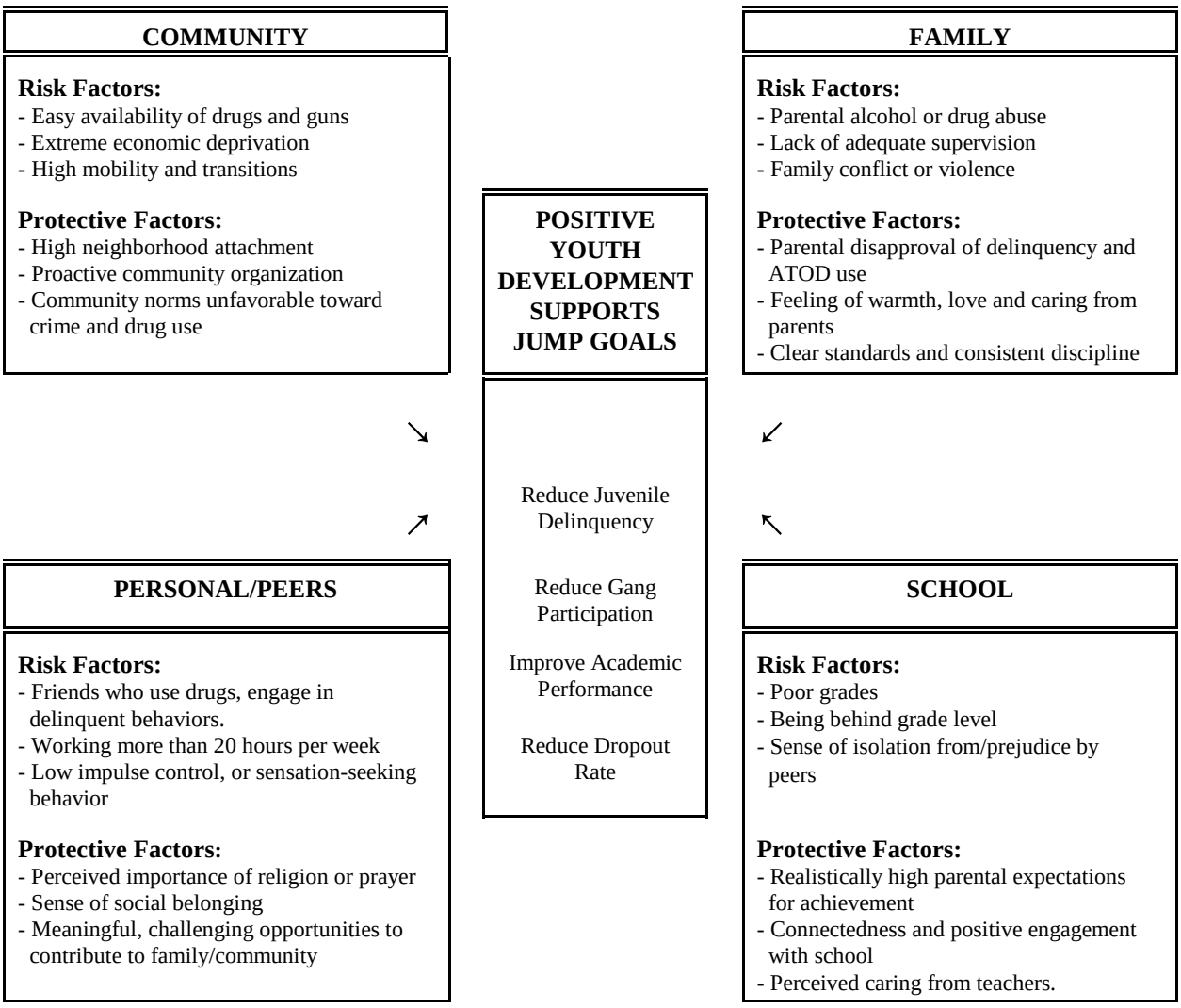
One comprehensive review of literature and research on the development of competence of children in both favorable and unfavorable environments (Masten and Coatsworth, 1998) points to key "systems for competence" that appear to be essential for healthy development. One of these key systems is the capacity, ability, and opportunity to build *relationships with caring adults*. The JUMP program addresses the *opportunity* for building healthy relationships with caring adults by providing a mentor.

Mentoring Holds Promise

In recent years, much has been written about mentoring as an effective intervention, and anecdotal evidence points to the importance of mentor-like relationships in children's successful development (Rak & Patterson, 1996; Bolig & Weddle, 1988; Garmezy, 1981; Hauser et al., 1985; Grossman & Garry, 1997). The fact that mentoring programs, both formal and informal, have been established in so many different arenas is further indication of the growing popularity and acceptance of mentoring as an effective tool for supporting healthy growth and development.

Despite a growing belief in the effectiveness of mentoring in helping children negotiate risks, there have been few research or evaluation studies that provide concrete and measurable evidence of mentoring effectiveness. One notable exception is a study of the Big Brothers/Big Sisters mentoring model (Tierney, Grossman & Resch, 1995) which compared data from youth actively enrolled in a mentoring program with those youth on a waiting list. The goal of the study, conducted by Public/Private Ventures (P/PV), was to determine whether participation in a BB/BS mentoring experience made a tangible difference in the lives of the young people involved. P/PV examined seven broad areas that mentoring might affect: antisocial activities, academic performance, attitudes and behaviors, relationships with family, relationships with friends, self-concept, and social and cultural enrichment.

Exhibit 1:1 Examples of Risk and Protective Factors



P/PV used two criteria to select eight local BB/BS agencies for the study -- a caseload large enough to ensure sufficient youth for the research sample, and geographic diversity. The 959 youth included in the study were assigned randomly to either the mentor group or the wait list group. Findings were based on self-reported information gathered from baseline and follow-up interviews, or on information contained in forms completed by agency staff.

At the end of the 18 month study period several positive results were documented for those youth involved in the mentoring program. Although the study found few effects on social and cultural enrichment, self-concept, or relationships with friends, it did find that mentored youth who had not already initiated drug use, reported being 47% less likely to begin using drugs

than their non-mentored counterparts. This finding primarily was based on minority youth. Of the minority youth who had not already initiated drug use, matched youth were 70% less likely to report having initiated drug use than similar minority youth on the waiting list. Among youth who reported no prior drinking behavior, matched youth were 27% less likely to report initiating alcohol use during the study period than non-mentored youth on the waiting list. In addition, mentored youth reported being less likely to hit someone, and reported skipping half as many days of school as the youth on the waiting list.

Another study (Turner and Scherman, 1996) of the impact of mentoring on self-concept and behavioral functioning of male youth in divorced families yielded mixed results. There was some evidence that having a mentor positively impacted the boys' self-concepts. While measures of behaviors indicated positive trends, there was no significant difference between the matched and the control groups.

Resilience research provides additional clues to possible reasons for mentoring's success, and supports the assumption that appropriate, constructive adult guidance and supervision are key components in the development of resilient youth. For children, resilience is the capacity of those who are exposed to identifiable risk factors to overcome those risks and avoid long term negative outcomes such as delinquency or school problems (Rak and Patterson, 1996). Two factors that are frequently cited as predictors of a child's resilience are a close bond with a caregiver during the first year of life and a personal temperament that elicits positive responses from both family members as well as strangers. In other words, both the presence of someone to relate to and the ability to generate that relationship are related to later success (Werner, 1984).

In particular, Werner found that resilient children often had at least one significant person (not necessarily a family member) who accepted them unconditionally (Werner, 1985; Werner & Smith 1992). Other resiliency researchers also identified adult role models outside the family as potential buffers for at-risk children (Garmezy, 1985; Beardslee and Podorefsky, 1988; Dugan and Coles, 1989). They suggest that at-risk youth who are involved with at least one caring adult are more likely to withstand a range of negative influences, including poverty, parental addiction, family mental illness, and family discord than are their peers who are not involved in a similar relationship. These caring adults included teachers, coaches, clergy, neighbors and others. The researchers also found that resilient children often had a number of different significant adults who appeared to have served in mentoring roles throughout

Beth

Beth's mother is a crack addict who is in and out of prison, leaving Beth to help her grandmother raise her three younger siblings. Before getting a mentor, Beth had poor school attendance and grade performance. She was suspended several times for fighting, and most of her friends were pregnant, dropping out of school, or both. Project staff interceded, matching Beth with a young, professional woman who has helped her set personal and academic goals, giving her direction. After a year together, Beth's attendance and grades have soared, and she is beginning to thrive.

- Cincinnati Youth Mentoring Program

the child's development (Anthony & Cohler, 1987; Brook, Whiteman, Gordon, Nomura, & Brook, 1986; Grossman et al., 1992; Rhodes, Gingiss & Smith, 1994).

The strength of mentoring may come from the fact that mentoring can impact many different risk factors and can support many different protective factors at the same time. A mentor's presence can provide a youth with personal *connectedness*, supervision and guidance, skills training, career or cultural enrichment opportunities, a knowledge of spirituality and values, a sense of self-worth, and perhaps most important, goals and hope for the future. The complex interrelationships among and between the risk and protective factors require prevention interventions that can take into account this complexity.

OJJDP's Response to the Need

To build on the promise of mentoring as an effective prevention strategy, and add to the understanding of mentoring as a protective factor, OJJDP announced the availability of combined fiscal year (FY) 1994 and 1995 funds and competitively awarded grants of up to $180,000 each for a 3-year period to 41 recipients to implement juvenile mentoring projects (JUMP) for at-risk youth. Another 52 agencies were awarded grants of up to $190,000 with combined FY 1996 and 1997 funds for a total of 93 grant projects. In FY 1998, a third announcement of availability of funds was made, with an additional 23 to 26 grant projects to be funded. A complete list of funded Cohort I and Cohort II JUMP projects is included in Appendix A.

Additional funding for mentoring was provided through OJJDP's SafeFutures initiative. OJJDP has awarded grants to each of six communities for a 5-year project period that began in FY 1995. The six communities that received competitively awarded SafeFutures grants are:

-- Boston, Massachusetts,
-- Contra Costa County, California,
-- Fort Belknap Indian Reservation, Montana,
-- Imperial County, California,
-- Seattle, Washington, and
-- St. Louis, Missouri.

The SafeFutures long term goal is to prevent and control youth crime and victimization through the creation of a continuum of care that responds to the needs of youth at critical developmental stages in their lives. This continuum includes programs that provide appropriate prevention, intervention, treatment and sanctions for youth at risk of entering, or who already have entered, the juvenile justice system. Mentoring is one component of each SafeFuture projects.

In addition to providing JUMP and SafeFutures project grants, the JJDP Act funds support mentoring through the State Formula Grants program. Many projects funded through the Formula Grants program include mentoring as a part or all of their project activities. OJJDP also funds a variety of auxiliary services intended to support mentoring, including research and evaluation, training and technical assistance, and information and technology transfer.

Currently, two mentoring evaluation projects are underway. One, a national evaluation of

SafeFutures, will measure the success of the SafeFutures initiative and record lessons learned at each of the six sites. One goal of this evaluation is to assess the extent to which each project has mobilized its community to develop and implement an integrated system of services. Outcomes are being tracked and analyzed in relation to service utilization data. Mentoring is one service component that is being tracked. The second, a national JUMP evaluation will assess the extent to which participation in a mentoring relationship changes youth behaviors that may be expected to impact the long term JUMP goals of reducing juvenile delinquency and gang participation, improving academic performance, and reducing drop-out rates.

OJJDP has committed training and technical assistance (T&TA) resources to both JUMP and SafeFutures through a full-time T&TA coordinator for SafeFutures, and through the National T&TA Center for JUMP. All lessons learned from the implementation of the projects and from the evaluations will be disseminated to the mentoring community through a variety of means.

JUVENILE MENTORING PROGRAM (JUMP) BUDGET				
Program Element	FY 1994 & 1995	FY 1996 & 1997	FY 1998	TOTAL
Costs Funded from Part G				
Implementation Sites (non-SafeFutures)	$7,080,000	$9,800,000	$6,900,000	$23,780,000
SafeFutures Mentoring	$920,000	$1,200,000	$1,200,000	$3,320,000
Training and Technical Assistance	-0-	-0-	$2,000,000	$2,000,000
Evaluation funded by Part G	-0-	-0-	$900,000	$900,000
Big Brothers/Big Sisters	-0-	-0-	$1,000,000	$1,000,000
Total	$8,000,000	$11,000,000	$12,000,000	$31,000,000
Part G Appropriations				
FY 94 Part G Appropriation	$4,000,000			$4,000,000
FY 95 Part G Appropriation	$4,000,000			$4,000,000
FY 96 Part G Appropriation		$4,000,000		$4,000,000
FY 97 Part G Appropriation		$7,000,000		$7,000,000
FY 98 Part G Appropriation			$12,000,000	$12,000,000
Costs Funded from Part C				
Evaluation	$43,789	$149,573		$193,362

JUMP program guidelines were published in July, 1994 to ensure adherence to the intent of the JUMP legislation and to provide the framework within which the grantee projects would operate. The guidelines emphasize:

- clearly defined collaborative relationships between community-based providers and local education agencies (LEA) with a focus on the goals of improving school performance, reducing school drop out rates, and reducing juvenile delinquency;

- thorough background checks for all volunteer mentors to establish a safe environment for each child;

- careful assessments of youth so appropriate matches that maximize opportunities for success are established;

- mentor and project activities designed to enrich and enhance youth opportunities and experiences; and

- procedures for gathering and routinely reporting programmatic data to support both internal self-evaluations and a national JUMP evaluation.

Within these parameters, grantees have developed models for their mentoring projects that most appropriately respond to the needs of their communities and the youth they are seeking to serve. The following chapter describes the JUMP grantee projects and the models of mentoring they have implemented.

2. JUMP PROJECT DESCRIPTIONS

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 chapter 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 was 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:

- a community need,
- a Local Educational Agency (LEA) with whom 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.

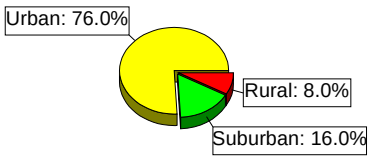
Each grantee has developed its mentoring project to meet specifically identified community needs, and has structured its activities to ensure youth safety and to maximize the opportunity for a positive mentoring relationship.

JUMP Projects Target Multiple Goals

Most JUMP projects cite delinquency prevention and improved school performance as two of their primary project goals. In addition, most projects have a variety of other intended goals for their mentoring relationships. The following are the overall JUMP project goals in the order of frequency with which they were reported by the grantees:

- delinquency prevention (69),
- improved school performance (69),
- increased school attendance (67),
- violence prevention (41),
- prevention of gang involvement (37),
- career development (31),
- goal planning (29),
- anger management (17),
- prevention of alcohol, tobacco, and other drug (ATOD) use (14), and
- development of independent living skills (7).

Exhibit 2:1
Location of JUMP Projects



Other JUMP projects also sought to impact early parenting and poor self esteem. In addition, a number of projects focused on teaching youth, by example and by direct involvement in community service activities, the importance of citizenship and the role each youth plays in developing healthy communities. Goals are established based on community needs, and may vary depending on whether the project is in an urban or rural area. Most JUMP projects are located in urban areas, with a few in suburban or rural locales (Exhibit 2:1).

Community Collaboration is a Key Feature of JUMP Projects

The need for a multi-dimensional intervention requires that community-based organizations and agencies work together to provide a comprehensive continuum of care for the youth they are serving. Because risk factors are highly interrelated, no single intervention is as

Jeremy

Jeremy is living in a community that is facing many challenges. The school dropout rate is over four times the statewide average; the truancy rate is unacceptably high (61%); and scores on third-grade reading comprehension tests are well below average. Add to this his family circumstances, and eleven year old Jeremy would appear to be a child with little chance for success. Cared for by an emotionally unstable mother and an abusive grandmother, his situation is further complicated by auditory and written processing disabilities that make school especially difficult for him. The mentoring program director worked persistently with Jeremy's mother over the course of the year he has been with the program, and finally managed to get her to request an educational evaluation. Working collaboratively with other community services, the mentoring program has arranged for Jeremy to receive special services to help him compensate for his learning disability, and as a result, he is happier and harder working. The program also has arranged counseling to help him deal with the stress of living with a parent who is mentally ill. Since Jeremy was matched with his mentor a year ago, he has learned how to use a computer, became a member of the track team, joined Little League baseball and is discovering that life can have hope.

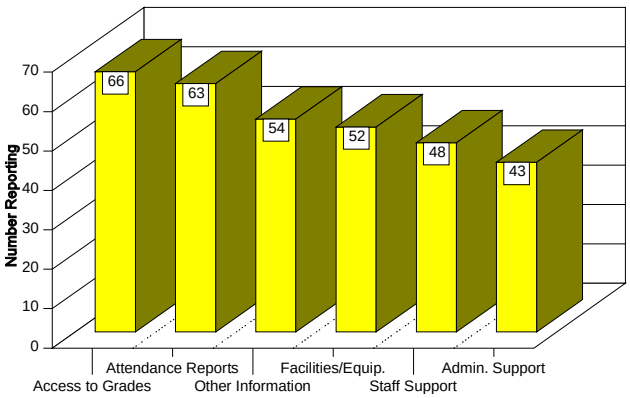
- Milwaukee Youth Mentoring Network

effective as a coordinated effort. Typically, such coordination involves mental health centers, substance abuse treatment programs, recreation centers, or medical service providers. This collaboration is evidenced in the ways the non-LEA JUMP grantees work with LEA's, the specific youth targeted for mentoring services, and the development of supplemental sources of funding.

Those JUMP grantees that are not themselves educational institutions are required to have an established collaborative relationship with a local educational agency. This collaboration varies considerably in nature and content among the grantees. Many of the non-LEA JUMP grantees have fully integrated the project with school activities and operate on school grounds during the school day. In these instances, school staff – frequently a school counselor – may serve as the official liaison between JUMP project staff and school personnel. Other projects utilize a more remote relationship that is represented primarily through a defined referral system. Likewise, many LEA grantees collaborate with local community agencies to enhance their school-based services. Regardless of the nature of the relationship, JUMP grantees benefit from this community-school relationship in a number of ways, including using shared information and resources. Under some formalized agreements, the collaboration allows community-based grantees to access student academic and attendance information or to use school facilities and equipment. These types of support from schools, and the frequency with which grantees report receiving them, are summarized in Exhibit 2:2. It is important to note that reporting agencies were permitted to list more than one type of support that they received from LEA's, therefore totals are expressed as numbers, not as percentages.

Exhibit 2:2

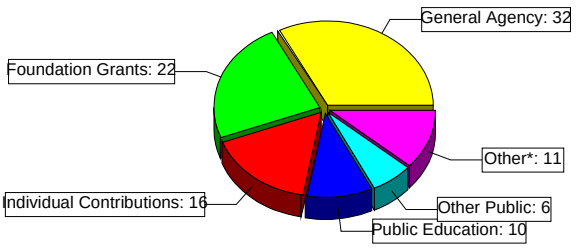
Types of Support Provided by Schools



A few grantees collaborate with community-based organizations to provide mentoring support specifically to youth in residential facilities. These projects generally focus on providing support that will sustain a youth as he/she transitions from a more restricted to a less restricted environment. Some examples include projects that serve youth in residential educational facilities or in juvenile justice facilities.

Almost 75% of JUMP grantees utilize funds other than their JUMP grant to assist in the operation of their mentoring projects. In addition to *in-kind* or supplemental agency funds, many grantees receive support from state and local agency (education and substance abuse) budgets. Some also receive private funds through individual donations and foundation or corporate grants (Exhibit 2:3).

Exhibit 2:3
Source of Supplemental Funding



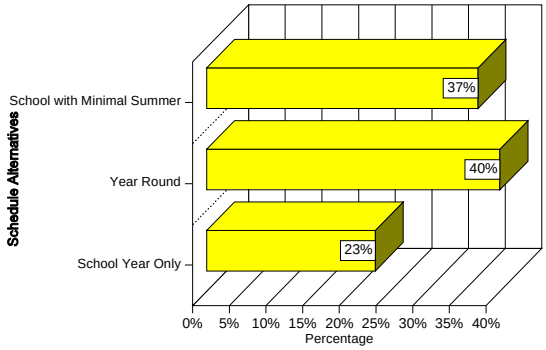
*Other funding includes public ATOD funds, other Federal grants, and monies raised by community fundraising events.

JUMP Project Activities Vary

Twenty-three percent of JUMP projects operate on a nine-month school year schedule and provide mentoring support only between September and June. Forty percent operate on a 12-month basis, and the rest (37%) provide services primarily during the school year with some supplemental activities conducted during the summer break (Exhibit 2:4). For the most part, activities in which the mentor and mentee participate are selected and implemented individually by each mentee/mentor pair (84%). Many projects, however, also include structured social/recreational activities (49%), structured educational/vocational activities (27%), and community service activities (16%).

Mentors generally are expected to have contact with their mentee an average of once per week, but many keep in much closer contact with additional visits and phone calls. Most grantees sponsor project-wide activities and special events in which all mentors and mentees participate together. These typically are holiday celebrations, field trips to museums or sporting events, or recognition ceremonies. Strong relationships with other agencies and organizations in the community often make such

Exhibit 2:4
Schedule of JUMP Project Activities



major events possible. Grantees rely on the donation of tickets, supplies, facilities, and other forms of support to fully implement their project plan.

Many JUMP projects supplement their core mentoring activities with a variety of additional services for mentees and their families. Most frequently reported supplemental activities include:

- parent support groups,
- self-help groups,
- in-agency referrals,
- referrals to other community organizations,
- case management, and
- advocacy.

Each project involves parents in a different way. JUMP projects require that parents provide written consent for their child(ren) to participate in the mentoring relationship. For some projects this is the only family contact. At the other end of the continuum are projects that expect parental participation in all aspects of the project including selection and approval of the mentor and attendance at regularly scheduled activities. Most project models operate somewhere in the middle with limited expectations and requirements for parents (Exhibit 2:5).

Exhibit 2:5 Continuum of Parental Involvement

Minimum Involvement										Maximum Involvement
Provide Permission	→	Help Select Mentor	→	Meet with staff and mentor to develop and review mentoring goals	→	Attend orientation and other special events	→	Participate in regular parent activities (eg. support group, skills training)	→	Participate with youth and mentor in weekly activities

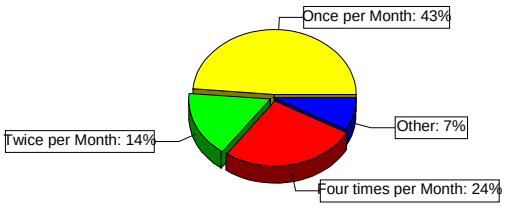
Training and Supervision is a Key JUMP Project Component

JUMP grantees approach mentor training in a variety of different ways, typically requiring that mentors participate in orientation training sessions prior to being matched with a youth. Some projects conduct a series of intensive structured training sessions in the early months of mentors' participation in the project, and reduce the training schedule until it is on an "as needed" level -- essentially becoming one-to-one supervision. Other projects continue to

conduct regularly scheduled training and supervision meetings for mentors throughout the duration of their mentoring contract. Some of the important training issues that have been identified by many JUMP projects include: adolescent development, behavior modification skills, listening skills, identification of drugs and drug use, mediation, and anger management.

In addition to the formal training, grantee staff carefully monitor and supervise the activities of the mentors through regular in-person or phone contacts. Most agencies also require mentors to submit reports of their activities and contacts with youth for staff review. Generally, JUMP project staff supervise mentors a minimum of once a month (Exhibit 2:6).

Exhibit 2:6
Frequency of Mentor Supervision



Grantees Find Creative Solutions to Barriers to Project Success

JUMP staff have encountered a variety of unanticipated barriers that required creative solutions. Most frequently noted barriers cluster in five major categories:

- unrealistic project goals,
- inadequate staff and volunteer resources,
- lengthy and cumbersome screening procedures,
- insufficient community support, and
- lack of adequate parental involvement.

As projects evolved, and staff gained more experience, many were able to modify their project plans and strategies to effectively address these barriers. Exhibit 2:7 summarizes some of the issues grantees have faced and examples of ways they have addressed them. This information was gathered from regularly submitted grantee progress reports and from direct phone and in-person conversations with project staff. Because many grantees reported similar barriers, what is presented here represents a summary of their comments.

Many projects responded to barriers with a change in their project procedures or model. When youth were unable to get to regular activities, one project developed a system for providing transportation. Another project changed the location of the activities to a more central site. To make it easier for mentors and youth to gain access to meeting places and special events, one project created official identification badges. In response to feedback from youth and mentors alike regarding limited *one-on-one time*, one project reduced the frequency with which it

conducted structured group activities. Several projects extended the length of the officially sanctioned program when it became apparent that the youth needed more time in their consistent, stable mentoring relationship. A project that served youth in a residential treatment center (RTC) extended its program for those youth who did not return directly home upon discharge from the RTC, but rather went to an intermediate facility. One goal of the mentoring process was to provide support for the youth's transition and aftercare, and staff decided that it was important to do this regardless of where the youth currently was residing.

Exhibit 2:7 JUMP Project Barriers and Creative Solutions

BARRIER	SOLUTION
Unrealistic Project Goals	
Based on the original interest expressed in the community, we thought we would have more mentors than we needed and could serve all the youth that showed an interest in having a mentor.	We redefined our service goals and the eligibility criteria by which we accepted referrals and we expanded the pool from which we recruit mentors. To ensure that no child went un-served while waiting for a match, we initiated some regular group activities in which they could participate while waiting for a mentor to become available.
Our planned weekly meetings with the mentors were very poorly attended and we realized that most mentors just did not have that much time to give.	We changed our mentor supervision and training meetings from weekly to monthly. Now we survey the mentors to learn what issues they want help with and plan our program around specific topics. Attendance has increased and remains consistent.
Many of the youth referred to the project really were not interested in having a mentor. This left us with a cumbersome screening process that did not result in enrolled youth. We never imagined that a youth might not want a mentor!	We worked with staff in the referring agencies to help them develop and implement some pre-referral screening criteria. This has helped to narrow the referrals to those children that are at least interested in finding out more about the program.
We expected miracles! Most of the youth we are serving are surrounded with too many risk factors and have too few protective factors. In one school year, with one or two mentor contact hours each week, a major transformation was not going to happen.	We began developing specific, realistic goals for each child we serve. We now are looking for small steps that actually are achievable, like staying in school for the full day, or not getting a discipline referral for one week. We all feel more successful and know that these small steps lead to bigger ones.
Our anticipated implementation schedule was much too optimistic. We did not appreciate how much time it would take to implement, let alone institutionalize, our operating procedures.	We did a really careful program review to determine what activities we could start right away. Then we prioritized steps for implementing the rest of our program plan systematically.

BARRIER	SOLUTION
Inadequate staff and volunteer resources	
As the only full-time paid staff, I found that I was trying to be all things to all people. It was an impossible task!	There were no budget resources to hire additional staff so we began recruiting volunteer help to do some of the administrative tasks. We found several people who did not feel they could serve as mentors, but wanted to support the program in some tangible way.
Because of our limited staff resources, we were not able to implement some of the supplementary activities we originally planned, such as a monthly newsletter.	Rather than abandon the plan completely, we sought ways to modify our approach to tasks. For example, we now publish a periodic mentoring "bulletin" instead of a newsletter. It takes less staff time, and its focus is of more interest to the mentors and general community.
We have an ongoing problem recruiting enough mentors -- especially males, and especially males from targeted populations.	We still don't have a total "solution," but we have made progress. We expanded the pool of organizations from which we recruit. We spend much more time out in the community making presentations to target groups. We have had particular luck with businesses that identify our program as the focus for their community service project for the year. When one company allowed its staff to take a few hours during the work day to mentor, our mentor pool increased dramatically.
Lengthy and cumbersome screening procedures	
We believe that rigorous screening of mentors is essential, however, it took us so long that we lost some potential mentors in the process. It took a very long time to receive the results from the police criminal background checks.	We have instituted a graduated process which allows mentors to begin participating in limited aspects of the program as they complete each phase of the screening. They are not assigned to, nor do they have individual contact with, a youth until the entire process is completed, but there are some things they can do in the interim. This has helped keep them interested and actually serves as part of the training process, too.
Our youth screening process included home visits and other requirements for the parents. For youth who do not have supportive or available families, this presented a real difficulty that often eliminated that youth from service.	We believe that for mentoring to be effective, parents need to understand what we are doing and support our goals for their child. Without parental support, the risk of a dissolution of the match greatly increases. Rather than change our screening procedures, we are exploring ways to work with parents to get their cooperation. We also recognize that mentoring may not be the best intervention for all youth, and are working with other agencies to provide alternative services.

BARRIER	SOLUTION
We had to find a way to better screen potential staff members to reduce our rate of staff turnover.	Part of our initial difficulty stemmed from our own unrealistic expectations. No wonder our key staff left! As we have gained experience, we have been able to develop more appropriate position descriptions for our Program Director and other staff members, identify ways to utilize volunteers for many routine tasks, and coordinate responsibilities more effectively with our partners.
Insufficient community-based support	
Everyone in our community wanted the mentoring project, but when it came to providing tangible support, it was a different story.	It helped when we got very specific about what our needs were, and translated that into how their support would actually help a youth. We had to educate our community organizations. We did lots of outreach to help them find creative ways that they could help. We were fortunate to have made a connection with a local paper. Some of their human interest stories generated substantial support. The key, however, is that we had to keep working at this. It is not a one-time effort.
In our rural area, getting corporate support is very difficult because no major corporations are located in our immediate community.	This remains a problem, but we are hopeful that we have been able to persuade several smaller companies to work together. It would benefit us and the community at large to strengthen such community collaboration.
Lack of adequate parental involvement	
One of the issues for the youth we serve is the lack of parental involvement in all aspects of their lives. This creates a real "catch 22" because these are the youth who usually are in most need of a mentor and we are lucky if we can even get permission from the families for the youth to participate.	We have done a variety of things just to make a connection with the parent(s). Sometimes the school staff will let us know when a parent is scheduled to be in school for a meeting and we try to be there. We also have conducted in-home visits. Neither of these is a perfect solution, but both work sometimes.
Part of our project model is to provide services to the parents, but attendance was always very limited. Once they learned what we were all about, they were more likely to return, but getting them there the first few times was very tough.	We began to think about what would serve as an incentive for parents (most often mothers) to participate in the various parent support groups and classes we offer. By far one of the most effective incentives was a visit to the local food bank for those parents who showed up. We also had a guest speaker come in from a local department store to do "make-overs" for the moms. As trust built, we were able to engage the parents themselves in the recruitment process for other parents in their neighborhoods.

Each JUMP project is finding unique ways to best serve the community. One program strength is the willingness of JUMP project staff to share their experiences and the lessons they have learned with one another. This peer support, both among staff members in the same project, as well as with other projects, has maximized opportunities for mentoring project success and for strengthening the protective factors that help shield youth from the many risks in their lives. The following chapter provides a profile of those youth that are being served in JUMP projects. It is followed in the next chapter by a profile of the mentors, and finally by a description of the characteristics of mentee/mentor matches.

3. PROFILE OF YOUTH BEING SERVED

In this chapter and the two that follow, we present descriptive information about the youth being served in the JUMP projects, the volunteer mentors at the heart of the projects, and the nature of the matches between the youth and mentors. This information was obtained from the grantees as reported in their regularly submitted status reports using a standardized reporting format to ensure some cross site consistency in the information. The review and analysis of this initial information was undertaken as a part of the national JUMP evaluation currently being conducted. The evaluation is examining mentoring outcomes, with particular focus on how the outcomes may relate to the JUMP Program goals of reducing delinquency, gang participation, school failure, and dropout rates. The evaluation is also attempting to identify effective practices that maximize opportunities for success of projects in reaching these goals.

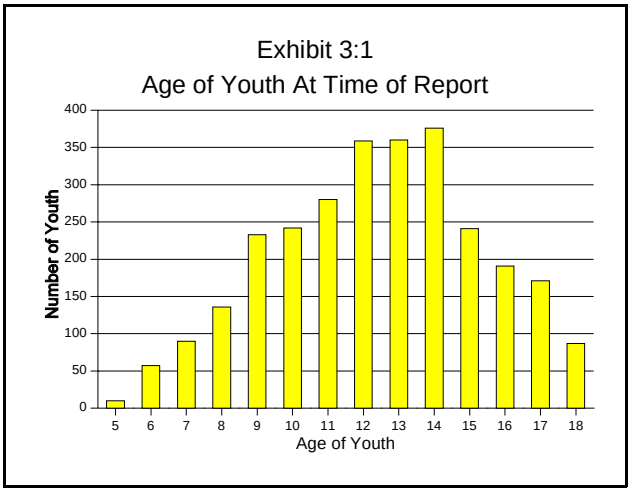
Dante

Dante entered the Doorway Scholarship Program in 9th grade and has been with his mentor for the past two years. Prior to his enrollment, his future was bleak. He is one of 13 children, who have six different fathers. He lives in a disadvantaged neighborhood, was involved in delinquent activity, and had dropped out of high school. Dante's mentor provided the guidance and motivation that helped him get back on track to achieve his dreams. Through the scholarship program, Dante will have the opportunity to attend college. He now is an accomplished student with a 3.5 GPA, a member of the school's basketball team, an officer of several school based clubs, and was recently named student of the month.

- Pinellas County Education Foundation

Data in these chapters represent primarily those youth, mentors, and matches that were enrolled and active during one defined period of time -- October 1, 1997 through December 31, 1997. Data were drawn from 26 Cohort I grantees (1,631 youth) and 38 Cohort II grantees (1,449 youth) for which data were available. Because Cohort I grantees were in their third year of operation, and Cohort II grantees were in their first year start-up phase of operations, it is not possible to draw conclusions about differences or similarities between these two groups. Unless otherwise noted, data from the two Cohorts have been combined for the purposes of this report. A number of analyses were conducted on sub-sets of data in an attempt to identify differences that may be attributable to project models or community characteristics. The one sub-set of projects for which the data did reveal evidence of some substantial difference was those JUMP grantees that identified themselves as Big Brother/Big Sister (BB/BS) affiliates. The national BB/BS organization provides uniform guidelines and requirements for program affiliation. Consequently, it is not surprising that these affiliated projects, as a group, demonstrate some

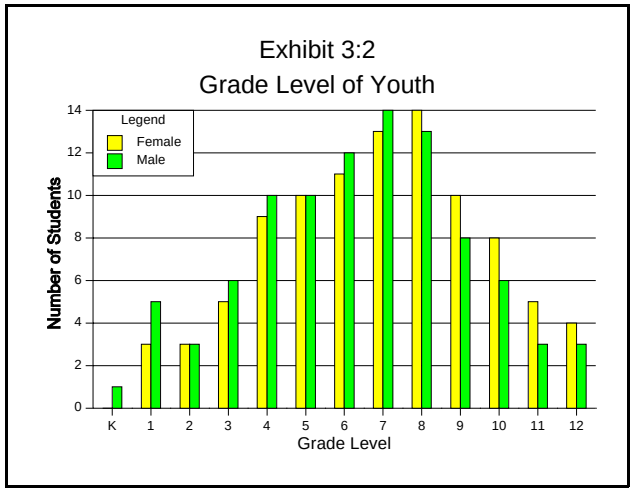
differences from non-affiliates. This report identifies those areas in which there appear to be differences between BB/BS projects and non-BB/BS projects.



During the first quarter of fiscal year 1998, over 3,000 youth were being served by the reporting agencies. Because the Cohort I grantees were more established at this point in time, it is understandable that they typically had more youth enrolled than the Cohort II grantees. Cohort I grantees had an average of about 63 youth per agency (ranging from 9 to 208), while the Cohort II grantees had an average of about 38 youth enrolled (ranging from 4 to 153).

Youth Being Served Vary Widely

The typical JUMP youth is 12-14 years old with a range from 5 to 18 years old (Exhibit 3:1). There are slightly more girls being served by the JUMP projects (51.3%) than boys (48.7%) and, based on age at enrollment into the project, the girls are slightly older than the boys. The average age of girls in the program is 13.0 years, while for boys it is 12.7 years. In keeping with this age difference, girls also are slightly over-represented among the higher grades when compared with males (Exhibit 3:2). JUMP projects report targeting primarily youth in grades 4-9, with special emphasis on the middle school years. Interestingly, these numbers seem to parallel those found among projects serving runaway and homeless youth with Federal grants from the Department of Health and Human Services (Sedlak, 1997). It may be that a variety of social pressures and general disengagement from positive school opportunities is more pronounced among the older boys. The age and grade disparity also may indicate the importance of early intervention especially with males who may move through the *pathways to delinquency* (Kelly, Loeber, Keenan, and DeLamatre, 1997) earlier and faster than females. In addition, as will be presented in the next chapter, JUMP projects have recruited substantially more female mentors than male mentors, and this may have encouraged or allowed more girls to participate in the projects.



Agencies reported ethnicity of youth by selecting one or multiple race/ethnic categories. Although grantees reported a single, primary ethnic category for most youth, 18 youth ethnicities were identified by multiple categories. African American youth make up the majority of those enrolled across all JUMP projects, with white and Hispanic youth making up most of the balance.

It is interesting to note that the percentage of American Indian youth is substantially higher for Cohort II grantees (Exhibits 3:3 and 3:4). This may be attributable to the addition of 1996 grant awards to agencies in South Dakota and Alaska, both of which serve a predominantly American Indian/Alaska Native population.

Exhibit 3:3
Youth Race (Cohort I)

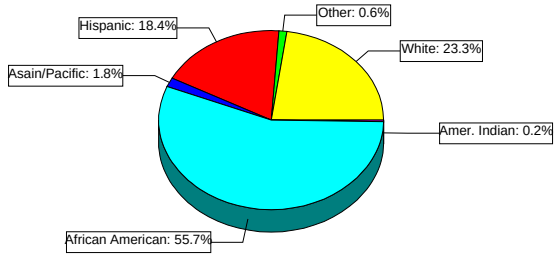
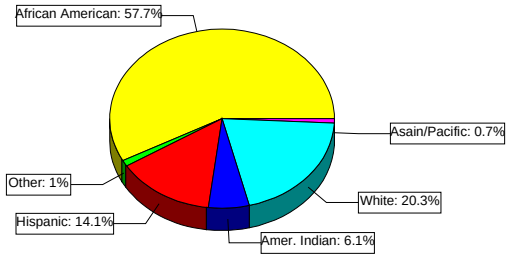


Exhibit 3:4
Youth Race (Cohort II)



JUMP Projects Address Multiple Risk Factors

A majority of youth being served through JUMP projects face multiple risk factors in the domains of their lives. Family related risk factors are commonly noted by grantees. In our sample, 57.3% of the youth enrolled come from a single parent household. Only 25% of the children live with their biological father (either as the single parent, or with the youth's mother or step-mother). The low percentage of youth with two parent households may, according to much of the research cited in Chapter 1, indicate family stress and disruption that often translates into greater risk of delinquent behaviors, school failure, or ATOD use. The mentoring projects seek to offer an adult role model especially to those youth whose family situations lack one or both parents. As with many at-risk populations, JUMP youth demonstrate the lack of a male parental figure. Unfortunately, as we will discuss in Chapter 5, one obstacle encountered by many grantees is recruitment of adequate numbers of male mentors.

In addition to the risks associated with family composition, JUMP grantees reported on the occurrence of other risk factors present in the lives of the youth they serve (Exhibit 3:5). Risk factors were classified into five primary categories:

- school;
- social/family;
- delinquency;
- alcohol, tobacco, and other drug use; and
- pregnancy (includes males who are, or think they are, responsible for a sex partner's pregnancy).

In general, grantees report that males enrolled in their projects face risks in more categories than their female counterparts. Further research may be important in order to learn more about the nature, intensity, duration, and age of onset of those risks.

Exhibit 3:5 Frequency of Reported Risk Factors

RISK DOMAIN	FEMALES	MALES
School Problems	64.5%	76.4%
School Behavior	26.7%	40.4%
Poor Grades/Failure	50.7%	60.2%
Truancy	10.1%	11.1%
Social/Family Problems	57.7%	54.0%
Delinquency:	10.3%	18.9%
Fighting	8.1%	14.2%
Property Crimes	0.8%	3.7%
Gang Activity	1.2%	3.8%
Weapons	0.7%	1.2%
Alcohol Use	2.0%	4.5%
Drug Use	2.6%	5.1%
Tobacco Use	2.2%	3.1%
Pregnancy	2.4%	0.2%

The primary risks identified are related to problems in school. Because research has demonstrated that difficulties in school both constitute an immediate risk factor and serve as an indicator of potential future, more serious problems, the prevalence of school problems supports the need for early interventions such as those provided by mentoring. In addition, there are some youth who identified problems with gang, weapon, substance use, and pregnancy risk factors, indicating a subset of mentees who appear to be in a very high risk group. Projects operating in urban settings report more gang problems and truancy, while suburban projects report social/family problems and increased alcohol, drug, and smoking risks. Rural projects identify school failure and poor grades more often than the other locations.

JUMP projects serve youth across the country representing a variety of ethnicities, ages, geographic regions, and family structures. These young people also face a variety of risk factors identified as increasing their chances for school failure, gang membership, family problems, delinquency, ATOD use, and early parenthood. While not a substitute for appropriate family involvement and intervention, the JUMP program seeks to reduce the impact of these risk factors by providing positive relationships with adult role models for at-risk youth. The next chapter describes the mentor figure in these relationships and highlights characteristics of the adult volunteers on whom the JUMP projects are dependent for success.

4. CHARACTERISTICS OF JUMP MENTORS

At the heart of the JUMP program are the volunteers who give their time and talent to spend time with youth who have multiple risk factors and are at high risk for future problems. Without the dedication of these men and women who believe in the importance of a significant, positive adult in the life of every youth, the JUMP program would not be possible. In this chapter, we provide a description of these adults who are making a difference by serving as mentors.

As with the youth, this information was obtained from the grantee progress reports and represents primarily those mentors that were fully approved (91.6%) and actively engaged with a youth in a mentoring relationship during the period from October 1, 1997 through December 31, 1997. Additional mentors were in the process of being screened and approved and, depending on the project model, were participating in limited ways, such as attending group activities or special project events. Data reported here are not a cumulative record of the entire funded period, but instead a snapshot of the activities in progress.

Ben

Fifteen year old Ben recently was matched with a mentor to help him improve his academic performance and low self-esteem. Due to his parent's drug history, he now lives with an aunt and uncle. Ben also has learning disabilities thought to result from his mother's drug and alcohol use during pregnancy. These circumstances present a challenge to Ben's mentor, who has used Ben's problems as positive learning experiences for them both. Ben's mentor has demonstrated patience and understanding, giving Ben the positive reinforcement that he needs. This is a relationship with its ups and downs, but through it all, the mentor has never shown any inclination to quit. Despite being given the opportunity to terminate the relationship, he is sticking with Ben.

- Valley Wide Youth Center

These data are based on reports regarding 1,510 mentors from 26 Cohort I grantees, and 1,148 mentors from 38 Cohort II grantees. Cohort I grantees reported an average of 58 active mentors (ranging from 4 to 221); Cohort II grantees reported an average of 30 active mentors (ranging from 0 to 127). It is important to recall that the Cohort II grantees were in the first year start-up phase of project implementation and many were just beginning to recruit and screen mentors when these data were gathered.

Mentors Represent a Wide Range of Demographic Characteristics

In general, grantees attempt to diversify their mentor pool. Still, about 52% of mentors are white. This differs substantially from the youths' ethnicity, which is primarily African

American and is indicative of the difficulty agencies have recruiting mentors from minority populations. Especially among the Cohort I grantees, white mentors are over-represented when compared to youth ethnicity. All but ten mentor ethnicities were identified using a single ethnic category (Exhibits 4:1 and 4:2). There is a difference in the mentor ethnicity reported by BB/BS affiliates from that reported by non-affiliate agencies. In the BB/BS projects, 73.4% of the mentors are white, while only 44.5% of mentors in non-affiliate programs are white. Project location (urban, suburban, rural) did not fully account for this difference.

Exhibit 4:1
Mentor Race (Cohort I)

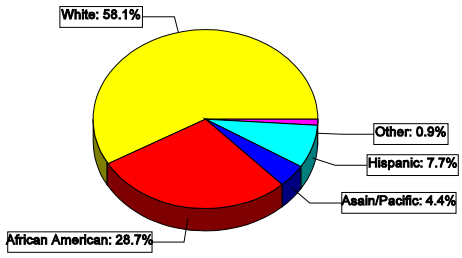
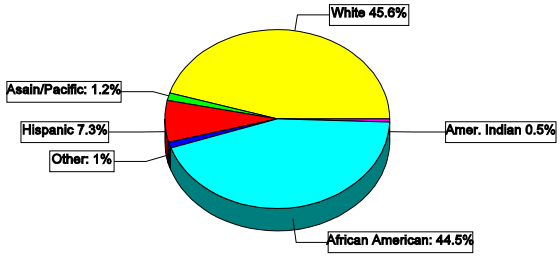


Exhibit 4:2
Mentor Race (Cohort II)

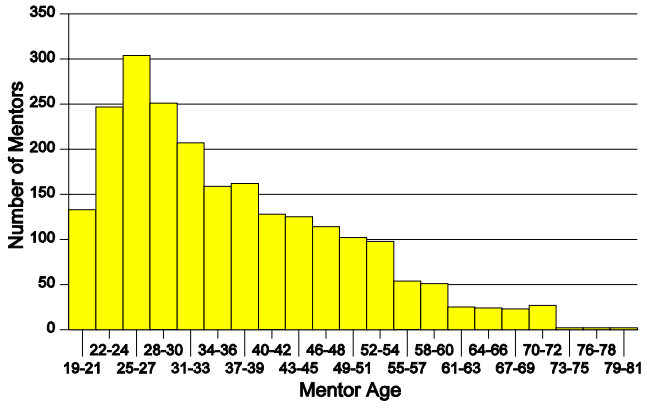


Grantees reported ages of mentors at the time of their enrollment in the JUMP project. Mentor ages varied considerably within a wide range. The median mentor age is 35 years (Exhibit 4:3).

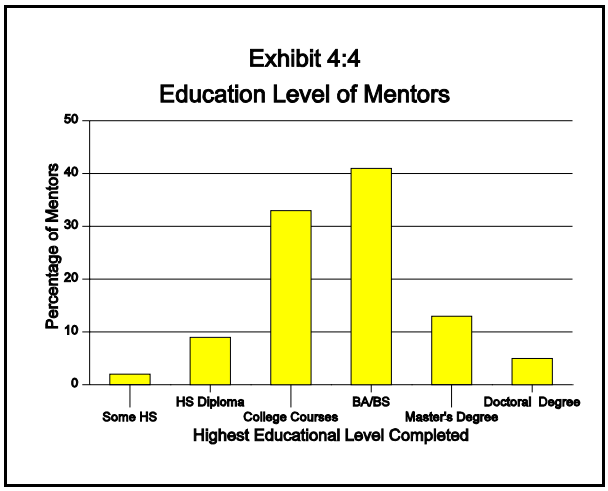
Mentor Education and Work History Varies

JUMP project mentors for the most part are highly educated with about 90% having at least some college experience, and over half (56%) having college or graduate degrees. Since mentors are sought to provide positive role models for the youth, especially with regard to educational achievement, the scholastic success of the mentors is an important characteristic. (Exhibit 4:4)

Exhibit 4:3
Mentor Age at Report



While 13.7% of the JUMP mentors were reported to be full-time students, most of the mentors either are in the work force (79.4%), or have retired from it (4.4%). Of the 83.8% of those that work or are retired, the majority are (or were) in managerial (41.2%) or technical/sales (22.9%) positions. A small fraction of the mentors are from law enforcement or justice agencies (4.9%), or are associated with the military (2.5%). Because mentors serve as an important role model for a positive and productive self-sufficient adulthood, their experiences in the work force can be important factors in their relationship with youth.



In addition to work experience, many mentors are reported as having prior mentor-like experience either in a formal mentoring program, or an informal situation. Grantees report that almost one third (31.6%) have mentoring experience. In addition, many mentors are parents (40.7%) and thus presumably gained skills, knowledge, and understanding of youth through their experience raising their own children.

Mentors Receive Structured Training

As described in Chapter 2, JUMP projects offer training and require that mentors participate in some orientation and training prior to being matched with a youth. At the time of this report, about 88% of the mentors had been offered some type of training. To make best use of valuable resources, some projects provide training only when there is a group of enrolled and approved mentors available to participate in the training. Because of this model, some mentors may be reported as enrolled without training having yet been provided.

Because they were in their early phases of project implementation, Cohort II agencies were more likely to be in the process of training their mentors than were Cohort I agencies. Although statistically significant, the difference was not large -- 68.7% of the Cohort II mentors completed their training, and 77.5% of the Cohort I mentors completed their training. For many grantees, training is an ongoing activity, and these figures primarily represent the initial training that is required to ensure that the mentors are able to fulfill their mentoring role in accordance with their own agency guidelines.

A mentor's relationship with a youth can be intense, complex, and challenging. The training and support provided by the JUMP project staff are essential for maximizing the success of the mentoring relationship. In the following chapter we discuss some characteristics of JUMP mentoring relationships.

5. THE MENTORING RELATIONSHIP

One key to the effectiveness of mentoring as an intervention is the nature of the relationship established between a youth and his/her mentor. Each JUMP project is structured to support a relationship that will address its own uniquely defined project goals. A project that emphasizes improvement in school performance may look for the mentoring relationship to be based on formal tutoring sessions during the school day. Other projects that seek to provide more general support, encouragement, and enrichment for youth at risk may focus on social and cultural activities that the mentor and youth choose for themselves and carry out independently of any formal structure. In this chapter we present some of the project considerations when making matches, and some characteristics of the matches that are reported.

This information, gathered at the same time that the information about youth and mentors was being compiled, represents primarily those matches that were active during the period between October 1, 1997 and December 31, 1997. It includes only matches for which corresponding information also was available for both the youth and the mentors involved.

Cohort I agencies reported 1,666 matches, and Cohort II reported 986 matches for the period in question. The fact that there are more matches reported for Cohort I than there are mentors reflects the practice of some agencies to match multiple youth to a single mentor who is willing and able to work with more than one youth.

Frank

Frank was severely burned in a house fire when he was a young child, leaving him badly scarred and disfigured. Now entering the 11th grade, Frank has suffered through his parents divorce (primarily the result of his father's heroin addiction) and the disparaging remarks his grandparents often make about his disfigurement. All of these factors resulted in Frank being socially withdrawn and having low self esteem. Always close to her son, Frank's mother enrolled him in Big Brothers, with the hope that an adult mentor would encourage him to participate in more social activities and improve his self esteem. For two years, Frank has had a big brother who motivated him to excel in school and participate in more activities. He is now involved in several sports teams, is participating in a school internship program, and completed a summer job tutoring younger children.

- A Midwestern JUMP Mentoring Project

Waiting Time for a Match is Relatively Brief

There is an average of 2.7 months from the time of enrollment to the date a match is reported to be made. This value may be somewhat distorted by the fact that about 42% of the matches appeared to have a zero wait time. Because of the way the information is recorded, it is unclear at this point whether these youth actually were matched upon their entry into the project,

or if they, in fact, waited some period to be matched. Regardless, there are some interesting patterns that emerge from the data that grantees provided. Boys wait, on average, about three weeks longer than girls to be paired with a mentor. Non-white youth wait about 3.5 weeks longer than white youth. There was no significant difference between cohorts, and no difference between JUMP projects affiliated with BB/BS and non-affiliated projects. The longer wait times for boys and non-whites likely reflects the preponderance of white-female mentors and grantee desire to match on race and gender.

Most Projects Use Gender as a Matching Criteria

When making a match, gender is a strong determining factor. For those matches in which the gender of both the youth and the mentor was reported, male mentors were matched with boys 96.8% of the time, and female mentors were matched with girls 86.4% of the time. Only 2.3% of the girls are matched with a male mentor, however, 18.0% of the boys are matched with a female mentor. This may reflect the preponderance of women in the mentor pool. Whether same or cross-gender matches are better is not clear. Since girls are just as likely to be raised in a family without an adult male figure, it is reasonable to hypothesize that girls may benefit from a positive mentoring relationship with a man. However, the relative scarcity of male mentors, and the desire to match on gender means that, in practice, girls are rarely matched with male mentors. The mentor/mentee gender relationship is summarized in Exhibit 5:1.

Exhibit 5:1 Same Gender vs. Different Gender Matches

	MENTORS	
	Male	Female
Matched with Boys	96.8%	13.6%
Matched with Girls	3.2%	86.4%

	YOUTH	
	Boys	Girls
Matched with Male Mentors	82.0%	2.3%
Matched with Female Mentors	18.0%	97.7%

Race and Ethnicity Are Match Considerations

Although most of the agencies report that they do not use race as a match criteria, there appears to be a strong relationship between mentor and mentee race and ethnicity. About 60% of all youth are paired with a mentor of the same race/ethnicity. Since white mentors outnumber white youth by more than 2 to 1, it is understandable that many white mentors are paired with non-white youth. In those instances where youth and mentors are of different race/ethnicity, it is almost always a non-white youth paired with a white mentor (81.7% of the time). Asian mentors also outnumber Asian youth, so they also frequently are paired with youth of differing ethnicity. The opposite is true for African American, Hispanic, and American Indian mentors. For these groups, the youth outnumber the mentors so most of the mentors in these groups are paired with youth of their same ethnicity. For instance, 93% of African American mentors are paired with African American youth, and 71% of the Hispanic mentors are paired with Hispanic youth.

From the youth perspective, 92% of white youth are paired with a white mentor, while only 57.4% of African American youth, and 32.8% of Hispanic youth are paired with a mentor of the same race/ethnicity. It appears that a same-race match is made whenever possible. However, when minority mentors are not available, minority youth most often are paired with white mentors.

As discussed in Chapter 2, some agencies have developed more successful approaches for recruiting minority mentors and further research will be important to learn about effective recruitment practices that are sustained over a longer period of time. To date, there is little or no research that would support an assessment of whether same-race/ethnicity mentor matches are more effective or successful than cross-race matches. Either way, a successful mentoring relationship almost certainly depends on both the needs of the youth and the skills and sensitivity of the mentor.

Match Longevity Reflects Project Models

The data available at the time information was gathered for this report are interim data and reflect ongoing mentor-youth matches. Because of this, accurate measures of match longevity are not currently available. Only 9.6% of the recorded matches had end dates, which indicated that the match was terminated at the time of reporting. The median length for terminated matches was approximately 6.5 months, with the termination dates often corresponding to the end of the school year. Many school-based projects routinely end matches in June and re-initiate them again in the fall at the beginning of the following school year. In January, when data for this report was gathered, the median length of continuing matches was 3.9 months. Note that this also fits the general pattern of school-year matching, and closely corresponds to a project model that initiates new matches each September when classes resume after the summer break. In future research, we will investigate more thoroughly the factors that relate to match longevity as we obtain information that is recorded for a longer period of time.

JUMP project staff continue to refine their models, strengthen their mentor recruitment, and learn more about the factors that impact the longevity and ultimate long term success of the mentoring intervention in preventing school failure, dropping out, and involvement in delinquent and gang activities. While assessment of long term outcomes requires follow up studies, there are hopeful indications that mentoring does make a positive difference. The following chapter presents a discussion of the mentoring promise.

6. THE MENTORING PROMISE

It makes sense that mentoring should help youth develop into caring, self-sufficient adults. Intuitively, we believe that mentoring works. There is substantial anecdotal evidence that mentoring has an impact on positive youth development. Research supports the notion that children may develop resiliency, at least in part, because of the personal connections they are able to make with significant adults in their lives. Logically, if mentoring can support positive youth development, then it also should support the goals of the JUMP program, namely reduction in delinquency and gang involvement, improvement in academic performance, and reduction in school drop-out rates. The reality, however, is that historically there has been limited empirical research to verify the effectiveness of mentoring.

The recently completed BB/BS study has begun to fill this need for empirical information and has generated considerable excitement about the evidence that mentoring holds promise as an effective intervention for youth at risk for future difficulties. In this chapter we discuss aspects of the JUMP projects that currently can be assessed, including youth and mentor **feelings of satisfaction** with the mentoring relationship, and whether or not each **perceives any benefit** to the youth as a result of participating in the JUMP project. JUMP grantees obtained feedback from youth and mentors using a standardized format to ensure consistency in reporting across sites. The following discussion is based on responses from 962 youth and 792 mentors. These responses form a substantial subset of the total number of youth and mentors represented in this report and can provide important information about the effectiveness of mentoring on which to further build the ongoing national evaluation. One cautionary note is important. As with all client feedback, this information was obtained from youth and mentors who voluntarily responded. There is no assurance that the respondents are representative of youth or mentors who did not choose to respond.

Youth and Mentors View their Mentoring Experience as Positive

While both youth and mentors were extremely positive when rating various aspects of their mentoring experiences (Exhibit 6:1), mentor and youth perceptions of their relationships did not completely correspond. The fact that youth responses generally are more positive than the mentor responses may reflect actual perceptions, or may be an indication of a self-presentation response bias frequently found in research involving young people. Participation in an evaluation process may skew a child's responses positively, especially when the child is being asked to rate his or her relationship with an adult.

Exhibit 6:1 Youth and Mentor Report of Satisfaction

ITEM	YOUTH RESPONSES (%)			
	Not Very Much	A Little	Pretty Much	A Lot
How much do you like your mentor?	2%	5%	23%	70%
How well do you get along with your mentor?	1%	5%	26%	68%
How well do you feel your mentor understood you?	3%	9%	37%	51%
How helpful do you feel your mentor was to you?	3%	7%	26%	64%

ITEM	MENTOR RESPONSES (%)			
	Not Very Much	A Little	Pretty Much	A Lot
How much do you like your mentee?	1%	1%	22%	76%
How well do you get along with your mentee?	1%	2%	35%	62%
How well do you feel you understood your mentee?	1%	12%	51%	36%
How helpful do you feel you were to your mentee?	3%	22%	43%	31%

In spite of this apparent mentor/mentee disparity, when the youth responses were compared with their corresponding mentor responses, weak but positive correlations were present between youth and mentor ratings on items specifying *how much they liked each other, how well they got along,* and *how helpful the mentor was to the youth.*

Youth and Mentors Believe that Mentoring Helped

Youth and mentor perception of benefits also correlated with one another, indicating that both may have perceived similar improvements within the youth. The following table summarizes the percentage of youth and mentors that report seeing improvement in specified risk areas (Exhibit 6:2). Each was asked to indicate whether they believed having a mentor helped *a little, a lot,* or *not at all* with each risk behavior.

Exhibit 6:2 Perceptions of Benefits Received

	Youth Perception of Benefit		Mentor Perception of Benefit	
	A Little Bit	A Lot	A Little Bit	A Lot
Getting better grades	42.0%	49.1%	56.0%	30.1%
Attending all classes	23.3%	64.3%	45.2%	36.5%
Staying away from alcohol	13.2%	69.9%	40.1%	41.3%
Staying away from drugs	12.2%	71.0%	39.2%	42.7%
Avoiding fights	27.3%	57.4%	43.3%	41.5%
Staying away from gangs	15.6%	67.6%	37.5%	44.0%
Not using knives or guns	11.1%	68.0%	31.9%	47.1%
Avoiding friends starting trouble	27.5%	51.0%	47.8%	34.4%
Getting along with family	24.4%	61.6%	48.3%	40.2%

Match Characteristics Affect Perceived Benefits

There were 463 (265 female and 198 male) instances where, using assigned identification numbers, information received from mentors and youth regarding perceived benefits could be combined with corresponding demographic and match characteristics. From these cases, an indication of the perceived satisfaction and benefits could be analyzed with relation to some youth and mentor descriptive characteristics.

It is interesting to note that the boys in the sample who were paired with female mentors reported both liking their mentor and feeling understood by their mentors equally with those paired with male mentors. However, those boys matched with a male mentor report greater benefits in some areas than those matched with female mentors. Specifically they report receiving greater benefit with respect to avoiding drugs and gangs. There also are marginally significant differences in reports that mentoring helped youth avoid alcohol and weapons. These preliminary results must be confirmed with more objective data, as the reports of perceived benefits by the youth cannot be taken as an undisputable measure of program effectiveness. However, it does suggest that there are differences between those boys matched with female as opposed to male mentors. There were only two cases of girls matched with male mentors within this smaller subset of data, so no similar analysis can be conducted for the girls.

As discussed before, about 40% of the youth are matched with a mentor of a different race. Given the paucity of scientific research on the mentoring relationship, it is not possible to predict whether race has any consistent bearing on the effect of the match or the possibilities for benefits. In the pilot data set, 170 youth had a mentor of a different race or ethnic identification, while 270 were of the same race or ethnicity. Again, youth assigned to multiple mentors were not included in this subset. On the self-reported description of the mentoring relationship, and the perceived benefits, there was only one item that showed any relationship with race-matching. Youth matched with a mentor of a different race reported liking their mentor *more* than those matched with a mentor of the same race.

While there was little difference among youth who were matched with same-gender or same-ethnicity mentors and the extent they reported liking their mentor or reported perceived benefits from the relationship, the same did not hold true for feedback from the mentors. Women paired with male mentees reported that they observed significantly less improvement in a number of areas than men paired with male mentees. The behaviors in which the greatest differences occurred between male and female mentors included:

- staying away from alcohol,
- staying away from drugs,
- avoiding fights,
- staying away from gangs,
- not using knives or guns, and
- avoiding friends starting trouble.

Female mentors also perceived less improvement in the youth's relationship with his/her family members.

When youth and mentors were of different race or ethnicity, the mentors also reported perceiving significantly less improvement in these same areas, and also in class attendance. Mentors paired with a youth of the *same* race or ethnicity reported that they believed they *understood* their mentee better than those involved in cross-race matches.

There are a number of complicating issues that must be considered when interpreting the race-match results presented above. The most important consideration should be the race of the youth. Recall that almost all white youth are paired with a white mentor. Thus, when splitting the cases into those with same versus cross-race matches, all but seven of the white youth are placed in the same-race category. Conversely, in this data set 52.2% of the non-white youth are in cross-race matches. Therefore, the differences observed may be the result of the stark demographic differences between those youth in same versus cross-race matches. It is therefore reasonable to repeat the race-match analyses presented above, excluding white youth. Such an analysis was conducted with results mirroring the results already presented. It would seem that our preliminary data indicate that cross-gender, and cross-race matches are **perceived by the mentor** as less beneficial to the youth. However, **youth reports** did not differ significantly

regardless of gender and racial matching. Clearly, this will be an area for future research. It will be important to verify the self-reports of improvement with more objective measures. Further, more sophisticated research designs and analyses will be needed to control for potentially confounding variables.

The preliminary reports from youth and mentors leave us with great optimism for the promise of mentoring. The challenge for OJJDP is to continue supporting the JUMP grant projects and the national evaluation of those projects long enough to learn which features of the projects and matching models are statistically related to successful outcomes. Our goal is to identify and share effective practices that can be replicated by community-based organizations across the country. Ultimately, through the addition of the protective factor of mentoring to support healthy youth development, we will be moving closer to reaching the JUMP program goals.

Preliminary reports from youth and mentors leave us with great optimism for the promise of mentoring.

7. NEXT STEPS

The Juvenile Mentoring Program (JUMP), supported by OJJDP, is a key component of OJJDP's Comprehensive Strategy and the Juvenile Justice Action Plan. Mentoring has the potential to reduce risk factors that make children vulnerable to delinquency, school failure, and dropping out. At the same time, a mentoring relationship has the potential to serve as a protective factor which buffers youth from the many risks they must navigate as they grow to adulthood. Mentoring can be introduced into a child's life early as a primary prevention intervention, or later as a mitigating or remediating intervention. Mentoring can operate in support of a wide variety of goals such as improved school performance and attendance, abstinence from drug and alcohol use, reduction in gang involvement, and avoidance of delinquent activities. The JUMP program, first authorized by Congress in FY 1992, and first funded with combined FY 1994 and FY 1995 funds, has, through grants to local education agencies (LEA's) and community-based organizations, provided interventions to thousands of youth since its inception. At the time this report was being prepared, over 3,000 youth, from Cohorts I and II, were enrolled and actively involved in a JUMP mentoring project.

There is considerable literature in the fields of prevention and resilience to indicate that a mentoring-type relationship can and does have a positive impact on the healthy development of youth at risk. The JUMP program grants allow local organizations to establish mentoring activities designed to meet their own local needs and serve youth at greatest risk in their communities. With OJJDP's leadership, lessons learned from the operating JUMP projects and from the national evaluations can provide a greater understanding of what it is that makes mentoring work, key factors that are critical to the success of a mentoring relationship, project models that show promise, and effective approaches to community collaborations.

Literature in the fields of prevention and resilience indicate that a mentoring-type relationship can and does have a positive impact on the healthy development of youth at risk.

In the current fiscal year, OJJDP supported a one year continuation of the original 41 JUMP grant projects. This was done in order to enhance the evaluation of these projects. Each Cohort I project received supplemental funds in an amount which, when combined with its unexpended fund balance at the end of year three, would allow the project to complete a fourth

year of project activity. Together with the second group of 52 continuing Cohort II grantees, OJJDP currently is funding 93 JUMP projects. It is anticipated that 23 to 26 new projects will be funded this year.

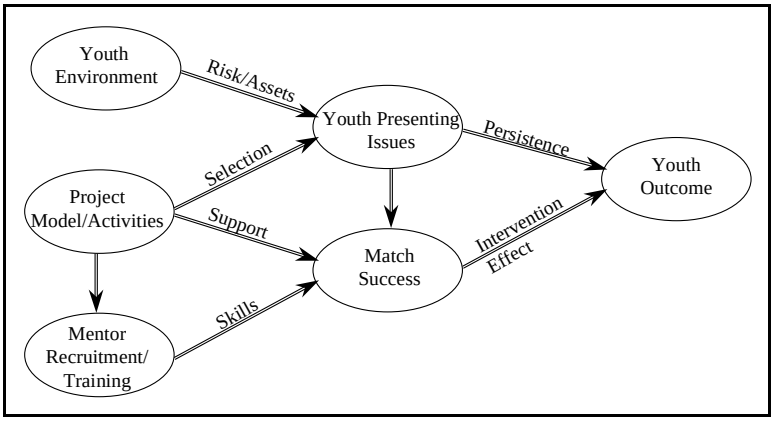
The two national evaluation efforts -- SafeFutures and JUMP -- will continue. The SafeFutures evaluation will continue to address the program implementation process and to measure performance outcomes across the sites. The evaluation activities are based on a logic model that links project activities and outputs to desired intermediate and long-term outcomes. Utilization, duration, and intensity of mentoring services are among the variables being tracked by the SafeFutures evaluation. On-site monitoring and interviews with key stakeholders, service providers, and youth will help OJJDP determine whether a comprehensive strategy involving community and program resources to provide a continuum of care has succeeded in preventing and reducing juvenile violence and delinquency.

The initial JUMP evaluation activities focused on documenting JUMP project implementation and on gathering descriptive information about youth, mentors, matches, and mentoring project models. This information, much of which has been presented in this report, provides the foundation for the next phase of evaluation activities.

The second phase of the JUMP evaluation will measure changes in youth behavior and attitudes that may be attributable to their participation in a mentoring relationship. The evaluation will examine the relationship between those changes and a variety of factors including youth risk factors, project model and activities, and mentor recruitment and training strategies. It is expected that these factors will impact the duration and success of each mentoring relationship, and ultimately youth outcomes (Exhibit 7:1). The outcome model takes into account the extent and severity of risk with which each youth enters a JUMP project, making it possible to more accurately assess the effectiveness of mentoring in influencing positive behavior changes.

The JUMP evaluation utilizes an approach that tracks each youth's progress in such areas as school performance and attendance, avoidance of delinquent behavior, abstinence from alcohol and drugs, and avoidance of gang affiliation. Baseline measures will be taken at the time of the youth's enrollment into the JUMP project. Measures of progress will be obtained annually, with outcomes obtained at the time of the youth's exit from the project.

Exhibit 7:1 JUMP Outcome Model



Analysis of youth progress and outcomes in relation to project models of service delivery will allow us to identify specific project characteristics that are most closely linked with positive outcomes. Because the JUMP program allows each grantee to design and implement, within the JUMP guidelines, a unique service delivery model to best meet the needs of youth in each community, the evaluation will be able to examine a wide range of project approaches. It is anticipated that there will be a link between approaches to project implementation, successful mentoring relationships, and positive change in youth behaviors. Exhibit 7:2 summarizes youth, project, match, and outcome variables the JUMP evaluation will examine.

Exhibit 7:2 JUMP Evaluation Variables

YOUTH ENVIRONMENT	PROJECT MODEL	YOUTH ISSUES	MATCH SUCCESS	DESIRED YOUTH OUTCOMES
Family Economic Peer Community	Project Goals Agency Organization Collaborating Partners Target Youth Population Activities Schedule Staff Resources ♦ *Mentor Management:* Target Population Recruitment Model Requirements Training Supervision	Delinquency ATOD Use Truancy School Failure Negative Peers Gang Affiliation High Risk Behaviors	Consistency Duration Perceived Benefits	No New Arrests No ATOD Use Regular School Attendance Positive Peer Group Gang Avoidance *Improved:* Grades Family Relationships Social Skills Leisure/Recreational Skills Physical Health

OJJDP intends that the JUMP evaluation will accomplish three main objectives:

1) documentation of the overall effectiveness of the JUMP program in modifying youth behaviors that reasonably can be expected to impact achievement of the long-term goals of reducing juvenile delinquency and gang participation, improving academic performance, and reducing the dropout rate;

2) provision of specific feedback and assistance to the JUMP projects regarding their own effectiveness; and

3) identification of specific programmatic practices that show greatest promise for successfully reaching positive youth and community outcomes.

To maximize the opportunity for success of the JUMP grantees, OJJDP also is supporting training and technical assistance (T&TA) for JUMP project staff. This T&TA will occur in a variety of ways including phone and on-site individualized assistance, provision of documents to guide project operations, distribution of a JUMP Self-Evaluation Manual, an on-line network to support information exchanges among peer grantees, and attendance at national conferences and symposiums.

Martin

By fifth grade, Martin was well on his way to becoming another statistic in Wicomico County. This rural Maryland county has a high rate of juvenile justice intake cases involving assault, theft and runaways. Martin never knew his father and his mother died, leaving him in the care of his grandmother and uncle. Upon entering his new school, Martin presented himself as the stereotypical angry young man: belligerent, defiant, uncaring, unkempt, and a bully. Then he was matched with a mentor. In the two years following that match, Martin has begun to wash his own clothes and care about his personal appearance. He takes responsibility for his actions and no longer gets into fights. He has made new friends. At a recent Parent/Student/Mentor Team Meeting, Martin drew a poster about "What Having a Mentor Means to Me." This picture of a huge red heart, with welcoming arms, sturdy legs, and a big open smile so perfectly captured the essence of our program that the advisory board has selected it as our official logo.

- Wicomico Mentoring Program

In keeping with OJJDP's desire to address special needs of specific populations, several JUMP mentoring projects will continue to be funded in order to focus efforts on female juvenile offenders and at-risk girls, American Indian and Alaskan Native communities, and minorities who historically have been disproportionately represented in the juvenile justice system.

In FY 1998 Congress appropriated one million dollars to support Big Brothers/Big Sisters (BB/BS) capacity building activities. Based on a history of leadership in the mentoring field, BB/BS will use these funds to increase the knowledge and capability of community-based organizations to implement and operate mentoring projects. BB/BS has made a commitment to develop new approaches to recruitment and management of volunteers, foster new programmatic initiatives, and generate community support to expand the capacity of BB/BS affiliates. OJJDP will share the findings and lessons learned by BB/BS with other bureaus within the Office of Justice Programs (OJP), the Mentoring Alliance, the Mentoring Policy Council, other Federal agencies, and the mentoring field.

OJJDP coordination of efforts between Federal departments and agencies allows easy exchange of information and lessons learned across program areas. The Department of Justice (DOJ) works closely, for example, with the Departments of Health and Human Services, Education, Housing and Urban Development, Labor, and other Coordinating Council members, to coordinate community-based efforts that share the common goal of delinquency, gang, or violence prevention. In addition, DOJ staff participate on the Interagency Council on Mentoring which is working to identify existing mentoring projects, investigate research issues, and explore opportunities for further collaboration. All information that is gathered through each of the

mentoring or other related projects will be disseminated widely through a variety of media and resources including the OJJDP Juvenile Justice Clearinghouse and the National Training and Technical Assistance Center.

As we learn more about mentoring and effective mentoring practices that lead to measurable positive outcomes for youth at risk, OJJDP will have taken significant steps forward in the effort to reduce delinquency, juvenile violence, participation by juveniles in gangs, school failure, and drop-out rates. Moreover, we will have provided communities with a proven tool to be used to sustain that progress in the years to come.

By Martin - Wicomico County

REFERENCES

Anthony, E.J., and B.J. Cohler (Eds.) (1987). *The invulnerable child.* New York: The Guilford Press.

Austin, G., and Bickel, A. (in press). *Beyond prevention curricula: A guide to developing alternative activities programs.* Washington, DC: U.S. Department of Education.

Beardslee, M.D., and Podorefsky, M.A. (1988). Resilient adolescents whose parents have serious affective and other psychiatric disorders: Importance of self-understanding and relationships. *American Journal of Psychiatry, 145,* 63-69

Bernard, B. (1992). *Mentoring programs for urban youth: Handle with care.* Portland, OR: Western Regional Center for Drug-Free Schools and Communities, Far West Laboratories.

Bilchik, S. (1998, May). A juvenile justice system for the 21st century. *Juvenile Justice Bulletin.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Bolig, R., and Weddle, K.D. (1988). Resiliency and hospitalization of children. *Children's Health Care, 16,* 255-260.

Brook, J.S., Whiteman, M., Gordon, A.S., Nomura, C., and Brook, D.W. (1986). Onset of adolescent drinking: A longitudinal study of intrapersonal and interpersonal antecedents. *Advances in Alcohol and Substance Abuse, 5,* 91-110.

Brown, R.S., (1996). Challenges and potential of mentoring at-risk students: A literature review. *ERS Spectrum,* Spring 1996, 17-28.

Buckhalt, J.A., Halpin, G., Noel, R., and Meadows, M.E. (1992). Relationship of drug use to involvement in school, home and community activities: Results of a large survey of adolescents. *Psychological Reports, 70,* 139-146.

Carnegie Council on Adolescent Development (1992). *A matter of time: Risk and opportunity in the non-school hours.* New York: Carnegie Corporation.

Catalano, R.F., and Hawkins, J.D. (1995). *Risk focused preventions, using the social development strategy.* Seattle, WA: Developmental Research and Programs, Inc.

Coordinating Council on Juvenile Justice and Delinquency Prevention (1996, May). *Combating violence and delinquency: The national juvenile justice action plan.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Crockett, L., and Smink, J. (1991). *A mentoring guidebook: A practical manual for designing and managing a mentoring program.* Clemson, SC: National Dropout Prevention Center.

DHHS, SAMHSA (In Press). *Adult involvement in the lives of youth.* DHHS Publication No. SMA 98-XXX.

Dornbusch, S.M., Carlsmith, J.M., Bushwall, S.J., Ritter, P.L., Leiderman, H., Hastorf, H.S., and Gross, R.T. (1985). Single parents, extended households, and the control of adolescents. *Child Development, 56,* 326-341.

Dugan, T., and R. Coles (Eds.), (1989). *The child in our times: Studies in the development of resiliency.* New York: Bruner/Mazel.

Freedman, Marc (1993). *The kindness of strangers: Adult mentors, urban youth, and the new voluntarism.* San Francisco, CA: Jossey-Bass.

Garmezy, N. (1981). Children under stress: Perspectives on anecdotes and correlates of vulnerability and resistance to psychopathology. In A.I. Rabin, A.M. Barclay, and R.A Zucker (eds.). *Further Explorations in Personality,* (pp.196-270). New York: Wilely.

Garmezy, N. (1985). Stress-resistant children: The search for protective factors. In J.E. Stevenson (Ed.), *Recent research in developmental psychopathology: Journal of Child Psychology and Psychiatry Book Supplement 4* (pp.213-233). Oxford: Pergamon Press.

Grossman, F.K., Beinashowitz, J., Anderson, L., Sakurai, M., Finnin, L., and Flaherty, M. (1992). Risk and resilience in young adolescents. *Journal of Youth and Adolescents, 21,* 529-550.

Grossman, J.B., and Garry, E.M. (1997, April). Mentoring -- A proven delinquency prevention strategy. *Juvenile Justice Bulletin.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Hauser, S.T., Vieyra, M.A., Jacobson, A.M. and Wertreib D. (1985). Vulnerability and resilience in adolescence: Views from the family. *Journal of Early Adolescence, 5,* 81-100.

Hawkins, J. D., and Catalano, R.F. (1992). *Communities that care: Risk-focused prevention using the social developmental model.* Seattle, WA: Developmental Research and Programs, Inc.

Hawkins, J.D., Catalano, R.F. and Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood. *Psychological Bulletin, 112*, 64-105.

Howell, J. C. (Ed.) (1995). *Guide for implementing the comprehensive strategy for serious, violent, and chronic juvenile offenders.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U..S. Department of Justice.

Kelly, B.T., Loeber, R., Keenan, K. and DeLamatre, M. (1997, December). Developmental pathways in boys' disruptive and delinquent behavior. *Juvenile Justice Bulletin.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Kids count data book: State profiles of child well-being (1998). Baltimore, MD: Annie E. Casey Foundation.

Masten, A., and Coatsworth, J.D. (1998). The development of competence in favorable and unfavorable environments. *American Psychologist, 53,* 205-220.

Rak, C.F., and Patterson, L.E. (1996). Promoting resilience in at-risk children. *Journal of Counseling and Development, 74,* 368-373.

Resnick, M. et.al. (1997, September). Protecting adolescents from harm: Findings from the national longitudinal study on adolescent health. *JAMA ® Journal of the American Medical Association, 278*, 823-832.

Richardson, J.L., Dwyer, K., McGuigan, K., Hansen, W.B., Dent, C., Johnson, C.A., Sussman, S.Y., Brannon, B. and Flay, B. (1989). Substance use among eighth grade students that take care of themselves after school. *Pediatrics, 84,* 556-566.

Rhodes, J.E., Gingiss, P.L. and Smith, P.B. (1994). Risk and protective factors for alcohol use among pregnant african-american, hispanic, and white adolescents: The influence of peers, sexual partners, family members, and mentors. *Addictive Behaviors, 8,* 555-564.

Rutter, M. (1979). Protective factors in children's responses to stress and disadvantage. In M.W. Kent and J.E. Rolf (Eds.). *Primary prevention of psychopathology: Vol. 3. Social competence in children (pp.49-74).* Hanover, NH: University Press of New England.

Saito, R.N., and Blyth, D.A. (1994). *Understanding mentoring relationships.* Minneapolis, MN: Search Institute.

Sedlack, A.J. (1997). *National evaluation of runaway and homeless youth: Preliminary findings*. Presented to ACYF/DHHS, Switzer Building, Washington, D.C.

Snyder, H., (1997, November). *Juvenile arrests 1996.* Bulletin. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention,.

Stanton, M.D. (1979). Drugs and the family: A review of recent literature. *Marriage and Family Review, 2,* 3-10.

Tierney, J.P., Grossman, J.B., and Resch, N. (1995). *Making a difference: An impact study of Big Brothers/Big Sisters.* Philadelphia, PA: Public/Private Ventures.

Turner, S., and Scherman, A. (1996, Winter). Big Brothers: Impact on little brothers' self-concepts and behaviors. *Adolescence, 31,* 875-882.

VanNelson, C., Thompson, J.C., Rice, C.M. and Cooley, V.E. (1991). *The effect of participation in activities outside the school and family structure on substance use by middle and secondary school students.* Paper presented at annual meeting of the Midwest Educational Research Association, Chicago.

Werner, E.E. (1984, November). Resilient children. *Young Children, 40*, 68-72.

Werner, E.E. (1985). Stress and protective factors in children's lives. In A.R. Nicol (Ed.), *Longitudinal studies in child psychology and psychiatry.* New York: John Wiley and Sons, Ltd.

Werner, E.E., and Smith, R.S. (1992). *Overcoming the odds: High risk children from birth to adulthood.* Ithaca, NY: Cornell University Press.

Wilson, J.J., and Howell, J.C. (1993). *A comprehensive strategy for serious, violent, and chronic juvenile offenders: Program summary.* Washington, D.C: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Windle, M. (1994). Substance use, risky behaviors, and victimization among a U.S. national adolescent sample. *Addiction, 89,* 129-146.

APPENDIX

A. JUMP Grant Awards by State
B. Summary of JUMP Grant Awards
C. JUMP Grantee Locations
D. Additional Resources

APPENDIX A: JUMP GRANT AWARDS BY STATE

STATE	CITY	GRANTEE	AWARD
Alaska (N=1)			
	Anchorage	Big Brothers/Big Sisters of Anchorage, Inc.	$187,283
Alabama (N=1)			
	Birmingham	Operation Pride West End - UAB Center: Urban Affairs	$190,000
Arizona (N=3)			
	Phoenix	Jumpstart - Valley Big Brothers/Big Sisters	$179,996
	Phoenix	Washington Elementary School District - Royal Palm	$189,997
	Tucson	Tucson Unified School District: Native American Studies	$189,589
California (N=9)			
	El Cajon	Family Support Foundation- Paradise Valley Hospital	$179,962
	La Puente	Rowland Unified School District - Family Resource Cntr.	$190,000
	Los Angeles	LA County DA's Office - Bureau of Crime Prevention	$180,000
	Los Angeles	Los Angeles Wings of Faith	$189,475
	Redwood City	Friends for Youth, Inc.	$190,000
	San Bernardino	City of San Bernardino Mentoring Program	$190,000
	San Jacinto	Valley Youth Foundation - Valle Vista Community Cntr.	$172,315
	Santa Barbara	Big Brothers/Big Sisters of Santa Barbara	$180,000
	Visalia	Community Services and Employment Training	$180,000
Colorado (N=3)			
	Colorado Springs	DHS - Community Mentor Center	$189,955
	Denver	Big Brothers/Big Sisters of Northern Colorado, Inc.	$158,083
	Greeley	Weld County Youth Alternatives - PARTNERS	$166,170
District of Columbia (N=2)			
	Washington	District of Columbia Courts - WKAY 100	$189,938
	Washington	Shiloh Family Life Center	$180,000

STATE	CITY	GRANTEE	AWARD
Florida (N=7)			
	Clearwater	Pinellas County Education Foundation	$180,000
	Fort Meyers	Big Brothers/Big Sisters of SW Florida, Inc.	$184,433
	Fort Pierce	Big Brothers/Big Sisters of St. Lucie County	$188,259
	Miami	Communities in Schools of Miami, Inc. - Burger King	$180,000
	Miami	Metropolitan Dade County DHS - JASS	$190,000
	Pensacola	Big Brothers/Big Sisters of NW Florida	$179,965
	St. Augustine	Big Brothers/Big Sisters - Epic Community Services, Inc.	$111,242
Georgia (N=1)			
	Marietta	Big Brothers/Big Sisters of Metro Atlanta - Cobb Prog.	$190,000
Idaho (N=1)			
	Boise	Big Brothers/Big Sisters of SW Idaho	$170,567
Illinois (N=4)			
	Bloomington	Project OZ, Inc.	$187,662
	Cahokia	Cahokia School District #187	$189,500
	Chicago	Chicago Cities in Schools, Inc.	$175,076
	Chicago	Chicago Commons Association - New Futures	$190,000
Indiana (N=1)			
	Bloomington	Big Brothers/Big Sisters of Monroe County	$169,680
Kansas (N=1)			
	Wichita	Big Brothers/Big Sisters of Sedgwick - JUMPSTART	$190,000
Kentucky (N=1)			
	Middlesboro	Middlesboro Independent Schools - YSC	$150,830
Louisiana (N=3)			
	Baton Rouge	Young Leaders' Academy	$189,999
	Metairie	Gulf Coast Communities Foundation	$163,350
	Shreveport	Volunteers of America of North LA	$189,999

STATE	CITY	GRANTEE	AWARD
Massachusetts (N=5)			
	Boston	Greater Boston One-To-One, Inc.	$180,000
	Brockton	MA Youth Unemployment Reduction Network	$189,999
	Haverhill	Community Action, Inc.	$178,609
	Lawrence	Greater Lawrence Community Action Council	$182,344
	Springfield	Corporation for Public Management	$180,000
Maryland (N=4)			
	Baltimore	Baltimore Mentoring Partnership	$180,000
	Baltimore	One-To-One: Big Brothers/Big Sisters of Central MD	$189,998
	Columbia	St. John Baptist Church Mentoring Program	$190,000
	Salisbury	Wicomico County Board of Education	$119,800
Michigan (N=1)			
	Grand Rapids	Grand Rapids Public Schools-Weed and Seed	$187,080
Minnesota (N=2)			
	Minneapolis	Big Brothers/Big Sisters of Greater Minneapolis	$179,953
	Minneapolis	Resource, Inc. - First Opportunity	$190,000
Missouri (N=2)			
	Kansas City	YMCA of Greater Kansas City	$190,000
	St. Louis	Barnes-Jewish Hospital	$180,000
Mississippi (N=2)			
	Greenwood	Greenwood Leflore Cities in Schools, Inc.	$155,000
	Marks	Quitman County School District - YOU	$190,000
Nebraska (N=1)			
	Lincoln	Lincoln Action Program	$180,000
New Jersey (N=2)			
	New Brunswick	Early Start Mentoring Program	$180,000
	Trenton	Big Brothers/Big Sisters of Mercer & Ocean Counties	$178,538

STATE	CITY	GRANTEE	AWARD
New York (N=8)			
	Bronx	Pius XII Youth & Family Services - UW	$189,420
	Buffalo	Be-A-Friend Program, Inc.	$190,000
	Long Beach	Long Beach City Schools	$180,000
	New York	Liberty Partnerships - Bank Street College of Education	$180,000
	New York	Children's Aid Society	$180,000
	New York	Grand Street Settlement, Inc.	$190,000
	Syracuse	Center for Community Althernatives	$179,511
	ValHalla	St. Christophers -Jennie Clarkson Child Care Service	$190,000
Ohio (N=4)			
	Cincinnati	Cincinnati Youth Collaborative	$180,000
	Cleveland	Case Western Reserve - Student Community Service	$110,991
	Cleveland	East Cleveland Youth Opportunities Unlimited	$188,278
	Columbus	Village to Child - OH Dominican College	$135,750
Oregon (N=1)			
	Eugene	Committed Partners for Youth	$190,000
Pennsylvania (N=4)			
	Easton	Valley Youth House Committee, Inc.	$190,000
	Philadelphia	Big Sisters of Philadelphia Services for Latino Girls	$180,000
	Reading	Berks Community Action Program, Inc. - YES	$190,000
	Wilkes Barre	Catholic Social Services	$179,430
Rhode Island (N=2)			
	Providence	Family Service, Inc.	$176,706
	Providence	Providence Housing Authority - BBBS	$170,250
South Carolina (N=1)			
	McCormick	McCormick School District - Project SUCCESS	$160,310

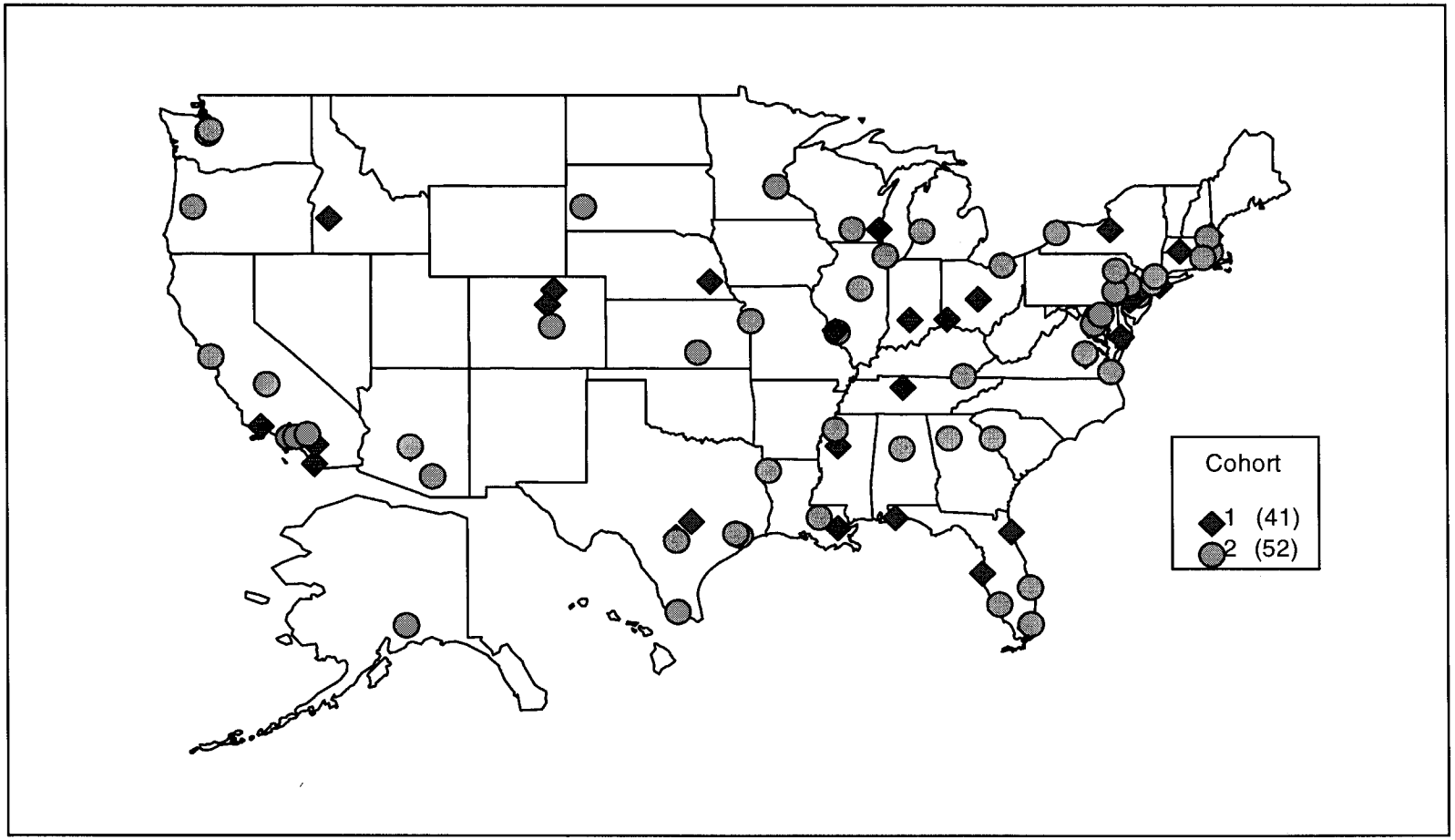
STATE	CITY	GRANTEE	AWARD
South Dakota (N=1)			
	Rapid City	Rural America Initiatives - Ateyapi Mentoring	$186,488
Tennessee (N=1)			
	Nashville	Buddies of Nashville, Inc.	$180,000
Texas (N=6)			
	Austin	Big Brothers/Big Sisters of Austin, Inc.	$180,000
	Houston	I Have A Dream	$174,543
	Mission	Dismas Charities, Inc.	$190,000
	Pasadena	Neighborhood Centers, Inc.	$189,800
	San Antonio	Ella Austin Community Center	$190,000
	San Antonio	George Gervin Youth Center	$180,000
Virginia (N=3)			
	Richmond	North Richmond YMCA Black Achievers Program	$165,091
	Richmond	VA Department of Correctional Education	$180,000
	Virginia Beach	Big Brothers/Big Sisters of South Hampton Roads	$190,000
Washington (N=3)			
	Federal Way	World Vision Relief & Development, Inc - KidREACH	$190,000
	Renton	Communities in Schools of Renton	$190,000
	Seattle	Center for Career Alternatives	$180,000
Wisconsin (N=2)			
	Madison	City of Madison - Office of Community Service	$190,000
	Milwaukee	Boys and Girls Club of Milwaukee	$180,000

APPENDIX B: SUMMARY OF JUMP GRANT AWARDS

STATE	# GRANTS AWARDED	FY 1994-1995 AMOUNT	FY 1996-1997 AMOUNT	TOTAL AWARD
ALASKA	1	0	$187,283	$187,283
ALABAMA	1	0	$190,000	$190,000
ARIZONA	3	$179,996	$379,586	$559,582
CALIFORNIA	9	$712,277	$939,475	$1,651,752
COLORADO	3	$324,253	$189,955	$514,208
DISTRICT OF COLUMBIA	2	$180,000	$189,938	$369,938
FLORIDA	7	$651,207	$562,692	$1,213,899
GEORGIA	1	0	$190,000	$190,000
IDAHO	1	$170,567	0	$170,567
ILLINOIS	4	$175,076	$567,162	$742,238
INDIANA	1	$169,680	0	$169,680
KANSAS	1	0	$190,000	$190,000
KENTUCKY	1	0	$150,830	$150,830
LOUISIANA	3	$163,350	$379,998	$543,348
MASSACHUSETTS	5	$538,609	$372,343	$910,952
MARYLAND	4	$299,800	$379,998	$679,798
MICHIGAN	1	0	$187,080	$187,080
MINNESOTA	2	$179,953	$190,000	$369,953
MISSOURI	2	$180,000	$190,000	$370,000
MISSISSIPPI	2	$155,000	$190,000	$345,000
NEBRASKA	1	$180,000	0	$180,000
NEW JERSEY	2	$180,000	$178,538	$358,538
NEW YORK	8	$719,511	$759,420	$1,478,931
OHIO	4	$426,741	$188,278	$615,019

STATE	# GRANTS AWARDED	FY 1994-1995 AMOUNT	FY 1996-1997 AMOUNT	TOTAL AWARD
OREGON	1	0	$190,000	$190,000
PENNSYLVANIA	4	$180,000	$559,430	$739,430
RHODE ISLAND	2	$176,706	$170,250	$346,956
SOUTH CAROLINA	1	0	$160,310	$160,310
SOUTH DAKOTA	1	0	$186,488	$186,488
TENNESSEE	1	$180,000	0	$180,000
TEXAS	6	$360,000	$744,343	$1,104,343
VIRGINIA	3	$180,000	$355,091	$535,091
WASHINGTON	3	$180,000	$380,000	$560,000
WISCONSIN	2	$180,000	$190,000	$370,000
TOTAL	93	$7,022,726	$9,688,488	$16,711,214

APPENDIX C: JUMP GRANTEE LOCATIONS



APPENDIX D: ADDITIONAL RESOURCES

Blum, R.W. and Rinehart, P.M. (1997). *Reducing the risk: Connections that make a difference in the lives of youth.* Minneapolis, MN: University of Minnesota.

Carnegie Council on Adolescent Development (1995). *Great transitions: Preparing adolescents for a new century.*, New York: Carnegie Corporation.

Cohen, M.A. (1994). *The monetary value of saving a high risk youth.* Washington, DC: The Urban Institute.

Elliott, D.S., Ageton, S.S., and Huizinga, D. (1985). *Explaining delinquency and drug use.* Beverly Hills, CA: Sage.

Elliott, D.S., Huizinga, D., and Menard, S. (1989). *Multiple problem youth: Delinquency, substance abuse, and mental health problems.* New York: Springer-Verlag.

Ebensen, F., and Huizinga, D. (1993). Gangs, drugs, and delinquency in a survey of urban youth. *Criminology, 31,* 565-589.

Huizinga, D., Loeber, R., and Thornberry, T.P. (1994). *Urban delinquency and substance abuse.* Washington, D.C.: U.S. Department of Justice.

Sickmund, M., Snyder, H., and Poe-Yamagata, E. (1997, August). *Juvenile offenders and victims: 1997 update on violence.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Snyder, H., Sickmund, M., and Poe-Yamagata, E. (1996, February). *Juvenile offenders and victims: 1996 update on violence.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Werner, E.E., and Smith, R.S. (1982). *Vulnerable but not invincible: A longitudinal study of resilient children and youth.* New York: McGraw Hill.

U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention

Washington, DC 20531

Official Business
Penalty for Private Use $300

PRESORTED STANDARD
POSTAGE & FEES PAID
DOJ/OJJDP
PERMIT NO. G–91

NCJ 173424