



174195



For Violence Prevention



BOOK TWO

Big Brothers

Big Sisters of America

Blueprints for Violence Prevention

BIG BROTHERS BIG SISTERS OF AMERICA

SERIES EDITOR

Delbert S. Elliott

PRINCIPAL AUTHOR

Dagmar E. McGill

CONTRIBUTING AUTHORS

Sharon F. Mihalic and Jennifer K. Grotmeter

BLUEPRINT CONFERENCE PARTICIPANTS

Designer's Conference

Katherine Basky

Sharon Baughman

Rob Bourdon

Delbert Elliott

Jennifer Grotmeter

John Hamilton

Landa Heys

Dagmar McGill

Sharon Mihalic

D. Russell Weaver

Bill Woodward

Focus Group Conference

Delbert Elliott

Jennifer Grotmeter

Landa Heys

Joe Higgins

d'Layne Kerr-Layton

Sharon Mihalic

Kathy W. Scott

Lindi Sinton

Clarke R. Watson

Elizabeth Whitmore

Bill Woodward

**BLUEPRINTS
ADVISORY BOARD**

Delbert S. Elliott, Ph.D., Chairman
Center for the Study and Prevention of Violence
Institute of Behavioral Science
University of Colorado at Boulder
Boulder, Colorado

Denise Gottfredson, Ph.D.
Department of Criminology and Criminal Justice
University of Maryland
College Park, Maryland

Peter W. Greenwood, Ph.D.
Criminal Justice Program
The Rand Corporation
Santa Monica, California

Hope Hill, Ph.D.
Violence Prevention Project
Howard University
Washington, D.C.

Mark Lipsey, Ph.D.
Department of Human Resources
Vanderbilt University
Nashville, Tennessee

Pat Tolan, Ph.D.
Institute for Juvenile Research
University of Illinois at Chicago
Chicago, Illinois

ACKNOWLEDGEMENTS

Development of this publication was made possible with support from grant number 94-DB-19-60-1 awarded by the Colorado Division of Criminal Justice, Office of Drug Control and System Improvement from the Edward Byrne Memorial State and Local Law Enforcement Assistance Program, Bureau of Justice Assistance, Office of Justice Programs

Printing and dissemination was made possible with support from the Carnegie Corporation of New York

Design and Production provided by
C.L. Hays, MooseQwest Studios
Boulder, Colorado

Printing provided by
C&M Press
Denver, Colorado

Copyright © 1997
Institute of Behavioral Science, Regents of the University of Colorado

Center for the Study and Prevention of Violence
Institute of Behavioral Science
University of Colorado at Boulder
Campus Box 442
Boulder, Colorado 80309-0442
Phone 303/492-8465 Fax 303/443-3297

The opinions, findings, and conclusions or recommendations expressed in this document are those of the authors and do not necessarily represent the official position or policies of the Colorado Department of Public Safety, Division of Criminal Justice.

Blueprints

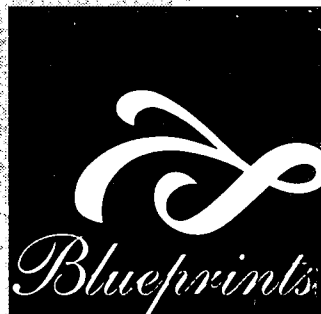


Table of Contents

CONTENTS

| | | |
|--------------------|--|--------------|
| | Editor's Introduction | xi |
| | Model Program Descriptions | xxvii |
| | Program Overview | 3 |
| Chapter One | Executive Summary | 7 |
| | Background | 7 |
| | Theoretical Rationale/Conceptual Framework | 8 |
| | Brief Description of Intervention | 8 |
| | Evidence of Program Effectiveness | 10 |
| Chapter Two | Program as Designed and Implemented | 13 |
| | Goals and Measurable Objectives | 13 |
| | Targeted Risk and Protective Factors and Population | 14 |
| | Program as Designed | 15 |
| | Program Content | 15 |
| | Core Program Elements vs. Adaptive Features | 16 |
| | Planning and Implementation | 19 |
| | Needs Assessment | 19 |
| | Key Contacts | 20 |
| | Interagency Linkages and Collaboration | 20 |
| | Funding and Program Costs | 20 |
| | Resources Necessary | 21 |
| | Staffing and Supervision | 21 |
| | Training of Staff | 22 |
| | Recruitment, Selection and Training of Volunteers | 22 |
| | Recruitment, Selection and Training of Target Population | 25 |
| | Retention Strategies..... | 25 |
| | Setting | 27 |
| | Sequence of Intervention Activities | 27 |
| | Implementation Problems | 28 |
| | Monitoring Implementation and Treatment Integrity | 30 |
| | Program Documents and Record Keeping | 31 |

| | | |
|----------------------|---|-----------|
| Chapter Three | Evaluation | 35 |
| Chapter Four | Program Replication | 43 |
| | Benefits and Limitations | 43 |
| | Practical Suggestions for Starting a New Replication | 44 |
| | Future Directions | 45 |
| | Appendices | 49 |
| Appendix A | References by Document Section | 49 |
| Appendix B | Manuals Published by Big Brothers Big Sisters of America | 51 |
| | References | 53 |

Blueprints



Editor's Introduction

EDITOR'S INTRODUCTION

Introduction

The demand for effective violence and crime prevention programs has never been greater. As our communities struggle to deal with the violence epidemic of the 1990s in which we have seen the juvenile homicide rate double and arrests for serious violent crimes increase 50 percent between 1984 and 1994,¹ the search for some effective ways to prevent this carnage and self-destructiveness has become a top national priority. To date, most of the resources committed to the prevention and control of youth violence, at both the national and local levels, has been invested in untested programs based on questionable assumptions and delivered with little consistency or quality control. Further, the vast majority of these programs are not being evaluated. This means we will never know which (if any) of them have had some significant deterrent effect; we will learn nothing from our investment in these programs to improve our understanding of the causes of violence or to guide our future efforts to deter violence; and there will be no real accountability for the expenditures of scarce community resources. Worse yet, some of the most popular programs have actually been demonstrated in careful scientific studies to be ineffective, and yet we continue to invest huge sums of money in them for largely political reasons.

There are several reasons for this situation. First, there is little political or even program support for evaluation. Federal and state violence prevention initiatives rarely allocate additional evaluation dollars for the programs they fund. Given that the investment in such programs is relatively low, it is argued that every dollar available should go to the delivery of program services, i.e., to helping youth avoid involvement in violent or criminal behavior. Further, the cost of conducting a careful outcome evaluation is prohibitive for most individual programs, exceeding their entire annual budget in many cases. Finally, many program developers believe they know intuitively that their programs work, and thus they do not think a rigorous evaluation is required to demonstrate this.

Unfortunately, this view and policy is very shortsighted. When rigorous evaluations have been conducted, they often reveal that such programs are ineffective and can even make matters worse.² Indeed, many programs fail to even address the underlying causes of violence, involve simplistic "silver bullet" assumptions (e.g., I once had a counselor tell me there wasn't a single delinquent youth he couldn't "turn around" with an hour of individual counseling), and allocate investments of time and resources that are far too small to counter the years of exposure to negative influences of the family, neighborhood, peer group, and the media. Violent behavior is a complex behavior pattern which involves both individual dispositions and social contexts in which violence is normative and rewarded. Most violence prevention programs focus only on the individual dispositions and fail to address the reinforcements for violence in the social contexts where youth live, with the result that positive changes in the individual's behavior achieved in the treatment setting are quickly lost when the youth returns home to his or her family, neighborhood, and old friends.

Progress in our ability to effectively prevent and control violence requires evaluation. A responsible accounting to the taxpayers, private foundations, or businesses funding these programs requires that we justify these expenditures with tangible results. No respectable business or corporation would invest millions of dollars in an enterprise without checking to see if it is profitable. Our failure to provide this type of evidence has seriously undermined the public confidence in preven-

tion efforts generally, and is at least partly responsible for the current public support for building more prisons and incapacitating youth—the public knows they are receiving some protection for this expenditure, even if it is temporary.

The prospects for effective prevention programs and a national prevention initiative have improved greatly during the past decade. We now have a substantial body of research on the causes and correlates of crime and violence. There is general consensus within the research community about the specific individual dispositions, contextual (family, school, neighborhood, and peer group) conditions, and interaction dynamics which lead to involvement in violent behavior. These characteristics, which have been linked to the onset, continuity, and termination of violence, are commonly referred to as “risk” and “protective” factors for violence. Risk factors are those personal attributes and contextual conditions which increase the likelihood of violence. Protective factors are those which reduce the likelihood of violence, either directly or by virtue of buffering the individual from the negative effects of risk factors.³ Programs which can alter these conditions, reducing or eliminating risk factors and facilitating protective factors, offer the most promise as violence prevention programs.

While our evaluation of these programs is quite limited, we have succeeded in demonstrating that some of these programs are effective in deterring crime and violence. This breakthrough in prevention programming has yet to be reflected in national or state funding decisions, and is admittedly but a beginning point for developing the comprehensive set of prevention programs necessary for developing a national prevention initiative.

Each of these proven programs is described in this series of Blueprints for Violence Prevention. To date, we have identified ten such programs. These Blueprints (which will be described later in this Editor's Introduction) are designed to be practical documents which will allow interested persons, agencies, and communities to make an informed judgment about a program's appropriateness for their local situation, needs, and available resources.

Background

The violence epidemic of the 1990s produced a dramatic shift in the public's perception of the seriousness of violence. In 1982, only three percent of adults identified crime and violence as the most important problem facing this country; by August of 1994, more than half thought crime and violence was the nation's most important problem. Throughout the '90s violence has been indicated as a more serious problem than the high cost of living, unemployment, poverty and homelessness, and health care. Again, in 1994, violence (together with a lack of discipline) was identified as the “biggest problem” facing the nation's public schools.⁴ Among America's high school seniors, violence is the problem these young people worry about most frequently—more than drug abuse, economic problems, poverty, race relations, or nuclear war.⁵

The critical question is, “How will we as a society deal with this violence problem?” Government policies at all levels reflect a punitive, legalistic approach, an approach which does have broad public support. At both the national and state levels, there have been four major policy and program initiatives introduced as violence prevention or control strategies in the 1990s: (1) the use of judicial waivers, transferring violent juvenile offenders as young as age ten into the adult justice system for trial, sentencing, and adult prison terms; (2) legislating new gun control policies (e.g.,

the Brady Handgun Violence Prevention Act, 1993); (3) the creation of "boot camps" or shock incarceration programs for young offenders, in order to instill discipline and respect for authority; and (4) community policing initiatives to create police-community partnerships aimed at more efficient community problem solving in dealing with crime, violence, and drug abuse.

Two of these initiatives are purely reactive: they involve ways of responding to violent acts after they occur; two are more preventive in nature, attempting to prevent the initial occurrence of violent behavior. The primary justification for judicial waivers and boot camps is a "just desserts" philosophy, wherein youthful offenders need to be punished more severely for serious violent offenses. But there is no research evidence to suggest either strategy has any increased deterrent effect over processing these juveniles in the juvenile justice system or in traditional correctional settings. In fact, although the evidence is limited, it suggests the use of waivers and adult prisons results in longer processing time and longer pretrial detention, racial bias in the decision about which youth to transfer into the adult system, a lower probability of treatment or remediation while in custody, and an increased risk of repeated offending when released.⁶ The research evidence on the effectiveness of community policing and gun control legislation is very limited and inconclusive. We have yet to determine if these strategies are effective in preventing violent behavior.

There are some genuine prevention efforts sponsored by federal and state governments, by private foundations, and by private businesses. At the federal level, the major initiative involves the Safe and Drug-Free Schools and Communities Act (1994). This act provided \$630 million in federal grants during 1995 to the states to implement violence (and drug) prevention programs in and around schools. State Departments of Education and local school districts are currently developing guidelines and searching for violence prevention programs demonstrated to be effective. But there is no readily available compendium of effective programs described in sufficient detail to allow for an informed judgment about their relevance and cost for a specific local application. Under pressure to do something, schools have implemented whatever programs were readily available. As a result, most of the violence prevention programs currently being employed in the schools, e.g., conflict resolution, peer mediation, individual counseling, metal detectors, and locker searches and sweeps have either not been evaluated or the evaluations have failed to establish any significant, sustained deterrent effects.⁷

Nationally, we are investing far more resources in building and maintaining prisons than in primary prevention programs.⁸ We have put more emphasis on reacting to violent offenders after the fact and investing in prisons to remove them from our communities, than on preventing our children from becoming violent offenders in the first place and retaining them in our communities as responsible, productive citizens. Of course, if we have no effective prevention strategies or programs, there is no choice.

This is the central issue facing the nation in 1997: Can we prevent the onset of serious violent behavior? If we cannot, then we have no choice but to build, fill, and maintain more prisons. Yet if we know how to prevent the onset of violence, can we mount an efficient and effective prevention initiative? There is, in fact, considerable public support for violence prevention programming for our children and adolescents.⁹ How can we develop, promote, and sustain a violence prevention initiative in this country?

Violence Prevention Programs—What Works?

Fortunately, we are past the “nothing has been demonstrated to work” era of program evaluation.¹⁰ During the past five years more than a dozen scholarly reviews of delinquency, drug, and violence prevention programs have been published, all of which identify programs they claim have been successful in deterring crime and violence.¹¹

However, a careful review of these reports suggests some caution and a danger of overstating the claim that research has demonstrated the effectiveness of many different violence or delinquency prevention programs. First, very few of these recommended programs involve reductions in violent behavior as the outcome criteria. For the most part, reductions in delinquent behavior or drug use in general or arrests/revocations for any offense have been used as the outcome criteria. This is probably not a serious threat to the claim that we have identified effective violence prevention programs, as research has established that delinquent acts, violence, and substance use are interrelated and involvement in any one is associated with involvement in the others. Further, they have a common set of causes, and serious forms of violence typically occur later in the developmental progression, suggesting that a program that is effective in reducing earlier forms of delinquency or drug use should be effective in deterring serious violent offending.¹² Still, some caution is required, given that very few studies have actually demonstrated a deterrent or marginal deterrent effect for serious violent behavior.

Second, the methodological standards vary greatly across these reviews. A few actually score each program evaluation reviewed on its methodological rigor,¹³ but for most the standards are variable and seldom made explicit. If the judgment on effectiveness were restricted to individual program evaluations employing true experimental designs and demonstrating statistically significant deterrent (or marginal deterrent) effects, the number of recommended programs would be cut by two-thirds or more. An experimental (or good quasi-experimental) design and statistically significant results should be minimum criteria for recommending program effectiveness. Further, very few of the programs recommended have been replicated at multiple sites or demonstrated that their deterrent effect has been sustained for some period of time after leaving the program, two additional criteria that are important. In a word, the standard for the claims of program effectiveness in these reviews is very low. Building a national violence prevention initiative on this collective set of recommended programs would be very risky indeed.

Blueprints for Violence Prevention

In 1996, the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, working with William Woodward, Director of the Colorado Division of Criminal Justice (CDCJ), who played the primary role in securing funding from the Colorado Division of Criminal Justice, the Centers for Disease Control and Prevention, and the Pennsylvania Council on Crime and Delinquency, initiated a project to identify ten violence prevention programs that met a very high scientific standard of program effectiveness—*programs that could provide an initial nucleus for a national violence prevention initiative*. Our objective was to identify truly outstanding programs, and to describe these interventions in a series of “Blueprints.” Each Blueprint describes the theoretical rationale for the intervention, the core components of the program as implemented, the evaluation designs and findings, and the practical experiences the program staff encountered

while implementing the program at multiple sites. The Blueprints are designed to be very practical descriptions of effective programs which allow states, communities, and individual agencies to: (1) determine the appropriateness of each intervention for their state, community, or agency; (2) provide a realistic cost estimate for each intervention; (3) provide an assessment of the organizational capacity required to ensure its successful start-up and operation over time; and (4) give some indication of the potential barriers and obstacles that might be encountered when attempting to implement each type of intervention. In 1997, additional funding was obtained from the Division of Criminal Justice, allowing for the development of the ten Blueprint programs.

Blueprint Program Selection Criteria

In consultation with a distinguished Advisory Board,¹⁴ we established the following set of evaluation standards for the selection of Blueprint programs: (1) an experimental design, (2) evidence of a statistically significant deterrent (or marginal deterrent) effect, (3) replication at multiple sites with demonstrated effects, and (4) evidence that the deterrent effect was sustained for at least one year post-treatment. This set of selection criteria establishes a very high standard; one that proved difficult to meet. But it reflects the level of confidence necessary if we are going to recommend that communities replicate these programs with reasonable assurances that they will prevent violence. Given the high standards set for program selection, the burden for communities mounting an expensive outcome evaluation to demonstrate their effectiveness is removed; this claim can be made as long as the program is implemented well. Demonstrating in a process evaluation that a program is implemented well is relatively inexpensive, but critical to the claim that a program known to be effective is having some deterrent effect.

Each of the four evaluation standards is described in more detail as follows:

1. Strong Research Design

Experimental designs with random assignment provide the greatest level of confidence in evaluation findings, and this is the type of design required to fully meet this Blueprint standard. Two other design elements are also considered essential for the judgment that the evaluation employed a strong research design: low rates of participant attrition and adequate measurement. Attrition may be indicative of problems in program implementation; it can compromise the integrity of the randomization process and the claim of experimental-control group equivalence. Measurement issues include the reliability and validity of study measures, including the outcome measure, and the quality, consistency, and timing of their administration to program participants.

2. Evidence of Significant Deterrence Effects

This is an obvious minimal criterion for claiming program effectiveness. As noted, relatively few programs have demonstrated effectiveness in reducing the onset, prevalence, or individual offending rates of violent behavior. We have accepted evidence of deterrent effects for delinquency (including childhood aggression and conduct disorder), drug use, and/or violence as evidence of program effectiveness. We also accepted program evaluations using arrests as the outcome measure. Evidence for a deterrent effect on violent behavior is certainly preferable, and programs demonstrating this effect were given preference in selection, all other criteria being equal.

Both primary and secondary prevention effects, i.e., reductions in the onset of violence, delinquency, or drug use compared to control groups and pre-post reductions in these offending rates, could meet this criterion. Demonstrated changes in the targeted risk and protective factors, in the absence of any evidence of changes in delinquency, drug use, or violence, was not considered adequate to meet this criterion.

3. Sustained Effects

Many programs have demonstrated initial success in deterring delinquency, drug use, and violence during the course of treatment or over the period during which the intervention was being delivered and reinforcements controlled. This selection criterion requires that these short-term effects be sustained beyond treatment or participation in the designed intervention. For example, if a preschool program designed to offset the effects of poverty on school performance (which in turn effects school bonding, present and future opportunities, and later peer group choice/selection, which in turn predicts delinquency) demonstrates its effectiveness when children start school, but these effects are quickly lost during the first two to three years of school, there is little reason to expect this program will prevent the onset of violence during the junior or senior high school years when the risk of onset is at its peak. Unfortunately, there is clear evidence that the deterrent effects of most prevention programs deteriorate quickly once youth leave the program and return to their original neighborhoods, families, and peer groups (e.g., gangs).

4. Multiple Site Replication

Replication is an important element in establishing program effectiveness. It establishes the robustness of the program and its prevention effects; its exportability to new sites. This criterion is particularly relevant for selecting Blueprint programs for a national prevention initiative where it is no longer possible for a single program designer to maintain personal control over the implementation of his or her program. Adequate procedures for monitoring the quality of implementation must be in place, and this can be established only through actual experience with replications.

Other Criteria

In the selection of model programs, we considered several additional factors. We looked for evidence that change in the targeted risk or protective factor(s) mediated the change in violent behavior. This evidence clearly strengthens the claim that participation in the program was responsible for the change in violent behavior, and it contributes to our theoretical understanding of the causal processes involved. We were surprised to discover that many programs reporting significant deterrent effects (main effects) had not collected the necessary data to do this analysis or, if they had the necessary data, had not reported on this analysis.

We also looked for cost data for each program as this is a critical element in any decision to replicate one of these Blueprint programs, and we wanted to include this information in each Blueprint. Evaluation reports, particularly those found in the professional journals, rarely report program costs. Even when asked to provide this information, many programs are unable (or unwilling) to provide the data. In many cases program costs are difficult to separate from research and evaluation costs. Further, when these data are available, they typically involve conditions or circumstances unique to a particular site and are difficult to generalize. There are no standardized

cost criteria and it is very difficult to compare costs across programs. It is even more difficult to obtain reliable cost-benefit estimates. A few programs did report both program costs and cost-benefit estimates.

Finally, we considered each program's willingness to work with the Center in developing a Blueprint for national dissemination and the program's organizational capacity to provide technical assistance and monitoring of program implementation on the scale that would be required if the program was selected as a Blueprint program and became part of a national violence prevention initiative.

Programs must be willing to work with the Center in the development of the Blueprint. This involves a rigorous review of program evaluations with questions about details not covered in the available publications; the preparation of a draft Blueprint document following a standardized outline; attending a conference with program staff, staff from replication sites, and Center staff to review the draft document; and making revisions to the document as requested by Center staff. Each Blueprint is further reviewed at a second conference in which potential users—community development groups, prevention program staffs, agency heads, legislators, and private foundations—"field test" the document. They read each Blueprint document carefully and report on any difficulties in understanding what the program requires, and on what additional information they would like to have if they were making a decision to replicate the program. Based on this second conference, final revisions are made to the Blueprint document and it is sent back to the Program designer for final approval.

In addition, the Center will be offering technical assistance to sites interested in replicating a Blueprint program and will be monitoring the quality of program implementation at these sites (see the "Technical Assistance and Monitoring of Blueprint Replications" section below). This requires that each selected program work with the Center in screening potential replication sites, certifying persons qualified to deliver technical assistance for their program, delivering high quality technical assistance, and cooperating with the Center's monitoring and evaluation of the technical assistance delivered and the quality of implementation achieved at each replication site. Some programs are already organized and equipped to do this, with formal written guidelines for implementation, training manuals, instruments for monitoring implementation quality, and a staff trained to provide technical assistance; others have few or none of these resources or capabilities. Participation in the Blueprint project clearly involves a substantial demand on the programs. To date, all ten programs selected have agreed to participate as a Blueprint program.

Blueprint Programs: An Overview

We began our search for Blueprint programs by examining the set of programs recommended in scholarly reviews. We have since expanded our search to a much broader set of programs and continue to look for programs that meet the selection standards set forth previously. To date, we have reviewed more than 400 delinquency, drug, and violence prevention programs. As noted, ten programs have been selected thus far, based upon a review and recommendation of the Advisory Board. These programs are identified in Table A.

The standard we have set for program selection is very high. Not all of the ten programs selected meet all of the four individual standards, but as a group they come the closest to meeting these

Table A. Blueprint Programs

| PROJECT | TARGET POPULATION | EVID. OF EFFECT | MULTISITE | COST/ BENE- FIT | SUSTAINED EFFECT | GENERA- LIZABLE | TYPE OF PROGRAM |
|--|--|-----------------|---|-------------------|--------------------------|---|--|
| Nurse Home Visitation (Dr. David Olds) | Pregnant women at risk of preterm delivery and low birth weight infant | X | Current replication in Denver and Memphis | X | through age 15 | X | Prenatal and postpartum nurse home visitation |
| Bullying Prevention Program (Dr. Dan Olweus) | Primary and secondary school children (universal intervention) | X | England and Canada; South Carolina | | 2 years post-treatment | Generality to US unknown; initial S.C. results positive | School anti-bullying program to reduce victim/bully problems |
| Promoting Alternative Thinking Strategies (Dr. Mark Greenberg) | Primary school children (universal intervention) | X | X | | 2 years post-treatment | X | School-based program designed to promote emotional competence |
| Big Brothers Big Sisters of America (Ms. Dagmar McGill) | Youth 6 to 18 years of age from single parent homes | X | Multisite Single Design, 8 sites | | | X | Mentoring program |
| Quantum Opportunities (Mr. Ben Lattimore) | At-risk, disadvantaged, high school students | X | Multisite Single Design, 5 sites; current replication by Dept. of Labor | X | age 20 | | Educational incentives |
| Multisystemic Therapy (Dr. Scott Henggeler) | Serious, violent, or substance abusing juvenile offenders and their families | X | X | X | 4 years post-treatment | X | Family ecological systems approach |
| Functional Family Therapy (Dr. Jim Alexander) | At-risk, disadvantaged, adjudicated youth | X | X | X | 30 months post-treatment | Status and hard-core delinquents | Behavioral systems family therapy |
| Midwestern Prevention Project (Dr. Mary Ann Pentz) | Middle/junior school (6th/7th grade) | X | X | | through high school | X | Drug use prevention (social resistance skills training) w/sequential components that involve parents, media, and community |
| Life Skills Training (Dr. Gilbert Botvin) | Middle/junior school (6th/7th grade) | X | X | | through high school | X | Drug use prevention (social skills and general life skills training) |
| Treatment Foster Care (Dr. Patricia Chamberlain) | Adjudicated serious and chronic delinquents | X | X | Some info. avail. | 1 year post-treatment | | Temporary foster care with treatment |

standards that we could find. As indicated in Table A, with one exception they have all demonstrated significant deterrent effects with experimental designs using random assignment to experimental and control groups (the Bullying Prevention Program involved a quasi-experimental design). All involve multiple sites and thus have information on replications and implementation quality, but not all replication sites have been evaluated as independent sites (e.g., the Big Brothers Big Sisters mentoring program was implemented at eight sites, but the evaluation was a single evaluation involving all eight sites in a single aggregated analysis). Again, with one exception (Big Brothers Big Sisters), all the selected programs have demonstrated sustained effects for at least one year post-treatment.

It is anticipated that the first two Blueprints will be published and disseminated in the fall of 1997: the Big Brothers Big Sisters Program and the Midwestern Prevention Project. The other Blueprints will be published during 1998—two in the winter, two in the spring, two in the summer, and the final two in the fall.

Technical Assistance and Monitoring of Blueprint Replications¹⁵

The Blueprint project includes plans for a technical assistance and monitoring component to assist interested communities, agencies and organizations in their efforts to implement one or more of the Blueprint programs. *Communities should not attempt to replicate a Blueprint program without technical assistance from the program designers.* If funded, technical assistance for replication will be available through the Center for the Study and Prevention of Violence at a very modest cost. Technical assistance can also be obtained directly from the Blueprint programs with costs for consulting fees, travel, and manuals negotiated directly with each program.

There are three common problems encountered by communities when attempting to develop and implement violence prevention interventions. First, there is a need to identify the specific risk and protective factors to be addressed by the intervention and the most appropriate points of intervention to address these conditions. In some instances, communities have already completed a risk assessment and know their communities' major risk factors and in which context to best initiate an intervention. In other cases this has not been done and the community may require some assistance in completing this task. We anticipate working with communities and agencies to help them evaluate their needs and resources in order to select an appropriate Blueprint program to implement. This may involve some initial on-site work assisting the community in completing some type of risk assessment as a preparatory step to selecting a specific Blueprint program for implementation.

Second, assuming the community has identified the risk and protective factors they want to address, a critical problem is in locating prevention interventions which are appropriate to address these risk factors and making an informed decision about which one(s) to implement. Communities often become lost in the maze of programs claiming they are effective in changing identified risk factors and deterring violence. More often, they are faced with particular interest groups pushing their own programs or an individual on their advisory board recommending a pet project, with no factual information or evidence available to provide some rational comparison of available options. Communities often need assistance in making an informed selection of programs to implement.

Third, there are increasingly strong pressures from funders, whether the U.S. Congress, state legislatures, federal or state agencies, or private foundations and businesses, for accountability. The current trend is toward requiring all programs to be monitored and evaluated. This places a tremendous burden on most programs which do not have the financial resources or expertise to conduct a meaningful evaluation. A rigorous outcome evaluation typically would cost more than the annual operating budget of most prevention programs; the cumulative evaluations of our Blueprint programs, for example, average more than a million dollars each. The selection of a Blueprint program eliminates the need for an outcome evaluation, at least for an initial four or five years.¹⁶ Because these programs have already been rigorously evaluated, the critical issue for a Blueprint program is the quality of the implementation; if the program is implemented well, we can assume it is effective. To ensure a quality implementation, technical assistance and monitoring of the implementation (a process evaluation) are essential.

Limitations

Blueprint programs are presented as complete programs as it is the program that has been evaluated and demonstrated to work. Ideally, we would like to be able to present specific intervention components, e.g., academic tutoring, mentoring of at-risk youth, conflict resolution training, work experience, parent effectiveness training, etc., as proven intervention strategies based upon evaluations of many different programs using these components. We do not yet have the research evidence to support a claim that specific components are effective for specific populations under some specific set of conditions. Most of the Blueprint programs (and prevention programs generally) involve multiple components, and their evaluations do not establish the independent effects of each separate component, but only the combination of components as a single "package." It is the "package" which has been demonstrated to work for specific populations under given conditions. The claim that one is using an intervention that has been demonstrated to work applies only if the entire Blueprint program, as designed, implemented, and evaluated, is being replicated; this claim is not warranted if only some specific subcomponent is being implemented or if a similar intervention strategy is being used, but with different staff training, or different populations of at-risk youth, or some different combination of components. It is for this reason that we recommend that communities desiring to replicate one of the Blueprint programs contact this program or the Center for the Study and Prevention of Violence for technical assistance.

Our knowledge about these programs and the specific conditions under which they are effective will certainly change over time. Already there are extensions and modifications to these programs which are being implemented and carefully evaluated. Over the next three to five years it may be necessary to revise our Blueprint of a selected program. Those modifications currently underway typically involve new at-risk populations, changes in the delivery systems, changes in staff selection criteria and training, and in the quantity or intensity of the intervention delivered. Many of these changes are designed to reduce costs and increase the inclusiveness and generality of the program. It is possible that additional evaluations may undermine the claim that a particular Blueprint program is effective, however it is far more likely they will improve our understanding of the range of conditions and circumstances under which these programs are effective. In any event, we will continue to monitor the evaluations of these programs and make necessary revisions to their Blueprints. Most of these evaluations are funded at the federal level and they will provide ongoing evidence of the effectiveness of Blueprint programs, supporting (or not) the continued use of these programs without the need for local outcome evaluations.

The cost-benefit data presented in the Blueprints are those estimated by the respective programs. We have not undertaken an independent validation of these estimates and are not certifying their accuracy. Because they involve different comparison groups, different cost assumptions, and considerable local variation in costs for specific services, it is difficult to compare this aspect of one Blueprint program with another. Potential users should evaluate these claims carefully. We believe these cost-benefit estimates are useful, but they are not the most important consideration in selecting a violence prevention program or intervention.

It is important to note that the size of the deterrent effects of these Blueprint programs is modest. There are no "silver bullets," no programs that prevent the onset of violence for all youth participating in the intervention. Good prevention programs reduce the rates of violence by 20-25 percent.¹⁷ We have included a section in each Blueprint presenting the evaluation results so that potential users can have some idea of how strong the program effect is likely to be and can prepare their communities for a realistic set of expectations. It is important that we not oversell violence prevention programs; it is also the case that programs with a 20 percent reduction in violence can have a fairly dramatic effect if sustained over a long period of time.

Finally, we are not recommending that communities invest all of their available resources in Blueprint programs. We need to develop and evaluate new programs to expand our knowledge of what works and to build an extensive repertoire of programs that work if we are ever to mount a comprehensive prevention initiative in this country. At the same time, given the costs of evaluating programs, it makes sense for communities to build their portfolio of programs around interventions that have been demonstrated to work, and to limit their investment in new programs to those they can evaluate carefully. Our Blueprint series is designed to help communities adopt this strategy.

Summary

As we approach the 21st Century, the nation is at a critical crossroad: Will we continue to react to youth violence after the fact, becoming increasingly punitive and locking more and more of our children in adult prisons? Or will we bring a more healthy balance to our justice system by designing and implementing an effective violence prevention initiative as a part of our overall approach to the violence problem? We do have a choice.

To mount an effective national violence prevention initiative in this country, we need to find and/or create effective violence prevention programs and implement them with integrity so that significant reductions in violent offending can be realized. We have identified a core set of programs that meet very high scientific standards for being effective prevention programs. These programs could constitute a core set of programs in a national violence prevention initiative. What remains is to ensure that communities know about these programs and, should they desire to replicate them, have assistance in implementing them as designed. That is our objective in presenting this series of Blueprints for Violence Prevention. They constitute a complete package of both programs and technical assistance made available to states, communities, schools, and local agencies attempting to address the problems of violence, crime, and substance abuse in their communities.

Delbert S. Elliott
Series Editor

ENDNOTES

1. Cook and Laub, 1997; Fox, 1996; and Snyder and Sickmund, 1995 for an analysis of trends in juvenile arrests for violent crimes.
2. Lipsey, 1992, 1997; Sherman et al., 1997; and Tolan and Guerra, 1994.
3. The technical definition of a protective factor is an attribute or condition that buffers one from the expected effect of one or more risk factors, but many use the term more generally to refer to anything that reduces the likelihood of violence, whether that effect is direct or indirect.
4. Maguire and Pastore, 1996.
5. Johnston et al., 1996.
6. Fagan, 1996; Frazier, Bishop and Lanza-Kaduce, 1997; Lipsey, 1997; MacKenzie et al., 1992; Podkopaz and Feld, 1996; and Shaw and McKenzie, 1992.
7. Gottfredson, 1997; Lipsey, 1992; Sherman et al., 1997; Tolan and Guerra, 1994; and Webster, 1993.
8. Gottfredson, 1997.
9. Gallop, 1994.
10. Lipton, Martinson, and Wilks, 1975; Martinson, 1974; Sechrest et al., 1979; and Wright and Dixon, 1977.
11. Davis and Tolan, 1993; Dusenbury and Falco, 1995; Farrington, 1994; Greenwood et al., 1996; Hawkins, Catalano and Miller, 1992; Howell, 1995; Howell et al., 1995; Krisberg and Onek, 1994; Lipsey and Wilson, 1997; Loeber and Farrington, 1997; McGuire, 1995; National Research Council, 1993; Office of Juvenile Justice and Delinquency Prevention, 1995; Powell and Hawkins, 1996; Sherman et al., 1997; and Tolan and Guerra, 1994.
12. Elliott, 1993, 1994; Jessor and Jessor, 1977; Kandel et al., 1986; Osgood et al., 1988; and White et al., 1985.
13. Gottfredson, 1997; Lipsey, 1992; Osgood et al., 1988; and Sherman et al., 1997.
14. Advisory Board members included: Denise Gottfredson, University of Maryland; Mark Lipsey, Vanderbilt University; Hope Hill, Howard University; Peter Greenwood, the Rand Corporation; and Patrick Tolan, University of Illinois.
15. The Center has submitted a proposal to the Office of Juvenile Justice and Delinquency Prevention to fund this component of the Blueprint project.
16. At some point it will be necessary to reassess each Blueprint program to ensure that it continues to demonstrate deterrent effects and to test its generalizability to other populations and

community conditions. In many cases, this will be done at the national level with federal support for large scale evaluations. For example, the U.S. Department of Labor and the Ford Foundation are currently funding seven Quantum Opportunity Programs with outcome evaluations; and the Office of Juvenile Justice and Delinquency Prevention is funding several Big Brothers Big Sisters Programs with evaluations. Local agencies replicating these Blueprint programs may never have to conduct rigorous outcome evaluations, but some continuing outcome evaluations at some level (national or local) is essential.

17. See Lipsey, 1992, 1997, for a review of issues and problems in estimating effect sizes and the range of effect sizes observed for delinquency prevention programs.

Blueprints



Model Program Descriptions

MODEL PROGRAM DESCRIPTIONS

Prenatal and Infancy Home Visitation by Nurses

Nurse home visitation is a program that sends nurses to the homes of pregnant women who are predisposed to infant health and developmental problems (i.e., at risk of preterm delivery and low-birth weight children). The goal of the program is to improve parent and child outcomes. Home visiting promotes the physical, cognitive, and social-emotional development of the children, and provides general support as well as instructive parenting skills to the parents. Treatment begins during pregnancy, with an average of eight visits for about 1 hour and 15 minutes, and continues to 24 months postpartum with visits diminishing in frequency to approximately every six weeks. Screenings and transportation to local clinics and offices are also offered as a part of treatment. Nurse home visiting has had some positive outcomes on obstetrical health, psychosocial functioning, and other health-related behaviors (especially reductions in smoking). Child abuse and neglect was lower and the developmental quotients of children at 12 and 24 months were higher in the treatment group than in the control group for poor, unmarried teens. Follow-up at 15-years postpartum showed significant enduring effects on child abuse and neglect, completed family size, welfare dependence, behavior problems due to substance abuse, and criminal behavior on the part of low income, unmarried mothers. Positive program effects through the child's second birthday have been replicated in a major urban area.

Bullying Prevention Program

The anti-bullying program has as its major goal the reduction of victim/bully problems among primary and secondary school children. It aims to increase awareness of the problem and knowledge about it, to achieve active involvement on the part of teachers and parents, to develop clear rules against bullying behavior, and to provide support and protection for the victims of bullying. Intervention occurs at the school level, class level, and individual level. In Bergen, Norway, the frequency of bully/victim problems decreased by 50 percent or more in the two years following the campaign. These results applied to both boys and girls and to students across all grades studied. In addition, school climate improved, and antisocial behavior in general such as theft, vandalism and truancy showed a drop during these years.

Promoting Alternative Thinking Strategies

Promoting Alternative Thinking Strategies (PATHS) is a school-based intervention designed to promote emotional competence, including the expression, understanding, and regulation of emotions. The PATHS program is a universal intervention, implemented by teachers (after a three-day training workshop) with entire classrooms of children from kindergarten through fifth grades. The curriculum includes a feelings unit (with a self-control and initial problem-solving skills program within that unit) and an interpersonal cognitive problem solving unit. The generalization of those learned skills to children's everyday lives is a component of each major unit. An additional unit on self-control and readiness is provided for special needs classrooms. Studies have compared classrooms receiving the intervention to matched controls using populations of normally-adjusted students, behaviorally at-risk students, and deaf students. Program effects included teacher-, child sociometric-, and child self-report ratings of behavior change on such constructs as hyperactivity, peer aggression, and conduct problems.

Big Brothers Big Sisters of America

Big Brothers Big Sisters of America (BBBSA) is the oldest and best known mentoring program in the United States. Local programs are autonomously funded affiliates of BBBSA, with the national office in Philadelphia. The more than 500 affiliates maintain over 100,000 one-to-one relationships between a volunteer adult and a youth. Matches are carefully made using established procedures and criteria. The program serves children 6 to 18 years of age, with the largest portion being those 10 to 14 years of age. A significant number of the children are from disadvantaged single-parent households. A mentor meets with his/her youth partner at least three times a month for three to five hours. The visits encourage the development of a caring relationship between the matched pair. An 18 month study of eight BBBS affiliates found that the youth in the mentoring program, compared to a control group who were on a waiting list for a match, were less likely to start using drugs and alcohol, less likely to hit someone, had improved school attendance, attitudes and performance, and had improved peer and family relationships.

Quantum Opportunities

The Quantum Opportunities Program (QOP) provides education, development, and service activities, coupled with a sustained relationship with a peer group and a caring adult, over the four years of high school for small groups of disadvantaged teens. The goal of the program is to help high risk youth from poor families and neighborhoods to graduate from high school and attend college. The program includes (1) 250 hours per year of self-paced and competency-based basic skills, taught outside of regular school hours; (2) 250 hours per year of development opportunities, including cultural enrichment and personal development; and (3) 250 hours per year of service opportunities to their communities to help develop the prerequisite work skills. Financial incentives are offered to increase participation, completion and long range planning. Results from the pilot test of this program indicated that QOP participants, compared to the control group, were less likely to be arrested during the juvenile years, were more likely to have graduated from high school, to be enrolled in higher education or training, planning to complete four years of college, and less likely to become a teen parent.

Multisystemic Therapy

Multisystemic Therapy (MST) views individuals as being nested within a complex of interconnected systems that encompass individual, family, and extrafamilial (peer, school, neighborhood) factors. Behavior problems can be maintained by problematic transactions within or between any one or a combination of these systems. MST targets the specific factors in each youth's and family's ecology (family, peer, school, neighborhood, support network) that are contributing to antisocial behavior. MST interventions are pragmatic, goal oriented, and emphasize the development of family strengths. The overriding purpose of MST is to help parents to deal effectively with their youth's behavior problems, including disengagement from deviant peers and poor school performance. To accomplish the goal of family empowerment, MST also addresses identified barriers to effective parenting (e.g., parental drug abuse, parental mental health problems) and helps family members to build an indigenous social support network (e.g., with friends, extended family, neighborhoods, church members). To increase family collaboration and treatment generalization, MST is typically provided in the home, school, and other community locations by master's level counselors with low caseloads and 24 hours/day, seven days/week availability. The average duration of treatment is about four months, which includes approxi-

mately 50 hours of face-to-face therapist-family contact. MST has been demonstrated as an effective treatment for decreasing the antisocial behavior of violent and chronic juvenile offenders at a cost savings — that is, reducing long-term rates of rearrest and out-of-home placement. Moreover, families receiving MST have shown extensive improvements in family functioning.

Functional Family Therapy

Functional Family Therapy (FFT) is a short term, easily trainable, well documented program which has been applied successfully to a wide range of problem youth and their families in various contexts (e.g., rural, urban, multicultural, international) and treatment systems (e.g., clinics, home-based programs, juvenile courts, independent providers, federally funded clinical trials). Success has been demonstrated and replicated for over 25 years with a wide range of interventionists, including paraprofessionals and trainees representing the various professional degrees (e.g., B.S.W., M.S.W., Ph.D., M.D., R.N., M.F.T.). The program involves specific phases and techniques designed to engage and motivate youth and families, and especially deal with the intense negative affect (hopelessness, anger) that prevents change. Additional phases and techniques then change youth and family communication, interaction, and problem solving, then help families better deal with and utilize outside system resources. Controlled comparison studies with follow-up periods of one, three, and even five years have demonstrated significant and long-term reductions in youth re-offending and sibling entry into high-risk behaviors. Comparative cost figures demonstrate very large reductions in daily program costs compared to other treatment programs.

Midwestern Prevention Project

The Midwestern Prevention Project is a comprehensive population-based drug abuse (cigarettes, alcohol, and marijuana) prevention program that has operated in two major Midwestern SMSAs, Kansas City and Indianapolis, where it has been known locally as Project STAR (Students Taught Awareness and Resistance) and I-STAR, respectively. The goal of the program is to decrease the rates of onset and prevalence of drug use in young adolescents (ages 10-15), and to decrease drug use among parents and other residents of the two communities. The program consists of five intervention strategies designed to combat the community influences on drug use: mass media, school, parent, community organization, and health policy change. The components focus on promoting drug use resistance and counteraction skills by adolescents (direct skills training), prevention practices and support of adolescent prevention practices by parents and other adults (indirect skills training), and dissemination and support of non-drug use social norms and expectations in the community (environmental support). This program has been effective at reducing alcohol, cigarette, and marijuana use among young adolescents, with some effects maintained up to age 23.

Life Skills Training

Life Skills Training is a drug use primary prevention program (cigarettes, alcohol, and marijuana), which provides general life skills training and social resistance skills training to junior high/middle (6th or 7th grade) school students. The curriculum includes 15 sessions taught in school by regular classroom teachers with booster sessions provided in year two (10 class sessions) and year three (five class sessions). The three basic components of the program include: (1) Personal Self-Management

Skills (e.g., decision-making and problem-solving, self-control skills for coping with anxiety, and self-improvement skills); (2) Social Skills (e.g. communication and general social skills); and (3) Drug-Related Information and Skills designed to impact on knowledge and attitudes concerning drug use, normative expectations, and skills for resisting drug use influences from the media and peers. Life Skills Training has been effective at reducing alcohol, cigarette, and marijuana use among young adolescents. The effects for tobacco and heavy alcohol use have been sustained through the end of high school.

Treatment Foster Care

Social learning-based Treatment Foster Care (TFC) is a cost effective alternative to residential treatment for adolescents who have problems with chronic delinquency and antisocial behavior. Community families are recruited, trained and closely supervised to provide TFC placements, treatment and supervision to participating adolescents. TFC parent training emphasizes behavior management methods to provide youth with a structured and therapeutic living environment. After completing a preservice training, TFC parents attend a weekly group meeting run by a program case manager where ongoing supervision is provided. Supervision and support is also given to TFC parents during daily telephone calls to check on youths' progress. Family therapy is provided for the youths' biological (or adoptive) families. The parents are taught to use the structured system that is being used in the TFC home. The effectiveness of the TFC model has been evaluated, and TFC youth had significantly fewer arrests during a 12-month follow-up than a control group of youth who participated in residential group care programs. The TFC model has also been shown to be effective for children and adolescents leaving state mental hospital settings.

Blueprints



Program Overview

BIG BROTHERS BIG SISTERS OF AMERICA

Program Overview

Big Brothers Big Sisters of America (BBBSA) has been providing adult support and friendship to youth for nearly a century. A report in 1991 demonstrates that through BBBSA's network of nearly 500 agencies across the country, more than 70,000 youth and adults were supervised in one-to-one relationships.

Program Targets:

BBBSA typically targets youth (aged 6 to 18) from single parent homes.

Program Content:

Service delivery is by volunteers who interact regularly with a youth in a one-to-one relationship. Agencies use a *case management* approach, following through on each case from initial inquiry through closure. The *case manager* screens applicants, makes and supervises the matches, and closes the matches when eligibility requirements are no longer met or either party decides they can no longer participate fully in the relationship.

BBBSA distinguishes itself from other mentoring programs via rigorous published standards and required procedures:

- ☞ *Orientation* is required for all volunteers.
- ☞ *Volunteer Screening* includes a written application, a background check, an extensive interview, and a home assessment; it is designed to screen out those who may inflict psychological or physical harm, lack the capacity to form a caring bond with the child, or are unlikely to honor their time commitments.
- ☞ *Youth Assessment* involves a written application, interviews with the child and the parent, and a home assessment; it is designed to help the caseworker learn about the child in order to make the *best possible match*, and also to secure parental permission.
- ☞ *Matches* are carefully considered and based upon the needs of the youth, abilities of volunteers, preferences of the parent, and the capacity of program staff.
- ☞ *Supervision* is accomplished via an initial contact with the parent, youth, and volunteer within two weeks of the match; monthly telephone contact with the volunteer, parent and/or youth during the first year; and quarterly contact with all parties during the duration of the match.

Program Outcomes:

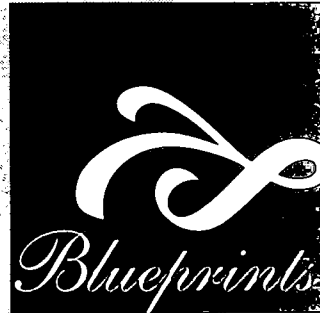
An evaluation of the BBBSA program has been conducted to assess children who participated in BBBSA compared to their non-participating peers. After an eighteen month period, BBBSA youth....:

- ☞ were 46% less likely than control youth to initiate drug use during the study period.
- ☞ were 27% less likely to initiate alcohol use than control youth.
- ☞ were almost one-third less likely than control youth to hit someone.
- ☞ were better than control youth in academic behavior, attitudes, and performance.
- ☞ had higher quality relationships with their parents or guardians than control youth.
- ☞ had higher quality relationships with their peers at the end of the study period than did control youth.

Program Costs:

The national average cost of making and supporting a match relationship is \$1,000 per year (see Chapter 2, Funding and Program Costs, for a detailed explanation of costs).

Blueprints



CHAPTER ONE

Executive Summary

EXECUTIVE SUMMARY

Background

Big Sisters activity was initiated in 1902, when a group of women in New York City began befriending girls who came before the New York Children's Court. Known then as the Ladies of Charity, the group later became Catholic Big Sisters of New York. A story in the New York Times in 1902 reported that a judge of the New York Children's Court secured promises from a group of influential men that each one would befriend one boy who had been before his court. His activity could have influenced a member of his court, Clerk Ernest K. Coulter, who is credited with founding the organized Big Brothers Movement in 1904. A Cincinnati businessman, Irvin F. Westheimer, and a member of a closely knit, charity-minded Jewish community, urged his friends and business associates to befriend troubled and disadvantaged youths, which eventually led to the organization of a Big Brothers agency in Cincinnati in 1910.

Before World War I, the Big Brothers and Big Sisters Movement was characterized by many forms of organization, under a variety of sponsors, utilizing a number of approaches. But all of the efforts were united by a single spirit—a desire to help children, generally from one-parent homes, whose moral, mental, and physical development was endangered by their environments and backgrounds.

By 1922, “standards” (i.e., basic requirements) were created and adopted. These early standards addressed the one-to-one relationship as a volunteer's individual and personal effort in behalf of children, and asserted the need for an agency to manage its affairs in a professional manner. By the early 1930s, the standards had become more stringent in setting forth minimum requirements for operation at the local level.

In the mid-1930s, the Great Depression affected the Big Brothers and Big Sisters Federation, and by 1937 the national office closed its doors, while local agencies continued to operate. Following World War II, a new federation was established only for Big Brothers agencies. Out of a conviction that women could help meet the needs of girls, Big Sisters International was created by the Big Sisters agencies then operating in 1970. In 1977, Big Sisters International and Big Brothers of America merged to become Big Brothers Big Sisters of America (BBBSA).

Efforts focused on the development and piloting of a set of *Standards and Required Procedures for One-To-One Service* (Big Brothers Big Sisters of America, 1986; as amended, 1996), which were adopted in 1986. This consists of corporate management and program management standards, with each standard having a set of required procedures that were deemed necessary to fulfill each standard. Compliance with these standards and required procedures became the hallmark of an effective Big Brothers Big Sisters (BBBS) agency and the basis for building a consistent one-to-one service of over 500 BBBS agencies across all 50 states. A description of manuals published by BBBSA can be found in Appendix B.

During more than 85 years of national organizational development and localized service delivery, the word “mentoring” was not a part of the movement's nomenclature. In fact, it was not until the late 1980s, when funders and researchers determined that mentoring may be a promising approach for children at-risk, that the word mentoring found its way into the BBBSA's rhetoric for describing their service. There was a strong inclination on the part of local BBBS agencies, however, to not confuse BBBSA's systematic and structured volunteer approach with the more loosely fashioned mentoring

programs that were being developed. Mentoring has various definitions, depending on the emphasis that a particular community youth program has as its goal. "Mentoring" is often used interchangeably with "tutoring," and sometimes, with the goal of apprenticeship. Mentoring tends to be an add-on to programs that have very specific goals and objectives, with mentoring being seen as only one of many ingredients. Historically, mentoring has had a helping-to-learn aspect to it; for example, an older person guiding a younger person, usually around some prescribed activity or aspect of life. Big Brothers Big Sisters work, however, focuses on friendship as the primary aspect of the relationship, which should lead to a feeling of trust over time, and which then may lead to some aspects of learning, regardless of the subject or behavior. But the relationship—the trust, the mutually shared experiences of everyday life—is the essence of the service. While the word mentoring is now used, for the most part, interchangeably with Big Brothers Big Sisters, BBBSA's emphasis continues to be on the quality of the relationship between the volunteer and the child, and not on a set of prescribed activities.

Theoretical Rationale/Conceptual Framework

Although BBBSA was not developed with academic theories of delinquency in mind, the project's rationale most closely resembles social control theory. According to this perspective, attachments to prosocial others, commitment to socially appropriate goals, and involvement in conventional activities restrain youth from engaging in delinquent activities or other problem behaviors, because more socially bonded youth have more to lose by misbehavior.

The rationale that has guided BBBSA service for nearly a century has been that the consistent presence of a non-familial caring adult can make a difference in the social/emotional development of a child or young person, particularly one growing up in a single parent family or in an adverse situation. Over the years the development of the BBBS service has been based on the overriding belief that a consistent and frequent volunteer contact is a powerful influence. This belief has been based, predominantly, on anecdotal reports from parents, teachers, case managers, and children themselves.

The most relevant research to date has come from the resiliency studies carried out by researchers such as Emmy Werner, and others, under the rubric of "caring adults." Werner, in a 30 year longitudinal study on the island of Kauai, has found that the number of caring adults outside the family with whom the child liked to associate was a significant protective factor for both high risk boys and girls who made a successful transition into adulthood. Based on such research, BBBSA continues its generalized approach and concentrates on enhancing the infrastructure to support the development and maintenance of the relationship between the volunteer and child.

Brief Description of Intervention

BBBS is a community mentoring program which matches an adult volunteer, known as a Big Brother or Big Sister, to a child, known as a Little Brother or Little Sister, with the expectation that a caring and supportive relationship will develop. Hence, the match between volunteer and child is the most important component of the intervention. Equally important, however, is the support of that match by the ongoing supervision and monitoring of the match relationship by a professional staff member. The professional staff member selects, matches, monitors, and closes the relationship with the

volunteer and child, and communicates with the volunteer, parent/guardian, and the child throughout the matched relationship.

In practice, the volunteer intervention in the traditional one-to-one relationship with a child is three to five hours per week, on a weekly basis, over the course of a year or longer. The generalized activity of that relationship is related to the goals that were set initially when the match was established. These goals are identified from the extensive case manager interview held with the parent/guardian and with the child. The foremost goal usually set is to develop a relationship—one that is mutually satisfying, where both parties come together freely on a regular basis. More specific goals might relate to school attendance, academic performance, relationships with other children and siblings, general hygiene, learning new skills or developing a hobby. The goals established for a specific match are developed into an individualized case plan, which is updated by the case manager as progress is made and circumstances change over time.

Generally speaking, BBBS agency staff do not tell a volunteer specifically what activities to engage in with the child during their time together, but they guide the volunteer and make suggestions of possible activities and approaches, based on the child's and volunteer's interests and needs. Consistency in the relationship over time is a higher priority than the types of activities in which they participate.

Once the match has been initially agreed upon, in the presence of the child, volunteer, and the child's parent/guardian, it is then the responsibility of the professional staff member, known as the case manager, to maintain on-going contact with all parties in the match relationship.

The *Standards and Required Procedures for One-To-One Service* outlines the schedule of contacts the case manager is to have with the volunteer, as well as with the parent and/or child. There is to be more frequent contact during the

early stages of the match with an initial contact within two weeks of making the match, then monthly contact throughout the rest of the year, and then contact every three months after the first year and throughout the duration of the match. The case manager calls the volunteer and the parent after the first and second week of the relationship to determine how the relationship is developing, and may continue on a weekly basis through the first six weeks, depending on the situation. However, it eventually develops into a monthly contact with the volunteer and the parent. At least quarterly, the case manager is in touch with the child to learn of the youth's experiences. These supervisory



*The last six months
have been especially
difficult for my
Little [Brother].*

*Too many foster homes,
life has been very
transient.*

*He seems so
susceptible to
negative influences.*

*My role is to be steady
and there!*

*I am his
current lifeline.*

*I apply no pressure;
I show up; we go out;
this is a long process
because of my Little's
troubled background.*

contacts inform the case manager how the relationship is developing and provide an opportunity to give advice and guidance around any issues the volunteer might have, as well as to encourage and support various activities. For most agencies, the on-going case manager supervision with the volunteer takes place over the phone. The case manager is to assess the match goals on an annual basis and make appropriate adjustments to the case plan.

The *Standards and Required Procedures for One-To-One Service* also describes the professional practice the case manager is to follow throughout the intervention process with the volunteer, parent, and child, including maintaining confidentiality and case records.

Evidence of Program Effectiveness

In contrast to prior research on mentoring programs which has failed to demonstrate the effectiveness of those programs, research conducted by Public/Private Ventures (P/PV) on the BBBS model provides clear evidence that a caring relationship between an adult volunteer and a young person can provide a wide range of tangible benefits.

P/PV conducted a comparative study of nearly 1,000 ten- to sixteen-year olds from eight BBBS agencies during the years 1992-1993. Half of these young people were randomly assigned to a treatment group, for which BBBS matches were made; the other half were randomly assigned to a control group and were not matched (the control group members were put on a waiting list for 18 months). The P/PV study compared these two groups after an 18 month period of time.

At the conclusion of the 18-month study period, it was found that Little Brothers and Little Sisters (youth participants in the program) were less likely to have started using drugs or alcohol, were less likely to have hit someone, felt more competent about doing schoolwork, attended school more, got better grades, and had better relationships with their parents and peers than those who did not participate in the program.

Blueprints



CHAPTER TWO

**Program As Designed
And Implemented**

PROGRAM AS DESIGNED AND IMPLEMENTED

Goals and Measurable Objectives

In June, 1996, the national board of directors of BBBSA enhanced its mission statement in terms of outcomes for young persons by adding the words "confident, competent and caring" to its ten year old mission statement.

Mission Statement

The mission of Big Brothers Big Sisters of America is to make a positive difference in the lives of children and youth, primarily through a professional-supported one-to-one relationship with a caring adult, and to assist them in achieving their highest potential as they grow to become confident, competent and caring individuals, by providing committed volunteers, national leadership and standards of excellence.

This became BBBSA's first national set of specific expectations for a created volunteer mentoring relationship with regard to outcomes for a young person. Whereas individualized goals are set for specific matches by local agencies, the emphasis at the national level is on positive youth development. BBBSA does not present the service nationally as a specific delinquency prevention program, alcohol or drug prevention program, or as a pregnancy prevention program. Rather, the mission of BBBSA is a statement of belief that with consistent and supportive volunteer adult involvement in a child's life, these risk factors will be diminished through a more positive approach by a caring adult volunteer that focuses on the interests, strengths, and resources of youth rather than on their deficits or those of their environment.

There may be, at the local level, outcome goals that the agency may set with regard to specific children or a specifically designed mentoring service that would focus on a specific problem or situation, such as children who have been abused, children of an alcoholic parent, children who are hearing impaired or disabled. But even in these examples of specialized one-to-one services, the emphasis is on developing the relationship prior to setting any specific goals or objectives that relate to a potential risk factor.

Keeping that primary objective in mind, although not explicit goals for every match, the non-directive objectives most frequently cited by BBBS staff include: decreasing or delaying antisocial activities, improving academic performance, attitudes and behaviors, improving relationships with family and friends, strengthening self-concept, and providing social and cultural enrichment.

Targeted Risk and Protective Factors and Population

Targeted Risk and Protective Factors

Risk and protective models of prevention focus on the factors and processes that place youth at risk for health and behavior problems (risk factors), or that buffer the effects of risk exposure (protective factors). Historically, BBBS has targeted children from single-parent households (a factor which may place youth at risk for adverse outcomes). Children from single-parent households often live in poverty, enjoy less parental time and supervision, and have fewer opportunities for positive youth development. Children of single mothers are twice as likely to drop out of high school and significantly more likely to end up in foster or group care and in juvenile justice facilities. Girls from single-parent families have a three-fold greater risk of bearing children as unwed teenagers. Boys whose fathers are absent face a much higher probability of growing up unemployed, incarcerated, and uninvolved with their own children. To counter such negative outcomes, BBBS emphasizes a youth development (asset) approach to prevention. Since it is not feasible to intervene with or change the risk factor (i.e., single parenthood), BBBS strives to buffer the possible negative effects of that risk factor. The philosophy underlying the BBBS strategy is the belief that supportive relationships with caring adults can promote youth's healthy development and mitigate any negative effects that might arise from growing up in a single-parent home.

Targeted Population

The local BBBS agency develops its own criteria that defines the type of child appropriate to be matched with a volunteer. Although most BBBS agencies have as their criteria that the child be from a single-parent household, many agencies serve children from dual-parent households when there is some type of stress in the family such as illness, poverty, or other circumstances that make it difficult for both parents to provide ongoing nurturing and support for the child. In 1995, 80 percent of the children served nationally were from single-parent, female-headed households.

The agency-level criteria varies with regard to the youngest and oldest age at which youth can enter into the BBBS program. The majority of agencies set the upper limit for intake around 14 years of age, because of the difficulty in finding an adult to be matched with an older teen. Most adults who come to a BBBS agency to volunteer ask to be matched to a young person between the ages of 8 and 12. Nearly half of the adults who volunteer have no children of their own, and many have had limited prior experience with children outside their own family. Therefore, there is a hesitancy on their part to be matched to an older teen. When agencies develop a specialized program for high school students, however, with specific goals or focus, it is much easier to recruit adults to work with that population as part of that specific effort. The age range of service, however, is from six to eighteen years of age. Other youth eligibility criteria, besides age, include residence in the agency catchment area, a minimum level of social skills, and the agreement of the parent and child to follow agency rules. Youth may come from a single parent household, headed by either a female or a male. Referrals from male headed households have increased over the years as those demographics have changed.

With regard to exclusionary criteria, most agencies do not serve severely disabled children—either physically, mentally or socially—because of the difficulty in securing, training, and supervising volunteers to befriend such children. However, where special funds have been secured to

enable hiring appropriately trained professional staff, such children have been matched with appropriate volunteers. For example, in 1995, 13 agencies served deaf and hearing impaired children, 25 agencies served physically disabled children, 41 agencies served female teen parents, and 5 agencies served visually impaired children. A large number of BBBS agencies served

abused and neglected children (135 agencies) and adjudicated delinquents (59 agencies). In each of these agencies, there were six or more children of these classifications who were being served by volunteer Big Brothers or Big Sisters.

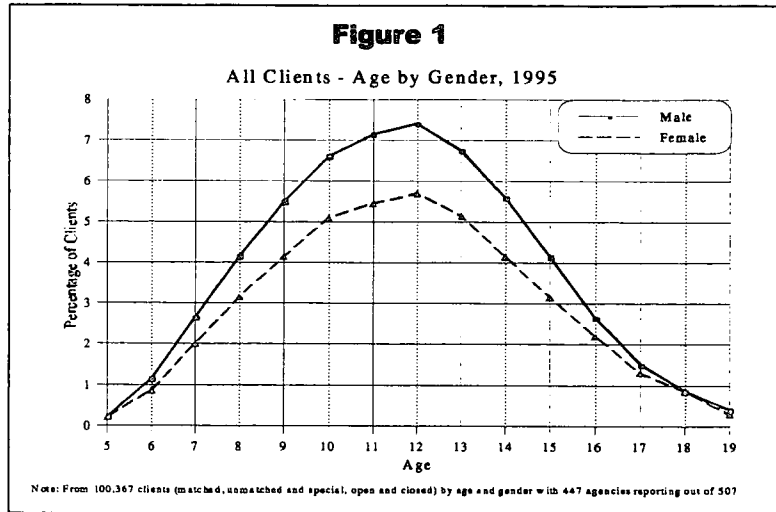
The 1995 *Agency Demographics Report* indicates that of the more than 100,000 clients served in 1995, 56 percent were male and 44 percent were female. Regarding race and ethnicity, 62 percent were White, 25 percent Black, and 7 percent Hispanic/Latino. Less than 1 percent of the youth served were either Asian, Pacific Islander, or Native American, and 3.3 percent were multiracial as defined by the family. Figure 1 provides the gender by age breakdown described in the 1995 report.

Program impacts have been demonstrated for all youth participating in the program, with some especially strong results for ethnic minority youth. Even with documented success in reaching minorities, BBBSA strives to make the program more culturally relevant. A special BBBSA task force will be appointed to explore the feasibility of guiding volunteers on age appropriate, gender specific, and racial and culturally relevant approaches.

Program As Designed

Program Content

There is no prescribed set of activities that the volunteer Big Brother or Big Sister engages in with the Little Brother or Little Sister. The case manager may provide suggestions of things to do, based on the initial goals that have been set for the match, or on expressed wishes on the part of the child and/or parent. The two often begin their relationship by doing fun things and learning through mutually shared experiences what they enjoy most. It is not the activity per se that is the important ingredient in developing a successful relationship, but the way in which the two plan their time together.





*The traditional
relationship
commitment is
based on
meeting together
three to four hours
weekly,
throughout
the year.*

Activities may include sports and games, cooking, eating out, going to movies, participating in agency-sponsored group activities, going fishing, doing regular every-day-living activities together such as grocery or clothes shopping, washing the car, walking the dog, or just "hanging out."

According to the Public/Private Ventures study of Big Brothers Big Sisters relationships, incorporating the youth into the decision-making process regarding activities helps to sustain the relationships and keep them enjoyable. The quality of relationships is enhanced by volunteers who are willing to adjust their plans and include the youth's preferences, both for daily activities and for achieving overall relationship goals.

The traditional relationship commitment is based on meeting together, three to four hours weekly, throughout the year. According to a Public/Private Ventures study on building relationships, the average frequency was three times a month. As of 1995, the average length of the relationship was two and a half years.

In 1995, the idea that the Big and Little Brothers/Sisters should engage in community service together was introduced by the publication *Partners: The Shared Service Experience*, which was distributed to all affiliated agencies along with a videotape showing matches engaged in a variety of community service activities.

Core Program Elements vs. Adaptive Features

Required Procedures

BBBSA develops and publishes standards and required procedures to provide uniformity and govern screening of volunteers and youth, orientation and training of the volunteer and the youth, and the creation and supervision of matches. The principal documents that describe the BBBS service are the *Standards and Required Procedures for One-To-One Service* and the *Program Management Manual*.

The *Standards and Required Procedures for One-To-One Service* was adopted by the national board of directors in 1986, and since then has been amended to address changing situations and circumstances. The corporate management required procedures speak to the actions of the board of directors and staff with regard to operating a BBBS agency, while the program management procedures dictate the behavior of the professional staff regarding service delivery. The standards and procedures were developed in order to define the minimum level of acceptable practice for BBBS work. It is the belief of BBBSA that any BBBS agency meeting these minimum practice requirements will be providing quality service for children and youth through volunteers and professional staff. Compliance with the *Standards and Required Procedures for One-To-One Service* is a condition for affiliation with BBBSA, and the basis for periodic assessments of each local affiliate's operation for continued affiliation. Further, this set of procedures provides the basis for national training of agency staff.

The *Program Management Manual* describes the case management approach to service delivery. It provides a framework that agencies can use in implementing the standards and required procedures by giving guidance relative to each procedure and presenting other suggested methods that local agencies have used effectively to facilitate service delivery.

The dual objectives of the required professional procedures are to ensure the protection of the children served as well as safeguard the integrity of the matching process. Adherence to these required procedures provides common language and consistent service across the federation of over 500 agencies.

The standards for program management consist of eight areas of professional performance: service delivery, inquiry, intake, matching, match supervision, match closure, case records, and confidentiality. Each one of these eight standards has a set of required professional procedures that, through agency practice over the years, have become essential to safeguarding children and providing on-going support for the one-to-one relationships over an extended period of time.

Core Program Elements

There are core BBBSA elements to which a program must adhere even though local BBBS agencies have some flexibility in interpreting the standards and procedures and customizing their programs to fit the local circumstances.

Inquiry. This is the process whereby those seeking a Big Brother or a Big Sister for a young person contacts the BBBS agency to learn of the criteria for service and the intake procedures. The referral may be made by a parent or guardian; a social service, education or health professional; or could be the younger person him/herself. Regardless of who makes the initial inquiry, the parent/guardian must eventually approve having the youth involved in the program. Most inquiries, however, are made by a parent/guardian, particularly for male children, because of an absent father. Many agencies have developed outreach efforts to identify girls who might benefit from having a Big Sister, because mothers tend not to identify the service for girls when there is an absent father. The inquiry process is usually followed up by an application which must be filled out by the parent/guardian. Should the referral not meet the criteria for the BBBS service, the agency tries to provide alternative service information for the family.

Inquiry is also the process for a potential volunteer to contact the BBBS agency to indicate their desire to volunteer. The potential volunteer is provided with initial information and if he/she wishes to continue the process and meets the initial criteria, is told about the orientation session, the application, screening, and interview.

Orientation. An orientation is a face-to-face contact between case managers and volunteers that explains the program requirements and rules and is mandatory for all volunteers. Orientations generally last an hour and include a history of the agency, an outline of agency screening procedures and a list of agency rules. There is often a presentation by a current volunteer, and sometimes by a youth participating in the program. Orientations may be given for individuals or groups. Although an orientation is required, there is flexibility as to whether this occurs prior to or after the application process. The orientation provides a screening process in which the inquirers make informed decisions as to whether the program fits their needs and whether to progress to the next screening step.

Parents/guardians are also oriented to the BBBSA mission and requirements for participation when they initially call the agency, and any questions they might have are answered at that time. Children and youth are oriented to the nature of the service by the case manager at the time they are interviewed with their parent/guardian.

Volunteer Screening. The most stringent guidelines concern volunteer screening. Liability issues are partly responsible for the stringency, and it is especially imperative to screen out child abusers. The purpose of the screening process is to protect the youth who receive services from BBBS from persons who may inflict psychological or physical harm, lack the capacity to form a caring bond with the child, or are unlikely to honor their time commitments. The screening process includes a written application; background checks including arrest and conviction records from local, state and/or national law enforcement agencies; written references; an extensive psychosocial interview; and a home assessment which may include an actual visit to the volunteer's home. Screening provides an avenue for caseworkers to get to know the applicants, which helps them later in the matching process. Screening also enables the BBBS agencies to explain their expectations and guidelines for service and give volunteers a chance to decide whether they can meet those expectations. Once a volunteer is accepted for service, s/he is placed on a waiting list pending a suitable match.

Youth Assessment. Youth screening involves a written application, interviews with the parent and child, and a home assessment. The youth screening process enables caseworkers to become acquainted with parent/guardian, get their approval for youth participation, and learn about parent/guardian preferences for the match. After the screening process, youth are placed on a waiting list for a match.

Matching. There is a great deal of latitude across BBBS agencies in how matches are made, but all matches are carefully considered and based upon the needs of the youth, abilities of volunteers, and the capacity of program staff. The preferences of parents are taken into consideration in selecting a volunteer to match with their child. These preferences may be with regard to age, race, gender, sexual preference, or other characteristics of potential volunteers. Likewise, the volunteer has an opportunity to express his/her preference for a child with whom to be matched with regard to age, race or ethnicity, location, presenting problem and/or life experiences. The match is determined initially by the caseworker, approved at the agency level, and then approved by the match participants. After the match has been made, all parties involved (i.e., volunteer, client, parent/guardian) are introduced in-person.

Supervision. To facilitate effective matches, agencies emphasize supervision. National requirements specify an initial contact with the parent, youth and volunteer within two weeks of the match, monthly telephone contact with the volunteer and parent and/or youth during the first year (although the youth must be contacted directly at least four times during the first year), and quarterly contacts with all parties for the duration of the match. These supervisory contacts make it possible for the case manager to address questions and concerns that the volunteer might have, and for the volunteer to inform the case manager of any unusual circumstances or change of events in the child's life or in that of the volunteer. The case manager makes an annual written evaluation of the accomplishments of the match goals. This also provides an opportunity for determining if the volunteer, parent, and child wish to continue the relationship, and for setting new expectations, if warranted.

Closure. The case manager is responsible for closing the relationship. The initiation of a closure process is determined when either party no longer meets eligibility requirements, such as turning 18

years of age, or when either party decides that they can no longer participate fully in the relationship. If a relationship terminates while the child is still eligible to be matched with a Big Brother or Big Sister, the child will be considered for a new match. Similarly, the volunteer may be considered for a new match if they are eligible. However, it should be noted that some relationships are so successful that they continue informally after the official relationship ends when the child turns eighteen years old.

Planning and Implementation

Needs Assessment

BBBSA has a guide, *Community Needs Assessment and Feasibility Study*, which is provided to individuals and organizations that are interested in establishing a BBBS program in a community where it does not already exist. This guide takes the interested parties through a step-by-step process of assessing the need for one-to-one services for children and youth; of identifying other youth development programs and services in the community, particularly mentoring programs; and of identifying sources of potential funding to initiate and sustain the service.

The document guides the parties in identifying other individuals in the community who may be interested in creating an advisory board for the establishment of a BBBS program. It encourages the study group to talk with the local United Way and other potential funders. It requests a plan and a time table of how the group sees the establishment of the actual service. Once the needs assessment has been accomplished, it is reviewed by the BBBSA's national staff, a feasibility determination is made, and direction is provided the advisory group as to whether or not to proceed further with the development of the service. There is an initial fee paid to BBBSA for consultation and materials. Permission is granted for the study group to use the name Big Brothers Big Sisters in order to raise a minimum amount of money for start-up costs.

The following are three different frameworks around which a BBBS needs assessment could be organized:

The Advisory Board is provided exclusive rights to the community service area they have identified for a period of one year, in order to develop a board of directors, write bylaws, and raise money for start-up. During this process, the effort is referred to as an Agency-in-Formation and national staff provide consultation. A site visit is scheduled after the basic organizational work is accomplished, the fee of \$3,000 to become a Provisional Member is paid, and the agency is approved to begin actual service delivery following the standards and required procedures.

- ☞ Whereas the above procedure usually takes approximately one year, a BBBS program could be established within an already existing social service organization, such as a family service agency or a youth development program. This would shorten the period of time for beginning to recruit volunteers and accepting referrals of children for service. It would still require the Sponsoring Organization and the BBBS Advisory Board to raise money to hire professional staff to provide the service.
- ☞ Another alternative for an interested community or county would be to establish a satellite office within an already existing BBBS agency in their area. A BBBS agency may have jurisdiction, as authorized by the national office, over multiple counties in a given state, but may not be in a position to provide direct service in all of those counties or in all of the sizeable communities in those counties. Therefore, it is pos-

sible that a community or a county might wish to take the initiative of establishing a BBBS office in a given community as a satellite for the larger BBBS agency. Contact with the national office, or with the BBBS agency in question, can begin that process. Such an arrangement makes it possible to maximize the administrative, fund raising, and volunteer recruitment support already established and bring those resources to a more localized level. An advisory group would be established to make decisions relative to the satellite community or county, to help raise funds to operate the service, and participate in volunteer recruitment efforts.

Key Contacts

The *Community Needs Assessment and Feasibility Study* guide recommends a list of possible key individuals in a community who would be important as supporters and potential members of a steering committee and/or advisory board. These members should know the community well and be enthusiastic about developing a BBBS program. They should also offer a variety of skills for the task of program development. BBBSA suggests the following potential committee members, preferably at least three members from each group to represent all aspects of a community:

Consumers/Suppliers. Human service personnel, school personnel, religious personnel, single parents, board members of other youth serving agencies and parent representatives of the service population, and officials from a military installation if that is to be the primary referral source of youth and/or volunteers;

Providers. Service club members (Kiwanis, Lions, Jaycees, etc.), local United Way representatives, bank managers, accountants, foundations and corporations; and

Decision-makers. Business owners and/or managers, members of the legal profession, union leaders (AFL-CIO, Teamsters), elected officials, advertising and media personnel, and insurance professionals.

Interagency Linkages and Collaboration

BBBSA encourages collaborative activity at the community level, particularly with regard to recruitment of volunteers, fund raising, and providing training for other organizations interested in becoming involved in the program. For example, many local advertising agencies donate staff time for the development of recruitment materials. Other organizations may donate tickets for sporting events, cultural events, or recreational activities. Further, of the 500 affiliated programs, over 80 of them are BBBS programs within sponsoring organizations, such as Boys and Girls Clubs, Family Service, and Youth Development Programs.

Funding and Program Costs

According to BBBSA 1990 Agency Data Survey, the average agency has 124 active matches with a match tenure of 2.22 years, a staff of five members and a budget of \$161,097. A start-up budget will vary from \$30,000 to \$50,000 for an independent agency, and from \$20,000 to \$40,000 for a program within a sponsoring agency. A lesser amount would probably be required to establish a satellite office for an existing BBBS agency. The budget includes funding for the rental of office space, installation of basic equipment and phone service, and hiring an agency director, a program manager, or a satellite office coordinator, as the case may be.

The national average cost of making and supporting a match relationship is \$1,000 a year, but varies depending on the section of the country and whether it is an urban or rural agency. The source of funds for supporting individual agencies at the community level as reported in the 1995 *Agency Demographics Report* are: United Way (33 percent), state government funding (6 percent), local government funding (5 percent), foundation grants (6 percent), corporate gifts (3 percent), Bowl for Kids Sake (22 percent), all special fund-raising events (14 percent), and individual contributions (6 percent).

Resources Necessary

A BBBS program must have office space, with privacy to conduct interviews, and a place to keep locked files. Most offices have space to conduct volunteer orientations and training sessions. Many agencies have branch or satellite offices that make it possible for them to work in various neighborhoods, communities and counties.

Because volunteers are the primary service provider, their recruitment is an important on-going process carried out by the local agency. The national office provides generic volunteer recruitment messages for national radio, television, and print media, stressing the importance of a caring adult in the life of a child in need. Local volunteer recruitment efforts are conducted by agencies through local television and radio stations, newspaper articles, development of recruitment brochures, and participation in a wide range of community events and activities.

In addition, both the national office and local affiliates develop partnerships with organizations, corporations, and universities to target volunteer recruitment. Examples of national partners are the African American fraternity, Alpha Phi Alpha; the Pillsbury Corporation; and the American Association of Retired Persons. Local affiliates have partnerships with colleges and universities, companies and corporations in their community, state and local governmental entities, and community organizations such as the Urban League and the American Association of University Women.

One major portion of a BBBS agency budget is liability insurance, particularly coverage against child sexual molestation. It is possible to secure such insurance as a BBBS agency if it is in compliance with the conditions established by the major insurance carrier for such coverage.

Staffing and Supervision

The basic staffing pattern for BBBS service is a director, a case manager, and an administrative assistant. The director works with the board of directors, handles fund raising and administration of the agency, volunteer recruitment, and possibly a small case load. The case manager handles a case load of approximately 35 to 55 matches, depending on other responsibilities. Case managers, who typically have bachelor's or master's degrees in social work, are responsible for various tasks including interviewing volunteers and youth, conducting background checks, and making and supervising matches. In some agencies they are also responsible for fund raising, recruitment, orientation and training.

As the agency serves more than 55 matches and raises more than \$50,000 it will add case managers, public relations staff, a supervisor of case managers, and eventually a fund raiser. Within the BBBS Federation, there is the full range of such agencies. A corporate management requirement stipulates that all professional staff shall have a baccalaureate degree as determined by the agency to be appropriate for the position.

Training of Staff

BBBSA has developed a number of *Educational Institutes*, two and five day curricula for training executive directors, middle managers, and case managers. These training courses take place throughout the country, and particularly at state, regional and national conferences. The costs for the training are shared by the local affiliate and the national office, with affiliates paying for travel and overnight accommodations and meals.

The trainers are usually members of the national staff. Courses offered include how to carry out the functions of executive director, how to implement the *Standards and Required Procedures for One-To-One Service*, and effective fund raising. Specialized workshops are conducted at BBBSA state, regional and national conferences, such as child sexual abuse prevention or volunteer recruitment. Some specialized training may be conducted at a local agency or for a group of agencies in a particular locale, upon request. A national training calendar is provided semi-annually listing the various courses and locations.

Recruitment, Selection and Training of Volunteers

Recruitment

Recruitment of volunteers has always and continues to pose challenges for BBBS agencies. Volunteers are in demand, and various mentoring programs compete for this scarce resource (i.e., those who meet the stringent criteria of BBBSA). The most common, and most effective, method used for recruiting volunteers is word of mouth—matched volunteers tell others about the program. This method is very effective because these potential volunteers have a great deal of knowledge up-front about the program and its unique challenges, and thus are more likely to complete the screening process.

Other recruitment strategies include television and radio coverage, speeches before community and professional groups, written materials, and articles in local newspapers to maintain a high level of community visibility. Public activities double as a recruitment strategy, since such events bring BBBS into the public eye. BBBSA also contributes recruitment materials to local agencies, including public service announcements, posters and brochures. These materials are primarily used by the smaller agencies that do not have the resources to develop their own materials.

Many agencies utilize an annual “recruitment challenge” in which teams consisting of all BBBS staff, board members, matched volunteers and parents of matched youth are formed and encouraged to identify two potential volunteers. A kick-off party, pep rally and prizes all contribute to a fun and rewarding competition among teams to identify the most eligible volunteers within a certain time frame.

Some agencies have relaxed the stringent time commitments, such as the year-long commitment. This has been an effective strategy for recruiting military personnel and college students, who are often unable to commit for a full year. However, these shorter-term commitments have not been evaluated.

The strategies for volunteer recruitment consist of generalized messages about the need for volunteers to work with children in need in a one-to-one relationship. These strategies are carried out during the entire year in the various ways mentioned above. However, targeted volunteer recruit-

ment means that the agency specializes its approach to a particular classification of volunteer needed, by gender, race/ethnicity, age, or organizational or corporation affiliation. It takes both generalized and targeted volunteer recruitment in order to have an on-going supply of volunteers moving through the process of inquiry, orientation, screening, and matching.

Male volunteers are particularly needed among Big Brothers Big Sisters agencies, because of the large number of male children referred for volunteer Big Brothers. In our society, men are not often socialized to volunteer with children, let alone sign up for a one-to-one relationship with a boy. Men, particularly those who have had little or no association with children, believe that they will not have the skills to work with a specific child. Therefore, special efforts are made by agencies to attract men to volunteer through messages that convey they can be a Big Brother through their work place, through the sports they are engaged in, or through an organization that they belong to—the message disseminated is that becoming a Big Brother is easy to do and no special skills are required.

The second level of special need for volunteers is from multiethnic populations—particularly African American and Hispanic/Latino. The African American volunteer recruitment efforts have received special national and local attention over the past decade, again as more and more children of color are referred for service. There is a tendency for African American women to volunteer sufficiently, but African American men are always in short supply, as are Hispanic/Latino men and women.

With regard to African American men, they tend to volunteer through African American organizations where they are already involved and where there is group support for the activities they engage in. Therefore, BBBS agencies are establishing partnerships with organizations such as 100 Black Men, Alpha Phi Alpha fraternity, Urban League, NAACP, and African American professional organizations that have expressed their desire to work with young boys. These specialized approaches have been successful at the local level in engaging African American men as mentors.

The Hispanic/Latino communities in the United States have not responded significantly to recruitment efforts to encourage them to volunteer for mentoring children. However, BBBS agencies have been successful in their outreach to serve Hispanic/Latino children once the agency has demonstrated their sincerity through hiring Spanish-speaking staff and becoming engaged in the Hispanic/Latino community through outreach offices. But the ability to attract and engage Hispanic/Latino men and women as volunteer mentors remains a significant challenge to BBBS agencies. A national Hispanic Initiative is currently underway to identify how best to recruit among this diverse population, which includes the Mexican American, Puerto Rican, Central and South American, and Caribbean cultures.

The largest portion of adult volunteers currently matched have at least some college education. This tends to be the group of men and women who respond to the generic advertising for volunteers. When educated volunteers recruit their peers to volunteer, it continues to perpetuate the involvement of the educated volunteer. Over the past few years, Big Brothers Big Sisters agencies have been opening branch and area offices in various sections of their jurisdiction in order to be closer to the communities where their children live. It is anticipated that this closer proximity to the youth they serve will enable these agencies to attract other men and women who work in their communities with children but who have not stepped forward to become Big Brothers or Big Sisters in a more formalized way.

Eligibility Criteria

Local agencies establish the criteria for appropriate volunteers, which usually include one or more of the following:

- ☞ minimum age (typically 18 to 21)
- ☞ residency requirement (usually three to six months in the service area)
- ☞ stable means of support
- ☞ available forms of transportation

Substance abuse problems and specific criminal actions, such as felony assault, automatically exclude a volunteer. There are also less clear cut criteria, determined at the local level usually on the basis of the personal interview, e.g., must be engaged in positive relationships with their family members, adult friends and spouse or dating partner (if applicable); must have had positive childhood experiences or dealt successfully with negative ones; must have appropriate attitudes and behaviors regarding sexual issues (defined by local standards); and must have a stable employment record with no history of excessive transience. Staff judgment is crucial in determining these subjective criteria.

Selection

Despite great difficulties in recruiting volunteers and the large number of children on lists awaiting a match with a volunteer, the selection process is detailed and lengthy. In fact, the P/PV study demonstrated that only one-third of applicants nationwide were matched within 36 weeks. Potential volunteers must complete an application, attend an orientation, pass a criminal records check, submit names and addresses of several references, participate in a comprehensive one- to two-hour personal interview (which considers the applicants' motivations for volunteering, previous experiences with children and their preference for a match, and the amount of discretionary time they have in their lives), undergo a home assessment (either physically or through an intensive interview) conducted by a staff member, and attend a training session. Many agencies also administer psychological tests and check driving records.

The psychological tests used by affiliated agencies are either the 16PF or the MMPI. Such tests are a requirement of the insurance carrier if the agency is not performing any child abuse education or training, as an approach to screening out pedophiles. Also, some agencies use the results of these personality tests to help make better informed decisions regarding match-making. Many agencies receive the services of psychologists (pro bono or paid) to interpret the tests. Psychological tests are not a requirement of Big Brothers Big Sisters of America.

Whether or not any particular criminal record eliminates a volunteer from being matched with a child is up to each individual agency to specify in their intake criteria and/or interview process. Another type of offense that is of great concern to BBBS agencies is a charge of driving under the influence of alcohol, because the volunteers may spend a great deal of time driving youth to and from activities.

There is great variance from community to community and state to state about accessing criminal records. The cost, the amount of time involved, and the amount of information provided varies greatly from one locale to another. Therefore, each agency works out the best arrangement they can under local and state constraints. While there is now federal legislation designed to ease the access of criminal records, it has not received adequate appropriations for implementation nationally.

The demographics of volunteers in 1995 were 45 percent male and 55 percent female; 84 percent White, 11 percent African-American, and 3 percent Hispanic/Latino. Less than 2 percent were Asian, Pacific Islander, or Native American. With regard to education, volunteers with a bachelor's degree account for the largest single category (38 percent), and 50 percent of volunteers have a bachelor's degree or higher. The largest single occupational category is Professional/Technical (34 percent). Figure 2 provides more information on the education and occupations of the volunteers surveyed in that 1995 report.

Orientation and Training

Agencies provide a volunteer orientation in order to review the expectations of the agency, a description of the children being served, other options for volunteering, and to review the volunteer application and screening process that they will be engaged in, as well as indicating the need for personal references, a criminal history check, an intensive interview, and an assessment of their home environment.

BBBSA recommends training of volunteers, but it is not mandated. Training of volunteers is carried out by each individual agency. Some agencies conduct training prior to the match and others conduct training after the match is made. Sessions consist of presentations on the developmental stages of youth, tips on relationship-building, and recommendations on the best ways to interact with youth.

The *Volunteer Education and Development* manual presents ten two-hour training modules that focus on relationship building, communications skills, values clarification, child development, child abuse, sexuality, substance abuse, problem solving, and refocus and recharge. The national office provides train-the-trainer courses for local agency staff to gain the training skills necessary to provide this curricula.

Recruitment, Selection and Training of Target Population

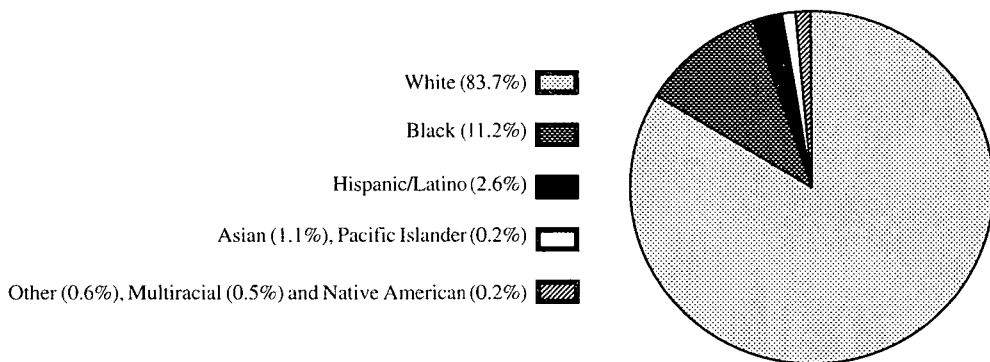
Most children and youth are referred by their parent or guardian for the BBBS service. If a referral is made by a teacher or social service professional, the parent must approve having their child matched with a volunteer. Eligibility requirements for youth typically include age, residence in the agency catchment area, and, at most BBBS agencies, an absent parent. Most high-risk youth are screened out for traditional matches, although many agencies have programs for special populations.

Prior to being matched, youth must participate in an orientation to review agency policies and practices. This orientation is conducted by the case manager during the interview with the child and parent. They and their parents are also educated with regard to signs of child abuse and sexual abuse. After completion of the screening process, youth are placed on a waiting list for an appropriate match.

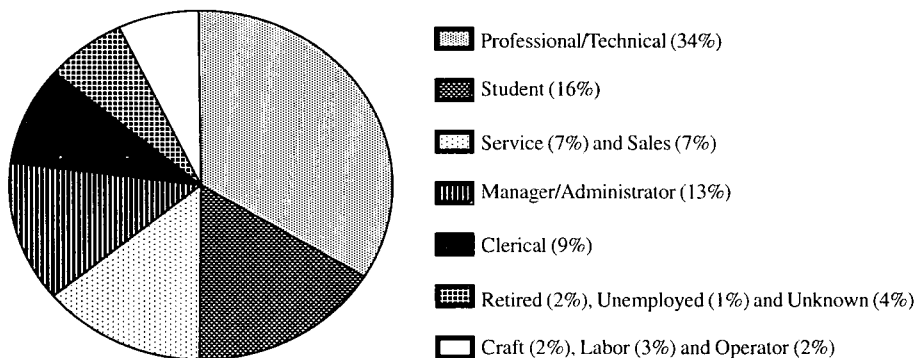
Retention Strategies

The average length of a volunteer remaining matched to a child is two and a half years. However, some matches do not last the full year and many matches last until the child turns 18 years of age. Retention of the child and volunteer depends on the interest of both parties to remain matched, the quality of the relationship, and the availability of both parties over time.

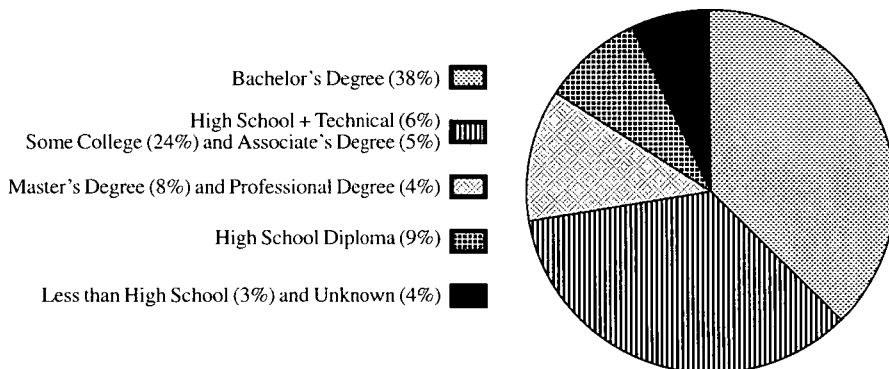
Figure 2
Ethnic Breakdown by Percentages of Volunteers, 1995



Occupations by Percentages of Volunteers, 1995




Education Levels by Percentages of Volunteers, 1995



Ongoing supervision and monitoring of the match help to ensure a more fulfilling and longer lasting match. Case managers often deal with difficult situations that arise in the relationship, troubleshooting and solving problems that may have the potential to escalate into major problems and lead to the termination of the match. Even if a match should end prematurely because of problems in the relationship, the case manager helps the youth and volunteer make a transition into new matches. When a match is satisfactorily closed, the volunteer is asked whether or not she/he would be interested in being rematched. Several thousand volunteers each year choose to be re-matched with another child.

Premature closures of a match are often due to the volunteer's job changing to become more demanding in time, the volunteer moving out of town, or the chemistry between the two parties not working out and the child or volunteer not showing up for the activities. This is why the case manager follows the relationship very closely during the first six weeks of the match to help assure that it is mutually satisfying. But even with that support, sometimes people just don't care for each other for a variety of reasons. The criteria for whether or not a match is working is the feeling of satisfaction among all parties—volunteer, child, parent—and that the time the match spends together is satisfying and fun. This is indicated when both parties consistently come together week after week and when they report they like being together.


*Ongoing
supervision
and monitoring of
the match
help to ensure
a more fulfilling
and longer lasting
match.*

The match termination process, or closure, takes place with all three parties separately, if at all possible—volunteer, child, and parent. The case manager talks with each party to assess the nature of the relationship at the time of closure, to offer individualized support so that the parties do not feel that they are failures, and to assess whether or not there is interest on the part of the volunteer and/or the child in being re-matched. Of particular concern to the case manager is that the child does not feel rejected by the volunteer's inability to continue the relationship.

The closure process concludes with a written statement sent to all parties that the match is terminated and that the agency no longer has legal responsibility for any of the parties. This is important because some relationships continue, even after closure, and the agency cannot assume responsibility for what happens in such cases. While it is true that many volunteers continue to maintain contact with their match over time, attend college graduations, weddings, or keep in touch through correspondence, agencies do not support or track such activity.

Setting

There are more than 500 BBBS agencies nationwide in a variety of settings, ranging from urban to rural. While most of the official business of making and supervising the match occur in the agency setting, the actual one-to-one relationship takes place either in the community-at-large or at a site-based facility such as a school, church, corporation, or organization.

Sequence of Intervention Activities

Table 1 summarizes the core program elements as stages in professional decision-making in the service delivery process. Each successive step calls for decisions to be made with respect to the

management of the client or volunteer. While all agencies comply with these steps in the match-making process, there is variability among agencies in how the process is actually accomplished.

Implementation Problems

- ☞ Several start-up programs per year do not succeed in their effort to provide BBBS services. They struggle for a number of years and are finally disaffiliated, usually through their own request. The reason is usually the inability to build a strong and committed board of directors who can attract and raise the necessary money to sustain and expand the service. Lack of sufficient funds usually means there is no coordinated plan to raise money locally and that staff salaries are so low that once employees have gained the experience and competency to manage the program, they move on to another job that pays more money. The Feasibility Study (described earlier) is designed to minimize this problem by confronting funding issues prior to establishing program operations.
- ☞ A relatively new issue for operating programs is the demand from funders for proof that the service is effective. Public/Private Ventures provided the first definitive evidence regarding actual benefits youth can derive from participation in the BBBS program. BBBSA is currently piloting an outcomes evaluation process called *Program-based Outcomes Evaluation*, as an agency process of documenting the status of Little Brothers and Little Sisters regarding outcomes related to confidence, competence, and caring. This evaluation approach and design enables local agencies to conduct their own outcomes evaluation.

The Evaluation process will stress the need to identify outcomes consistent with an agency's mission and program goals as well as to identify those outcomes that are consistent with positive youth development and the needs of young people. It is expected that the evaluation system will be integrated into the agency's on-going operations in a cost-effective and practical manner. A manual and materials for implementation will be available in 1998.

- ☞ Recruiting an adequate number of volunteers, particularly men and more specifically African American men, is an on-going problem for most agencies. Targeted volunteer recruitment efforts focus on partnerships with organizations that can provide such volunteers. While referrals of children from Hispanic/Latino families take place, there are few Hispanic/Latino men and women as volunteers. The national office is currently engaged in a Hispanic Initiative to establish national partnerships to help address this volunteer void. The best recruitment source is word of mouth and a personal invitation to become a Big Brother or Big Sister. The recruitment challenge is a local effort to engage current volunteers in recruiting others.

Big Brothers Big Sisters of America has focused on three potential volunteer groups with significant success over the past few years: high school students as Big Brothers or Big Sisters; university students as Big Brothers or Big Sisters; and older adults over 55 as Big Brothers or Big Sisters. In each case: (1) a manual has been developed that guides the agency in the targeted recruitment; (2) volunteer recruitment brochures have been designed; and (3) a video has been developed for the older adults, portraying older adults in

Table 1. Core Program Elements and Sequence of Activities

| Stages | Description | Client | Volunteer |
|-------------------|---|--|--|
| Inquiry | Entry point for potential clients and volunteers usually made through a telephone inquiry. Staff provide a brief orientation to program services and predetermined eligibility criteria can be discussed. Staff provide information as to "next steps" in the process. | (1) Information provided about eligibility requirements, and basic data gathered. (2) Sends application, if appropriate. | (1) Information provided about eligibility requirements, and basic data gathered. (2) Sends application, if appropriate. |
| Intake | Process to determine eligibility of clients (i.e., child) and suitability of volunteers. | (1) Parent/guardian submits written application. (2) Pertinent background information may be gathered from community organizations or schools. (3) Caseworker interviews client and parent/guardian. (4) Caseworker conducts home assessment. (5) Caseworker determines client eligibility and makes decision regarding acceptance or rejection into the program. (6) Parent/guardian notified of decision. (7) Formulation of recommendations upon which match will be made. (8) Client placed on waiting list pending identification of a suitable volunteer. | (1) Volunteer submits written application. (2) At least three references are obtained. (3) Criminal history check is conducted. (4) Caseworker conducts interview. (5) Caseworker conducts home assessment. (6) May interview significant others who live in the home. (7) Caseworker determines need for additional information. (8) Volunteer notified of decision. (9) Formulation of recommendations upon which match will be made. (10) Volunteer placed on waiting list pending identification of a suitable match. |
| Matching | Process for determining appropriate matches of volunteers that will meet the needs of clients and facilitate a positive beginning for all parties involved. | (1) Case manager reviews match recommendations of unassigned client/volunteer and identifies a match. (2) Case manager obtains approval from supervisor of proposed match. (3) Case manager provides opportunity for parent/guardian to accept or reject the proposed volunteer. (4) Case manager conducts an in-person introduction of parent/guardian and client to volunteer. | (1) Case manager reviews match recommendations of unassigned client/volunteer and identifies a match. (2) Case manager obtains approval from supervisor of proposed match. (3) Case manager provides opportunity for volunteer to accept or reject the proposed client, prior to informing the parent of the potential volunteer. (4) Case manager conducts an in-person introduction of volunteer to parent/guardian and client. |
| Match Supervision | Process through which caseworkers monitor and evaluate the progress of matches: <ul style="list-style-type: none"> quality of match relationship, progress toward meeting goals and objectives of the case plan, and behavior of match participants | Year 1: Initial follow-up within first two weeks of match. Monthly telephone contact over next 11 months with client or parent/guardian. Direct contact with client at least quarterly. After Year 1: Quarterly contacts with client or parent/guardian. | Year 1: Initial follow-up within first two weeks of match. Monthly telephone contact over next 11 months. After Year 1: Quarterly contacts. |
| Closure | Process for officially closing the match relationship and either closing the files of all parties or determining desire to be rematched. | (1) Case manager determines the appropriateness of closing a match that is no longer functional or appropriate. (2) Case manager conducts interview with parent/guardian and child. (3) Case manager determines if additional services are needed. | (1) Case manager determines the appropriateness of closing a match that is no longer functional or appropriate. (2) Case manager conducts interview with volunteer. (3) Case manager determines if volunteer desires a new match and advises of the process. |

meaningful relationships with young people. Various foundation grants have made it possible to pilot these approaches with agencies and to develop the materials.

- ☞ The ratio of adults who apply to those who finally become matched is four to one in many agencies. A significant percent of applicants screen themselves out of the process, while another group are not matched for a range of reasons: lack of perceived need for female applicants, lack of discretionary time, lack of stability in their lives at the time of the interview, questionable motivation of applicant, or other circumstances currently in the applicants' lives that lead the professional staff to believe the relationship with a child would not be sustained over a meaningful period of time. This means that volunteers must be recruited in numbers that exceed that of children on the waiting lists.
- ☞ One of the current barriers to adequately engaging volunteers as Big Brothers and Big Sisters has to do with the amount of time it takes to move the volunteer through the orientation, assessment, and interview process—often several months. Suggestions have been made by Public/Private Ventures for accelerating the screening process, such as progressing to subsequent steps while waiting for references and police records checks.

Monitoring Implementation and Treatment Integrity

Standards are reinforced through national training, national and regional conferences, and periodic agency evaluations. BBBS agencies are evaluated every five years by members of the national staff, in order to determine the compliance with the *Standards and Required Procedures for One-To-One Service*. This is a requirement for affiliation with BBBSA. This is an on-site evaluation, involving members of the board of directors, the executive director, and members of the professional staff. This process takes from one to three days, depending on the size of the agency, and determines whether or not an agency is in good standing and can continue being affiliated with BBBSA.

Should an agency be found to be out of compliance regarding any of the standards or required procedures, they are specified in the written evaluation document that is provided to the agency at the conclusion of the agency evaluation. The agency is to develop a plan of action to come into compliance and specify how long it will take for each of the required procedures. The national office has ranked the various required procedures in terms of importance toward treatment integrity and has specified the amount of time the agency has to come into compliance. As an example, if the agency is out of compliance regarding volunteer reference checks, they have only several days to come into compliance. If they are out of compliance with regard to a long range plan, they may have several months to come into compliance.

The plan of action is reviewed by national staff and is monitored as each required procedure is brought into compliance. When the agency is totally in compliance, the agency is so notified in writing.

Should an agency not follow through on their plan of action in the amount of time specified, the national staff is authorized to take action toward disaffiliation based on being out of compliance with the *Standards and Required Procedures for One-To-One Service*. The agency is given a specific amount of time again, depending on circumstances, to come into compliance. If the situation is not

altered, the agency is so notified and then reported to the national board of directors for disaffiliation. This procedure has specific legal steps that are spelled out in the agency affiliation agreement and has a built in appeals process.

Agencies are encouraged to conduct their own assessment on a periodic basis, and a document, *Agency Self-Assessment and Evaluation Guide*, is provided to facilitate this process.

At the agency level, all matches are carefully made and monitored. The case manager discusses the intended match arrangement with his/her supervisor before it is made. Through ongoing supervision of the match (i.e., regular contacts with the youth and parents), adherence to guidelines for acceptable behavior of the volunteer in the presence of the youth can be monitored. Ongoing supervision also helps to ensure that volunteers are meeting agency expectations for service and maintaining satisfactory progress toward achieving the goals set for the match.

An example of information that would come to the attention of the case manager might be the fact that the child spent the night at the volunteer's home without having secured permission from the case manager. Or perhaps the case manager learns that the volunteer took the child out of town without the parent's or agency's permission. Such infractions of guidelines that have been established by the agency, and communicated to the volunteer and parent, could mean termination of the match. In both of these examples, it is a matter of personal safety for the child.

If the case manager learns through the monthly supervisory contacts that the child and volunteer are not meeting regularly or frequently, then it is possible to learn why, provide some alternative approaches, and perhaps even bring the two parties together to discuss the situation.

Program Documents and Record Keeping

Each agency is to develop their own casework manual that documents the process from Inquiry to Closure, and includes all the various programmatic policies that have been approved by the board of directors. There is a file kept on each child, and there is a file kept on each volunteer. Once the match is made, there is a "running record" file kept on each individual match, noting the results of the case manager's scheduled contacts of the match parties.

Blueprints



CHAPTER THREE **Evaluation**

EVALUATION

In the late 1980s, Public/Private Ventures, a youth development research firm located in Philadelphia, was “intrigued by the potential of mentoring, but concerned about the lack of solid information about its implementation, cost or effectiveness.” They developed a research agenda to explore “created” adult-child relationships. Central to their research agenda was an examination of BBBSA service delivery at the local agency level, because it was the largest and most extensive mentoring program in the country. As a result of their four-year initiative, four studies on BBBS work were published. Each study focuses on a key aspect of the BBBS program including:

- ☞ the program practices which undergird the one-to-one interaction;
- ☞ how relationships between the volunteer and youth form, are sustained and end;
- ☞ the process of becoming a volunteer and a description of volunteers’ characteristics; and
- ☞ outcomes for youth participating in the program compared to a control group.

Study 1. A Study of Program Practices (Furano et al., 1993)

The first of the four studies examined variations in program practices. This assessment is based on eight BBBS agencies selected to represent the breadth, depth and variety of operations around the country. The eight study sites included: Big Brothers of Greater Indianapolis; Big Sisters of Central Indiana, Inc.; Big Brothers Big Sisters of Jackson County, Inc. (Jackson, Michigan); Big Brothers Big Sisters of Marin (San Rafael, California); Big Brothers Big Sisters of Greater Minneapolis; Community Partners for Youth, Inc. (Rochester); Big Brothers and Sisters of Sedgwick County, Inc. (Wichita); and Big Brothers and Sisters of Spokane (Spokane County, Washington). This study specifically examined BBBS practices dealing with volunteer recruitment, screening volunteers, training volunteers, supervision of the match, gender differences, and race.

The overall conclusion of this study is that the kind of structure and support provided by BBBS agencies, in contrast to the laissez-faire approach characteristic of other mentoring programs, is the necessary ingredient to establishing matches that meet regularly or last beyond their initial stages.

Specific findings include:

Recruitment. The demand for volunteers continues to exceed the supply; only half of the youth seeking BBBS services during the study period were matched. BBBS agencies have had difficulty recruiting adequate numbers of volunteers from both its traditional base of volunteers (the white, college-educated, middle- to upper-income individuals it has traditionally recruited) and the populations it has recently targeted (ethnic minority volunteers and volunteers from working-class backgrounds). Recruitment of ethnic minority volunteers was more successful in agencies with a staff and board of directors who were ethnically/racially diverse. The most effective recruitment strategy is word of mouth.

Screening. The screening process in BBBS agencies is strenuous, but important to ensure the integrity and reputation of the program. Exemplary practices include: “hard” screening of volunteer eligibility by using police checks, personal references, and employment status. Practices which might be changed to accelerate the screening process and reduce invasiveness include: stating certain “hard” requirements up front in the application packet, such as residential and job stability, time

availability, access to transportation; accepting verbal references (i.e., instead of requiring written references), conducting subsequent steps prior to the return of all references; and reducing the invasiveness of the psychosocial interview.

Matching. Unlike most other mentoring programs, BBBS agencies take into account the youth's preferences for the kind of mentor they want and the kinds of activities they would like to engage in with that person. Parent and volunteer preferences are also considered. This has been found to be a critical factor in the success of the one-to-one relationship.

Training. Overall, BBBSA provides less training than other mentoring programs, due in part to its greater emphasis on screening and supervision. However, in the agencies that provide training prior to the match, sessions are well attended and participants report it to be helpful.

Supervision. Supervision was the program practice most associated with positive match outcomes—those sites following national procedures for regular supervision had matches that were meeting at the highest rates.

Gender. There was a small, marginally significant tendency for boys and their Big Brothers to meet more frequently than Big Sister/Little Sister pairs. Interactions were higher for males and females being served by a BBBS agency which serves a single gender, but significantly higher only for females. Hence, there may be some advantage for females being served in an agency which serves only female clients.

Race. Those ethnic minority youth who get through the waiting list are likely to be paired with an adult of another race. No significant differences were found in the rates of interaction (i.e., longevity of the BBBS match and rate of interaction between volunteers and youth) occurring in same-race and cross-race matches.

Study 2. A Study of Volunteer Recruitment and Screening (Roaf et al., 1994)

The second study examined the relationships between the volunteer and child and the impact of those relationships. Between February and July, 1993, data was collected from all persons inquiring about volunteering in eight BBBS agencies. The agencies selected were in the following metropolitan areas: Indianapolis, Indiana; San Antonio, Texas; Chicago, Illinois; Winston-Salem, North Carolina; Philadelphia, Pennsylvania; Rochester, New York; Wichita, Kansas; and Phoenix, Arizona. Dates for each step in the volunteer screening process were recorded between February and October, 1993. Between February and July, in the eight study agencies, inquiries were received from 2,532 individuals. Characteristics of those inquiring were as follows: 74 percent were white; 58 percent were female; 66 percent under 30 years of age. Potential volunteers were also highly educated: ten percent had attended graduate school, 33 percent had completed college, and 38 percent had attended but did not complete college.

Nine findings are summarized with regard to volunteer recruitment:

1. BBBS advertising campaigns and public service announcements contribute to the high-name recognition the program enjoys.
2. Minorities may be hesitant to volunteer due to a lack of knowledge about the program.

3. The success of BBBS volunteer screening depends on agency staff performance (i.e., knowledgeable, courteous, and professional staff). Professionalism and courtesy are important at all stages, but particularly so during the inquiry call and orientation. Many potential volunteers abandoned the screening process because of the performance of agency staff. In fact, 57 percent of persons who made an inquiry about volunteering decided not to continue the process. Some of this was undoubtedly due to self-selection, but focus group discussions indicated that many were unhappy with staff response to their questions.
4. Although many parts of the screening process were reported by potential volunteers as extremely invasive, most focus group participants said they understood the need for a thorough screening process.
5. A crucial part of screening is an assessment of a volunteer's commitment to the program, as agencies want to ensure that volunteers will honor the meeting requirement (usually three to five hours per week for one year). Commitment is determined through the assessment of stable employment and residency, persistence in completing all steps in the screening process, and stability and quality of relationships with friends, relatives and dating partners.
6. In many of the BBBS agencies, an objective screening criteria is residence in a neighborhood close to that of the matched child. This means that an otherwise acceptable volunteer might not be matched if there are no waiting youth in his or her neighborhood.
7. Ethnic minority females and white males were the applicants most likely to be matched. Applicants under age 20 or those 40 years and older were significantly less likely to be matched.
8. Persons with a college education were more likely to be matched than non-college educated individuals.
9. The volunteer screening process is lengthy, taking from three to nine months to complete all steps in the process. At the end of the study period, the application status for 35 percent of the applicants was still unresolved.

Study 3. Building Relationships with Youth in Program Settings (Morrow, 1995)

In this study, 82 matches made and supervised by eight BBBS agencies over a nine-month period were examined in detail. Agencies selected for the relationship formation study included: Big Brothers Big Sisters Association of Columbus and Franklin County, Inc.; Big Brothers Big Sisters of Forsyth County, Inc.; Big Brothers and Big Sisters of Houston; Big Brothers of Greater Indianapolis; Big Sisters of Central Indiana, Inc.; Big Brothers Big Sisters of Jackson County, Inc.; Big Brothers Big Sisters of Greater Minneapolis; and Big Brothers Big Sisters Association of Philadelphia, Inc. Matches were chosen which had been meeting for not less than four months and not more than 18 months. The average length of the match when first interviewed was one year; the second interview was conducted about nine months later.

This study found that matches could be separated into two broad categories identified as "developmental" in approach in contrast to "prescriptive" in approach. Developmental relationships are defined as those in which the adult volunteer holds expectations that vary over time in relation to the needs of the youth. The emphasis of the volunteer is first and foremost to establish a good

relationship with the child. Other goals are not addressed until the relationship has been solidified. Developmental relationships also tend to be more egalitarian, with consideration given to youth preferences. Prescriptive relationships are defined as those in which the adult volunteer views their goals for the match rather than the youth's. Volunteers possess high expectations for behavior change in the youth (i.e., transformative goals) and set the goals and ground rules for the relationship.

The research indicates that BBBSA's emphasis on the mentor's role as a friend is a focus that is likely to lead to a higher rate of developmental relationships than might be found in a mentoring program with more transformative goals. The findings indicate that the successful volunteers took time to establish and maintain the youth's trust; they were far more likely to listen rather than risking judgments or lecturing the youth; they respected the youth's desire to have fun and encouraged their participation in making decisions about their activities; and they negotiated with the youth until mutually satisfactory activities were agreed upon. These outcomes appeared to be highly valued by the youth. While the majority of prescriptive matches faltered or closed (22 of 28), most developmental matches (50 of 54) persisted and continued to develop. At the time of the second interview (1.5 years into the match), the majority of youth in developmental relationships sought their adult friend's assistance or accepted their efforts to advise, guide or intervene.

Study 4. Making A Difference: An Impact Study of Big Brothers Big Sisters (Tierney et al., 1995)

The impact study used a classical experimental design in which youth were randomly assigned to either treatment or a control group. Youth included 10 to 16 year olds who applied to the eight study agencies during the intake period of the study. The agencies that participated in the impact study included: Big Brothers Big Sisters of Alamo Area (San Antonio, Texas); Big Brothers Big Sisters Association of Columbus and Franklin County (Columbus, Ohio); Big Brothers and Big Sisters of Houston; Big Brothers Big Sisters of Greater Minneapolis; Big Brothers Big Sisters Association of Philadelphia; Community Partners for Youth (Rochester, New York); Big Brothers and Big Sisters of Sedgwick County (Wichita, Kansas); and Valley Big Brothers Big Sisters (Phoenix, Arizona). Youth who were selected to receive treatment were matched as quickly as possible; control group youth were placed on a waiting list for the duration of the study. Ultimately, 1,138 youth from eight agencies were enrolled in the study over a 17-month period. Information was collected from the youth, parent and case manager at three points in time—at baseline (at the time of random assignment), at the time of the match, and at follow-up.

There were 959 (84.3 percent) youth in the analysis sample. Of these, almost 60 percent were ethnic minority youth (e.g., African American, Hispanic/Latino, and Native American) and over 60 percent were boys. Many were poor, with 40 percent living in homes receiving public assistance. These youth often experienced other problems as well—40 percent lived in families with a history of substance abuse, 28 percent in families with a history of domestic violence, and 27 percent were themselves the victims of emotional, physical or sexual abuse.

Of the 487 youth in the treatment group, 378 (78 percent) were matched with a Big Brother or Big Sister within the study period. On average, youth remained matched for 12 months during that period, and 70 percent of the matches met three or four times a month, with an average meeting lasting four hours.

Little Brothers and Little Sisters fared better than youth in the control group as a result of their participation in the BBBS program. Findings indicate that:

- ☞ Treatment youth were 46 percent less likely than control youth to initiate drug use during the study period. A stronger effect was found for ethnic minority youth who were about 70 percent less likely to initiate drug use than ethnic minority control youth.
- ☞ Treatment youth were 27 percent less likely to initiate alcohol use than the control group, and female ethnic minority treatment youth were about one-half as likely to initiate alcohol use.
- ☞ Treatment youth were almost one-third less likely than control youth to hit someone.
- ☞ Little Brothers' and Little Sisters' academic behavior, attitudes and performance were better than those of the control group. Specifically, treatment youth skipped half as many days of school as did control youth, felt more competent about doing schoolwork, skipped fewer classes and showed modest gains in GPAs. These gains were strongest among ethnic minority females.
- ☞ The quality of the Little Brothers' and Little Sisters' relationships with their parents or guardians (i.e., higher level of trust in parent) was better at the end of the study period than it was for control youth. This effect was strongest for white males.
- ☞ The quality of the Little Brothers' and Little Sisters' relationships with their peers was better at the end of the study period than it was for control youth. This effect was most strongly evidenced among ethnic minority males.
- ☞ At the conclusion of the study period, there were no overall impacts on Little Brothers' and Little Sisters' feelings of self-worth, self-confidence or social acceptance; frequency of participation in social and cultural enrichment activities; peer instrumental support, peer conflict, and peer intimacy in communication; number of times stole something or damaged property; weekly hours of homework, weekly hours spent reading, and school value; and particular subscales (communication and anger and alienation) of the parental relationship measure.

Blueprints



CHAPTER FOUR **Program Replication**

PROGRAM REPLICATION

Over the past twenty years there have been many independent studies and evaluations conducted by university students working on a master's or doctoral degree, studies initiated by individual BBBS agencies to determine how their various special programs were doing, and studies stimulated by the need to better understand why men tend not to volunteer in large numbers. But, for the most part, these studies have been with regard to the "process" and "inputs" of the agency, and not with regard to specific "outcomes" for the child. It was assumed, almost without question, that caring adults do make a difference to a child—therefore, the emphasis at the national and local level was more on "how to do what we do better."

In 1992, BBBSA created a program evaluation department, primarily to track agency demographics with regard to children served and volunteers providing the service. The department carried out BBBSA's first "internal" evaluation study of a foundation funded mentoring program, utilizing older adults as mentors with elementary students at a school-site program. In eight BBBS agencies, there was an effort to match 20 elementary school children with 20 adults over the age of 55. Seven agencies finally took part in this study, matching 96 children with 92 volunteers. Matches met one hour a week for the school year. Four agencies were school-based, two were school-linked, and one was both.

The results of this pilot program (Peterson and Magee, 1994) showed that there were statistically significant increases pretest to posttest in the parent's, teacher's and volunteer's rating of the child's growth in the academic, social and emotional domains as reported on the Child Information Form. These results from three independent sources represent a multi-informant perspective of the child. When combined, there emerge quantifiable results indicating improvement in all three of the above-mentioned domains (i.e., academic, social, and emotional).

Benefits and Limitations

Affiliation with BBBSA offers a number of benefits. It enjoys a high-name recognition nationally. This makes recruitment of volunteers easier, since individuals wishing to volunteer are aware of the program and many of its needs. Local program start-up and ongoing program operations can be eased by having national federation backing. Sponsoring agencies are more willing to take a chance on a start-up program which is backed by a federation which has remained in operation for nearly a century. Community organizations are also more likely to support, through various types of donations (e.g., money, time), the start-up and operation of a local affiliate of such a well-known organization. The national organization also provides assistance to local affiliates in the form of recruitment and training materials. Training courses and conferences take place throughout the country. The well-established and tested standards and procedures, in written form, provide local agencies with a program format that has most of the "kinks" worked out. Although BBBSA has certain mandated procedures that must be followed, most of the "fine-tuning" of the program occurs at the local level. This can eliminate much of the excess time and hard work devoted to establishing a new program in the community.

The benefits of affiliation with an organization with national standing far outweigh the costs. Limitations include participating in a fairly structured program with many mandated procedures.

The independence that is given at the local level to implement many of the procedures in a manner that “fits” the needs of the community mitigates the impact of such structure. However, many agencies do not wish to undergo some of the more rigorous procedures. They may lack money and personnel resources to provide ongoing supervision of the match; they may not wish to adhere to such strenuous screening procedures. However, the studies by Public/Private Ventures suggest that many of these procedures are associated with an increased probability that pairs will meet regularly and are therefore worthy of emulation.

Practical Suggestions for Starting a New Replication

The four studies by Public/Private Ventures provide some excellent lessons for the larger mentoring field. In their study of program practices (Furano et al., 1993) several BBBS exemplary practices are identified: (1) a stringent volunteer screening process that includes police checks, personal refer-

ences and employment status; (2) a matching process which takes into account the preferences of the client, parent/guardian, and the volunteer; (3) using cross-race matches while continuing to recruit ethnic minority volunteers; and (4) a well-implemented and consistent system of supervision.

In their study of relationship building between the volunteer and client (Morrow and Styles, 1995), Public/Private Ventures identifies two types of relationships—developmental and prescriptive. Developmental relationships, which take into account the needs and input of the child, result in longer-lasting and more satisfying relationships. Prescriptive relationships, which tend to revolve more around the goals that the volunteer has in mind for the child, tend to never fully evolve and to eventually disintegrate. BBBS program structure and practices tend to help matches identify pathways of relationship development that lead to long-term relationships, and to help them when they falter. BBBS focuses on the volunteer’s role

as a friend, and this results in a higher rate of developmental relationships than found in other mentoring programs which emphasize transformative goals.

Additionally, BBBSA has identified key factors which may ensure a higher degree of success. These factors include: a full-time executive director and two adequate qualified support staff; a board of directors, with a minimum of 15 members who represent all aspects of the community; a service community which has the capacity to sustain an operating budget of at least \$75,000 (unless program is in a sponsoring organization); initial start-up budget from \$30,000 to \$50,000; and a strong board development program which includes board recruitment, orientation, training, rotation and retirement.



Big Brothers Big Sisters Exemplary Practices

- (1) A stringent volunteer screening process that includes police checks, personal references and employment status*
- (2) A matching process which takes into account the preferences of the client, parent/guardian, and the volunteer*
- (3) A well-implemented and consistent system of supervision*

Future Directions

In September, 1995, BBBSA began to develop a program evaluation approach, based upon the expectations of the adult-child relationship, so that affiliates would be able to implement an on-going evaluation process for children being served. This foundation-funded initiative is currently being piloted in ten California BBBS agencies. Factors related to self-confidence, social competence, and caring have been identified and are now being tested by these piloting agencies. The assessments of behaviors related to these three outcomes are provided by the volunteer, the parent, and teacher (when possible).

Today about 100 BBBS agencies now carry out some form of mentoring program other than the traditional community-at-large mentoring. These are school-based, corporate-based, community organization-based, or church-based mentoring programs where the interaction between the volunteer and child is at a "site" and not in the community-at-large. National staff are currently working on the development of guidelines for affiliates on establishing and supporting the non-traditional approach to one-to-one relationships in various site-based settings.

BBBSA has received a number of foundation grants to provide pass-through grants to agencies to initiate such "mentoring" programs. Some of the differences between community-based and site-based mentoring programs are included in Table 2.

Table 2. Comparison of Community-based to Site-based Mentoring

| Adaptation | Community-based | Site-based |
|----------------------|----------------------------|-----------------------|
| Match Goals | Positive Youth Development | Specific Outcomes |
| Contact | Weekly - 3 to 5 hours | Weekly - 1 hour |
| Duration | A 12 month year | School year |
| Location | Community-at-large | School or Corporation |
| Parental Involvement | On-Going | Initially |
| Volunteer Screening | Intensive | Less Intensive |
| Volunteer Training | Relationship-based | Outcomes-based |
| Child Referral | Parent | Teacher |
| Volunteer Support | Individualized | Often Group |
| Record Keeping | Rigorous | Less Rigorous |



Blueprints



Appendices

APPENDIX A

References by Document Section

Full citations are located at the end of the document.

Executive Summary

Beiswinger, 1985
Big Brothers Big Sisters of America, 1986, 1996a
Flaxman, Asher, & Harrington, 1988
Hirschi, 1969
Klein, 1988
Sutton, 1988
Tierney, Grossman, with Resch, 1995
Werner, 1990, 1992

Program as Designed and Implemented

Annie E. Casey Foundation, 1995
Lapham, 1991
Lawler, Ellis, & Corlett, 1991
Big Brothers Big Sisters of America, 1996a,b,c
Big Brothers Big Sisters of America, 1995a,b

Evaluation

Furano, Roaf, Styles, & Branch, 1993
Morrow & Styles, 1995
Roaf, Tierney, & Hunte, 1994
Tierney, Grossman, & Resch, 1995

Program Replication

Peterson & Magee, 1994
Big Brothers Big Sisters of America, 1991

APPENDIX B

Manuals Published by Big Brothers Big Sisters of America

| Manual | Year | Description |
|---|-----------------------|---|
| <i>Standards and Required Procedures for One-to-One Service</i> | 1986, 1996 as amended | Defines the minimum level of acceptable service for Big Brothers Big Sisters work, ensuring that agencies are providing service that can better protect the children they serve and safeguard the integrity of the match process. The Standards are grouped as <i>Corporate Management</i> and as <i>Program Management</i> , with each standard having a set of required procedures that define the accepted methodology of complying with the standard. |
| <i>Program Management Manual</i> | 1988 | Provides a framework that agencies can use to implement the BBBSA Standards and Required Procedures for One-to-One Service; follows a case management approach. |
| <i>1995 Agency Demographics Report</i> | 1996 | Provides demographic information regarding the majority of affiliates in terms of: board members, clients, matches, source of agency income, special populations served, special programs provided, staff members, and volunteers. |
| <i>Agency Self-Assessment and Evaluation Guide</i> | 1995 | A packet of instruments that facilitate a local affiliate's assessment of their compliance with the Standards and Procedures for One-to-One Service. |
| <i>Guide for Conducting a Community Needs Assessment/Feasibility Study for an Independent Big Brothers/Big Sisters Agency</i> | 1991 | Workbook which guides the steering committee through the various steps in determining the need for One-to-One Service, creating an advisory board or board of directors, determining financial and human resources available to provide the service, and an application for affiliation with BBBSA. |
| <i>Volunteer Education and Development</i> | 1991 | Complete training guide to implement ten two-hour modules for training volunteer mentors; relationship building, communications skill, values clarification, child development, family systems, child abuse, substance abuse, problem solving, and refocus and recharge. |
| <i>Partners: The Shared Service Experience</i> | 1995 | Documents BBBSA's first national initiative designed to encourage Big Brothers/Little Brothers and Big Sisters/Little Sisters pairs to become partners in community service, and describes the youth development value and how BBBS agencies can create such opportunities. |

REFERENCES

- Annie E. Casey Foundation (1995). *1995 Kids Count Data Sheet*. Annie E. Casey Foundation, Baltimore.
- Beiswinger, G. L. (1985). *One to One: The Story of the Big Brothers Big Sisters Movement in America*. Big Brothers Big Sisters of America, Philadelphia.
- Big Brothers Big Sisters of America (1996a, as amended; 1986). *Standards and Required Procedures for One-To-One Service*. Big Brothers Big Sisters of America, Philadelphia.
- Big Brothers Big Sisters of America (1996b). *What Will It Take to Achieve Significance by the Year 2001?* Big Brothers Big Sisters of America, Philadelphia.
- Big Brothers Big Sisters of America (1996c). *1995 Agency Demographics Report*. Big Brothers Big Sisters of America, Philadelphia.
- Big Brothers Big Sisters of America (1995a). *Agency Self-Assessment and Evaluation Guide*. Big Brothers Big Sisters of America, Philadelphia.
- Big Brothers Big Sisters of America (1995b). *Partners: The Shared Service Experience*. Big Brothers Big Sisters of America, Philadelphia.
- Cook, P. J., & Laub, J. H. (1997) (Forthcoming). The unprecedented epidemic in youth violence. In M. H. Moore & M. Tonry (Eds.), *Crime and Justice*. Chicago: University of Chicago Press.
- Davis, L., & Tolan, P. H. (1993). Alternative and preventive intervention. In P. H. Tolan & B. J. Cohler (Eds.), *Handbook of Clinical Research and Practice with Adolescents*. New York: John Wiley and Sons.
- Dusenbury, L., & Falco, M. (1995). *Keeping Score: What Are We Getting for Our Federal Drug Control Dollars*. Washington D.C.: Drug Strategies.
- Elliott, D. S. (1993). Health enhancing and health compromising lifestyles. In S. G. Millstein, A. C. Petersen, & E. O. Nightingale (Eds.), *Promoting the Health of Adolescents: New Directions for the 21st Century*. New York: Oxford.
- Elliott, D. S. (1994). Serious violent offenders: Onset, developmental course and termination. *Criminology*, 32, 701-722.
- Fagan, J. (1996). The comparative advantage of the juvenile verses criminal court sanctions on recidivism among adolescent felony offenders. *Law and Policy*, 18, 77-112.
- Farrington, D. P. (1994). Early developmental prevention of juvenile delinquency. *Criminal Behavior and Mental Health*, 4, 209-227.
- Flaxman, E., Asher, C., & Harrington, C. (1988). *Mentoring Programs and Practices: An Analysis of the Literature*. Teachers College, Institute for Urban and Minority Education, New York.
- Fox, J. A. (1996). *Trends in Juvenile Violence: A Report to the United States Attorney General on*

Current and Future Rates of Juvenile Offending. Washington, D.C.: Bureau of Justice Statistics, U.S. Department of Justice.

- Furano, K., Roaf, P. A., Styles, M. B., & Branch, A. Y. (1993). *Big Brothers Big Sisters: A Study of Program Practices*. Public/Private Ventures, Philadelphia.
- Frazier, C. E., Bishop, D. M., & Lanza-Kaduce, L. (1997). "Get tough" juvenile reforms: Does "adulthoodification" make matters worse? Unpublished paper. Gainesville, FL: University of Florida.
- Gallop, G. Jr. (1994). The Gallop Poll Monthly, No. 347, p. 13. Princeton, NJ: The Gallop Poll.
- Gottfredson, D. C. (1997). School-based crime prevention. In L. W. Sherman, D. C. Gottfredson, D. MacKenzie, J. Eck, P. Reuter, & S. Bushway (Eds.), *Preventing Crime: What Works, What Doesn't, What's Promising: A Report to the United States Congress*. University of Maryland (unpublished).
- Greenwood, P. W., Model, K. E., Rydell, C. P., & Chiesa, J. (1996). *Diverting Children from a Life of Crime: Measuring Costs and Benefits*. (Unpublished). Santa Monica, CA: The Rand Corporation.
- Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112, 64-105.
- Hirschi, T. (1969). *Causes of Delinquency*. Berkeley: University of California Press.
- Howell, J. C. (1995). *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders*. Washington, D.C.: U.S. Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention.
- Howell, J. C., Krisberg, B., Hawkins, J. D., & Wilson, J. J. (1995). *Sourcebook on Serious Violence and Chronic Juvenile Offenders*. Thousand Oaks, CA: Sage.
- Jessor, R., & Jessor, S. (1977). *Problem Behavior and Psychosocial Development: A Longitudinal Study of Youth*. New York: Academic Press.
- Johnston, L. D., Bachman, J. G., & O'Malley, P. M. (1996). High school seniors reporting that they worry about selected problems. In K. Maguire & A. L. Pastore (Eds.), *Sourcebook of Criminal Justice Statistics*. Washington D.C.: U.S. Department of Justice, Bureau of Justice Statistics, USGPO.
- Kandel, D., Simcha-Fagan, O., & Davies, M. (1986). Risk factors for delinquency and illicit drug use from adolescence to young adulthood. *Journal of Drug Issues*, 16, 67-90.
- Klein, L. (1988). *Program Management Manual*. Big Brothers Big Sisters of America, Philadelphia.

- Krisberg, B., & Onek, D. (1994). *Proven Prevention and Intervention Programs for Serious, Violent and Chronic Juvenile Offenders*. San Francisco: National Council on Crime and Delinquency.
- Lapham, J. (1991). *Guide for Conducting a Community Needs Assessment/Feasibility Study for an Independent Big Brothers Big Sisters Agency*. Big Brothers Big Sisters of America, Philadelphia.
- Lawler, P. K., Ellis, S. J., & Corlett, J. (1991). *Volunteer Education and Development*. Big Brothers Big Sisters of America, Philadelphia.
- Lipsey, M. W. (1992). Juvenile delinquency treatment: A meta-analytic inquiry into the variability of effects. In T. Cook, et al. (Eds.), *Meta Analysis for Explanation: A Casebook*. New York: Russell Sage Foundation.
- Lipsey, M. W. (1997). Can intervention rehabilitate serious delinquents? Research on the central premise of the Juvenile Justice System. Paper presented at the Symposium on the Future of the Juvenile Court, Philadelphia.
- Lipsey, M. W., & Wilson, D. B. (1997). *Effective interventions for serious juvenile offenders: A synthesis of research*. Nashville, TN: Vanderbilt University.
- Lipton, D., Martinson, R., & Wilks, J. (1975). *The Effectiveness of Correctional Treatment—A Survey of Treatment Evaluation Studies*. New York: Praeger.
- Loeber, R., & Farrington, D. P. (1997) (Forthcoming). *Never Too Early, Never Too Late: Risk Factors and Successful Interventions for Serious and Violent Juvenile Offenders*. Thousand Oaks, CA: Sage.
- MacKenzie, D. L., Shaw, J. W., & Souryal, C. (1992). Characteristics associated with successful adjustment to supervision: A comparison of parolees, probationers, shock participants and shock dropouts. *Criminal Justice and Behavior*, 19, 437-454.
- Maguire, K., and Pastore, A. L. (Eds.), (1996). *Sourcebook of Criminal Justice Statistics—1995*. Washington D.C.: U.S. Department of Justice, Bureau of Justice Statistics, USGPO.
- Martinson, R. (1974). "What Works?" Questions and answers about prison reform. *Public Interest*, June, 22-25.
- Morrow, K. V., & Styles, M. B. (1995). *Building Relationships with Youth in Program Settings: A Study of Big Brothers Big Sisters*. Public/Private Ventures, Philadelphia.
- National Research Council (1993). *Losing Generations: Adolescents in High Risk Settings*. Washington D. C.: National Academy Press.
- Office of Juvenile Justice and Delinquency Prevention (1995). *Guide for Implementing the Comprehensive Strategy for Serious Violent and Chronic Juvenile Offenders*. Washington D. C.: Office of Juvenile Justice and Delinquency Prevention.

- Osgood, D. W., Johnston, L., O'Malley, P., & Bachman, J. (1988). The generality of deviance in late adolescence and early adulthood. *American Sociological Review*, 53, 81-93.
- Peterson, D. G., and Magee, J. (1994). *An Evaluation of an Elementary School Based Intergenerational Linkages Program: Mentoring for Academic Enrichment*. Big Brothers Big Sisters of America, Philadelphia.
- Peterson, E. (1996). Juvenile Boot Camps: Lessons Learned. Fact Sheet #36, Office of Juvenile Justice and Delinquency Prevention. Washington D.C.: Office of Juvenile Justice and Delinquency Prevention.
- Podkopacz, M. R., & Feld, B. (1996). The end of the line: An empirical study of judicial waiver. *The Journal of Criminal Law & Criminology*, 86, 449-492.
- Powell, K. E., & Hawkins, D. F. (1996). Youth Violence Prevention. *American Journal of Preventive Medicine*, 12 (Supplement), 1-134.
- Roaf, P. A., Tierney, J. P., & Hunte, D. E. (1994). *Big Brothers Big Sisters: A Study of Volunteer Recruitment and Screening*. Public/Private Ventures, Philadelphia.
- Sechrest, L., White, S., & Brown, E. (1979). *Rehabilitation of Criminal Offenders: Problems and Prospects*. Washington D. C.: National Academy of Sciences.
- Shaw, J. W., & MacKenzie, D. L. (1992). The one-year community supervision performance of drug offenders and Louisiana DOC-identified substance abusers graduating from shock incarceration. *Journal of Criminal Justice*, 20, 501-516.
- Sherman, L. W., Gottfredson, D. C., MacKenzie, D., Eck, J., Reuter, P., & Bushway, S. (1997). *Preventing Crime: What Works, What Doesn't, What's Promising: A Report to the U. S. Congress*. University of Maryland (unpublished).
- Sutton, C. (1988). *Program Management Manual*. Big Brothers Big Sisters of America, Philadelphia.
- Tierney, J. P., Grossman, J. B., with Resch, N. L. (1995). *Making a Difference: An Impact Study of Big Brothers Big Sisters*, Public/Private Ventures, Philadelphia.
- Tolan, P. H., & Guerra, N. G. (1994). *What Works in Reducing Adolescent Violence: An Empirical Review of the Field*. Boulder, CO: Center for the Study and Prevention of Violence.
- Webster, D. W. (1993). The unconvincing case for school-based conflict resolution. *Health Affairs*, 12(4), 126-141.
- Werner, E. E., (1992). Protective factors and adult adaptation. In E. Werner & R. S. Smith (Eds.), *Overcoming the Odds: High Risk Children from Birth to Adulthood*. Ithaca: Cornell University Press.
- Werner, E. E., (1990). Protective factors and individual resilience. In Meisels & Shonkoff (Eds.), *Handbook of Early Childhood Intervention*. New York: Cambridge University Press.
- White, H., Johnson, V., & Garrison, C. G. (1985). The drug-crime nexus among adolescents and their

1. NAME _____
 2. DATE _____
 3. GRADE _____
 4. TEACHER _____
 5. SCHOOL _____
 6. ADDRESS _____
 7. CITY _____
 8. STATE _____
 9. ZIP _____
 10. PHONE _____
 11. EMAIL _____
 12. TEACHER'S PHONE _____
 13. TEACHER'S EMAIL _____
 14. TEACHER'S ADDRESS _____
 15. TEACHER'S CITY _____
 16. TEACHER'S STATE _____
 17. TEACHER'S ZIP _____
 18. TEACHER'S PHONE _____
 19. TEACHER'S EMAIL _____
 20. TEACHER'S ADDRESS _____
 21. TEACHER'S CITY _____
 22. TEACHER'S STATE _____
 23. TEACHER'S ZIP _____
 24. TEACHER'S PHONE _____
 25. TEACHER'S EMAIL _____
 26. TEACHER'S ADDRESS _____
 27. TEACHER'S CITY _____
 28. TEACHER'S STATE _____
 29. TEACHER'S ZIP _____
 30. TEACHER'S PHONE _____
 31. TEACHER'S EMAIL _____
 32. TEACHER'S ADDRESS _____
 33. TEACHER'S CITY _____
 34. TEACHER'S STATE _____
 35. TEACHER'S ZIP _____
 36. TEACHER'S PHONE _____
 37. TEACHER'S EMAIL _____
 38. TEACHER'S ADDRESS _____
 39. TEACHER'S CITY _____
 40. TEACHER'S STATE _____
 41. TEACHER'S ZIP _____
 42. TEACHER'S PHONE _____
 43. TEACHER'S EMAIL _____
 44. TEACHER'S ADDRESS _____
 45. TEACHER'S CITY _____
 46. TEACHER'S STATE _____
 47. TEACHER'S ZIP _____
 48. TEACHER'S PHONE _____
 49. TEACHER'S EMAIL _____
 50. TEACHER'S ADDRESS _____
 51. TEACHER'S CITY _____
 52. TEACHER'S STATE _____
 53. TEACHER'S ZIP _____
 54. TEACHER'S PHONE _____
 55. TEACHER'S EMAIL _____
 56. TEACHER'S ADDRESS _____
 57. TEACHER'S CITY _____
 58. TEACHER'S STATE _____
 59. TEACHER'S ZIP _____
 60. TEACHER'S PHONE _____
 61. TEACHER'S EMAIL _____
 62. TEACHER'S ADDRESS _____
 63. TEACHER'S CITY _____
 64. TEACHER'S STATE _____
 65. TEACHER'S ZIP _____
 66. TEACHER'S PHONE _____
 67. TEACHER'S EMAIL _____
 68. TEACHER'S ADDRESS _____
 69. TEACHER'S CITY _____
 70. TEACHER'S STATE _____
 71. TEACHER'S ZIP _____
 72. TEACHER'S PHONE _____
 73. TEACHER'S EMAIL _____
 74. TEACHER'S ADDRESS _____
 75. TEACHER'S CITY _____
 76. TEACHER'S STATE _____
 77. TEACHER'S ZIP _____
 78. TEACHER'S PHONE _____
 79. TEACHER'S EMAIL _____
 80. TEACHER'S ADDRESS _____
 81. TEACHER'S CITY _____
 82. TEACHER'S STATE _____
 83. TEACHER'S ZIP _____
 84. TEACHER'S PHONE _____
 85. TEACHER'S EMAIL _____
 86. TEACHER'S ADDRESS _____
 87. TEACHER'S CITY _____
 88. TEACHER'S STATE _____
 89. TEACHER'S ZIP _____
 90. TEACHER'S PHONE _____
 91. TEACHER'S EMAIL _____
 92. TEACHER'S ADDRESS _____
 93. TEACHER'S CITY _____
 94. TEACHER'S STATE _____
 95. TEACHER'S ZIP _____
 96. TEACHER'S PHONE _____
 97. TEACHER'S EMAIL _____
 98. TEACHER'S ADDRESS _____
 99. TEACHER'S CITY _____
 100. TEACHER'S STATE _____
 101. TEACHER'S ZIP _____
 102. TEACHER'S PHONE _____
 103. TEACHER'S EMAIL _____
 104. TEACHER'S ADDRESS _____
 105. TEACHER'S CITY _____
 106. TEACHER'S STATE _____
 107. TEACHER'S ZIP _____
 108. TEACHER'S PHONE _____
 109. TEACHER'S EMAIL _____
 110. TEACHER'S ADDRESS _____
 111. TEACHER'S CITY _____
 112. TEACHER'S STATE _____
 113. TEACHER'S ZIP _____
 114. TEACHER'S PHONE _____
 115. TEACHER'S EMAIL _____
 116. TEACHER'S ADDRESS _____
 117. TEACHER'S CITY _____
 118. TEACHER'S STATE _____
 119. TEACHER'S ZIP _____
 120. TEACHER'S PHONE _____
 121. TEACHER'S EMAIL _____
 122. TEACHER'S ADDRESS _____
 123. TEACHER'S CITY _____
 124. TEACHER'S STATE _____
 125. TEACHER'S ZIP _____
 126. TEACHER'S PHONE _____
 127. TEACHER'S EMAIL _____
 128. TEACHER'S ADDRESS _____
 129. TEACHER'S CITY _____
 130. TEACHER'S STATE _____
 131. TEACHER'S ZIP _____
 132. TEACHER'S PHONE _____
 133. TEACHER'S EMAIL _____
 134. TEACHER'S ADDRESS _____
 135. TEACHER'S CITY _____
 136. TEACHER'S STATE _____
 137. TEACHER'S ZIP _____
 138. TEACHER'S PHONE _____
 139. TEACHER'S EMAIL _____
 140. TEACHER'S ADDRESS _____
 141. TEACHER'S CITY _____
 142. TEACHER'S STATE _____
 143. TEACHER'S ZIP _____
 144. TEACHER'S PHONE _____
 145. TEACHER'S EMAIL _____
 146. TEACHER'S ADDRESS _____
 147. TEACHER'S CITY _____
 148. TEACHER'S STATE _____
 149. TEACHER'S ZIP _____
 150. TEACHER'S PHONE _____
 151. TEACHER'S EMAIL _____
 152. TEACHER'S ADDRESS _____
 153. TEACHER'S CITY _____
 154. TEACHER'S STATE _____
 155. TEACHER'S ZIP _____
 156. TEACHER'S PHONE _____
 157. TEACHER'S EMAIL _____
 158. TEACHER'S ADDRESS _____
 159. TEACHER'S CITY _____
 160. TEACHER'S STATE _____
 161. TEACHER'S ZIP _____
 162. TEACHER'S PHONE _____
 163. TEACHER'S EMAIL _____
 164. TEACHER'S ADDRESS _____
 165. TEACHER'S CITY _____
 166. TEACHER'S STATE _____
 167. TEACHER'S ZIP _____
 168. TEACHER'S PHONE _____
 169. TEACHER'S EMAIL _____
 170. TEACHER'S ADDRESS _____
 171. TEACHER'S CITY _____
 172. TEACHER'S STATE _____
 173. TEACHER'S ZIP _____
 174. TEACHER'S PHONE _____
 175. TEACHER'S EMAIL _____
 176. TEACHER'S ADDRESS _____
 177. TEACHER'S CITY _____
 178. TEACHER'S STATE _____
 179. TEACHER'S ZIP _____
 180. TEACHER'S PHONE _____
 181. TEACHER'S EMAIL _____
 182. TEACHER'S ADDRESS _____
 183. TEACHER'S CITY _____
 184. TEACHER'S STATE _____
 185. TEACHER'S ZIP _____
 186. TEACHER'S PHONE _____
 187. TEACHER'S EMAIL _____
 188. TEACHER'S ADDRESS _____
 189. TEACHER'S CITY _____
 190. TEACHER'S STATE _____
 191. TEACHER'S ZIP _____
 192. TEACHER'S PHONE _____
 193. TEACHER'S EMAIL _____
 194. TEACHER'S ADDRESS _____
 195. TEACHER'S CITY _____
 196. TEACHER'S STATE _____
 197. TEACHER'S ZIP _____
 198. TEACHER'S PHONE _____
 199. TEACHER'S EMAIL _____
 200. TEACHER'S ADDRESS _____
 201. TEACHER'S CITY _____
 202. TEACHER'S

**FOR FURTHER INFORMATION ON
BIG BROTHERS BIG SISTERS OF AMERICA CONTACT:**

**Agency Development Office
Big Brothers Big Sisters of America**

**230 North 13th Street
Philadelphia, PA 19107**

Phone: (215) 567-7000

Fax: (215) 567-0394

Center for the Study and Prevention of Violence

**University of Colorado at Boulder
Institute of Behavioral Science
Campus Box 442
Boulder, Colorado 80309-0442
(303) 492-8465**

