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

OJJDP
John J. Wilson, Acting Administrator
September 2000
JUVENILE JUSTICE BULLETIN

Juvenile Mentoring Program: A Progress Review

Laurence C. Novotney, Elizabeth Mertinko, James Lange, and Tara Kelley Baker

As the challenges facing America's youth grow, programs must become more creative in countering the steady stream of negative influences that children face each day. One of the most potentially effective methods is to offer a caring and responsible adult role model who can make a positive, lasting impression on a child. Youth mentoring programs provide a forum in which volunteer adult mentors can develop supportive relationships with at-risk youth to help them succeed through their childhood and adolescent years.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has supported mentoring in a variety of ways, including the SafeFutures Initiative, whose goal is to prevent and control youth crime and victimization, and the State Formula Grants program, many of whose projects offer mentoring as part of their service delivery. However, OJJDP's greatest support for mentoring projects has been through the Juvenile Mentoring Program (JUMP). Part G of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended in 1992 (P.L. 93–415: 42 U.S.C. 5667e *et seq.*), established JUMP. This program provides one-to-one mentoring for youth at risk of delinquency, gang involvement, educational failure, or dropping out of school.

Since the program's implementation in 1996, great strides have been made in enhancing the body of knowledge available about mentoring as a potential intervention for at-risk youth. Information has been collected through an automated JUMP management information system (MIS), intensive case studies, and extensive communication with grantee agencies. Currently, data are available for 7,515 youth, 6,163 mentors, and 6,362 matches.[1]

Program Parameters

JUMP guidelines were published in July 1994 to articulate the intent of the legislation and to provide the framework within which the grantee projects should operate.

[1] Although the JUMP legislation supports one-to-one mentoring, a practical consideration for most projects is that they are often able to recruit youth faster than they can recruit mentors. Projects are encouraged to record information on youth as soon as they enroll, rather than waiting until youth are matched with mentors before entering this information into the database. Therefore, this apparent discrepancy in the numbers of youth, mentors, and matches does not mean that projects are not offering one-to-one mentoring. Rather, it indicates that projects may have enrolled youth who have not yet been matched with mentors.

From the Administrator

The support and example of caring adults play a critical role in helping youth at risk for delinquency to overcome the challenges they face. Juvenile mentoring programs are an effective means of providing at-risk youth with the adult assistance and positive role models they require.

Many valuable lessons have been learned since the implementation of OJJDP's Juvenile Mentoring Program (JUMP) in 1996. This Bulletin lists the parameters under which the current 164 JUMP projects operate and describes the scope and methodology of JUMP's ongoing national evaluation.

Preliminary findings from the national evaluation are also provided, including the degree to which youth and mentors were satisfied with the mentoring relationship and whether each perceived any benefit to the youth as a result of participation in JUMP. Both youth and mentors were quite positive when rating their mentoring experiences, which were assessed in such terms as school achievement, abstention from drugs and alcohol, and avoidance of violence.

Mentoring can be used as a primary intervention to prevent delinquency or as a remedial intervention to address it. This Bulletin provides information and additional resources that will enable readers to assess JUMP's merits for their communities.

John J. Wilson
Acting Administrator

The guidelines emphasize the following project characteristics:

- Grant awards to local educational agencies (LEA's) or to those public or private nonprofit organizations that have clearly defined collaborative relationships with LEA's.
- Thorough background checks for all volunteer mentors to help ensure a safe environment for each child.
- Careful assessments of youth and volunteers to establish appropriate matches that maximize opportunities for success.
- Mentor and project activities designed to enrich and enhance opportunities and experiences for youth.
- Procedures for gathering and routinely reporting programmatic data to support both internal self-evaluations and a national JUMP evaluation.
- Establishment of JUMP projects in schools and/or communities in which 60 percent or more of the youth qualify to receive a free or reduced-price lunch.
- Recruitment of adult (age 21 or older) mentors.

Within these parameters, grantees have developed models for their mentoring projects that are appropriate for the needs of their communities and the youth they serve.

Projects Funded

In 1995, OJJDP announced the availability of combined fiscal year (FY) 1994 and 1995 JUMP funds and competitively awarded 41 grants of up to $180,000 each for a 3-year period (cohort I) to implement mentoring projects. Another 52 agencies and organizations (cohort II) were awarded JUMP funds of up to $190,000 with combined FY 1996 and 1997 funds, for a total of 93 JUMP projects. In June 1999, OJJDP announced the award of up to $210,000 to 71 additional agencies (cohort III), bringing the total number of JUMP projects to 164 in 41 States, the District of Columbia, and the U.S. Virgin Islands (see figure 1).

National Evaluation

Projects that compete for scarce funding need to ensure that they are using their resources in the most efficient and appropriate manner. To determine the specific benefits of mentoring and develop increased knowledge about best practices, Congress included a requirement for cross-site evaluation. A grant to design and implement the evaluation was competitively awarded to Information Technology International (ITI) in 1997. The national evaluation team, which includes researchers from the Pacific Institute for Research and Evaluation and ITI, was charged with increasing the body of knowledge about mentoring as an intervention and with answering questions such as the following:

- What do youth and mentors perceive to be the benefits of the mentoring relationship?
- Does mentoring affect school attendance, school performance, and dropping out? If so, how?
- Does mentoring affect youth involvement in delinquent behaviors? If so, how?
- What are the various risk and protective factors that JUMP youth face? How does mentoring affect these factors?
- What are the characteristics of successful youth-mentor matches?
- How are successful mentoring projects structured? What are some of their characteristics?

The national evaluation team collects information in a common format from all JUMP grantees. This standardized information enables the team to make comparisons and draw conclusions about the practice of mentoring based on the experiences of the 164 existing JUMP projects.

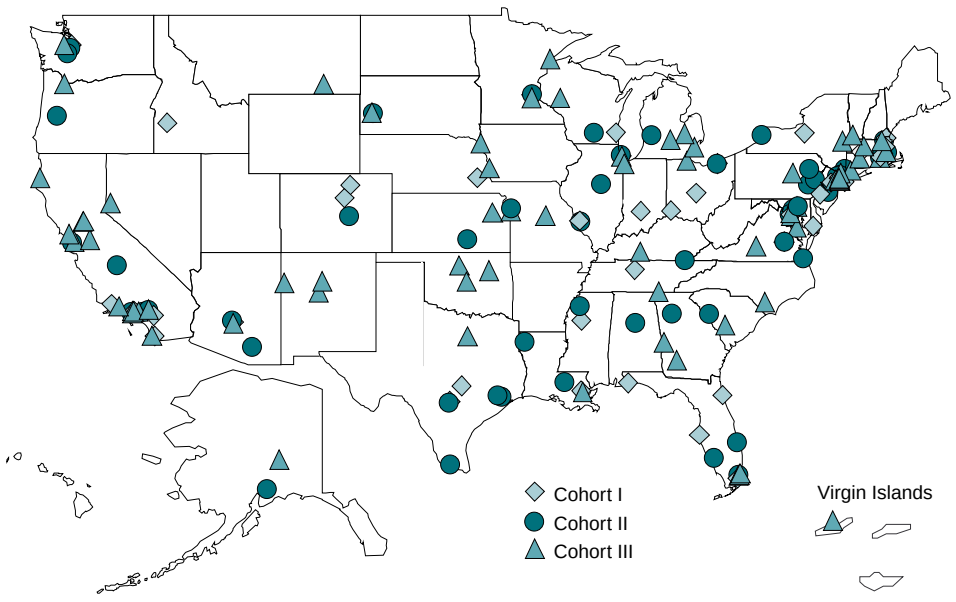
Project Information

The national evaluation team is tasked with collecting information on how mentoring projects across the country offer services to their target populations. To this end, it asked each agency to complete a profile (to be updated annually) that includes but is not limited to the following information:

- Location of the project (urban, suburban, rural).
- Gender, ethnicity, and ages of youth served.
- Gender, ethnicity, employment, and educational status of adult mentors.
- Procedures for screening and training mentors.
- Policies for parental permission and participation.
- Funding sources.
- Staffing levels.
- Policies, procedures, and preferences for matching youth with mentors.

These profiles provide the team with the information necessary to determine how the operation of mentoring projects varies across the country and to identify the

Figure 1: Location of JUMP Grantees



types of projects that might work in other communities.

Youth Information

Obtaining information about youth served through JUMP projects is at the core of the national evaluation. The primary purpose of the evaluation is to determine the impact of mentoring on youth who participate in the project. To do this, the national evaluation team must collect information on the youth when they enroll, at regular intervals during the course of the project, and when they leave the project. Because it is believed that mentoring may have a positive impact on school attendance and performance, the evaluation team collects information on the grades, attendance, and school behavior of each youth. Because mentoring may help to decrease involvement in delinquent behaviors and gang activities, the national evaluation team also collects information on the youth's gang involvement and contacts with law enforcement. General demographic information and scores on a standardized risk screening instrument (the *Problem Oriented Screening Instrument for Teens*) allow the team to determine what risk factors are present in the lives of JUMP youth and how mentoring can ameliorate the effects of these risk factors. Finally, the youth are asked to give their perceptions about the mentoring relationship when they leave the project, which helps the team identify the aspects of a youth's life that are affected the most (and the least) by the mentoring relationship.

Mentor Information

The participation of caring adult mentors is vital to the success of JUMP projects. The success of the mentoring relationship is based, in part, on the skills and characteristics of the mentor. Therefore, the national evaluation team collects demographic, education, and employment information about the mentors who volunteer in JUMP projects. Information regarding motivations to mentor and reasons for terminating involvement in the mentoring project is also gathered and analyzed. This helps the team determine the types of individuals that have the greatest potential to develop positive relationships with youth.

JUMP projects have widely divergent philosophies in regard to mentor training and support. The national evaluation team examines how training and support are related to the success of the mentor relationship. Studying the various characteristics of mentors yields information on how projects can best select, train, and support adults who volunteer for mentoring projects. Mentors are also asked to provide the national evaluation team with their perceptions of the mentoring relationship (the areas of a youth's life in which the mentor felt that he or she had the greatest and the least influence) when they leave the project. A comparison of youth and mentor perceptions of the benefits of the relationship provides valuable knowledge about the differences between these two points of view.

Match Information

A fundamental aspect of any mentoring project is the ability to match youth with compatible mentors so that mutually satisfying relationships can develop. Collecting data on the characteristics of youth-mentor matches allows the team to determine the types of matches that can provide a positive experience for youth and mentors alike. Of particular interest to the national evaluation team are questions such as the following:

- Are there significant differences in the success of cross-race or cross-gender matches as compared with the success of same-race or same-gender matches?
- How does duration of the match affect the success of the relationship?

Data Collection

The JUMP national evaluation team has refined its data collection mechanisms to improve the timeliness and accuracy of the information collected. When the evaluation began in 1997, JUMP grantees gathered evaluation information and submitted it to the team on paper forms. This system was cumbersome, and grantees could not access the evaluation information for internal use. In the summer of 1999, JUMP grantees began gathering and submitting data through an automated JUMP MIS. This system allows grantees to transmit data to the national evaluation team electronically (on disk or via e-mail). Local projects have continuous access to their data, which they can use for self-evaluation, public relations, fundraising, or other purposes. The JUMP MIS also produces a wide variety of reports that grantee organizations can use for program evaluation, for support of applications for continued funding, or for other types of support. In the future, the JUMP MIS will allow OJJDP to continue to gather information in a standardized format from JUMP grantees across the country for ongoing analysis and reporting.

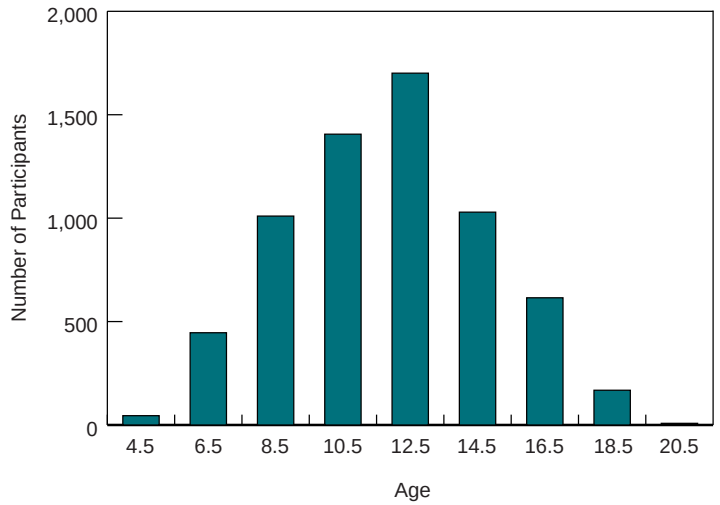
National Evaluation Findings to Date

The national evaluation team receives quarterly data from JUMP grantees. The following information is based on data submitted by nearly 90 percent of cohort I and II grantees (projects funded in 1995 and 1997). A more thorough analysis of preliminary data is available in the *1998 Report to Congress: Juvenile Mentoring Program (JUMP).* Cohort III grantees began submitting data in fall 1999. These data and continuing data from cohorts I and II will enable the national evaluation team to draw more conclusions about JUMP.

JUMP Youth

JUMP projects have reported 7,422 youth enrolled. More than 60 percent of these

Figure 2: Average Age at Enrollment



youth are enrolled in projects that were funded in 1997 (cohort II). As a whole, the projects serve a balanced mix of boys (48.4 percent) and girls (51.3 percent) (0.3 percent of the records do not include gender). Three projects serve only girls and five projects serve only boys. Of the youth who are enrolled, 5,425 have been matched with a mentor at least once.

At the time of enrollment, youth are just under 12 years old on average. However, a wide distribution of ages is represented among the participants (see figure 2). Because it takes time to match a youth to a mentor, the ages at first match are slightly higher than age at enrollment, averaging just over 12 years. The age at second match averages 13.5 years, and the age at third match averages 14.3 years.

JUMP projects serve children of many racial and ethnic backgrounds; a substantial proportion of the enrolled youth are African American (see figure 3). More than half (55.4 percent of the agencies that reported on enrollment) either serve minority children exclusively or have an enrollment of 10 percent or less of white children. However, two projects serve white children almost exclusively.

Most of the youth enrolled in JUMP projects live in single-parent households. Less than 20 percent are from intact two-parent households (see figure 4). JUMP youth are usually exposed to some risk factors (for example, parental drug or alcohol use, friends who engage in delinquent behavior, or poor grades) and are lacking in protective factors (for example, clear standards and consistent discipline, a sense of social belonging, or realistically high parental expectations for achievement). Of those youth for whom data are available, school and social/family domains are the most frequent areas of increased risk (see table, page 5).

JUMP Mentors

The volunteer mentors involved in JUMP projects constitute a diverse group. Although many projects try to recruit mentors from the same racial and ethnic groups as the youth enrolled, mentors are most likely to be white females. More than half of the mentors are white (see figure 5), and 62.8 percent are women. In general, mentors are well educated. Of those mentors for whom education information was available, 83 percent had completed at least some college.

Because there are disproportionate numbers of white and female mentors, some African American and Hispanic youth, and some boys, are assigned mentors who are of a different race and/or gender. Genders are matched in 85.1 percent of first matches and ethnicity is matched in 58.3 percent of first matches. When first matches are not of the same race, a white mentor is matched to a nonwhite youth 77.8 percent of the time. Only 4.1 percent of all matches consist of a female youth with a male mentor.

Satisfaction and Perceived Benefits

Although mentoring has been used as an intervention with youth (both formally and informally) for many years, proof of its effectiveness is just beginning to be evidenced by the data. It is logical that if mentoring can support positive youth development, it can also affect progress toward the JUMP goals, namely, reduction in delinquency and gang involvement, improvement in academic performance, and reduction in school dropout rates.

Figure 3: Race/Ethnicity of JUMP Youth

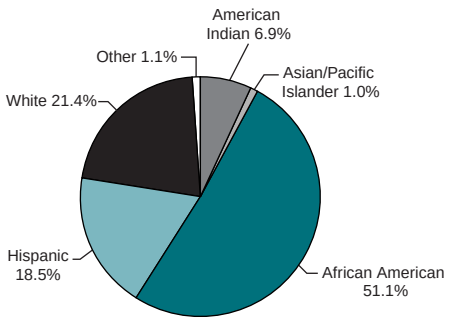


Figure 4: Family Structure of JUMP Youth

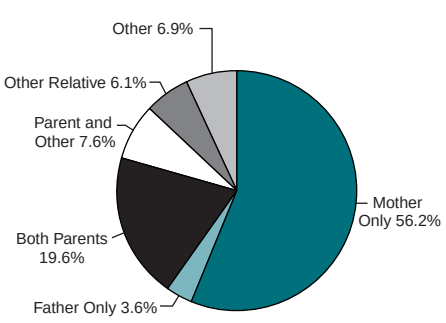
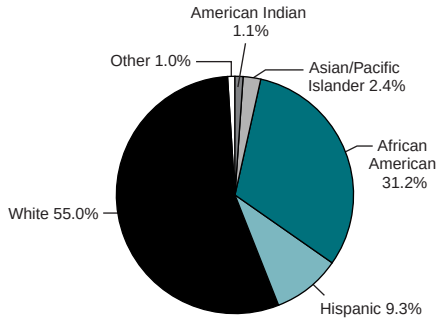


Figure 5: Race/Ethnicity of Mentors



Risk Domains of JUMP Youth

Risk Domain	Percentage of Enrolled Youth* Male (*n*=3,592)	Female (*n*=3,807)
School Problems	74.6%	63.0%
School behavior	39.5	23.5
Poor grades	53.6	45.9
Truancy	10.4	9.1
Social/Family Problems	51.7	56.4
Delinquency	17.5	8.5
Fighting	12.8	6.3
Property crime	2.8	0.5
Gang activity	3.0	1.0
Weapons	1.1	0.4
Alcohol Use	3.2	1.5
Drug Use	4.0	1.8
Tobacco Use	2.3	1.9
Pregnancy/Early Parenting	0.2	1.5

*Percentage of total JUMP enrollment for each gender. For 23 youth, no gender was reported in the database.

The JUMP national evaluation will play an important role in expanding the body of information about mentoring. However, some assessments can be made now, such as whether—and to what degree—youth and mentors are satisfied with the mentoring relationship and whether each perceives any benefit to the youth as a result of participation in the JUMP project.

JUMP grantees obtained feedback from youth and mentors using a standardized instrument to ensure consistency in reporting across sites. The results of this data collection are summarized in this Bulletin. A complete discussion of preliminary material is available in the *1998 Report to Congress: Juvenile Mentoring Program (JUMP).*

Both youth and mentors viewed the experience as positive. Youth and mentors were asked to indicate whether they believed the mentoring relationship helped the youth a little, a lot, or not at all in regard to the following behaviors:

- Getting better grades.
- Attending all classes.
- Staying away from alcohol.
- Staying away from drugs.
- Avoiding fights.
- Staying away from gangs.
- Not using knives or guns.
- Avoiding friends who start trouble.
- Getting along with family.

Both youth and mentors were very positive when rating various aspects of their mentoring experiences, although perceptions of their relationships did not correspond completely.

Match characteristics affected perceived benefits. In 463 cases (265 female mentees and 198 male mentees), the data available allowed researchers to combine, using assigned identification numbers, information received from mentors and youth regarding perceived benefits with corresponding demographic and match characteristics. From these cases, an indication of the perceived satisfaction and benefits could be analyzed with respect to some youth and mentor descriptive characteristics.

The data suggest that boys matched with female mentors and boys matched with male mentors differed somewhat in their perception of the benefits of the mentoring relationship.[2] Boys paired with female mentors reported that they liked their mentors and felt understood by them to the same degree as boys paired with male mentors. However, boys who were matched with male mentors reported greater benefits with respect to avoiding drugs and gangs than did boys matched with female mentors. There were marginally significant differences in reports that mentoring helped youth avoid the use of alcohol and weapons. It is important to remember that these results must be confirmed with more objective data because the reports of perceived benefits by the youth cannot be taken as an indisputable measure of project effectiveness.

Mentor reports differed somewhat from those of mentees. Female mentors paired with boys reported that they observed significantly less improvement than did their male counterparts in the following areas:

- Staying away from drugs and alcohol.
- Avoiding fights.
- Staying away from gangs.
- Not using knives or guns.
- Avoiding friends who start trouble.

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

The benefit of cross-race and cross-gender matches to youth is an important area for further study. However, it is important to bear in mind that self-report data are subject to various influences that can affect the data's validity; therefore, research using more objective measures is needed. In addition, more sophisticated research designs and analyses are needed to control for potentially confounding variables.

Project-Level Evaluation

While the national evaluation is beginning to answer questions about JUMP as a whole, each project should still conduct its own internal evaluation to answer questions that are relevant to its operations. Project-level evaluation (or self-evaluation) is a vital component of any social service project. It is especially important for mentoring projects because of the unique nature of mentoring as an intervention. By definition, mentoring relationships are quite personal and vary greatly from one match to another. Similarly, mentoring projects differ widely from one another. Finally, because relatively little

[2] Only two girls were matched with male mentors in the subset of data used; therefore, an analysis could not be conducted for matches of girls with male mentors.

mentoring research is available, it is important for projects to integrate ongoing self-evaluation into their activities. Some projects already conduct project-level evaluations because they have staff members who are interested in evaluation results or who have backgrounds in evaluation. However, these projects are the exception. To meet the needs of projects that do not have many evaluation resources, OJJDP developed the *JUMP Self-Evaluation Workbook*. The workbook is designed to guide mentoring projects of any size and with any level of evaluation experience through the process of creating a project logic model, designing an evaluation based on that model, interpreting data, and using evaluation results. The workbook will be distributed to all JUMP grantees later this year.

Site Visits

The foundation of the national evaluation of JUMP is the data provided by grantees. However, recognizing that it is not always possible to gain a complete understanding of projects without seeing them in operation, the national evaluation team completed nine site visits and documented the findings in a series of reports to OJJDP. These visits supplement the information gathered through the national evaluation effort and enhance the understanding of the challenges that projects face and their responses to these challenges.

Participation in site visits was voluntary for JUMP projects. In selecting sites to be invited to participate, the national evaluation team considered the following factors:

- Size of the project (number of youth served, number of mentors recruited, and number of matches made).
- Programmatic or service model (type of matches and type of activities).
- Geographic location.
- Year funded (cohort).
- Relationship with LEA (extent and type of support by LEA).
- Demographics, such as gender and race/ethnicity, of youth served by the project.

A select group of projects representative of the JUMP program were invited to participate in the site visits. These projects were asked to support the team's efforts to interview youth, mentors, and key project staff and supporters by arranging and participating in interviews, facilitating meetings, and providing access to various project documents and records. Projects that participated in the site visits are listed below.

- **Big Brothers Big Sisters (BBBS) of Northwest Florida, Pensacola, FL.** BBBS affiliate in Southeast using corporate mentors.
- **City of Madison Mentoring Program, Madison, WI.** Works with youth in two high-risk neighborhoods.
- **Community Service and Employment Training, Visalia, CA.** Works primarily with migrant youth in a school-based project.
- **Greater Lawrence Community Action Council (GLCAC), Lawrence, MA.** Project based in a large community action organization.
- **Ohio Dominican College, Columbus, OH.** College setting that combines one-to-one mentoring with a cluster concept.
- **Project RAISE, Baltimore, MD.** Enrolled 90 youth in second grade and is following them until high school graduation.
- **St. John Baptist Church Mentoring Program, Columbia, MD.** Church-based project for African American males.
- **Valley Youth Foundation, San Jacinto, CA.** Recreation center-based project.
- **Virginia Department of Correctional Education, Richmond, VA.** Provides mentors to youth in two of Virginia's residential correctional facilities.

The site visits addressed the following topics:

- Operational procedures.
- Training procedures.
- Mentor motivations and expectations.
- Mentee motivations and expectations.
- Day-to-day activities.
- Best practices.
- Special challenges.
- Benefits perceived by youth, mentors, and project staff.

The national evaluation team obtained extensive information from the site visits.[3] Several of the insights and recurring themes derived from this qualitative information are summarized in the following sections.

Recruitment of Mentors

Many of the projects reported difficulty in recruiting enough mentors to serve the enrolled youth. Male mentors (especially minorities) are in high demand. Projects employed various strategies to enhance mentor recruitment, including the following:

- **Forming a partnership with a business entity.** The Village to Child Mentoring Program at Ohio Dominican College in Columbus, OH, has formed a partnership with the Defense Finance and Accounting Service (DFAS), Columbus Branch. DFAS is responsible for recruiting and training mentors from among its staff and allows 4 hours of leave from work per month for employees to participate in mentoring activities.
- **Recruiting from churches or other established entities.** The St. John Baptist Church Mentoring Program in Columbia, MD, recruits mentors from its congregation. In addition, it has begun to recruit from the fraternal and service organizations to which current mentors belong.
- **Establishing supplemental mentoring structures.** The Village to Child Mentoring Program, described previously, formed mentoring clusters (groups of mentor-mentee pairs) to give youth the opportunity to form relationships with adults other than their primary mentor. At other sites, project staff became informal mentors to youth until one-to-one matches could be made.
- **Word-of-mouth recruiting.** Nearly all of the projects relied on staff members

[3] These findings will be the subject of another report.

and current mentors for recruiting new mentors.

Motivations for Mentors

Because recruitment of mentors is a significant hurdle for most projects, it is important to understand what motivates a person to become a mentor. Following are some primary reasons that individuals give for wanting to become mentors:

- **A need or desire to give something back to the community.** This was often accompanied by a sense of a shared experience with the youth (e.g., growing up in the same neighborhood or under similar circumstances).
- **Enjoyment derived from working with youth.** Many mentors reported that they enjoyed the time they spent with youth. Some had grown children and wanted an opportunity to spend time with other young people. Other mentors reported that they currently had children living at home and felt that mentoring helped them better understand and relate to their children.
- **Career experience.** A specialized subset of mentors, primarily those involved in mentoring projects located in college settings, reported that they volunteered as mentors to determine whether they wanted to work with youth in their future careers.

Use of Funding/Securing Continued Support

Projects relied on various strategies to supplement JUMP funds throughout the life of the grant and to ensure the project's continuation after grant support ended. Most of the projects reported that they used at least part of the JUMP funds to support one or two staff members to run the project, recruit mentors, and perform other administrative functions. All of the projects relied on financial or in-kind support other than the JUMP grant to keep their projects operational. The following types of support were solicited:

- **Grants from State or local governments or from private foundations.** A few of the grantees were exploring these sources of funding to maintain their projects, while others planned to merge with other agencies or initiatives. The Virginia Department of Correctional Education planned to end its project at the end of the grant period with the expectation that it would resume under a statewide initiative being considered by the State Senate. The City of Madison Mentoring Project in Madison, WI, planned to incorporate the JUMP project into Dane County BBBS and seek additional funding from the United Way at the end of the JUMP grant period.
- **Commercial or corporate sponsors to expand programming or provide incentives.** The project run by GLCAC in Lawrence, MA, formed a partnership with United Parcel Service that provided job opportunities for enrolled youth. GLCAC also relied on the Timberland Corporation to provide backpacks, clothing, and other items to use as incentives for students. BBBS of Northwest Florida relied on its relationship with Big Rhino Screen Printing, a local company, to provide employment opportunities and promotional items for special events.

Training and Technical Assistance

OJJDP has identified various areas for training and technical assistance to support the JUMP projects. In 1998, OJJDP competitively awarded a JUMP Training and Technical Assistance grant to Northwest Regional Educational Laboratory (NWREL). Under this agreement, NWREL, in collaboration with BBBS of America and Public/Private Ventures, will develop ongoing training and education programs (designed to identify and reinforce best practices) for JUMP grantees and other mentoring projects. NWREL will also provide onsite technical assistance to JUMP projects. In addition to hosting annual JUMP cluster conferences to promote the sharing of information (the first conference was held in New Orleans, LA, in June 1999), NWREL has also facilitated the selection of mentoring host sites across the country. These host sites are projects that have an identified strength in a particular technical assistance area; they will host regional conferences throughout the year and will be available to serve as resources to other mentoring projects that require assistance. JUMP host sites and their areas of expertise are listed below.

- **BBBS of Metro Atlanta, GA.** Mentor training, targeted recruitment, cultural/ethnic/socioeconomic issues.
- **BBBS of New York, NY** (non-JUMP project). Support for mentors, project evaluation.
- **Boys & Girls Club of the Northern Cheyenne Nation, Lame Deer, MT.** Working with American Indian populations, building community support, training mentor trainers.
- **Valley BBBS, Phoenix, AZ.** Recruitment, screening, and training of mentors; building community support/coalitions.
- **Young Leaders Academy of Baton Rouge, LA.** Supervision of matches, parental involvement, targeted recruitment.

Additional Resources

America's Promise—The Alliance for Youth
Alexandria, VA
703–684–4500
www.americaspromise.org

Big Brothers Big Sisters of America
Philadelphia, PA
215–567–7000
www.bbbsa.org

Boys & Girls Clubs of America
Atlanta, GA
404–815–5700
www.bgca.org

Communities In Schools, Inc.
Alexandria, VA
703–519–8999
www.cisnet.org

National Mentoring Center
Portland, OR
800–547–6339
www.nwrel.org/mentoring/index.html

One to One/National Mentoring Partnership
Washington, DC
202–729–4345
www.mentoring.org

The Points of Light Foundation
Washington, DC
202–729–8000
www.pointsoflight.org

Public/Private Ventures
Philadelphia, PA
215–557–4400
www.ppv.org

YMCA of the USA
Chicago, IL
312–977–0031
www.ymca.net

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Conclusion

Mentoring shows great promise as an effective intervention for at-risk youth. Through JUMP, OJJDP not only has helped communities to establish mentoring projects that serve youth directly but also has supported research to enhance understanding of the dynamics of mentoring relationships. Knowledge obtained from the JUMP national evaluation will help future mentoring projects provide effective, pragmatic services to the Nation's youth. As the body of knowledge grows, so does the enthusiasm for mentoring as a way of making a positive and lasting impact on America's youth.

For Further Information

For more information on OJJDP's Juvenile Mentoring Program, contact the Juvenile Justice Clearinghouse (JJC) at 800–638–8736 (phone), 301–519–5600 (fax), or www.ojjdp.ncjrs.org (Internet). JJC also maintains a JUMP Web page (www.ojjdp.ncjrs.org/jump/index.html).

The following OJJDP documents on related topics are available from JJC:

- *1998 Report to Congress: Juvenile Mentoring Program (JUMP)* (NCJ 173424, 1998).
- *Mentoring—A Proven Delinquency Prevention Strategy* (NCJ 164386, 1997).
- *Mentoring for Youth in Schools and Communities*—Satellite Teleconference (NCJ 166376, 1997). The cost for the videotape is $17 ($21 if shipped outside the United States).

This Bulletin was prepared under grant number 98–JG–FX–0002 from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

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

Acknowledgments

This Bulletin was written by Laurence C. Novotney and Elizabeth Mertinko of Information Technology International and James Lange and Tara Kelley Baker of Pacific Institute for Research and Evaluation. They would like to thank OJJDP and the JUMP project staff, mentors, mentees, and families for their cooperation and enthusiasm. They would also like to thank the JUMP projects in Baltimore and Columbia, MD; Columbus, OH; Lawrence, MA; Madison, WI; Pensacola, FL; Richmond, VA; and San Jacinto and Visalia, CA, for sharing their successes and lessons learned during site visits.