Researching the Referral Stage of Youth Mentoring in Six Juvenile Justice Settings

AN EXPLORATORY ANALYSIS

Final Report
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EXECUTIVE SUMMARY

Researching the Referral Stage of Youth Mentoring in Six Juvenile Justice Settings: An Exploratory Analysis, prepared for the Office of Juvenile Justice and Delinquency Prevention, examines the referral stage of the mentoring process across six juvenile justice system settings (Juvenile Corrections, Juvenile Detention, Juvenile Probation, Delinquency Court, Youth/Teen Court, and Dependency Court). The current study reflects a commitment by the United States Department of Justice (USDOJ) to augment the empirical knowledge base on youth mentoring and move toward evidence-based best practices regarding the vital referral stage of the mentoring process.

As a low-cost delinquency prevention and intervention option that capitalizes on the resources of local communities and caring individuals, mentoring has emerged as a promising delinquency reduction strategy for at-risk or high-risk youth. In general, the terms at-risk and high-risk refer to any youth who has a higher-than-normal probability of becoming involved in the juvenile or adult criminal justice system (for national probability arrest statistics, see Brame et al., 2012). Mentoring programs are suitable for service delivery in multiple forms ranging from popular one-to-one and group/team approaches to peer-to-peer, cross-age and e-mentoring orientations and thus can be customized to a wide range of needs and situations. Mentoring relationships have dramatically increased in recent years for youth development, generally, and particularly for at-risk youth as an unprecedented amount of federal funding for mentoring initiatives has enabled wide scale implementation of mentoring programs. While mentoring services have substantially increased over the last few years, the empirical knowledge base on mentoring remains underdeveloped as too little empirical information exists to inform efforts to orient the mentoring community in evidence-based practices.

In an effort to fill the gap in the knowledge base regarding the referral stage of youth mentoring processes, this report considers the following research objective driven questions:

1. What are the best practices in identifying and referring youth to mentoring programs across distinct juvenile justice settings?
2. What is the capacity of the mentoring community to support the youth identified for mentoring from six juvenile justice settings?
3. What is the quality of mentoring programs, as defined by alignment with the *Elements of Effective Practice for Mentoring*™, across the juvenile justice settings?
4. What intermediate outcomes are achieved by mentoring throughout the settings?

To examine these questions, a mixed-methods research design was employed that entailed the collection of original data obtained from instrument-driven, site visit stakeholder interviews and a national survey on mentoring referral practices and related program capacity issues. The report begins with an overview chapter on youth mentoring with focused attention to mentoring at-risk youth, the diversity of mentoring forms and strategies, and review of the extant scientific literature regarding referral specific issues and evidence-based outcomes for delinquency prevention and reduction. The second chapter details the methodology followed by Chapters 3 and 4, which present qualitative (site visits) and quantitative (survey) findings, respectively. The report concludes with a fifth chapter that synthesizes the information collected from multiple sites and sources before discussing related implications for the mentoring community.

Executive Summary

continued

Key findings include:

- Though not uniform, there are seven distinct steps in most referral processes from point of identification to mentoring relationship matching.
- Youth mentoring is overwhelmingly voluntary.
- Mentoring tends to be gender segregated with same gender mentor-mentee matches.
- The majority of mentoring is delivered by national level youth service organizations such as Boys & Girls Clubs and Big Brothers Big Sisters.
- The majority of mentoring settings examined utilize similar assessment criteria for determining suitability of referred youth for mentoring services.
- Intake and assessment of youth should precede referral.
- More youth are deemed eligible for referral than are ultimately matched with a mentor.
- The most pressing obstacle to matching is a shortage of qualified mentors; the lack of mentors is more pronounced for certain demographics, particularly African-American males.
- The most common reasons youth are not referred for mentoring services include violence, substance abuse and mental health issues.
- Youth and family member demeanor often play a significant role in the decision to refer.
- Juvenile justice settings using embedded mentoring programs more readily facilitate matching.
- The majority of mentoring is delivered in one-on-one and community contexts.
- Very few juvenile justice settings follow up with youth after referral.

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1 Introduction and Overview of Mentoring

While there has been a considerable increase in advocacy and funding for mentoring in recent years, the empirical knowledge base remains under-developed. To close this gap between applied practice and knowledge regarding evidence-based and best practices, the current study explored and analyzed the referral process and related aspects of youth mentoring across six juvenile justice settings. These settings survey the scope of the juvenile justice system and reach a wide range of youth with various risk levels. The settings (Juvenile Probation, Youth Court/Teen Court, Juvenile Detention, Dependency Court, Delinquency Court, and Juvenile Corrections) are described in greater detail below and under the qualitative methods sample section (Chapter 2).

Delinquency Court (Juvenile and Family Court)

Delinquency Courts have jurisdiction over juveniles, juvenile delinquents, status offenders and children and youth in need of supervision. All juvenile courts are civil bodies, which means that juveniles cannot acquire a criminal record directly from Delinquency Court actions where the actions remain confined to the Delinquency Court. The Delinquency Court is most commonly associated with juvenile justice.

Dependency Court (Juvenile and Family Court)

Dependency Courts involve a juvenile (child/youth) in cases most commonly associated with foster care, abuse and neglect. Dependency Court judges are charged with determining whether allegations of abuse or neglect are sustained by the evidence and, if so, are legally sufficient to support state intervention on behalf of the child. Some youth who appear in the Delinquency Court also appear in the Dependency Court at the same time for dual adjudicatory issues.

Youth Court/Teen Court (Youth Justice)

Youth Courts are a juvenile justice diversion program in which juveniles are sentenced by their peers for minor crimes, offenses and/or violations. These juvenile diversion programs are administered on a local level by law enforcement agencies, probation departments, Delinquency Courts, schools and local nonprofit organizations. These programs offer communities an opportunity to provide immediate consequences for primarily first-time juveniles and they also offer important civic, service and volunteer opportunities for volunteer youth who serve as judges, defenders, prosecutors, clerks and jurors.

Juvenile Detention

Juvenile Detention refers to the legally-authorized temporary secure custody of juveniles who are accused of illegal conduct subject to the jurisdiction of the court and who require a restricted environment for their own or the community's protection while pending legal action. Detention is often described as short-term immediate out-of-home placement in comparison to corrections. Some of the youth in detention are transferred to a corrections facility, but first must be adjudicated by the court.

Juvenile Corrections

Juvenile Corrections denotes a locked facility that has physical features that restrict the movement of adjudicated delinquent juveniles who are held in the facility as the Delinquency Court's disposition. Juvenile Corrections is often described as long-term out-of-home placement in comparison to detention.

Juvenile Probation

Juvenile Probation refers to a sentence not involving confinement that imposes conditions and retains authority in sentencing court to modify conditions of sentence or resentence the juvenile offender for probation violations. Counties and cities often elect to have Juvenile Probation operate within an independent probation agency or Juvenile Probation will operate under the jurisdiction of the Delinquency Court.

As detailed in subsequent chapter sections, a research design utilizing qualitative (site visits and interviews) and quantitative (survey) data collection and analysis was executed in a stepwise manner (i.e., a mixed methods approach). Instrument-driven qualitative work at a sample of selected sites enabled basic exploration and description of referral for mentoring practices, provided contextualization of quantitative findings and informed development of a national survey. A national level survey, in turn, enabled observation and description of referral and related mentoring practices and processes more generally. Exploration of the referral for mentoring phenomenon was based in four central research questions as described below.

Mentoring entails a relationship between older and more experienced adults and an unrelated younger mentee wherein ongoing guidance, instruction and support from the adult seeks to enhance the character and life skills of the mentee (Rhodes, 2005). The appeal and rise of mentoring is understandable as it is a low-cost delinquency prevention and intervention option that capitalizes on the resources of local communities and caring individuals. Mentoring services are suitable for services delivery in multiple forms ranging from popular one-to-one and group/team approaches to peer-to-peer, cross-age and e-mentoring orientations and thus can be customized to a wide range of needs and situations. Mentoring relationships have dramatically increased in recent years for youth development, generally, and particularly for at-risk youth as an unprecedented amount of federal funding for mentoring initiatives has enabled wide scale implementation of mentoring programs (Office of Justice Programs, 2011).

While mentoring services have substantially increased over the last few years, the empirical knowledge base on mentoring is under-developed. There has been an ongoing commitment by the U.S. Department of Justice (USDOJ) to augment the empirical knowledge base on youth mentoring and move toward evidence-based practices as a major form of delinquency prevention and reduction. The majority of attention to mentoring has focused on important issues such as preferred processes for successfully matching adult mentors and youth

mentees, substantive modality elements, generally, and across mentoring forms, as well as consideration of which combination of factors and mentoring activities lead to successful outcomes. The current study focuses on the important referral stage of mentoring, a vital step in mentoring processes necessary to matching and mentoring services delivery.

This introductory section provides a background on youth mentoring so as to contextualize findings on the referral stage and related mentoring elements presented in subsequent sections. First, the history and evolution of youth mentoring are briefly observed en route to reviewing the extant literature on mentoring for delinquency prevention and reduction across juvenile justice system and wraparound settings. Major forms of mentoring (e.g., school-based, after-school based, faith-based and community-based) are also recognized prior to observing the small amount of literature informing the focal concern of referral and related selection criteria. Last, the scientific evidence on the effectiveness, needs and prospects for mentoring development is reviewed.

The second chapter of this report relates the methodology employed to investigate the referral stage, including reiteration of research objectives, sampling approach, description of qualitative and quantitative data collection instruments, and plan of analysis. The third chapter communicates qualitative findings from site visits to mentoring programs across juvenile justice system settings in three areas: 1) the referral process, 2) program capacity and characteristics, and 3) outcomes for mentoring. The fourth chapter presents descriptive and statistical information from national survey findings, including basic information on survey respondents and their programs. A final chapter summarizes conclusions and relates implications from the study.

The History and Evolution of Youth Mentoring

The proliferation of youth mentoring programs in recent years has been the subject of considerable research and discussion (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011). Estimates put the current number of programs and youth population served at more than 5,000 and approximately three million, respectively (MENTOR: National Mentoring Partnership, 2006). Despite the widespread proliferation of these programs, there is no officially or professionally designated description of what constitutes a mentoring relationship. Mentoring, however, is generally characterized as a relationship wherein growth and development of a younger protégé is fostered through instruction and support provided by an older, more experienced individual (DuBois & Karcher, 2005). Relationships can be formal and arranged through an organization that matches youth and adults or informal, naturally occurring connections such as those that develop between teacher and student. The former classification represents an estimated 30 percent of all mentoring relationships (Wood & Mayo-Wilson, 2012) and will be the focus of this review.

While the dimensions and attributes of these relationships can vary across programs and settings, the common focus or purpose is to provide positive or pro-social influence on youth development in areas where it may be lacking. This theme of youth development is evident in the developmental stages of mentoring identified by Baker and McGuire (2005) that illustrate its growth and evolution in the United States. The noticeable increase and prevalence of delinquent behavior that accompanied the industrialization and urbanization boom of the early 20th century prompted creation of juvenile courts and demand for prevention and intervention efforts. Establishment of formal mentoring and service

programs followed including Big Brothers Big Sisters, Boy and Girl Scouts and YMCA/YWCA. Interest in using a scientific approach and emphasizing crime control in the 1980s trumped delinquency prevention and mentoring as social service took a back seat until advocates and researchers refocused on developing best practices beginning in the 1990s.

Part of mentoring's attractiveness lies in the fact that it provides a seemingly simplistic and inexpensive remedy to the problem of diverting socially and economically disadvantaged youth away from risky or delinquent behaviors (DuBois & Karcher, 2005; Keller, 2005; Smith & Stormont, 2011). Matching of disaffected children and adolescents with caring adults who can offer emotional and social support that may be lacking at home or school is expected to counterbalance negative influences, helping youth to overcome hardships and avoid criminal involvement. Such assumptions and expectations are grounded more in faith than theory and do not consider the potential for participant characteristics as well as program structure and delivery or fidelity to affect intermediate and long-term outcomes (Newburn & Shiner, 2006; Rhodes, 2005; Rhodes & DuBois, 2008). Furthermore, the significance of adequate training, quality relationships, specified goals and linking program processes and activities with desired outcomes can be overlooked or ignored (Bouffard & Bergseth, 2008; Keller, 2005; Nakkula & Harris, 2005; Pryce & Keller, 2011; Spencer, 2006; Spencer, 2007; Thompson & Zand, 2010; Tolan, Henry, Schoeny & Bass, 2008). It is this absence of theoretical foundation and inattention to processes and practices that largely explains the mixed findings and positive but limited mentoring impacts documented in the evaluation literature (Coyne, Duffy & Wandersman, 2005; DuBois & Silverthorn, 2005; DuBois et al., 2011; Newburn & Shiner, 2006; Rhodes & DuBois, 2008; Tolan et al., 2008; Wood & Mayo-Wilson, 2012).

The overall impact of mentoring on youth development has been positive with regard to outcomes such as improved attitudes, self-perception (LoSciuto, Rajala, Townsend & Taylor, 1996) and interpersonal relations, reduced truancy, dropout rates (Dondero, 1997; Jones-Brown & Henriquez, 1997) and substance abuse (Bouffard & Bergseth, 2008; LoSciuto et al., 1996; Thomas, Lorenzetti & Spragins, 2011; Tolan et al., 2008). Although more difficult to measure, mentoring proponents additionally suggest it increases protective factors such as resilience and social support (Day, 2006), translating to improved emotional wellbeing and interpersonal relations (Laakso & Nygaard, 2007; Thompson & Zand, 2010). These and other benefits, however, have been quite small in magnitude and shown to vary with program structure and relationship duration (DuBois et al., 2011; Enriquez, 2011; Keller, 2005; LoSciuto et al., 1996; Wood & Mayo-Wilson, 2012) as longer and better designed programs enhance positive effects of mentoring while shorter or prematurely terminated matches can have adverse consequences (Rhodes & DuBois, 2008). The pattern of small effect sizes found in recent meta-analyses by DuBois et al. (2011) and Wood and Mayo-Wilson (2012) is also underscored by the fact that mentoring is often part of a larger intervention program making its influence difficult to isolate from other factors.

Given the lack of robustness and variability of mentoring effects, several concerns and limitations have emerged in the research literature. Outcomes and effectiveness differ for certain populations (DuBois et al., 2011; Enriquez, 2011; Keating, Tomishima, Foster & Alessandri, 2002; Smith & Stormont, 2011; Spencer, 2007; Tolan et al., 2008) and across different locations and settings (Bouffard & Bergseth, 2008; Dallos & Comley-Ross, 2005; Dappen & Isernhagen, 2006; Langhout et al., 2004; Portwood & Ayers, 2005). Findings suggest gender, race, risk status and geographic location

can all have an impact on mentoring experiences and results (Bogat & Liang, 2005; Keating et al., 2002; Enriquez, 2011; Bouffard & Bergseth, 2008). Rhodes and DuBois (2008) also note that positive effects may not be sustained as many evaluations report only short-term outcomes and follow up is often lacking. Research additionally points out several problem areas practitioners and evaluators have neglected: modeling or structuring of programs (DuBois et al., 2011), delivery and implementation (Rhodes & DuBois, 2008), mentoring relationships (Keller, 2005) and targeting of populations (Smith & Stormont, 2011).

Mentoring and Delinquency Prevention and Reduction

Since gaining wide acceptance as an intervention for socially and emotionally vulnerable youth, mentoring has also been enthusiastically embraced as a remedy for delinquency and misconduct among "at-risk" or "high-risk" youth and adolescent offenders. At-risk/high-risk is a broad classification but typically encompasses youth who, due to personal or environmental disadvantages, are more susceptible to negative life outcomes (Bouffard & Bergseth, 2008) but have not yet been labeled delinquent or offenders. In short, at-risk/high-risk youth are individuals whose probability of becoming involved in the juvenile or adult criminal justice system is higher than normal. Mentoring for this group is expected to function as a primary prevention or early intervention strategy to avoid or divert participants from the justice system. The term "system-involved" describes low level or chronic youth offenders who may be incarcerated or under community supervision. In these settings, mentoring is utilized as a reentry or aftercare approach to reduce or prevent recidivism (Bazron, Brock, Read & Segal, 2006; Bouffard & Bergseth, 2008; Blechman & Bopp, 2005; Enriquez, 2011).

While mentoring interventions for at-risk youth have been the subject of numerous studies and positive findings have fueled interest in and funding of corresponding juvenile offender programs, very little research has focused on mentoring for system-involved youth (DuBois et al., 2011).

Similar to outcomes with at-risk groups, mentoring results for re-entry and aftercare participants have also been inconsistent (Blechman & Bopp, 2005; Bouffard & Bergseth, 2008; Enriquez, 2011), and lack of rigorous testing has also presented problems. In a recent meta-analysis by DuBois et al. (2011), programs aimed at reducing juvenile offending were omitted due to underrepresentation and the potential for unreliable findings in this area. Mentoring has shown promise when used as a therapeutic approach in lieu of punitive responses to delinquency like boot camps or waiver to adult court (Jones-Brown & Henriquez, 1997). Findings suggest positive effects are stronger and more likely as part of a comprehensive re-entry program (Dubberley, 2006) but less effective for chronic offenders (Enriquez, 2011). It remains unclear, however, whether or exactly how much system-involved and high-risk youth can benefit from mentoring (Bouffard & Bergseth, 2008; Enriquez, 2011). Understanding the influence of mentoring setting or location (school, community, justice system), population characteristics (risk level, needs) and the referral process (social, legal) can help contextualize findings and provide direction for future research.

Unprecedented growth in funding and emergence of interventions targeting high-risk populations makes researcher and practitioner understanding of mentoring processes and the factors which moderate them that much more urgent and vital. Since 2004, $100 million has been allocated annually through the Departments of Education

and Health and Human Services for mentoring children of incarcerated parents and academically disadvantaged middle-school students. The Second Chance Act, passed in 2008, offered funding through the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and Bureau of Justice Assistance to provide mentoring services as part of juvenile reentry. In 2011, OJJDP granted $60 million to national programs including Big Brothers Big Sisters and an additional $40 million to state and local programs. Since 1994, in excess of $500 million has been appropriated to juvenile and youth mentoring by OJJDP, $97 million alone in 2010 (Office of Justice Programs, 2011). The momentum behind this geographic and fiscal expansion of mentoring underscores the need for advancing the empirical knowledge base about program effectiveness.

Mentoring For Delinquency Prevention and Reduction Across Juvenile Justice and Youth Work Settings

Different contextual variables and dynamics have the potential to moderate or affect mentoring processes, outcomes and participant experiences. According to Rhodes' (2005) model of youth mentoring, moderators include internal or individual youth characteristics, relationship and program aspects, and external or environmental factors. Few studies have extensively examined the effects of participant characteristics on mentoring relationships and outcomes (DuBois et al., 2011), and far fewer have analyzed the influence of external forces including family and peer relationships on these interventions (Pryce & Keller, 2011; Spencer, 2007). These gaps in the literature are due to the limited availability of such data and because of the restricted ability of qualitative analyses to accurately operationalize and measure many of the intangible aspects of mentoring. Consequently, program setting has been subject to more scrutiny as existing evaluations have primarily focused on overall program effectiveness and outcomes (DuBois et al, 2011), with minimal but increasing attention to other factors.

Because mentoring proliferation has largely been the result of grassroots efforts and occurred in absence of a prevailing model (Baker & McGuire, 2005), program structures, objectives and delivery vary widely but are typically framed around the 1) physical or social setting, 2) population to be served, or 3) desired outcomes (DuBois & Karcher, 2005; DuBois et al, 2011). While most interventions target generic, at-risk populations, some are tailored to very specific groups including teen parents, neglected or abused youth and children of incarcerated parents (DuBois & Karcher, 2005; Laakso & Nygaard, 2007). Expected outcomes vary and may or may not be explicitly stated (Newburn & Shiner, 2006) but often center on participant attitude ("soft" outcomes) or behavior ("hard" outcomes) modification (Dubberley, 2006; DuBois et al, 2011). Given that present populations of interest are limited to at-risk and system-involved youth, and mentoring for delinquency prevention/reduction efforts is the primary focus, discussion here will concentrate on physical or social setting as a moderating factor.

Although no formal mentoring typology exists, and some variation and overlap occur, interventions can be classified as site-based or community-based according to where most activity takes place (Sipe, 2005). Site-based programs generally operate out of schools, faith-based organizations and local service clubs (Dappen & Isernhagen, 2006; DuBois & Karcher, 2005) and may use paid or volunteer mentors. Activities are highly structured, may be group oriented and involve little or no interaction outside program functions, and relationships in this setting are often shorter in duration (Portwood & Ayers, 2005; Pryce & Keller, 2011; Smith &

Stormont, 2011). Community-based national organizations, such as Big Brothers Big Sisters, Boys & Girls Clubs and United Way, represent a slight majority of programs, are characterized by one-on-one mentor-protégé matches and involve less structured activities primarily occurring off-site at various locations (DuBois & Karcher, 2005). Participants determine scheduling and frequency of activities, and relationships tend to be longer, as a minimum one-year commitment is usually recommended (DuBois et al, 2011; Portwood & Ayers, 2005). Examples of each setting are described below; however, school- and community-based programs are prevalent in the literature and will be covered in greater detail than other contexts.

Types of Mentoring

School-Based Mentoring

Programs offered in the school setting are primarily aimed at academic improvement but also target other areas such as substance abuse and gang prevention, life skills, violence or aggression, and truancy. As with most site-based interventions, activities are organized around a set schedule and tend to be less social or recreational in nature. Relationships are shorter in duration and have less intensity of interaction than other settings because meetings are often no more than one hour each week and programs are confined to the nine-month school term (DuBois et al., 2011; Pryce & Keller, 2011). Several advantages to school-based mentoring include its cost-effectiveness compared to other interventions (Portwood & Ayers, 2005), an abundance of natural mentors in teachers and setting conducive to identifying and targeting high-risk youth (McCluskey, Noller, Lamoureaux & McCluskey, 2004), convenience for participants with limited transportation access, immediacy of support and supervision, and a safe, neutral environment (Smith & Stormont, 2011). Despite the inherent benefits, findings on mentoring effectiveness in school programs have been mixed (DuBois et al., 2011).

As part of a middle school substance abuse prevention curriculum emphasizing community service, life skills and protective drug/alcohol resistance skills, the mentoring group demonstrated significant positive outcomes compared to control and prevention without mentoring groups (LoSciuto et al, 1996). Effects of mentoring alone could not be disentangled from other activities, but results support other findings indicative of its greater potency as part of a comprehensive prevention program. Overall, meta-analyses have found small, nonsignificant positive effects for mentoring in a school context, but little or no improvement in outcomes (DuBois et al., 2011; Wood & Mayo-Wilson, 2012) and consistently smaller effect sizes when compared to other program settings (DuBois et al., 2011). DuBois et al. (2011) and Wood and Mayo-Wilson (2012) concluded that school-based programs should produce enhanced outcomes with better development and increased duration. Due to concerns over economic and social disadvantages common to inner-city settings, school-based mentoring has also been examined in urban and suburban locations to determine if differences in effectiveness exist. Dappen and Isernhagen (2006) determined both locations can offer similarly effective interventions and create positive changes, but noted urban settings may struggle with making timely and suitable matches as a result of the limited availability of willing mentors.

After-School Mentoring

Local service organizations sponsor site-based mentoring programs and offer weekend, before- and after-school, and seasonal or summer activities

through their own locations or by partnering with schools and national groups like Big Brothers Big Sisters. Organizations such as YMCA/YWCA, 4-H, Girl/Boy Scouts, Rotary Club and Boys & Girls Clubs provide recreational, educational, cultural and vocational activities intended to promote development and prevent unsupervised youth from engaging in delinquent behavior (Hirsch & Wong, 2005). Partnerships with educational and national organizations create some overlap with school- and community-based programs, and studies often do not distinguish after-school from school- or community-based mentoring. However, out-of-school programs do differ from these other approaches because the settings vary and they frequently utilize group mentoring as opposed to one-on-one mentoring. Similar to school-based efforts, activities are structured and confined to a daily or weekly schedule set by the organization, but they are more varied than those offered in school programs.

A 2005 evaluation linking after-school programs with limited positive effects led to substantial cutbacks in funding and political disputes over budgeting in the decade since the report (Hirsch & Wong, 2005). Very little research exists on after-school programs, and assessments have mainly been based on qualitative data measuring youth-staff relations and skill and personal development with minimal attention to specific outcomes and mentoring theory or literature (Hirsch & Wong, 2005). Some findings suggest these interventions are under-used with high-risk and older adolescents who could most benefit from them (Lauver, Little & Weiss, 2006). Other results indicate this same group might not respond positively in this particular type of setting (Enriquez, 2011) and may require more social support or one-on-one attention for mentoring to be effective. These organizations serve many disadvantaged and minority communities facilitating contact with at-risk and delinquent youth and placing them in a favorable position to positively influence outcomes through mentoring services. As with other site-based programs, there has been little intersection between practice and research, rendering the efficacy of these interventions largely undocumented and unclear.

Faith-Based Mentoring

Mentoring was a core component of President George W. Bush's 2001 faith-based initiative to provide federal funding for nonprofits offering assistance and services to local communities (Maton, Santo Domingo & King, 2005). Under this policy, OJJDP has funded faith-based organizations as part of the Juvenile Mentoring Program (JUMP) and other youth advocacy initiatives. In order to qualify as faith-based, a congregation, tribal group or religious organization must provide mentors and program sponsorship. Similar to schools, congregations provide a ready supply of available mentors and share ties with local communities. Churches and nonprofits sometimes carry more credibility with inner-city families and minorities than secular organizations, and the spiritual or religious context may better facilitate emotional development and desired outcomes associated with mentoring (Maton et al., 2005). The potential for conflict between religious views of the organization and needs or beliefs of participants and their families presents special challenges for faith-based programs, as does the possibility of constitutional issues that may arise should organizational values clash with criteria linked to government funding (Maton et al., 2005).

While these programs provide the settings for a very small portion of youth mentoring interventions (Dappen & Isernhagen, 2006), their actual prevalence is unknown, and their scope is largely undefined. They are also not well represented in

the research literature as few have been studied and none have been systematically reviewed (Maton et al., 2005). Programs such as the Amachi Project and Tribal Youth Program represent mentoring interventions funded by OJJDP through faith-based initiatives. Amachi pairs at-risk urban youth with mentors in Philadelphia neighborhood congregations while Tribal Youth provides mentoring matches as part of reentry for Native American/American Indian juvenile offenders and delinquency prevention for other tribal youth. To date, these and similar interventions have produced positive effects but have by and large been evaluated on the basis of soft outcomes, such as improved confidence and self-esteem (Maton et al., 2005).

Community-Based Mentoring

In contrast to site-based interventions, community-based mentoring provides a less rigidly structured setting typified by social and recreational activities where participants determine meeting location, frequency and duration. Volunteers and youth are generally matched according to preferences and criteria provided to the organization, making the relationship and its effect on outcomes the focus rather than instrumental goals or objectives (Dallos & Comley-Ross, 2005). Caseworkers are assigned to provide some supervision but primarily serve in an advisory or supportive role. Because activities and interactions are less regulated, relationships in this context also tend to be less prescriptive or directive in tone and more enduring (DuBois et al., 2011; Pryce & Keller, 2011). This is important because relationship duration has consistently demonstrated a strong correlation with youth improvement across multiple outcomes (Grossman, Chan, Schwartz & Rhodes, 2011; Grossman & Rhodes, 2002; Rhodes & DuBois, 2008; Spencer, 2007), while shorter or untimely termination of relationships can have a negative impact (DuBois et al., 2011). While reduced supervision and structure allows for relationships to develop more organically, lack of immediate support can further complicate the problems or challenges that arise (Weinberger, 2005).

Big Brothers Big Sisters provides the most prominent example of community-based mentoring and has been the subject of numerous evaluations. Findings indicate the one-on-one format and flexible structure may be more favorable for relationship development and bonding, ultimately promoting long-term positive youth development over temporary or immediate outcomes (Dallos & Comley-Ross, 2005; Keller, 2005; Langhout et al., 2004; Pryce & Keller, 2011; Rhodes & DuBois, 2008; Spencer, 2006; Thompson & Zand, 2010). Mutuality of mentor/protégé expectations, interests and desired outcomes can determine success or failure (DuBois et al., 2011; Pryce & Keller, 2011; Spencer, 2006; Spencer, 2007); consequently, the matching process is a key foundational aspect of this context. Similar to results with site-based research, benefits of the community-based setting also appear to be augmented when mentoring is supplemented by other prevention efforts (Dallos & Comley-Ross, 2005; LoSciuto et al., 1996). Efficacy of the community model is evident across different at-risk populations including but not limited to system-involved youth (Bouffard & Bergseth, 2008), children and adolescents (Cavell & Smith, 2005; Darling, 2005), children of incarcerated parents (Laakso & Nygaard, 2007), males and females (Bogat & Liang, 2005) and minorities (Sanchez, Esparza & Colón, 2008). Evaluations of interventions targeting system-involved and incarcerated youth are rare, however, and few mentoring programs use delinquency or recidivism as an outcome measure (Bazron et al., 2006; DuBois et al., 2011).

Referral to Youth Mentoring

Referral — the process by which youth come into contact with or are selected to participate in mentoring programs — and its impact are largely absent from the mentoring literature. Program access or entry is typically based on the perceived risk or vulnerability status of youth and, depending on the setting, determined by family members, advocates or professionals in the community (Bouffard & Bergseth, 2008; Dappen & Isernhagen, 2006; Keating et al., 2002; Pryce & Keller, 2011; Tolan et al., 2008). Referral may be the result of justice system involvement or due to school staff or social workers recommending intervention in response to misconduct or performance issues. While self-referral is also an option for many programs, initiation of the referral process and decisions regarding which individuals will have the opportunity to participate typically reflect the discretion of a concerned and sympathetic or professionally obligated adult. This discretionary aspect of referral gives rise to the question of whether mentoring programs target youth in greatest need of services or rather those most amenable to intervention. As indicated by previous studies of referral (Barnes, Miller & Miller, 2009; Miller, Miller & Barnes, 2007), either scenario has implications for both participant outcomes and intervention efficacy.

The literature on similar youth-centered interventions such as drug court provides a relevant context in which to consider referral and its potential influence on mentoring. Both mentoring and drug court programs tend to target low-level, non-violent juvenile offenders as part of delinquency prevention and reduction. While mentoring interventions often focus on at-risk youth, some admit system-involved participants and rely on referral criteria comparable to that of drug courts. Consequently, findings regarding effects and implications of drug court referral offer reasonable comparisons for understanding and assessing mentoring referral. Examination of demeanor and other characteristics as predictors of selection reveals that individuals with certain traits are more likely to be admitted to drug court programs (Barnes et al., 2009; Miller et al., 2007). Research suggests corresponding patterns exist in the selection or identification of youth mentoring participants (Enriquez, 2011; DuBois et al., 2011; Rhodes, 2005; Tolan et al., 2008).

Selection Criteria for Youth Mentoring

Because a typology has not been established, mentoring programs are generally classified according to structural and environmental features or characteristics of participants (Sipe, 2005). The referral process, be it formal or informal, tends to reflect this same distinction in that selection is primarily contingent upon youth characteristics including risk status and fit with program objectives. For youth classified as at-risk due to social, economic or personal disadvantage, selection is often informal, unofficial and participation voluntary. Qualifying attributes range from academic difficulties and family disruption to emotional and behavioral issues (Dondero, 1997; Keating et al., 2002; Weinberger, 2005). Parental consent and recommendation by teachers, counselors, social workers, clergy or other community members in regular contact with troubled youth are normally the only admission requirements (Dappen & Isernhagen, 2006; Keating et al., 2002; Portwood & Ayers, 2005).

Referrals may also occur as the result of formal partnerships between and among schools, faith-based groups, juvenile justice departments and national mentoring organizations (Maton et al.,

2005). Such partnerships are frequently the source of mentoring referrals for system-involved or high-risk youth in an attempt to reduce delinquency or prevent recidivism. With this population, similar to drug court, admission is often based on the client's juvenile record and seriousness of offense and will usually be a legal condition of release or diversion to have a charge dismissed (Dubberley, 2006; Enriquez, 2011; Tolan et al., 2008). Incarcerated youth may also be admitted to mentoring interventions as a part of rehabilitation efforts in the form of job skills training or substance abuse treatment (Bazron et al., 2006). Risk status due to placement in foster care additionally qualifies as a referral criterion (Dallos & Comley-Ross, 2005). Processes vary with location and jurisdiction, but referral is typically initiated by law enforcement, probation officers, case workers, juvenile courts and corrections (Bazron et al., 2006; Bouffard & Bergseth, 2008; Enriquez, 2011; Langhout et al., 2004; Newburn & Shiner, 2006).

Referral: Risk Status and Social-Demographic Factors

Selection for mentoring programs, particularly those that adhere to a more formal structure, relies on some gauge of risk or vulnerability. As noted above, risk level tends to be a product of certain social and behavioral characteristics. While these factors may serve as dependable predictors of delinquency and demand for intervention, differing needs of "at-risk" and "high-risk" youth and the appropriateness of mentoring intervention (type, setting, structure) must also be taken into account (Blechman & Bopp, 2005). Additionally, Cavell and Smith (2005) note that knowledge of youth development is necessary for accurately assessing risk. Because referral has not been closely examined or documented in the mentoring literature, little is known regarding the accuracy or efficacy of this risk assessment in determining which individuals to admit.

The purpose of referral is to ensure the intended recipients are being selected. Yet, inability to consistently and effectively target populations of interest is a common critique of mentoring programs (DuBois et al., 2011; Enriquez, 2011; Newburn & Shiner, 2006; Smith & Stormont, 2011). Besides risk of offending or recidivating, developmental stages (child versus adolescent), cultural distinctions, and emotional and mental health status should also inform selection or admission (Cavell & Smith, 2005; Darling, 2005; Smith & Stormont, 2011). In spite of its broad appeal, mentoring is not a one-size-fits-all intervention, and therapeutic needs may require supplemental programming (Cavell & Smith, 2005; Dallos & Comley-Ross, 2005).

In addition to risk status, other factors can affect referral and put some youth at an advantage or disadvantage for program admission. Selection by school staff or community members can be influenced by social factors and a desire to help certain individuals. In many cases, this effort may reflect the perception that some participants will be more amenable or compliant and, therefore, more predisposed to positive outcomes with mentoring. Research supports this notion as adults demonstrate more responsiveness and willingness in assisting youth who are socially competent, bright and perceived as resilient (DuBois et al., 2011; Rhodes, 2005). Qualitative findings regarding mentoring relationship processes additionally indicate at-risk youth desire support with serious personal issues such as abuse and neglect, but that adults are often reluctant and feel unequipped to tackle problems of this nature (Dallos & Comley-Ross, 2005). Consequently, at-risk youth who meet all other criteria but lack social skills or require emotional or mental health support may be excluded and fall victim to selection bias.

As previously noted, drug court referral provides a relevant context for understanding this potential for bias or "cherry-picking." Both mentoring and drug court interventions rely on similar referral sources such as courts, law enforcement and school personnel and seek to reduce or prevent delinquency or offer an alternative to incarceration (DuBois et al., 2011; Miller et al., 2007). For system-involved youth, drug court referral offers insight into the influence of conduct, attitude and demeanor on admission, as those with favorable demeanor are significantly more likely to be selected to receive services (Miller et al., 2007). Additionally, similar patterns emerge when comparing the demographics of those admitted to youth mentoring and to drug court. Referrals are more likely to be male, white and from disrupted or single-parent homes (Barnes et al., 2009; DuBois et al., 2011; Miller et al., 2007; Tolan et al., 2008). While gender, race and family status are not significant predictors of drug court referral (Barnes et al., 2009; Miller et al., 2007), the magnitude of effect for these characteristics on mentoring referral is unknown.

Notable differences also exist between drug court and mentoring which help explain the dearth of research on mentoring referral. Screening and intake is not common to mentoring practice, except for vetting of potential adult mentors (Dappen & Isernhagen, 2006; Dondero, 1997; Pryce & Keller, 2011; Rhodes & DuBois, 2008). Program descriptions reveal eligibility criteria exist but in less-structured programs or more informal settings may not be stringently applied, and discretion is perhaps driven more by personality traits or sympathy than objective assessment (Rhodes, 2005; Walker, 2005). Determining eligibility can also be a more arbitrary process for "at-risk" youth given that the classification is so broad and imprecise. Data on youth mentoring referral is limited and does not seem to be the focus of any studies appearing in the literature, likely due to a lack of documentation regarding structure and processes of mentoring (Dallos & Comley-Ross, 2005; DuBois et al., 2011, DuBois & Silverthorn, 2005). However, evidence that drug court referral can be driven by factors unrelated to need or benefit potential (Barnes et al., 2009; Miller et al., 2007) suggests mentoring research and practice could benefit from utilizing a better structured or defined referral process and including referral as part of program evaluation.

Mentoring Outcomes and Implications for At-Risk and System-Involved Youth

Mirroring outcomes with other populations, mentoring for at-risk and system-involved youth has generally positive but mixed effects (Bouffard & Bergseth, 2008; Dallos & Comley-Ross, 2005; Dappen & Isernhagen, 2006; DuBois et al., 2011; Enriquez, 2011; Keating et al., 2002; Laakso & Nygaard, 2007; Langhout et al., 2004; LoSciuto et al., 1996; Newburn & Shiner, 2006; Thomas et al., 2011; Tolan et al., 2008; Wood & Mayo-Wilson, 2012), even when control or comparison groups are also examined. Participants report overall positive experiences and benefits (Dallos & Comley-Ross, 2005; Laakso & Nygaard, 2007; Thompson & Zand, 2010), and findings indicate improved behavior and attitudes are associated with mentoring interventions (Dappen & Isernhagen, 2006; DuBois et al., 2011; Keating et al., 2002; LoSciuto et al., 1996; Thomas et al., 2011; Tolan et al., 2008; Wood & Mayo-Wilson, 2012). Single studies and meta-analyses, however, reveal a consistently muted effect size and that outcomes related to delinquency prevention and reduction vary or are rarely evaluated (DuBois, Holloway, Valentine & Cooper, 2002; DuBois et al., 2011; Enriquez, 2011; Keating et al., 2002; Newburn & Shiner, 2006; Thomas et al., 2011; Tolan et al., 2008; Wood & Mayo-Wilson, 2012). Furthermore, program practices and relationships — the change

agents of mentoring — receive far less scrutiny and assessment than outcomes in determining effectiveness (Dallos & Comley-Ross, 2005; Keller, 2005; Rhodes & DuBois, 2008; Spencer, 2006).

Mentoring is linked with modest reductions in drug/alcohol use and initiation, as well as violence and aggression and delinquency or misconduct in general (Bouffard & Bergseth, 2008; DuBois et al., 2002; DuBois et al., 2011; LoSciuto et al., 1996; Thomas et al., 2011; Tolan et al., 2008). It should be noted, however, that infrequent review of youth offending outcomes and low baseline substance use with younger adolescents make accurate assessment of effectiveness difficult (DuBois et al., 2011; Thomas et al., 2011). Improved academic performance and achievement, school attendance and vocational skills provide additional examples of behavioral outcomes reflecting mentoring effectiveness (Dappen & Isernhagen, 2006; DuBois et al., 2011; Laakso & Nygaard, 2007; Langhout et al., 2004; Newburn & Shiner, 2006; Wood & Mayo-Wilson, 2012). Positive attitudinal, social and emotional changes are also associated with mentoring for delinquency prevention and reduction (Bazron et al., 2006; DuBois et al., 2011; Laakso & Nygaard, 2007). Increased levels of confidence, positive outlook and self-image have been consistently observed across multiple studies (DuBois et al., 2011; Laakso & Nygaard, 2007; Keating et al., 2002; LoSciuto et al., 1996; Wood & Mayo-Wilson, 2012), and qualitative findings indicate participants' interpersonal skills, as well as peer and familial relations, are also enhanced through mentoring interventions (Dallos & Comley-Ross, 2005; Langhout et al., 2004; Thompson & Zand, 2010).

These findings demonstrate the ability of mentoring to generate positive results across multiple dimensions, including "hard" (behavioral) and "soft" (developmental) outcomes (DuBois et al., 2011). Yet, reviews indicate improvements and benefits may not be sustained (DuBois & Rhodes, 2006), particularly if programs or relationships are short in duration (DuBois et al., 2011; Wood & Mayo-Wilson, 2012). Additionally, effect sizes tend to be small across all outcomes (DuBois et al., 2002; DuBois et al., 2011), failing to reach significance in some cases (Wood & Mayo-Wilson, 2012). While results are largely positive regarding mentoring as a delinquency prevention or reduction strategy, some studies reveal it may have limited potential for particular groups and individuals or in certain contexts (DuBois et al., 2011; Enriquez, 2011; Jones-Brown & Henriquez, 1997; Keating et al., 2002; Langhout et al., 2004; Pryce & Keller, 2011; Spencer, 2007).

Findings from a program targeting Juvenile Probationers suggest mentoring may not have the desired effects with chronic offenders, as re-arrest was three times higher for participants compared to the control group (Enriquez, 2011). Results here also signal that one-on-one mentoring may not offer any advantage over group mentoring because recidivism likelihood appears to be the same regardless of method used. Also worth noting is the fact that this study reinforces earlier findings that mentoring alone is not as successful as when supplemented with other treatments (Bouffard & Bergseth, 2008). Taken together with other study outcomes highlighting lengthier multidimensional programs and more precise targeting of participants (Bouffard & Bergseth, 2008; Keating et al, 2002; LoSciuto et al, 1996), research indicates mentoring produces more positive results when used as a delinquency prevention rather than reduction strategy and as part of a comprehensive approach. Although, Jones-Brown and Henriquez (1997) and Blechman and Bopp (2005) make the observation that at-risk youth fare better with mentoring than their counterparts subjected to more punitive

measures such as boot camp or waiver to adult court and probation.

While research repeatedly shows that longer and better-targeted programs are more closely associated with positive youth outcomes (DuBois et al., 2011; Newburn & Shiner, 2006), studies focusing on mentoring structure, processes and relationships are noticeably scarce in the literature. With more attention to outcomes and program effectiveness, relationship development, mentoring practices and the factors that shape or alter these fundamental components often get overlooked (Dallos & Comley-Ross, 2005; DuBois et al., 2011; Keller, 2005; Pryce & Keller, 2011; Spencer, 2006; Spencer, 2007). Programs exhibiting better structure and focus regarding activities, goals, objectives and population served tend to produce more positive outcomes, benefits and participant satisfaction (Blechman & Bopp, 2005; LoSciuto et al., 1996; Newburn & Shiner, 2006; Smith & Stormont, 2011; Wood & Mayo-Wilson, 2012). Specifically, interventions that adhere to "best practices" by implementing longer programs with greater frequency of interaction (DuBois et al., 2011; Keller, 2005), explicitly linking activities to goals and objectives (Newburn & Shiner, 2006), matching based on reliable criteria (Pryce & Keller, 2011), targeting defined populations (Smith & Stormont, 2011), and providing training and support for mentors and protégés (Keller, 2005; Spencer, 2007) demonstrate greater success.

While some degree of structural flexibility and engagement in leisure activities should supplement instructional aspects of mentoring, Newburn and Shiner (2006) also point to the need for activities to be clearly linked to desired outcomes. Reduced delinquency, they note, cannot simply be assumed as a result of exposure to mentoring, but must be specifically addressed in the program curriculum and activities. Matching, training and support of mentors, as well as youth participants, are additional areas of significance in that they influence relationship success and overall program effectiveness (DuBois et al., 2011). DuBois et al. (2011) found in their meta-analysis that similarity in interests and goals between mentors and protégés results in stronger, more dependable matching criteria and more durable relationships than demographic commonalities. However, qualitative analysis suggests relationship termination and dissatisfaction can be the consequence of cultural or racial differences (Spencer, 2007), and programs typically strive to pair mentor and youth on this basis (Sanchez & Colon, 2008). Failure to provide adequate training and support can also have a negative impact in that relationships may be prematurely terminated or unproductive if adults are not provided the tools and resources to navigate challenges associated with troubled youth (Spencer, 2007).

Relationships are at the core of youth mentoring and ultimately expected to be the catalyst for youth change and development resulting from this type of intervention. Consequently, relationship quality and development should be areas of emphasis in the literature, but are only recently garnering more attention (Keller, 2005; Nakkula & Harris, 2005). In addition to duration, relationship tone, structure and level of intimacy and support affect evolution and quality of connections (Dallos & Comley-Ross, 2005; Keller, 2005; Langhout et al., 2004; Nakkula & Harris, 2005; Pryce & Keller, 2011; Spencer, 2006; Thompson & Zand, 2010). Relationships characterized by more activity and structure positively influence social and academic behaviors

(Newburn & Shiner, 2006) and are perceived as more beneficial by mentored youth (Laakso & Nygaard, 2007; Langhout et al., 2004). Conversely, interactions that are task-focused tend to rate lower in perceived quality and lead to less engagement by youth (Pryce & Keller, 2011). Not surprisingly, when mentors function in a supportive rather than prescriptive role and develop a bond with their protégés, relationship satisfaction is high and more positive outcomes (behavioral and attitudinal) are observed (Dallos & Comley-Ross, 2005; Laakso & Nygaard, 2007; Nakkula & Harris, 2005; Thompson & Zand, 2010).

These positive effects, as well as the relationships themselves, can be moderated, however, by different factors (DuBois et al., 2011; DuBois & Rhodes, 2006; Rhodes, 2005). Mentor and youth expectations, motivations and relational skills each have the potential to impact the development and duration of relationships (DuBois et al., 2011; Keller, 2005; Spencer, 2007). When parties to the relationship enter with conflicting goals, expectations and values, matches are more likely to fail (Spencer, 2007). Mentors may have unrealistic expectations regarding youth social competencies and expect more feedback or initiation of activities, while protégés may desire greater intimacy than the mentor. As Spencer (2007) notes, these aspects are often not verbalized until after a mentor and protégé have been matched, possibly setting up most relationships for failure from the start. Furthermore, some mentors assume a parental role in relationships when youth may be seeking a more companionable connection (Langhout et al., 2004).

Quality and development of relationships are also be influenced by family and peer networks (DuBois et al., 2011; Rhodes, 2005; Spencer, 2007). Family interference can occur if parents are not supportive of the mentoring relationship and undermine it, while negative peer influence or pressure can prevent youth from bonding with mentors (DuBois et al., 2011; Spencer, 2007). These adverse influences can additionally be compounded by ethnic, cultural and socioeconomic differences between mentor and youth (Spencer, 2007). DuBois et al. (2011) and Spencer (2007) recommend that parents or family members be actively included in mentoring programs and that mentors work to establish ties with parents and friends when possible. Such findings also have obvious implications for training and screening of potential mentors, as well as matching.

Given these findings, it is clear that greater attention to program delivery and the processes and practices involved is still needed. Absence of a recognized model or typology for mentoring has resulted in considerable variation and inconsistency of structures and objectives across programs (Sipe, 2005; Smith & Stormont, 2011), as well as little attention to implementation (Dallos & Comley-Ross, 2005). Lack of insight into relationship quality and its effect on outcomes has also been problematic (Spencer, 2006; Spencer, 2007; Thompson & Zand, 2010). Failure to target appropriate populations and achieve desired outcomes are additional consequences of the structural variation and indistinct goals that characterize many programs (Newburn & Shiner, 2006; Smith & Stormont, 2011). Consequently, the potential of youth mentoring programs often goes unrealized, and greater accountability at program and policy levels is necessary (Coyne, Duffy & Wandersman, 2005).

2 Methodology
Research Design and Objectives

While there has been a considerable increase in advocacy and funding for mentoring in recent years, the empirical knowledge base remains under-developed. To close this gap between applied practice and knowledge regarding evidence-based and best practices, the current study employed a mixed methods approach to explore the important referral process and related aspects of youth mentoring across six juvenile justice settings. These settings survey the scope of the juvenile justice system and reach a wide range of youth with various risk levels. The settings (Juvenile Probation, Youth Court/Teen Court, Juvenile Detention, Dependency Court, Delinquency Court, and Juvenile Corrections) are described in greater detail below under the qualitative methods sample section.

As detailed in subsequent chapter sections, a research design utilizing qualitative (site visits and interviews) and quantitative (survey) data collection and analysis was executed in a stepwise manner. Instrument-driven qualitative work at a sample of selected sites enabled basic exploration and description of referral for mentoring practices, provided contextualization of quantitative findings, and informed development of a national survey. A national level survey, in turn, enabled observation and description of referral and related mentoring practices and processes more generally. Exploration of the referral for mentoring phenomenon was based in four central research questions as described below.

RESEARCH OBJECTIVES

1. What are the best practices in identifying and referring youth to mentoring programs across distinct juvenile justice settings?

To understand how youth are identified and channeled into mentoring services, it is vital to determine what specific information and referral procedures are utilized to identify youth most apt to benefit from mentoring program services. Similarly, it is important to specify the procedures that are used to successfully identify qualified mentors. Additional subtopics of interest include assessing the percentage of youth identified as apt to benefit from mentoring who actually are referred to services, the percentage of those referred who actually are matched with a mentor for services, the reasons for non-participation by referred youth, and differences in matching success that might be attributable to channeling processes (i.e., assessment versus court mandate).

2. What is the capacity of the mentoring community to support the youth identified for mentoring from six juvenile justice settings?

To assess the capacity of the mentoring community to effectively support referred youth, it is important to observe the balance of qualified mentors relative to the number of youth referred for services. Accordingly, knowing the extent of "supply and demand" across specified juvenile justice settings with consideration of the availability of mentoring programs and whether they have available qualified mentors is important for best practices alignment. Important related topics include whether programs within the settings maintain waitlists, assistance with locating available programs from state partnerships, and the alignment of need and services per age of youth. Also, in order to move toward an evidence-based/best practices orientation, the mentoring community must consider which factors are indicative of effective and viable programs. Answers should provide implications regarding opportunities and challenges that result from unmet needs.

3. What is the quality of mentoring programs, as defined by alignment with the Elements of Effective Practice for Mentoring[1], *across the juvenile justice settings?*

Multiple elements comprise effective mentoring and constitute research questions regarding the use of evidence-based practices for recruiting, training, matching, monitoring, and supporting mentors and mentees. Related, it is important to discern the extent of available resources, including training specific for mentoring, and resource needs across the study settings with attention to the characteristics of high quality programs.

4. What intermediate outcomes are achieved by mentoring throughout the settings?

While measures such as recidivism and relapse are common outcome objectives for juvenile and criminal justice programming, there are also multiple intermediate outcomes that are both indicative of program quality and outcomes such as recidivism. These include the number of matches meeting commitment requirements, the frequency of interaction between mentor/mentee matched pairs and a juvenile justice setting representative, and the percentage of youth meeting program goals. It is also important to identify the most common outcomes across the settings and how they vary according to mentoring program quality, match commitment and juvenile justice referral agency specified conditions.

QUALITATIVE RESEARCH METHODOLOGY: SITE VISITS

Site Visits and Questionnaires

Qualitative data collection entailed a series of site visits made to a sample of each of the six juvenile justice settings. The research partners conducted site visits throughout 2011 in order to visit the targeted settings and programs and interview relevant staff. These site visits included individual, in-depth interviews with setting administrators and mentoring program staff. These site visits were guided by questionnaires developed by the grant partners for the purpose of systematic data collection. These questionnaires are discussed in great detail in the following section and can be found in Appendix A.

[1] For more information on Elements of Effective Practice for Mentoring™, go to http://www.mentoring.org/downloads/mentoring_1222.pdf

Interviews are well-documented strategic research methods to collect in-depth information and should enrich knowledge regarding program performance, problems and improvement opportunities (Shover, 1979; Maxfield & Babbie, 2008; Krueger, 1988; Morgan 1988, 1996). Specifically, in-depth interviews offer the ability to gauge the level of administration and staff endorsement of the program and identification of institutional and infrastructure barriers (Miller, Koons-Witt, & Ventura, 2004). In-depth interviews followed a structured format in which facilitators introduced topics by asking pre-determined questions to ensure systematic data collection across individual respondents and sites. Follow-up, open-ended questions were raised, when appropriate, to ensure all necessary areas of importance were addressed. Thus, the research design intentionally invites respondent input to enable the collection of richer, more detailed information. These interviews were conducted with staff from both the setting and the mentoring program associated with that setting.

Site visits were made to a total of 23 sites across six settings, although several of these settings dealt with youth who were involved in other areas of the juvenile justice system as well. For example, some Delinquency Courts (i.e., juvenile court) have Juvenile Probation under their auspices; as a result, that setting refers youth to mentoring programs from both the court and probation. For the purpose of clarity, the sample is described below according to the *primary* setting represented by each of the sites. Prior to discussion of the sample and data, however, a description of the data collection instruments is presented.

Interviews during the site visits were guided by a questionnaire designed to obtain a breadth of information regarding the mentoring process in each of the six juvenile justice settings. Two questionnaires were constructed, the first of which was used at the juvenile justice settings. The second questionnaire was used to elicit data from the mentoring programs that were associated with each of the specific sites. A third document — the "Site Demographic Form" —was also utilized by individuals collecting data from the sites. All three of these documents can be found in Appendix A. These data collection instruments are described in greater detail below.

Site Demographic Form

A site demographic form was developed by the grant partners in order to collect and organize basic information related to each of the visited sites. This form was also utilized to create a site selection matrix, which ensured that a diverse range of settings were identified for sample inclusion. This enabled the data collection to be systematically engaged across the six settings with attention paid to the geographic location, target population and mentoring program characteristics of each of the selected sites.

The first part of the site demographic form collected information related to the site contact information, number of youth served by the setting, number of youth referred to mentoring, and average length of time to match. Questions also asked respondents about the age and gender composition of the youth population. The second part of the form requested information regarding the geographic location of the site, including community designation (Urban, Rural, Suburban, Tribal) and region (Northeast, South, Midwest, West). This section of the form also allowed for the collection of additional information related to the site's suitability for inclusion in the study.

The third section of the site demographic form requested data related to the racial and ethnic composition of the site's youth population. Research subjects were asked to report the percentage of youth classified as African-American, Hispanic/Latino, Native-American/American Indian, white and other. The final section of this form collected pertinent information related to the characteristics of the mentoring programs associated with the juvenile justice setting. These questions included the focus of the mentoring program in terms of target youth. More specifically, the program was asked if they dealt with youth from each of the six juvenile justice settings, and if these youth were considered "at-risk" or "high-risk." Additional data were collected related to the length of the program operation (in years), the type of mentoring used (individual, group, team) and the basic referral process.

Setting Site Visit Questionnaire

The setting site visit questionnaire was designed to inform four general areas of research interest: 1) the referral process, 2) program capacity, 3) program characteristics, and 4) intermediate outcomes. These areas were intended to address the key research objectives of the project by collecting data in a systematic fashion across settings and sites.

Section I of the questionnaire investigated the process by which system-involved youth become involved in mentoring. Information collected included whether mentoring was court-ordered, referral sources (school, law-enforcement, Juvenile Probation, family), assessment criteria for youth suitability for mentoring, and data related to the statutory realities for the mentoring referral process. This section also included questions about the mentoring programs utilized by the particular juvenile justice setting, including whether the site used an embedded mentoring program.

Several items queried the specific selection referral criteria used by the site when determining the suitability of youth for mentoring services. Questions related to the referral criteria policies and procedures, the percentage of referred youth who are considered good candidates for mentoring based on these criteria, and the primary reasons why referred youth are excluded from services. Section I of the questionnaire also requested specific quantitative data related to the number of youth in the referral process during the previous six months.

After collecting data on the initial referral process, the questionnaire turned to more specific information about what occurs after the initial referral to mentoring services. In particular, the questionnaire asked about the percentage of youth who end up being matched with an adult mentor, the current number of youth involved in a mentoring relationship, and the average number of days it takes for a youth to be matched with a mentor. Respondents were also asked to provide the qualitative reasons why matches were not made and were provided with the following response categories: lack of mentoring programs, not enough mentors within a program, inadequate match, and youth or family refusal to accept referral or match. Subjects were asked to describe the conditions most likely to result in a successful referral or match and the most significant challenges to successful matches.

Section II addressed the topic of the site's capacity to use mentoring for system-involved youth. Specifically, respondents were asked about 1) the number of staff involved in making referrals for mentoring services, 2) the number of staff with specific duties associated with supporting youth

in mentoring relationships, 3) the ways in which mentoring programs are indentified for partnerships, and 4) the selection criteria used to identify potential mentoring programs.

Section III was designed to collect data related to the characteristics of the mentoring programs that sites worked with in referring youth for services. Queries were posed regarding the mentor's role in assisting youth in navigating the juvenile justice system, and whether mentors were provided with any special training or guidance in how to do so. Questions then focused on the actual content and context of the mentoring relationship and activities. Specifically, respondents were asked about the type of mentoring strategy used (one-to-one, group, team), the location of the mentoring (home, secure facility, community location, non-secure facility), the frequency of the mentoring (twice a week, weekly, twice a month, monthly, other) and the duration of the mentoring interaction (one hour, two hours, three hours, other). The questionnaire also asked about required match commitments and whether mentoring practices were tailored for unique circumstances (i.e., specific types of offenses, individual youth history, specific juvenile justice settings, gender).

Section IV of the questionnaire queried respondents about the types of goals that are set for the mentor and mentee to achieve throughout the course of the mentoring relationship. The goal categories included: 1) minimized contact with the juvenile/criminal justice system, 2) reduced recidivism, 3) improved school attendance, 4) improved academic performance, 5) prosocial engagement, 6) employment preparation, and 7) other. This question was designed to elicit information regarding the common outcomes intended for youth who receive mentoring services.

Finally, Section V of the questionnaire included setting-specific questions designed to obtain data otherwise not covered in the previous four sections. Delinquency Court questions related to the role of probation within the court, dual adjudication, statutory timeframes, court involvement following referral, and mentoring programs specifically developed for court-involved youth. Dependency Court questions related to legal authority for referrals, whether mentoring was mandatory or voluntary, the involvement of Dependency Court following referral, and what specific dependency hearings lend themselves to making a referral. Juvenile Corrections questions related to the timing of referral (during or after confinement), the continuum of care across changes in placement and jurisdiction, and the appropriateness of mentoring agencies to serve incarcerated or previously incarcerated youth. Juvenile Detention questions related to facility operation, referral criteria in terms of length-of-stay, and the mentoring agencies utilized. Juvenile Probation questions related to the consequences for mentoring relationships with changes in jurisdiction or placement, risk/needs assessment, and number of mentoring programs for youth on probation. Finally, Youth/Teen Court questions included the role of youth volunteers in making referrals for mentoring, the role of Youth Court staff in service delivery, and whether mentoring was viewed as a wrap-around service. Complete versions of the questionnaires, including setting-specific questions, are included in Appendix A.

Mentoring Programs Site Visit Questionnaire

The mentoring programs site visit questionnaire was a truncated version of the setting questionnaire, which focused on the specific elements of the mentoring process that were primarily the purview of the programs. This questionnaire contained 20

questions posed to mentoring program staff, including queries related to the selection referral criteria, the percentage of youth who qualify for a mentor and the primary reasons referred youth are excluded from mentoring services. Items then inquire as to the percentage of referrals that are actually matched with a mentor, the common reasons why matches are not made and whether formal guidelines are provided by the setting for accepting the referred youth.

The next section of the questionnaire was designed to collect data related to the challenges experienced by the mentoring programs in working with youth referred from juvenile justice settings. Respondents were also asked to explain how challenges were addressed. Information was also collected about the kinds of training mentors received in dealing with youth from juvenile justice settings and whether safety had ever been a concern for the program.

The next part of the questionnaire revisited questions that were asked during the setting site visit. Specifically, questions were posed related to the type of mentoring strategy used by the program (one-to-one, group, team), the location of the mentoring activity (home, community location, secure facility, non-secure facility, other), the length of the match commitment, the frequency of mentoring interactions (twice a week, weekly, twice a month, monthly, other) and the duration of these meetings (one hour, two hours, three hours, other). Finally, the questionnaire asked the programs to report if mentoring practices were tailored for different kinds of offenses (gangs, property, violent, drug crime) or youth-specific realities (gender, mental health issues). The programs were also asked about the types of goals that were intended for the mentoring relationships and included the same categories as the setting questionnaire (minimized contact with juvenile or criminal justice system, reduced recidivism, improved school attendance, improved academic performance, pro-social engagement, employment preparation and other). Respondents were also given a final opportunity to provide any additional comments or observations otherwise not covered by the questionnaire. A complete version of the mentoring program site visit questionnaire can be found in Appendix A.

Sample and Data

Delinquency Court

Delinquency Courts have jurisdiction over juveniles, juvenile delinquents, status offenders and children and youth in need of supervision. All juvenile courts are civil bodies, which means that juveniles cannot acquire a criminal record directly from Delinquency Court actions where the actions remain confined to the Delinquency Court. The Delinquency Court is most commonly associated with juvenile justice.

Four site visits were conducted to Delinquency Court settings in Tennessee, Connecticut, Nevada and Mississippi. The East Tennessee Delinquency Court located in Knoxville, TN, utilizes a wide range of programs including mentoring services as part of their early intervention plan. This Delinquency Court employs mentorship through the Big Brothers Big Sisters (BBBS) of Eastern Tennessee. This organization also receives referrals from the restorative justice program, county law offices, department of children and family services, Project Grad, Knoxville Community Advisory Board, 15 mental health agencies, schools and parents and guardians. Youth served are deemed high-risk, and participation is voluntary.

The Hartford Delinquency Court is located in Hartford, CT, and utilizes a Juvenile Review Board (JRB) to divert youthful offenders in order to avoid appearing before the formal Delinquency Court. Referrals to the JRB include youth who are first

time offenders, have no prior JRB formal involvement, admit guilt and agree to participate in a JRB to address their criminal/delinquent behavior (referred by the local police department). Youth must be under the age of 16 at the time of arrest. The JRB may then make a referral to the Youth ALIVE Mentoring Program. This program has a 96-day match waiting period (when referred from JRB). Participation is voluntary, and a one-to-one model is used.

The Clark County Juvenile Court is located in Las Vegas, NV, and handles cases involving minors including status offenders and delinquents. Other cases handled include dependent children who have been abused, neglected or abandoned. The mentorship program used is the Boys & Girls Clubs of Las Vegas. Youth are referred to this program through Juvenile Probation and Delinquency Courts (considered voluntary referrals). Additional voluntary referrals may come from parents/guardians and other social services providers. Mentorship may be individual, group or team, and services are provided for high-risk youth.

The Choctaw Tribal Court is located in Choctaw, MS, and is a court of general jurisdiction. The Tribal Court utilizes a Choctaw Teen Court with the main focus of intervening in anti-social, delinquent and/or criminal behavior. Offenses classified as A, B or C are eligible for referral to the Teen Court if they are first time offenders and they voluntarily agree to proceed in Teen Court. The Teen Court utilizes a team-based mentoring approach that is embedded within the court (only the Tribal Court makes referrals). The desired match duration is 12 months or more and begins as soon as the youth are accepted into the Teen Court.

Dependency Court

Dependency Courts involve a juvenile (child/youth), typically in cases of abuse, neglect and mistreatment. Dependency Court judges are charged with determining whether allegations of abuse or neglect are sustained by the evidence and, if so, are legally sufficient to support state intervention on behalf of the child. Some youth who appear in the Delinquency Court also appear in the Dependency Court at the same time for dual adjudicatory issues. The Dependency Court is most commonly associated with foster care, abuse and neglect.

Four site visits were made to Dependency Court settings in New York, California, Virginia and Vermont. The Saratoga Department of Children Services is located in Ballston Spa, NY, and utilizes supportive and rehabilitative services to children and families. This department may make referrals to the Saratoga Mentoring Program, which also receives referrals from public and private schools, transitional and independent living services, parents/guardians, Saratoga Catholic Charities, and Child Protective Services. The mentoring program only takes youth under the age of 16, and participation is voluntary.

The Bridge (residential program) is located in San Diego, CA, and provides group home placement to youth between ages 12 and 17. These youth may be involved with domestic violence, neglect, abuse, abandonment, substance abuse or other life traumas. Most referrals for placement come from the San Diego County Department of Health and Human Services. Embedded within The Bridge is the Fostering Youth Independence Mentoring Program. Referrals are made internally and include foster care youth from San Diego county staff and contractually designated staff in approved private organizations and foster families. Participation is voluntary, and goals include reducing delinquency and placement disruption.

Located in the 4th Judicial District of Virginia is the Norfolk Juvenile and Domestic Relations District Court in Virginia Beach, VA. This court handles juveniles accused of delinquent acts, status offenses, traffic violations and those subjected to abuse, neglect, custodial issues or foster care. This court uses the Team Up Mentoring Program, and referrals made are limited to foster care youth who are formally involved with the Dependency Court and are made by social workers within various local departments of social services. Participation is voluntary and includes youth between ages 6 and 16.

The Dependency Court in Vermont uses a wide range of private and public services for youth in the court. One private community-based agency is the Spectrum Youth and Family Services located in Burlington, VT. This agency provides contract services to youth who are abused, neglected, victimized or suffer from other non-juvenile justice issues. Embedded in this setting is the Spectrum Mentoring Program which receives referrals from the Dependency Court and allied and/or contractual child welfare community-based organizations (the latter as the primary source). This mentoring program serves high-risk youth and requires the parent(s)/guardian(s) and the youth's agreement.

Youth Courts

Youth Courts are a juvenile justice diversion program in which juveniles are sentenced by their peers for minor crimes, offenses and/or violations. These juvenile diversion programs are administered on a local level by law enforcement agencies, probation departments, Delinquency Courts, schools and local nonprofit organizations. These programs offer communities an opportunity to provide immediate consequences for primarily first-time juveniles, and they also offer important civic, service and volunteer opportunities for volunteer youth who serve as judges, defenders, prosecutors, clerks and jurors.

A total of three site visits were made to settings primarily designated as Youth Courts in Illinois, Massachusetts and New York. The Lawrence County Peer Jury is located in Lawrenceville, IL, and utilizes the peer jury model of adjudication for largely first-time juvenile offenders involved in problem behavior such as truancy, theft and substance abuse. The Lawrence County Peer Jury receives referrals from many community sources including law enforcement, Juvenile Probation, Delinquency Court and schools. The peer jury serves as the referral source for mentoring services which are coordinated by Cra-Wa-La Volunteers in Probation, a local nonprofit organization. In addition to the peer jury, Cra-Wa-La receives referrals from other juvenile justice settings (e.g., probation, Delinquency Court, detention, etc.), social service agencies and self-referrals. Participation in mentoring services is voluntary, and most matches are made within 30 days.

The New Bedford Youth Court (NBYC), located in Southeastern Massachusetts in the city of New Bedford, is used as a diversionary program by the New Bedford Juvenile Court. Youthful offenders may voluntarily choose to participate in the Youth Court if they are a first-time offender and are willing to admit guilt. The NBYC utilizes the services of the SMILES Mentoring Program (also located in New Bedford), a school-based one-to-one mentoring model program. Participation in mentoring services is also voluntary, and matches typically last nine months to coincide with the academic school year.

The Colonie Youth Court, located in Latham, NY, serves as a diversionary program for first-time juvenile offenders charged with low-level property offenses (e.g., petty larceny). The Colonie Youth Court receives referrals from the Colonie Police

Department, Albany County Juvenile Court and Albany County Juvenile Probation. Following referral, all cases must be adjudicated within 90-120 days. The Colonie Youth Court utilizes the services of Big Brothers Big Sisters of Capital Region in Albany. Participation in mentoring services is voluntary, and most mentoring involves community-based activity (i.e., youth and mentors meet independently in the community). Mentoring matches typically last 32 months, and goals include reduced justice system involvement and recidivism, improved school attendance and academic performance, prosocial engagement and employment preparation.

Juvenile Corrections

Juvenile Corrections denotes a locked facility that has physical features that restricts the movement of adjudicated delinquent juveniles who are held in the facility as the Delinquency Court's disposition. Juvenile Corrections is often described as long-term, out-of-home placement in comparison to detention.

A total of five site visits were made to juvenile correction settings located in Kansas, Indiana, Maine, Alaska and New Hampshire. The Judge Riddel Boys Ranch is located in Goddard, KS, and serves boys between ages 6 and 16 who are mostly involved in truancy. To provide mentoring services to these youth, the setting uses the Wichita Schools Mentoring Program. Self-referral is the primary source of youth (between ages 14 and 20) involved, and participation is voluntary.

In Indiana (South Bend and Logansport), the Division of Youth Services provides services for youth committed to the Indiana Department of Corrections (IDOC). This setting uses the Bienvenido Program for mentoring Hispanic/Latino youth in several locations around the state. Referrals to this program are received from the IDOC staff. Referrals are made by the Program Director. Youth between ages 12 and 18 are accepted, and participation is voluntary.

The Long Creek Youth Development Center (LCYDC) is located in South Portland, ME, serving both male and female youth between ages 13 and 17. One mentoring option offered by LCYDC is the Good Guides Mentoring Program. This center also has an embedded mentoring program. Participation is voluntary, and referrals are made by the Unit Treatment Team. This program also receives referrals from family, community contacts and self-referrals.

The McLaughlin Youth Center (MYC) is located in Anchorage, AK, and serves youth between ages 11 and 18. MYC offers specialized programs for sex offenders, girls, older teens, those who have participated in gangs and other youth who pose a risk to themselves and others. This center utilizes the mentoring services of Big Brothers Big Sisters of Alaska. Referrals may be made by the youth themselves, staff or the MYC treatment team (primary source). Participation is voluntary, and the expected match duration is one year.

The Sununu Youth Services Center is located in Manchester, NH, and provides secure placement for committed juveniles between ages 13 and 17. This correctional setting utilizes the Good Guides Mentoring Program, and referrals are made by the facility classification team or self-referrals. The classification of youth must be completed within 14 days. Participation is voluntary for youth at this site.

Juvenile Detention

Juvenile Detention refers to the legally-authorized temporary secure custody of juveniles who are accused of illegal conduct subject to the jurisdiction of the court and who require a restricted environment for their own or the community's protection while pending legal action. Detention is

often described as short-term immediate out-of-home placement in comparison to corrections. Some of the youth in detention are transferred to a corrections facility, but first must be adjudicated by the court.

Two site visits were made to Juvenile Detention centers in Tennessee and New York. The Richard L. Bean (RLB) Juvenile Service Center is located in Knoxville, TN, and is a county operated secure Juvenile Detention facility serving primarily pre-adjudicated youth throughout Knoxville County. The RLB Center hosts a Boys and Girls Club (BGC) program to provide mentoring services. Upon release from the RLB Center, youth are referred to one of the 14 BGC sites for post-incarceration mentoring. During incarceration, BGC programming is available to all youth; however, participation is voluntary. Post-incarceration contact is made with the youth and their caregiver(s) within 24 hours of the youth's release.

The Erie County Youth Detention Facility is located in Buffalo, NY, is county operated and serves youth alleged to have committed status offenses and those charged with serious crimes. This facility also utilizes a BGC Program within the facility. All youth are referred during incarceration, and they are expected to participate. Post-incarceration participation is voluntary, and these referrals are from staff that facilitates mentoring programming.

Juvenile Probation

Juvenile Probation refers to a sentence not involving confinement that imposes conditions and retains authority in sentencing court to modify conditions of sentence or resentence the juvenile offender for probation violations. Counties and cities often elect to have Juvenile Probation operate within an independent probation agency or Juvenile Probation will operate under the jurisdiction of the Delinquency Court.

A total of five site visits to Juvenile Probation settings were conducted in Tennessee, Louisiana, Texas, Mississippi and New Hampshire. The Knox County Probation Department is located in Knoxville, TN, and provides probation services to all youth referred by the Knox County Juvenile Court. One of the four local programs offering mentoring to youth on probation for Knox County is the Boys and Girls Club (BGC) of the Tennessee Valley. The BGC may also receive referrals from the juvenile court judge and truancy board, and probation officers may make recommendations. Unless mentoring is court ordered, participation is voluntary and contact is made between 24 and 72 hours of completing an application.

The Caddo Parish Juvenile Services is located in Shreveport, LA, and has probation as one of eight focus areas. This site utilizes the Kennedy Center We All Win mentoring program. Referrals are made by the probation officers who also serve as a conduit for information should the juvenile not comply with expectations. Only violent offenders and those placed in a treatment facility or facility outside of the community may not be referred.

A third site visit was conducted at the Guadalupe County Juvenile Probation in Seguin, TX. Services are provided to youth between ages 10 and 17 who fall under the jurisdiction of the juvenile court. Upon admission to detention, juveniles may be referred to the mentoring program operated by St. Andrews Episcopal Church. Participation is voluntary unless court ordered.

Kalamazoo, MI, is home to the Kalamazoo County 9th Circuit Court Field Services, where mentoring and guidance to juveniles is provided. This setting may make referrals of youth between ages 16 and 21 to the Youthful Offender Transition Program (YOTP). Referrals to YOTP may also come from school personnel, mental health practitioners,

staff working in community-based agencies serving youth, families and current and past program participants. Participation is voluntary (unless court ordered), and youth are notified within three days of screening.

The New Hampshire Division of Juvenile Justice Services (DJJS) is located in Claremont, NH, and provides services to youth who are delinquent or in need of supervision. Probation officers may refer youth to the Good Guides Mentoring Program. Formal referrals will lead to court ordered mentoring services, while allowing for voluntary participation for informal referrals. If there is no waiting list, a match may be made and services started between 14 and 30 days.

QUANTITATIVE METHODS: NATIONAL SURVEY

Sampling Strategy

Relatively speaking, mentoring is a new strategy for juvenile justice intervention. This reality posed several unique challenges to conducting a national survey. In order to carry out a probability sample such as a simple random sample or a stratified random sample, it is necessary that the researcher have access to a sample frame — a list of known, eligible respondents/participants (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2009). In the absence of a sample frame, only one type of probability sample is achievable: a cluster sample. A cluster sample follows several general guidelines, the most basic being that the researcher starts with a higher level of aggregation than the final survey participants. Most researchers conducting a cluster sample will begin with a list of the 50 United States and work "down" from there (i.e., randomly choosing counties within those states, then choosing cities within the chosen counties, then selecting participants from those cities). Although cluster sampling avoids the ostensible problem of having no sample frame, it does rest on several assumptions that may or may not hold when trying to conduct a survey of mentoring programs. Most importantly, the cluster sample assumes that all states (if that is the beginning level of aggregation) have mentoring programs at equivalent (or, at least, proportional) rates. While this assumption may hold, there is no known data source that can be referenced to justify it. Put differently, a cluster sample poses a new risk, namely that states, counties and cities may be selected that actually have no mentoring programs available to be studied which would lead to an increase in sampling error.

When considering the most viable sampling strategy for this project, probability samples were discussed but were determined to be impractical due to the lack of a sampling frame and the potential for sample failure based on a cluster sampling strategy. Instead, a targeted, saturation sampling approach guided the current study. While the sampling strategy used is a non-probability sample, there were several features of the chosen design that made it the most attractive option. Primarily, the targeted, saturation sampling design ensured that mentoring programs would be contacted, that eligible participants would have the opportunity to respond and that a wide coverage of mentoring programs would be achieved.

The targeted, saturation sampling strategy utilized the vast networking resources of three of the grant partners — Global Youth Justice (GYJ), The National Partnership for Juvenile Services (NPJS) and MENTOR — as well as the networking connections of The Office of Juvenile Justice and Delinquency Prevention (OJJDP). Below is a description of each partner's (and OJJDP's) database that was used to contact potential eligible respondents.

GYJ used its organizational membership database to reach juvenile justice professionals within several primary settings to include Teen Court/Youth Court Diversion Programs, Delinquency and Dependency Courts and Juvenile Probation Departments. The database included contact information for approximately 3,100 individuals in those settings.

NPJS used its organizational membership database to reach individuals and facilities that fall within the Juvenile Detention, Juvenile Corrections or Juvenile Probation settings. The database included contact information for approximately 1,000 individuals in those settings.

MENTOR's distribution list covers a broad list of programs and mentoring practitioners. There are close to 12,000 contacts in the list, but the email correspondence made it clear who the target for the survey was, thereby limiting the proportion of ineligible respondents.

Finally, OJJDP posted a call for participants to its JuvJust listserv. Thousands of practitioners are known to subscribe to this email list, representing a large number of potential eligible participants. A copy of the call for participants is included in Appendix B.

Sample Size, Response Rate and Sample Coverage

The final sample size was 1,197 respondents, which is more than sufficient to perform multivariate statistical analysis. It is important to note, however, that the analytic sample sizes varied from question to question due to built in skip patterns. These analytic sample sizes varied primarily as a function of the type of program the respondent represented and as a function of missing data (i.e., item non-response). Despite the variation in sample sizes across the different questions, small sample sizes were not a concern and were unlikely to have much impact on the results presented below.

Due to the sampling strategy utilized for this project (outlined above), typical *response rates* would not provide an appropriate overview of the sample's coverage or an indication of sampling efficacy. To be specific, recall there is no national register of mentoring programs (i.e., there is no sampling frame) from which a probability sample can be drawn. As a result, the most appropriate sampling strategy was one that would provide wide coverage of the United States and that would have a chance of reaching many known mentoring programs. Because of these features of the current study, conventional response rate data are incalculable. Instead, we provide several indicators of sampling efficacy according to sample coverage of the U.S. and information regarding *completion rates.*

Sample Coverage

Mentoring programs are not specific to one location, one region of the U.S. or one culture. As a result, a primary aim of the current study was to draw information from mentoring programs located across the U.S. and in different cultural settings. Table 1 presents statistics on the "spread" of the final sample across the 50 states. As can be seen, all 50 states were represented, as was Washington D.C. As expected, more populated states tended to provide more respondents as compared to less populated states. For example, California provided 68 respondents, while Rhode Island only provided three respondents. An important point to take away from Table 1 is that no region of the country was overlooked and, therefore, there is little reason to suspect that the results from any quantitative analysis will be biased toward certain areas of the country.

Another, perhaps more important, indicator of sample coverage gauges the types of communities from which the respondents hailed. These data can be found in Table 2, and several points warrant attention. First, note that the majority of the

respondents indicated that their program was located in an urban or a suburban setting. Second, little more than 1 percent of the sampled programs were located in a tribal setting. Third, roughly one-fourth of the sampled programs were located in a rural setting. While there is enough variance in the data to attain meaningful results, it will be important to control for the program's community setting in any statistical analysis. Also, it is important to point out that any conclusions drawn from this study may not be equally applicable to all community settings.

Table 1. Sample Coverage

Alabama	15	Nevada	9
Alaska	10	New Hampshire	9
Arizona	13	New Jersey	20
Arkansas	4	New Mexico	9
California	68	New York	58
Connecticut	15	North Carolina	31
Delaware	4	North Dakota	8
Florida	67	Ohio	28
Georgia	30	Oklahoma	8
Hawaii	9	Oregon	17
Idaho	9	Pennsylvania	26
Illinois	38	Rhode Island	3
Iowa	27	South Carolina	7
Indiana	26	South Dakota	9
Kansas	13	Tennessee	18
Kentucky	10	Texas	39
Louisiana	12	Utah	4
Maine	2	Virginia	21
Massachusetts	23	Vermont	6
Maryland	16	Washington	13
Michigan	42	Wisconsin	22
Minnesota	20	West Virginia	5
Mississippi	7	Wyoming	4
Missouri	13	Washington, D.C.	8
Montana	5	† Guam	1
Nebraska	7	† Puerto Rico	2

† Although it is possible that these respondents were from Guam and Puerto Rico, it is more likely that the respondent from Guam was intending to select Georgia, and the two respondents from Puerto Rico intended to select Pennsylvania.

Table 2. Community Location of Respondents' Programs

Community Type	Frequency	%	Cumulative %
Rural	241	25.64	25.64
Suburban	176	18.72	44.36
Tribal	13	1.38	45.74
Urban	510	54.26	100.00

Completion Rate

As mentioned above, conventional response rate data were inappropriate and uninformative for the current study. As an alternative, however, it may be useful to interpret the completion rate. The completion rate is a calculation of the percentage of respondents who successfully completed the questionnaire. In other words, the *completion rate* is an indicator of the success of the survey implementation strategy. The completion rate is calculated by carrying out the following formula:

$$\text{Completion Rate} = \frac{\text{Number of Respondents Who Completed Survey}}{\text{Number of Respondents Who Started Survey}} * 100$$

Completion rate data are presented in Table 3. As shown, the completion rate was 64.22 percent. At this point, it is important to reiterate one feature of the sample design: the sampling logic was one of "saturation," meaning that a nontrivial amount of respondents were expected to be ineligible for the survey. With that in mind, a completion rate of 64.22 percent is well within the acceptable range.

Table 3. Completion Rate Data

	Frequency	Rate
Respondents Who Started the Survey	1,864	
Respondents Who Completed the Survey	1,197	
Completion Rate		64.22%

Note: Completion rate data were obtained directly from the survey administration website, www.surveymonkey.com.

Analysis Plan

The quantitative analysis proceeded in two steps, each with a series of subsections. The first step to the analysis utilized various descriptive statistical techniques in order to provide an overview of the sample and of certain features of mentoring that are frequently encountered (note that a copy of the survey instrument is included in Appendix C). The second step to the analysis utilized a wide range of inferential statistical techniques such as cross-tabulation, analysis of variance (ANOVA), correlation and multivariate regression. Each of these steps to the analysis is discussed in more detail below.

Step 1: Descriptive Statistics

Descriptive statistics are an important first step to any empirical research. As a result, we began our analysis by consulting a variety of univariate descriptive statistics. For the most part, histograms, pie charts and bar charts will provide cogent visual overviews of the data, the median and modal response categories, and the variance within each measure. Step 1 of the analysis, therefore, will rely primarily on these visual analytic techniques.

Basic information about the survey respondents and the programs they represented are analyzed first. These descriptive analyses will provide important insight on mentoring programs, their typical structure and the methods by which they operate. One of the key foci for the current study was to dissolve the mystique that has, to date, surrounded the referral process of mentoring. Why do certain programs refer youth to mentoring programs while others do not? Are certain juvenile justice settings more likely to refer youth to mentoring than others? Are youth who have been arrested more or less likely to receive a referral to mentoring? These questions have harbored social scientists thinking for many years and, unfortunately, there has been little research that can speak to these questions. A primary goal of this project, therefore, was to provide some insight into these and other issues surrounding the referral process. Thus, the second section of the descriptive analysis will focus on the mentoring referral process.

After consulting data pertaining to the referral process, the analysis will then move to a descriptive overview of mentoring programs and how they tend to operate. This portion of the analysis will highlight

many features of mentoring programs with an eye toward identifying elements that may be linked with program effectiveness.

Step 2: Inferential Statistical Analysis

The second step of the analysis will rely exclusively on inferential statistical analysis. Generally speaking, inferential statistics can be conceptualized as a suite of analytic techniques that can uncover the underlying connections between two or more variables. For instance, it may turn out that mentoring programs that perform background checks on their mentors tend to be more successful (i.e., mentees meet their stated goals more often). Inferential statistical techniques such as cross-tabulation, correlation and regression will allow us to put a number on this relationship so that we may speak to the effect size (i.e., the importance or strength of the relationship) and whether that effect is distinguishable from zero (i.e., statistically significant). Moreover, it may turn out that mentor programs that perform background checks enjoy more success, but the relationship may not be causal. Instead, this connection (between the performance of background checks and program success) may be spurious due to other aspects of the program. The only way to account for possible *spurious* variables is to perform an analytic technique known as multivariate regression.

Briefly, multivariate regression is a statistical technique that allows a research to observe the relationship between two variables while controlling for the confounding influences of *k* covariates (where *k* is the number of other covariates being controlled). To understand multivariate regression, however, it is first necessary to understand correlation analysis. A correlation analysis examines the relationship between two variables to determine whether they covary. Put differently, a correlation analysis tells the researcher whether individuals who score high (or low) on variable *x* also tend to score high (or low) on variable *y*. A correlation analysis results in a correlation coefficient (*r*) that can be analyzed for statistical significance. The correlation coefficient ranges between -1.00 and 1.00. A correlation coefficient of -1.00 indicates that the two variables are perfectly correlated (i.e., knowledge of a person's score on one variable allows for the perfect prediction of that person's score on the other variable) and that the correlation is *negative*. In this sense, the term *negative* is interpreted as meaning that higher scores on one of the variables predicts lower scores on the second variable. Similarly, a correlation coefficient of 1.00 indicates that the two variables are perfectly correlated and that the correlation is *positive* (higher scores on *x* predict higher scores on *y* — or—lower scores on *x* predict lower scores on *y*). It should be noted that in practice, social scientists never observe a correlation of -1.00 or 1.00. Indeed, most variables of interest to social scientists correlate between -.20 and .20 (Weisburd & Piquero, 2008).

The correlation coefficient (r_{xy}) takes the formulaic form:

$$r_{xy} = \frac{\sum d_x d_y}{\sqrt{(\sum d_x^2)(\sum d_y^2)}}$$

where:

$$d_x = X - \bar{X}$$

$$d_y = Y - \bar{Y}$$

$$d_x^2 = (X - \bar{X})^2$$

$$d_y^2 = (Y - \bar{Y})^2$$

In the above equations, *X* represents the value on variable 1 and *Y* represents the value on variable 2. Thus, $\bar{X}$ = the mean value for variable 1 and $\bar{Y}$ = the mean value for variable 2. In words, the formula for

the correlation coefficient shows that the covariance between *X* and *Y* (the numerator) is divided by the product of the standard deviation of *X* and the standard deviation of *Y* (the denominator).

To determine whether an observed correlation is statistically significant, the researcher must calculate the degrees of freedom by subtracting 2 from the sample size ($n - 2$). Finally, the researcher must compare the *r* and the *df* to a table of critical *r* values. If the observed *r* is greater than the critical *r* value, the researcher can conclude that the correlation is statistically significant.

Correlation analysis is a useful tool when a researcher wishes to examine the relationship between two variables. The primary limitation of correlation analysis is that the effects of confounding variables cannot be ruled out. In other words, the researcher is unable to account for the effects of a third (or fourth, or fifth, etc.) variable. In order to remedy this shortcoming, the ordinary least squares regression (OLS) model must be estimated. The OLS regression model builds on the logic and mathematics of correlation analysis, but it improves upon them in one important way: OLS regression allows the researcher to account for the effects of a third (or fourth, or fifth, etc.) variable on the relationship of interest.

The OLS regression model takes the following form:

$$Y = a + BX_1 + \ldots BX_k$$

Several points are important to take away from the OLS regression model. First, the OLS model is *a linear* model. This means that the dependent variable (*Y*) is modeled as a linear combination of the effects of a, $X_1 \ldots X_k$, and *E*. Second, a is the intercept and is interpreted as the point at which the regression line crosses the *y*-axis. In general, the intercept reflects the mean of *Y* when all covariates are held at zero.

Third, the regression coefficient *B* represents the effect of *X* on *Y*. Similar to a correlation coefficient, the regression coefficient can be a positive or a negative number, which indicates the direction of the relationship between *X* and *Y*. Fourth, and perhaps most important, the OLS regression model includes more than one variable in the model. The term $BX_1 + \ldots BX_K$ indicates that anywhere between one and *k* (an unlimited number, theoretically) variables (often referred to as covariates) can be included in the model at the same time. The OLS regression model removes any covariation between the *X*s prior to estimating the effect of each *X* on *Y*. Thus, the OLS model estimates the effect of X_1 on *Y*, after the effects of $X_{2 \ldots k}$ have been removed or "partialled out."

The mathematical formulas underlying the OLS regression model will not be presented here. Instead, it is only important that readers understand "how" the OLS regression model arrives at "partialled out" estimates of the effect of X_k on *Y*. Imagine, for this example, an OLS regression model that has one dependent variable (*Y*) and two independent variables (X_1, X_2). The OLS regression model operates in three basic steps. First, the covariation between X_1 and X_2 is assessed using correlation analysis (see above). The covariation between the two variables is removed first from X_1, and the residual variance is saved. The residual variance is the variance in X_1 that is unaccounted for by X_2. Second, this process is repeated for X_2. At this point, both X_1 and X_2 reflect partialled values (i.e., neither shares variance with the other). Third, the correlation between *Y* and the partialled X_1 and the partialled X_2 is analyzed.

Interpreting the coefficients (i.e., the *B*) from an OLS model is an important step in the analytic process. Briefly, the coefficient estimate represents the amount of change in the dependent variable that occurs for every one unit increase in the independent variable of interest (i.e., moving from a 0 to a 1 on

X produces some amount of change in *Y*). If the X is a dichotomous variable — say, for example, gender — the coefficient estimate represents the difference between the two groups where the group labeled as zeros are the reference category. In other words, the coefficient shows how much more or less of *Y* category 1 has as compared to category 0. When *X* is a continuous variable, the OLS estimate tells how much *Y* changes as a function of *X.* Finally, the intercept, which is often ignored, is also interpretable. The intercept represents the average value on *Y* when all of the *Xs* are at zero.

In many cases, the OLS model performs well and the researcher is justified in using it. In some cases, however, the OLS model does not perform well, and the researcher may generate biased results. *Why* the OLS model might produce biased results in some cases is beyond the scope of this discussion. For a discussion of these issues written for a social science audience, see Long (1997). For now, suffice it to say that the OLS model is an inappropriate tool when used under certain conditions. These conditions center, primarily, on the scale and the distribution of the dependent variable (*Y*). The OLS model assumes that the dependent variable is measured continuously (i.e., ratio level data) and that its cases are normally distributed.[2] When these conditions are not met, the OLS model will not generate efficient and accurate results. In order to perform multivariate statistical analyses on a dependent variable that is not measured continuously or that is non-normally distributed, a variant of the OLS model is necessary (i.e., a generalized linear model).

Though there are many versions of the generalized linear model, the present study will rely mainly on the Poisson regression model. The Poisson model relaxes many of the assumptions made by the OLS model and, therefore, provides efficient and unbiased results when certain conditions are present. For the present purposes, two conditions drove the decision to estimate the Poisson model: 1) the level of measurement of the dependent variables; and, 2) the distributional properties of the dependent variables. As for the levels of measurement issue, all of the dependent variables analyzed below are best described as ordinal level measures. Each of the variables is scaled with whole number integers that typically range from zero to three. The Poisson model is well-suited to dealing with variables that are measured in this way. As for the second condition that drove the decision to estimate the Poisson model (the distribution of the variables), the Poisson model does not assume that the dependent variable is normally distributed. Instead, the Poisson model assumes that the data were generated as a result of a random process. By definition, a random process will not generate normally distributed values (although it is interesting to note that randomly generated data will often "look" like they were generated with some ordered criteria). These two features of the Poisson model made it the ideal choice for the present analysis. Although certain algebraic features of the Poisson model make the interpretation of coefficient estimates more difficult, two features are unchanged. First, the coefficients produced by the Poisson model can still be interpreted for the direction of the effect (positive or negative) in the same way that OLS coefficients (or correlations) are interpreted. Second, coefficient estimates produced by the Poisson model are amenable to tests for statistical significance. Thus, we will obtain probability estimates that indicate whether the observed estimate is statistically distinguishable from zero.

[2] It is important to point out that the OLS model does not actually assume a normal distribution of the dependent variable. Instead, the OLS model assumes normally distributed residuals, which are a function of the dependent variable. If the dependent variable is skewed, it is likely, but not necessarily the case, that the residuals will be skewed as well. However, for the present purposes, we will refer to the normal distribution of the dependent variable rather than the normal distribution of the residuals.

3 Qualitative Findings

SITE VISIT DESCRIPTIVE DATA

All site visits were guided by three data collection instruments: 1) a setting questionnaire, used at the six juvenile justice settings included in the current study (Delinquency Court, Dependency Court, Youth Court, Juvenile Detention, Juvenile Corrections, and Juvenile Probation), 2) a mentoring program questionnaire, used at the program identified by the individual setting site, and 3) the site demographic form which collected and organized basic information related to each of the visited sites. Tables 4-9 provide an overview of the descriptive data collected during the course of the site visits. These data are reflective of information provided by the juvenile justice settings and the mentoring programs which work with these settings. These tables offer a summary of key features of each of the sites selected for inclusion in the study, including location, number of youth served, number of current matches, number of youth currently in the referral process, time from identification to match, the age, race, and gender distribution of youth served, and the community designation of the site (i.e., urban, suburban, rural, tribal). Additional information presented includes the mentoring approach utilized, whether mentoring is voluntary and the type of youth focused on by the mentoring program. These types are delineated by juvenile justice setting (Delinquency Court, Dependency Court, Youth Court, Juvenile Detention, Juvenile Probation, Juvenile Corrections) and risk status (at-risk: youth is identified as having one or more risk factors for delinquency; high-risk currently involved: youth identified as high-risk and currently involved in the juvenile justice system; high-risk not currently involved; youth is identified as having several risk factors for delinquency but is not currently involved in the formal juvenile justice system).

Table 4. Descriptive Data for Juvenile Delinquency Court Sites

JUVENILE DELINQUENCY COURTS

	SITE LOCATION			
	Knoxville, TN	**Mississippi**	**Las Vegas, NV**	**Hartford, CT**
Number of Youth Served	1,300+ (yearly estimate)	55	13,000 (8 different sites)	66
Number of Current Matches	Not tracked	15	400	26
Number in Referral	Not tracked	N/A	0	22
Time from ID to Match	Varies	Immediately	1 Week	96 Days for Team Approach
Age Range	6-18	12-18	13-18	9-18
Gender	Male=65% Female=35%	Male=5% Female=95%	Male=59% Female=41%	Male=66% Female=34%
Community Design	Urban Rural, Suburban	Tribal	Urban	Urban
Region	South	South	West	Northeast
Race/Ethnic Breakdown	African American=6% Hispanic/Latino=2% White=89% Other=3%	Native American=100%	African American=36% Native American=1% Hispanic/Latino=23% White=23%	African American=42% Hispanic/Latino=56% White=2% Other=17%
Focus of Mentoring Program	Delinquency Court At-Risk High-Risk Currently Involved High-Risk Currently Not Involved	Not Specified	Juvenile Probation Delinquency Court At-Risk	Delinquency Court At-Risk High-Risk Currently Not Involved
Time in Operation	40 years	8 years	20+ years	2 Years
Mentoring Approach	Individual	Team	Individual	Individual Group Team
Voluntary or Mandated	Voluntary	Voluntary	Both	Voluntary

Table 5. Descriptive Data for Juvenile Dependency Court Sites

JUVENILE DEPENDENCY COURTS

	SITE LOCATION			
	Virginia Beach, VA	**San Diego, CA**	**Saratoga, NY**	**Burlington, VT**
Number of Youth Served	Several Thousand over 24 different programs	39	32	56
Number of Current Matches	40	15	21	6
Number in Referral	14	6	21	6
Time from ID to Match	Males=3 Months Females=4-6 Weeks	1 Month	2-6 Months	6 Weeks
Age Range	6-17	14-18	6-15	6-21
Gender	Male=50% Female=50%	Male=45% Female=55%	Male=30% Female=70%	Male=40% Female=60%
Community Design	Urban	Urban	Suburban	Urban
Region	South	West	Northeast	Northeast
Race/Ethnic Breakdown	Native American=.5% Hispanic/Latino=6% White=47%	African American=7% Native American=1% Hispanic/Latino=28% White=58.9% Other=33%	African American=12% Native American=4% Hispanic/Latino=10% White=72% Other=2%	African American=21% Native American=2% Hispanic/Latino=2% White=75%
Focus of Mentoring Program	Dependency Court	Juvenile Probation Dependency Court At-Risk High-Risk Currently Involved High-Risk Currently Not Involved	Dependency Court At-Risk High-Risk Currently Involved High-Risk Currently Not Involved	Delinquency Court At-Risk
Time in Operation	2.5 Years	6 Years	19 Years	10 Years
Mentoring Approach	Individual	Individual	Individual Group	Individual
Voluntary or Mandated	Voluntary	Voluntary	Voluntary	Voluntary

Table 6. Descriptive Data for Juvenile Youth Court Sites

JUVENILE YOUTH COURTS

	SITE LOCATION		
	Latham, NY	**New Bedford, MA**	**Lawrenceville, IL**
Number of Youth Served	105	310	55
Number of Current Matches	14	25	6
Number in Referral	3	0	0
Time from ID to Match	6-8 Weeks	2 Months	30 Days
Age Range	9-18	6-15	13-18
Gender	Male=55% Female=45%	Male=71% Female=29%	Male=100%
Community Design	Suburban	Urban	Rural
Region	Northeast	Northeast	Midwest
Race/Ethnic Breakdown	African American=4% Hispanic/Latino=1% White=90% Other=3%	African American=27% Hispanic/Latino=30% White=31% Other=12%	White=100%
Focus of Mentoring Program	Juvenile Probation Delinquency Court Youth Court/Teen Court Diversion Dependency Court At-Risk High-Risk Currently Involved High-Risk Currently Not Involved	Juvenile Probation Youth Court/Teen Court Diversion At-Risk High-Risk Currently Involved High-Risk Currently Not Involved	Juvenile Probation Juvenile Corrections Deliquency Court Youth Court/Teen Court Diversion Juvenile Corrections Dependency Court At-Risk High-Risk Currently Involved High-Risk Currently Not Involved
Time in Operation	20 Years	5 Years	40 Years
Mentoring Approach	Individual	Individual	Individual
Voluntary or Mandated	Voluntary	Voluntary	Both

Table 7A. Descriptive Data for Juvenile Probations Sites

JUVENILE PROBATIONS

	SITE LOCATION		
	Knoxville, TN	**Claremont, NH**	**Shreveport, LA**
Number of Youth Served	175	24	70
Number of Current Matches	78	6	49
Number in Referral	5	0	20
Time from ID to Match	24 Hours	30 Days	5-8 Weeks
Age Range	13-18	13-18	13-18
Gender	Male=64% Female=36%	Male=67% Female=33%	Male=90% Female=10%
Community Design	Urban	Rural	Urban
Region	South	Northeast	South
Race/Ethnic Breakdown	African American=55% White=41% Other=4%	White=100%	African American=85% White=15%
Focus of Mentoring Program	Juvenile Probation Juvenile Corrections Delinquency Court High-Risk Currently Involved	Juvenile Probation Juvenile Corrections At-Risk High-Risk Currently Involved High-Risk Currently Not Involved	Juvenile Probation Juvenile Corrections Deliquency Court High-Risk Currently Involved High-Risk Currently Not Involved
Time in Operation	6 Years	2 Years	1.75 Years
Mentoring Approach	Individual Group Team	Individual	Individual
Voluntary or Mandated	Voluntary	Both	Voluntary

Table 7B. Descriptive Data for Juvenile Corrections Sites

JUVENILE CORRECTIONS

	SITE LOCATION	
	Sequin, TX	**Kalamazoo, MI**
Number of Youth Served	Approx. 75	0
Number of Current Matches	15 (31 total in 2010)	1 (100% when mentors are available)
Number in Referral	0	13
Time from ID to Match	4-6 Weeks	2 Months
Age Range	15-18	16-21
Gender	Male=90% Female=10%	Male=67% Female=33%
Community Design	Rural	Urban
Region	South	Midwest
Race/Ethnic Breakdown	African American=20% White=60% Other=20%	African American=79% Hispanic/Latino=60% White=20%
Focus of Mentoring Program	Juvenile Probation Juvenile Corrections Delinquency Court High-Risk Currently Involved	Juvenile Probation Juvenile Corrections At-Risk High-Risk Currently Involved
Time in Operation	3.5 Years	5 Years
Mentoring Approach	Individual	Individual
Voluntary or Mandated	Voluntary	Voluntary

Table 8A. Descriptive Data for Juvenile Detention Sites

JUVENILE DETENTION

	SITE LOCATION		
	Portland, ME	**Manchester, NH**	**Goddard, KS**
Number of Youth Served	165	144	49 (42 due to staff reductions)
Number of Current Matches	12	27	40
Number in Referral	0	0	0
Time from ID to Match	4-8 Weeks	30 Days	1 Day
Age Range	16-18	13-18	6-18
Gender	Male=83% Female=17%	Male=87% Female=13%	Male=100%
Community Design	Urban Rural Suburban	Urban Rural Suburban	Rural
Region	Northeast	Northeast	Midwest
Race/Ethnic Breakdown	White=98% Hispanic/Latino=1% Native American=1%	African American=3% Hispanic/Latino=3% White=93% Other=2%	African American=28% Native American=4% Hispanic/Latino=22% Other=46%
Focus of Mentoring Program	Juvenile Probation Juvenile Corrections At-Risk High-Risk Currently Involved High-Risk Currently Not Involved	Juvenile Probation Juvenile Corrections At-Risk High-Risk Currently Involved High-Risk Currently Not Involved	Juvenile Corrections High-Risk Currently Involved
Time in Operation	1.5 Years	1 Year	4 Years
Mentoring Approach	Individual	Individual	Individual
Voluntary or Mandated	Voluntary	Voluntary	Voluntary

Table 8B. Descriptive Data for Juvenile Detention Sites

JUVENILE DETENTION

	SITE LOCATION	
	Southbend, IN and Logansport, IN	**Anchorage, AK**
Number of Youth Served	21	Beds=156 Treatment=96 Detention=60
Number of Current Matches	2	13
Number in Referral	1	5
Time from ID to Match	Immediately for Incarcerated youth/ 2 Days-Post Release	55 Days
Age Range	13-18	9-21
Gender	Male=100%	Male=80% Female=20%
Community Design	Urban Rural Suburban	Urban Rural
Region	Midwest	West
Race/Ethnic Breakdown	Hispanic/Latino=100%	African American=17% Native American=17% Hispanic/Latino=6% White=39% Other=21%
Focus of Mentoring Program	Juvenile Corrections	Juvenile Corrections High-Risk Currently Involved
Time in Operation	1 Years	8 Years
Mentoring Approach	Individual Group	Individual
Voluntary or Mandated	Voluntary	Group

Table 9. Descriptive Data for Juvenile Corrections Sites

JUVENILE CORRECTIONS

	SITE LOCATION	
	Knoxville, TN	**Buffalo, NY**
Number of Youth Served	175	248 (Over past two years)
Number of Current Matches	78	152
Number in Referral	5	15
Time from ID to Match	24 Hours	2 Weeks
Age Range	13-18	13-18
Gender	Male=64% Female=36%	Male=68% Female=32%
Community Design	Urban	Urban
Region	South	Northeast
Race/Ethnic Breakdown	African American=55% White=41% Other=4%	African American=47% Native American=1% Hispanic/Latino=19% White=21% Other=12%
Focus of Mentoring Program	Juvenile Probations Juvenile Corrections Delinquency Court High-Risk Currently Involved	Juvenile Probations Juvenile Corrections At-Risk High-Risk Currently Not Involved High-Risk Currently Involved
Time in Operation	6 Years	2 Years
Mentoring Approach	Individual Group Team	Individual Group Team
Voluntary or Mandated	Voluntary	Voluntary

DELINQUENCY COURT SITE VISITS

The Referral Process for Delinquency Court

Site visits were made to four locations primarily described as delinquency or juvenile courts. These Delinquency Courts are located in Hartford, CT, Clark County, NV, Knoxville, TN, and the Choctaw Indian Reservation in Mississippi. The last of these four sites also housed a Youth Court which was integrated into the Tribal Court system on the reservation, along with the mentoring program. This site was also the only one featuring an embedded mentoring program. The Hartford court utilizes a partnership with a local program, the Youth Alive Mentoring Program, while the Nevada site refers youth to Boys and Girls Club of Las Vegas (BGCLV), which has significant capacity to provide mentoring services. The East Tennessee Delinquency Court in Knoxville works with Big Brothers Big Sisters of East Tennessee (BBBSET) for their mentoring needs. For all of these courts, mentoring is not court ordered, but voluntary. The referral process is slightly variant across the four sites, but most follow a trajectory in which the juvenile court instigates the initial referral steps. For example, in Clark County, where Juvenile Probation is subsumed under the juvenile court, referrals may be made from either juvenile court actors or probation officers. Referrals are then passed on to BGCLV for further screening. In Hartford, a Juvenile Review Board (JRB) serves as a buffer between youthful offenders and the actual juvenile court and acts as a diversion from formal appearance before the court. The JRB employs case managers and project coordinators who interview and screen youth and make the determination to refer for mentoring services to the Youth Alive program. The East Tennessee Delinquency Court is only one of several sources of mentoring referrals for system-involved youth. The court, law enforcement, Juvenile Probation, schools and community organizations all make referrals for mentoring services with BBBSET. BBBS then utilizes its own screening mechanisms to determine the suitability of mentoring for referred youth.

The Choctaw Tribal Court procedure is perhaps the most divergent from the other sites in that the court is the sole source of referral in the community. The Tribal Court has the authority to hear all criminal or delinquent cases and makes all initial determinations related to the youth's trajectory. Many youth will be referred to the embedded tribal Youth Court where they will be assessed by the intake diversion coordinator. It is this screening and assessment which evaluates youth's suitability for mentoring services.

With the exception of the Tribal Court, all sites were bound to some extent by state statutes governing the timeframe within which juvenile cases must be processed. These time periods ranged from 90 days in Connecticut and Tennessee to four months (roughly 120 days) in Nevada. These statutes do not, however, appear to affect the likelihood or ability of the sites to make referrals to mentoring programs as none reported problems stemming from this statutory requirement.

Similar to the findings from other juvenile justice settings, the Delinquency Court sites reported that the vast majority of youth are deemed suitable for mentoring. The percentage of youth identified as a "good fit" for mentoring ranged between 95 percent in Hartford and Knoxville and 99 percent in Clark County to 100 percent in the Choctaw Tribal Court. The mentoring programs associated with these sites also reported similarly high rates of suitability based on their own specific assessment criteria.

In terms of actual match rates, Clark County Juvenile Court reported that 15 referrals had been made to BGCLV for mentoring services in the past six months

and reported a 99 percent successful match rate. In Hartford, 22 youth had been referred to the Youth Alive Mentoring Program in the past six months, but only eight of 14 had been successfully matched with a mentor due to wait list issues. The discrepancy in these numbers (22 referred, only eight of 14 matched) is likely due to the voluntary nature of the mentoring services. At each of the four sites, participation in mentoring is completely voluntary, and often, there is no official follow-up by the juvenile court to identify which youth have been successfully matched. The Knoxville site reported that 35 referrals had been made from a variety of juvenile justice sources (i.e., law enforcement, Juvenile Probation, juvenile court) in the past six months, of which 25 had been successfully matched to a mentor by BBBSET. In the Choctaw Tribal Court/Youth Court, 25 youth had been referred for mentoring in the past six months, all of whom were successfully matched.

Program Capacity and Characteristics: Delinquency Court

The types of mentoring utilized across the four sites varied in terms of form and intensity. In Clark County, BGCLV requires a minimum 12-month match commitment from its mentoring relationships, as does the Youth Alive Mentoring Program in Hartford. Matches at the BBBS in east Tennessee are also required to be 12 months in length, though the intensity of these matches varies depending upon where the mentoring is based — school or the community. The match commitment for the Choctaw site was similarly set at 12 months.

The Clark County site reported the use of a team mentoring approach based in the community. Mentors meet with mentees twice per week for approximately two hours each meeting. These meetings often occur within the daily program operation of the Boys & Girls Clubs and takes place at the club's facility. The Choctaw site similarly utilizes team mentoring which takes place on the reservation at the Choctaw Justice Center. These meetings typically take place twice per month and last for approximately three hours per meeting.

Conversely, both the Youth Alive program in Hartford and the BBBS program in Knoxville utilize one-to-one mentoring with referred youth. Youth Alive Mentors meet weekly with their mentees at various community locations throughout Hartford. These meetings typically last two hours. At the East Tennessee site, mentoring takes place at both school and in the community. Mentoring at school locations occurs weekly, with meeting time duration of one hour. Mentoring taking place at community locations occurs less frequently, but lasts for longer periods of time. Specifically, mentoring in the community takes place only between two and three times per month (compared with weekly mentoring at school locations) and lasts for approximately two to three hours per meeting.

The mentoring programs associated with the Delinquency Courts indicated that there are varying amounts of training that mentors receive across sites. For example, in Clark County, BGCLV provides specialized training for its mentors on a range of topics, including dealing with system-involved, delinquent youth. Youth Alive in Hartford also utilizes between six and eight hours of training for its mentors. BBBS of East Tennessee reported no special training for mentors related to addressing the specific needs of delinquent or system-involved youth, nor did the Choctaw program.

Data also suggest inconsistencies across the sites with respect to the amount of individualized attention referred youth receive. At two of the four sites (Clark County and Choctaw), respondents indicated that mentoring services were designed

with the individualized issues of the referred youth in mind. For example, the Nevada site reported specific foci on substance abuse, gangs and graffiti for many of their mentored youth, while the Choctaw site also reported that mentoring is tailored for specific offenses. Similarly, the Choctaw site was the only one of the four which reported its mentors assist the youth with navigation of the juvenile justice system. Conversely, the Hartford and Knoxville sites indicated that mentoring is not designed or delivered with specific issues in mind.

Outcomes for Mentoring: Delinquency Court

All respondents interviewed were asked to discuss the types of goals and objectives that were intended for the mentoring relationship. These common goal categories included minimized contact with the criminal or juvenile justice system, reduced recidivism, improved school attendance and performance, prosocial engagement, and employment preparation. Across the four sites, both the Delinquency Court and the mentoring program identified the vast majority of these as goals that are set for the mentoring match. The empirical question remains, however, how successful youth are in achieving these intended goals over the course of the 12-month match and during the time following the completion of the mentoring relationship.

DEPENDENCY COURT SITE VISITS

The Referral Process for Dependency Court

Site visits were conducted with four locations primarily described as Dependency Courts. These include Dependency Courts in San Diego, CA, Saratoga, NY, Burlington, VT, and Virginia Beach, VA. Dependency Courts are substantially different from the other settings included in this study in that they deal primarily with children involved in the foster system but not necessarily involved in delinquency. Dependency Courts do, however, utilize mentoring as a service for the youth who appear before them at times and as such were included in the current study.

Referral processes varied somewhat across the four sites, although all had in common the voluntary nature of participation in mentoring services. None of the sites mandated that mentoring take place, regardless of who recommends it. For three of the four sites (San Diego, Saratoga and Burlington), referrals can come from a range of system actors who may deem mentoring appropriate for the youth with whom they come into contact. For example, in Saratoga, referrals for mentoring services may derive from the Dependency Court, Juvenile Court, Child Protective Services, parents or schools. Catholic Charities of Saratoga, which also serves as a referral source for mentoring for children involved in other services provided by the charity, offers the mentoring services for Dependency Court-involved youth through their Saratoga Mentoring Program. In San Diego, referrals may come from residential facilities where foster children are located, or they are made by Juvenile Probation for youth also involved in Delinquency Court. Referrals may also come from San Diego Youth Services, Transitional Living Plus (TLP), New Alternative Foster Agency and foster families. The mentoring program in San Diego, Foster Youth Mentoring Independence Program, is embedded in the Bridge Residential Home and services youth located at both the Bridge facility and the Fred Finch Youth Center.

Referrals for Dependency Court-involved youth in Burlington come from the court itself, child welfare agencies and community agencies that deal with foster youth and their families. More specifically,

residential services within the Spectrum Youth and Family Services agency are the primary referral source. The Burlington setting utilizes an embedded mentoring program for referred youth, the Spectrum Mentoring Program. In Virginia Beach, referrals for mentoring services come primarily from Department of Human Services social workers. Unlike the Burlington or San Diego sites, the Virginia Beach Department of Human Services does not use an embedded mentoring program for the foster youth under its care and instead refers youth to the Team Up Foster Care Mentoring Program in Portsmouth, VA.

Once referred to a particular mentoring program, another assessment is undertaken by the individual programs to determine the suitability of youth for mentoring services. In Saratoga, the Catholic Charities' Saratoga Mentoring Program evaluates referred youth by using the criteria set forth by MENTOR's *Elements of Effective Practice for Mentoring*™. More specifically, the program director, a licensed social worker, assesses all referred youth and makes determinations regarding suitability. The Saratoga site reported that approximately 70 percent of youth referred from juvenile justice settings are deemed suitable for mentoring. In San Diego, almost all foster youth are referred for mentoring. Ninety-five percent of youth at the San Diego site are deemed good candidates for mentoring, although one in three (35 percent) is excluded due to a range of issues, including refusal to participate, family reunification plans and youth who have absconded.

The referral process in Burlington involves the completion of a referral form by the youth and their parent/guardian, as well as a formal intake interview completed by social workers or counselors. The Burlington site also reported using MENTOR's *Elements of Effective Practice for Mentoring* in determining eligibility for mentoring services. Ninety percent of youth at the Burlington site are deemed acceptable candidates for mentoring, and 13 of 15 referrals in the previous six months have been successfully matched (87 percent). At the Virginia Beach site, MENTOR's *Elements of Effective Practice for Mentoring* is also utilized to assess the suitability of youth referred for mentoring. Program staff also conducts an intake interview with youth and their guardians. The program supervisor reports that 53 percent of referred youth are deemed acceptable for mentoring with 41 of 77 referrals successfully matched. The Virginia Beach site reported that the main reasons for program exclusion included family or youth refusal to participate and criminal history of the youth (e.g., violent or sex offenses, serious psychological problems).

Program Capacity and Characteristics: Dependency Court

The four programs visited under the umbrella of Dependency Court also varied in terms of program capacity and characteristics. In particular, several of the sites reported challenges to securing enough mentors for referred youth (Saratoga, San Diego, Burlington). In terms of match success, the San Diego site reported that 11 of 15 youth referred in the prior six months had been successfully matched with an adult mentor for a match rate of 73 percent. Burlington reported 13 of 15 successfully matched in the past six months for a match rate of 87 percent. The Burlington program also reported that the reason two youth were not successfully matched was because of their refusal to participate in the mentoring services. Saratoga reported a 70 percent success rate in matching referred youth with adult mentors. In Virginia Beach, 15 referrals have been received in the previous six months, with 12 youth being successfully matched for a rate of 75 percent. Overall, these findings suggest that the vast majority

of youth referred for mentoring services from Dependency Court are able to be successfully matched with an adult mentor.

The type of mentoring utilized was also investigated during the site visits. All four sites reported utilizing one-to-one mentoring styles, although the Saratoga site also indicated that group mentoring was used. Group mentoring was described by that program as involving one mentor and multiple youth at the same time. Mentoring in the Saratoga program involves a 12-month match commitment, with interactions taking place weekly for approximately two hours per meeting. Mentoring activities take place in the community, typically at Skidmore College in Saratoga, but also at other community locations. The Foster Youth Mentoring Independence Program in San Diego also requires a 12-month match commitment from its mentoring matches, with meetings occurring twice per month. These meetings are typically two hours in duration and take place in the community or at the residential facilities where foster youth reside. A 12-month match commitment is required at the Spectrum Mentoring Program in Burlington, where mentors and youth meet in community locations at least twice per month. These meetings last for approximately three hours. Similarly, a 12-month match commitment is required at the Team Up Foster Care Mentoring Program in Virginia Beach. Mentors meet with youth weekly at community locations for about two hours per meeting.

All sites were asked about the type of training mentors receive prior to being matched with referred youth. Similar to the findings derived from other juvenile justice settings, training for mentors is varied both prior to initial contact with youth and during the course of the match relationship. For example, in Saratoga, mentors are trained in several topics including “virtues training” and child sexual abuse. In San Diego, mentors do receive training (16 hours), although this does not involve any specialized training for dealing with juvenile justice involved youth. Training in Burlington involves instruction provided by MOBIUS, the Vermont *State Mentoring Partnership.* This includes special training for dealing with foster-care involved youth and takes place four times per year. Finally, the Virginia Beach site also utilizes formal training for mentors, though it does not directly address dealing with foster care youth.

Only one of the four sites (Virginia Beach) reported that mentoring activities were specifically tailored for Dependency Court-involved youth. Catholic Charities of Saratoga did, however, report that while mentoring is not specifically tailored for individual youth, additional services can be provided to the referred youth and his/her family through the charity’s other services such as counseling, advocacy and parental support. When it comes to assisting youth in navigating the juvenile justice system, two of the four sites reported that mentors are responsible for this duty. Respondents in San Diego and Burlington indicated that mentors are expected to assist youth in dealing with the juvenile justice system, while the Saratoga and Virginia Beach sites reported that this was not an expectation of mentors.

Outcomes for Mentoring: Dependency Court

Each of the six settings was asked to report on the intended goals or objectives of the mentoring match. Across all sites and settings, most respondents indicated that most of the goals listed were also those intended for the mentoring match. In particular, sites were asked to identify which of the following were considered specific goals: minimized contact with the criminal or juvenile justice system, reduced recidivism, improved school attendance and

performance, prosocial engagement and employment preparation. For the Dependency Court sites, however, there was far greater variability with this response. In Saratoga, all goals except reduced recidivism and employment preparation were identified as intended objectives. The San Diego site reported that all goals were relevant for their youth, while the Burlington site indicated that only improved school attendance and performance and prosocial engagement were specific objectives for their matches. Finally, the site in Virginia Beach reported that all goals, with the exception of employment preparation, were considered objectives for the match relationship. This variability in goals and objectives is likely due to the novel clientele served by these sites. Youth involved in Dependency Court, unlike the other five juvenile justice settings, may be involved in the system through no fault of their own. Indeed, most youth involved in Dependency Court are those who have been abandoned, abused or otherwise victimized by their parents or guardians. These youth have not, however, necessarily engaged in delinquency or other problem behavior. As a result, the objectives intended for their matches differ somewhat from the other settings and sites.

YOUTH/TEEN COURT SITE VISITS

The Referral Process for Youth/Teen Court

Site visits were made to three programs primarily described as Youth Courts. These Youth Courts are located in Lawrenceville, IL, New Bedford, MA, and Latham, NY, and serve as diversionary programming for youthful offenders. Only one of the three sites (Illinois) featured an embedded mentoring program for youth, while the others utilize a partnership with local mentoring programs to serve their clients' needs with respect to mentoring services. Based on the data obtained from these site visits and through the use of the site visit questionnaire (see Appendix A), several findings were generated related to the specific elements of the referral process for mentoring services.

For the Colonie Youth Court, located in Latham, NY, and the New Bedford Youth Court, located in New Bedford, MA, the referral process typically begins with police contact. In New York, local law enforcement conducts its own intake assessment of the youthful offender and determines whether the youth should be diverted from official juvenile court involvement to the Youth Court. In Massachusetts, youth are referred to the Youth Court if they are first time offenders willing to admit guilt. The Youth Court in New York also receives referrals from Juvenile Probation and the local juvenile court, which are common referral sources for most Youth Courts, both those described here and more generally as Youth Court practice.

Once youth have been referred to Youth Court, there are two ways in which he or she may be referred to a mentoring program. First, mentoring may be used as part of the sentence dispensed by the peer jury. Second, the Youth Court director or case manager may determine that mentoring is appropriate for a particular youth. In New York and Massachusetts, these referrals must be made within 120 days of initial police contact, as the programs are bound by statutory authority to adhere to this timeframe. Conversely, there is no statutory timeframe for Illinois, though most cases are referred within 30 days.

For all Youth Courts in the sample, participation in mentoring is voluntary. This presents one of the most significant challenges to potential matching success, as some families are not willing to participate or allow their children to participate in mentoring services. The other major obstacle to

successful referral identified was that of the mental health status of the individual youth. In particular, the New Bedford site reported that youth are not deemed appropriate candidates for mentoring if they have been diagnosed or show evidence of serious mental health problems.

Across the Youth Court sites, the vast majority of youth are deemed appropriate for referral to mentoring services. Findings indicate that these numbers range between 90 and 100 percent, and that once referred to an actual mentoring program, most of these youth are able to be matched successfully with a mentor. While these numbers are quite high in terms of candidate suitability, findings also suggest that few youth are actually referred to mentoring over the course of a year. For example, in the Colonie Youth Court, only seven referrals have been made to the mentoring program in the past six months. Of these, only four of the seven had been successfully matched with a mentor, for a match rate of 57 percent. The mentoring program associated with this Youth Court (Big Brothers Big Sisters of the Capital Region) reported only eight current matches that were referred from the Youth Court. In the New Bedford Youth Court, 100 percent of youth are deemed appropriate for mentoring services, but only five had been referred to the mentoring program in the past six months. The mentoring program associated with this Youth Court (SMILES Mentoring Program) reported 25 current matches referred from the court.

For the Lawrence County Peer Jury, which utilizes an embedded mentoring program (Cra-Wa-La Volunteers in Probation), reports indicated that far fewer referred youth are deemed good candidates for mentoring. Interviews with program staff indicate that only 25 percent of referred youth meet the criteria for mentoring services, and of the six youth referred in the previous six months, only four had been successfully matched, for a match rate of 67 percent. Overall, the evidence derived from the site visits suggests that while many youth are considered viable candidates for mentoring, in raw numbers few are actually referred to mentoring programs from Youth Courts as the result of juvenile justice system involvement.

Program Capacity and Characteristics: Youth/Teen Court

While all three sites utilize one-to-one mentoring for referred youth, the capacity and characteristics of the visited Youth Courts varied in several important ways. The Colonie Youth Court and its associated mentoring program require a 12-month match commitment for mentoring relationships. Mentoring takes place in both school and community-based locations. Mentoring that occurs at school-based locations typically occurs weekly, with a one hour duration in the meeting time. When mentoring takes place in the community, it is less frequent (2-3 times per month), but lasts for longer periods of time per meeting (approximately 2-3 hours per meeting).

For the New Bedford Youth Court, mentoring is also one-to-one, but is restricted to school-based interactions between mentors and mentees. Matches between mentors and youth typically occur over nine months to coincide with the academic school year. Mentoring takes place in weekly meetings lasting between approximately 60 and 90 minutes. In Illinois, a 12-month match commitment is required. One-to-one mentoring takes place in community locations and occurs twice per week. These meetings last for approximately one hour.

For two of the three sites, interviewees reported that mentoring activities were not tailored around the specific needs of the referred youth, and none of the mentoring programs focused on a specific

type of offender. Based on the data obtained from the interviews, it appears that mentoring tends to be engaged in a general manner in order to service the needs of a divergent client base. One exception to this was the Colonie Youth Court, which reported that mentoring practices were tailored toward individual youth based on their specific needs. For example, this site reported that mentoring practices were tailored for a range of circumstances including specific types of offenses such as property crime or gang involvement, individual youth history such as mental health or developmental issues, and specific juvenile justice settings.

Outcomes for Mentoring: Youth/Teen Court

While the central focus of the current research is the referral process utilized to match youth with appropriate mentors, data were collected that addressed intermediate outcomes for the mentoring match. In particular, data were collected regarding the possible goals intended for the mentoring match. These common goal categories included minimized contact with the criminal or juvenile justice system, reduced recidivism, improved school attendance and performance, prosocial engagement and employment preparation. Across all three sites, both the Youth Court and the mentoring program identified the vast majority of these as goals or objectives that are set for the mentoring match. This is not entirely surprising since the population under study here includes youth who have become involved in mentoring primarily because of contact with the criminal or juvenile justice system. Only "employment preparation" was not identified as a common goal across the Youth Court and mentoring sites.

JUVENILE CORRECTIONS SITE VISITS

The Referral Process for Juvenile Corrections

Site visits were made to six locations primarily described as Juvenile Corrections. These corrections settings are located in Wichita, KS, South Bend, IN, Logansport, IN, South Portland, ME, Anchorage, AK, and Manchester, NH. The sites varied in terms of embedded mentoring programs with four of the five sites reporting that these types of arrangements were utilized. The Wichita site reported using an embedded mentoring program that is funded by state monies (Title I Neglected and Delinquent Funding) designed to assist incarcerated youth with their transition from the facility to their community and school. This embedded program utilizes the services of a "mentor specialist" to aid in this transition and in the development of educational goals. The South Bend and Logansport sites also utilize an embedded mentoring program, "Bienvenido Program," which services Latino males. The South Portland, ME, site employs three distinct mentoring programs to deliver services to referred youth, one of which is embedded within the Long Creek Youth Development Center. Following release, youth may be serviced by either the Good Guides program, affiliated with Goodwill Industries, or the Seeds of Independence program, depending upon geographic location. Nearby Manchester, NH, also utilizes the services of Good Guides, which provides mentoring to referred youth with the assistance of OJJDP grant funding. Finally, the Anchorage site (McLaughlin Youth Center) reported a cooperative agreement with Big Brothers Big Sisters of Alaska to provide mentoring services for committed youth. These mentoring relationships are designed to begin while the youth is incarcerated and continue following release.

The referral process across all six sites was fairly consistent, with all reporting voluntary participation. In Wichita, referrals may be self-made or derive from the mentoring specialist who serves as the intermediary between the facility and the mentoring program. Unlike most locations, there is no official referral form or process per se, nor is parental permission sought for youth participation. In most instances, the mentoring specialist meets with the interested youth to determine the most appropriate course of action regarding mentoring services. At the South Bend site, referral is determined by the facility staff and is considered during intake and classification. The referral process is somewhat more formalized at the South Portland location, with all youth required to complete a referral form. Referrals may come from the volunteer coordinator, family or youth themselves. The unit treatment team, consisting of a psychologist, an educator, a direct care staffer and a social worker, also plays a role in the assessment process.

Referral at the Alaska site begins with the facility treatment team, consisting of a counselor, a treatment supervisor, a reentry caseworker, a probation officer and case management supervisor, which determines youth suitability for mentoring. This process entails review of youths' case files, collateral contact information, probation officer and family information, and opinions of reentry caseworkers. After consideration of this information, referral is made to BBBS. This process typically begins between 12 and 16 weeks prior to youths' release from the facility in order to establish a working relationship between mentor and mentee. In New Hampshire, referrals are not court ordered but are made by the facility classification team. Unlike the other four sites included in the Juvenile Corrections setting, NH is bound by a 14-day classification deadline. Because the referral assessment begins at intake and classification, any youth who will be referred for mentoring must be referred within that 14 day timeframe.

Similar to the other five juvenile justice settings, almost all youth were deemed suitable for referral to mentoring. In fact, of all six settings considered in the current study, the highest percentages of suitable youth were reported by the Juvenile Corrections sites. All but one of the sites (New Hampshire) reported that 100 percent of youth were considered good candidates for mentoring. At the New Hampshire site, this number was only slightly less, with between 90 and 95 percent of youth deemed acceptable for mentoring.

With respect to actual referrals and matches made, a fewer number of youth are serviced at these locations compared to other juvenile justice settings. The Wichita site reported that between 25 and 30 referrals had been made in the past six months, with 100 percent of these being successfully matched. In Maine, between 25 and 30 referrals had been made in the past six months, with 100 percent of these youth being successfully matched. The Alaska site reported that eight youth had been referred in the six months prior, with five of these successfully matched with a mentor. Reasons provided for those not matched included a lack of mentoring programs, lack of mentors within a program, lack of availability of suitable mentors, youth and/or family refusal to accept the match, and mentor program exclusions. The New Hampshire site reported a perfect record of matching referred youth with suitable mentors (100 percent match rate), with 30 youth referred and matched in the six months prior to the site visit.

Program Capacity and Characteristics: Juvenile Corrections

The Juvenile Corrections sites varied considerably in terms of the types and styles of mentoring utilized. The Wichita site uses one-to-one mentoring in the

secure juvenile facility during the time of the youth's incarceration, but also conducts mentoring in community locations following release. This site also reported that mentoring may take place in the youth's home after release, although this is discouraged by the program. A nine-to-12-month match commitment is required by the Wichita program, with weekly one-hour interactions comprising the mentoring relationship.

At the South Bend and Logansport Juvenile Correctional Facilities in Indiana, the Bienvenidos Program utilizes an approach that is unlike any of the other Juvenile Corrections sites. This program is designed to take place over an eight week period and follows a specific curriculum driven by cognitive-behavioral treatment principles. Youth participate in this program in groups meeting weekly for between 1.5 and two hours. A nine-month match commitment is required at this site (for the post-incarceration element of the program), then intermittent follow-up of youth after release. This program also utilizes elements of peer mentoring among the enrolled program participants. The process described possesses echoes of the therapeutic communities (TCs) found in adult correctional facilities delivering treatment and intervention programming.

Because the Maine site utilized the services of three mentoring programs for system-involved youth, virtually all types of mentoring styles are used across all locations. Respondents reported that one-to-one, group and team mentoring were employed and that mentors and mentees met at a variety of locations, including both secure and non-secure facilities, community locations and in youths' homes. A nine-to-12-month match commitment is required at this site, consisting of weekly interactions lasting approximately one hour.

Similar to reports from other BBBS programs, the Alaska site requires a 12-month match commitment consisting of weekly (or more frequent) interaction between mentors and mentees. Mentoring is one-to-one and takes place in the secured facility (McLaughlin Youth Center) prior to release and at community locations post-release. After release, mentoring interactions are limited to between two and four times per month. Finally, the New Hampshire site also reported the utilization of one-to-one mentoring which takes place at the secure facility (Sununu Youth Service Center) prior to release and at community locations post-release.

For all five Juvenile Corrections sites visited, interviewees reported that mentoring was tailored for the specific population of incarcerated youthful offenders. This is somewhat divergent from the other juvenile justice settings in that the youth referred from these settings tend to vary in terms of criminal history and current offense. However, all youth who are committed to a juvenile correctional facility are, by nature, more serious offenders with specific needs relative to youth who appear before Delinquency Court or Youth Court, for example. The five Juvenile Corrections sites reported that mentoring was tailored specifically for the individual youth based upon their individual characteristics or situations (e.g., gender or family issues), behavioral history or offense trajectory. Similarly, because the youth served by these settings are unique, all sites reported additional training for mentors on topics related to the juvenile justice system, safety in correctional facilities and dealing with system-involved, incarcerated youth.

Outcomes for Mentoring: Juvenile Corrections

All respondents interviewed were asked to discuss the types of goals and objectives that were intended

for the mentoring relationship. These common goal categories included minimized contact with the criminal or juvenile justice system, reduced recidivism, improved school attendance and performance, prosocial engagement and employment preparation. Across the six sites, both the Juvenile Corrections locations and the mentoring program identified the vast majority of these as goals that are set for the mentoring match. All Juvenile Correction sites with the exception of the South Bend location reported all goals as those intended for the mentoring relationship. In South Bend, only "employment preparation" was not identified as a specific goal. The New Hampshire site also added that anything identified in the youth's "Individualized Service Plan" (ISP) as a goal would also be considered an objective of the mentoring relationship. Not surprisingly, these sites were the most likely to identify legal outcomes (e.g., reduced recidivism) as an intended objective.

JUVENILE DETENTION SITE VISITS

The Referral Process for Juvenile Detention

Site visits were made to two locations described as Juvenile Detention facilities. These youth detention centers are located in Buffalo, NY (Erie County Detention Facility), and Knoxville, TN (Richard L. Bean Juvenile Services Center). The Buffalo site hosts a chartered Boys and Girls Club within the facility, and all detained youth are referred into programming as a condition of placement in the facility. Post-incarceration participation is voluntary and a condition of BGC staff discretion. The site director's assessment of youths' suitability for participation in the program is made in collaboration with detention facility social work staff during weekly conference meetings. Once identified as appropriate for referral to the program, the site director facilitates enrollment and obtains parental consent prior to the youth's court or release date toward the goal of continued participation for 12 months.

The Knoxville site also has an embedded BGC program in which all youth are eligible to participate while incarcerated. All participation is voluntary and a function of self-referral while in the facility or after release with post-release participation suitability determined by BGC program staff in a similar manner to the Buffalo site process. Because of the short duration typical of most juvenile detentions, the Knoxville site also emphasizes referral for continued services after release. Accordingly, all youth are considered referred for mentoring. Upon release from the Juvenile Services Center, all youth are referred to a BGC site for mentoring services within a 24-hour timeframe. Youth must volunteer, complete an intake interview and have family support after which either one-to-one, small group or team mentoring services (or some combination thereof) are available. Participation in mentoring services is a condition of Juvenile Probation for some youth.

Program Capacity and Characteristics: Juvenile Detention

The Buffalo site has 64 beds that are allocated evenly between males and females. With one of the highest detention rates in the state of New York (575 admissions in 2010 alone), this location has both a pronounced need for services as well as the potential for significant impact. The program is comprised of an hour of group or team mentoring daily between Monday and Friday during which BGC curricula are utilized to emphasize character and leadership, educational needs, career aspiration, health, life skills, the arts and sports. Because mentoring services are delivered by professional BGC staff both during incarceration and after release, continuity of participation is a program feature.

The Knoxville site has a 120-bed capacity with approximately 80 beds allocated to males and 40 to females between ages 12 and 17 detained for a variety of offenses. Upon release from the detention facility, youth are referred by the hosted BGC to one of 14 traditional community-based BGC in the Knoxville area. Again, youth are contacted within 24 hours of release to instigate the mentoring process toward the objective of effecting a positive and successful facility-to-community transition. Because the staff within the facility refers youth to other BGCs in the community, there is an elevated degree of communication and continuity of services plans than with multiple involved agencies. During periods where the number of youth in need of mentoring services outnumbers BGC staff ability to meet demand, members of the community are recruited as mentors.

Outcomes for Mentoring: Juvenile Detention

As with the other specified juvenile justice settings, all respondents interviewed were queried regarding the types of goals and objectives intended from the mentoring relationships. Similar to other setting identified mentoring program goals, set outcomes for each of the Juvenile Detention facilities include minimized contact with the juvenile and criminal justice systems in general and specific recidivism reduction. Additional objectives include improved school attendance and academic performance, employment or employment preparedness and pro-social engagement. In that these sites were detention facilities, specified goals are primarily prospective with the exceptions of academic performance and prosocial behavior. For all matches made, BGC sets a goal of relationship duration of at least 12 months.

JUVENILE PROBATION SITE VISITS

The Referral Process for Juvenile Probation

Site visits were made to five programs primarily described as Juvenile Probation, four of which currently refer delinquent youth for mentoring services[3]. These sites were located in Knoxville, TN, Shreveport, LA, Seguin, TX, Kalamazoo, MI, and Claremont, NH. None of the Juvenile Probation sites reported the use of an embedded mentoring program. Instead, all utilized the services of an independent, community-based mentoring program. The Knoxville site reported cooperative agreements with several mentoring programs throughout Knox County and the surrounding areas, including Boy and Girls Clubs of the Tennessee Valley, Big Brothers Big Sisters of East Tennessee, Comparison Coalition, and the Emerald Youth Foundation. The focus of the site visit, however, included only the relationship with BGC. The Shreveport location reported using one primary mentoring program for referrals, the “We all Winn” program. Kalamazoo County refers suitable youth to the Youthful Offender Transition Program, while the Claremont, NH, location utilizes the same mentoring program as the Manchester, NH, Juvenile Corrections site, the Good Guides Mentoring Program in Concord. The program in Kalamazoo County is privately funded, but it is run by a Kalamazoo County probation officer.

Unlike the majority of other sites examined in this study, two of the four probation settings reported that mentoring was, under certain circumstances, court-ordered. Specifically, Knox County Juvenile Probation (TN and Claremont, NH, both indicated that some youth are court ordered to mentoring, while others are afforded the option to choose if

[3] Data from the Guadalupe County Juvenile Probation in Seguin, TX, indicated that “the program that is the subject of this profile is no longer operational.” As such, current data for this site are unavailable.

they wish to participate). However, no sites reported that mentoring referrals were mandated by any statutory timeframe or dictate. At each of the sites, the primary referral source for probation-involved youth is the Juvenile Probation officers. A few of the associated mentoring programs also reported receiving referrals from family, school, law enforcement or community social service agencies in addition to the youth from Juvenile Probation. Most of the sites suggested that mentoring was viewed as a component of a larger holistic mission to reintegrate and rehabilitate delinquent youth.

Youth are referred by their probation officers after consideration of a variety of factors, including age, criminal history, nature of current offense and attitude toward the mentoring relationship. This last finding is particularly interesting and consistent with previous research on juvenile delinquency programming, which suggests that extra-legal factors such as demeanor play a significant role in access to services (Miller et al., 2007; Barnes et al., 2009). Most of the programs reported that the ultimate decision for referral was determined on a case-by-case basis, though some indicated that a more stringent process was employed. For example, the New Hampshire site revealed that the decision regarding referral was determined, in part, by a pre-disposition investigation designed to elucidate the particular needs of each individual youth.

As with the other sites visited in the current study, the majority of youth were deemed suitable for referral to mentoring services. At the Knoxville site, 100 percent of youth were assessed as good candidates for mentoring, although 75 percent of these were ultimately excluded from mentoring due to a range of reasons including youth or family refusal, serious mental health problems, aggression, violence or drug use. At the We all Winn program in Shreveport, nearly all youth are deemed appropriate for mentoring, with the exception of violent offenders. In Claremont, NH, all youth are considered suitable candidates for mentoring services, and only 10 percent end up being excluded from the program. The Kalamazoo site reported the lowest percentage of suitable candidates with only 60 percent of probation youth referred for mentoring. Of these, between 5 and 10 percent are ultimately excluded from consideration.

The number of youth referred to and currently involved in mentoring services varied considerably across each of the four sites. Knox County Juvenile Probation reported that no youth were currently involved in mentoring, Shreveport reported 49 current matches, Kalamazoo reported nine current matches, and New Hampshire reported six current matches. The Shreveport site also indicated that 20 youth remained in the referral process, which can take between five and eight weeks. In Kalamazoo, approximately 35 youth have been referred to mentoring in the past six months with half of those successfully matched with a mentor. The New Hampshire site indicated that no youth had been referred for mentoring in the six months prior to the site visit.

Program Capacity and Characteristics: Juvenile Probation

All respondents were queried on the typical length of match commitments for the mentoring relationships. Match commitments across all four sites ranged between nine and 12 months, consistent with many other programs and settings included in the current study. Data derived from the site visit questionnaire indicate there is considerable variability in the length of time it takes for a mentoring match to occur across Juvenile Probation settings, ranging from between one and three days for the Knoxville setting to between 30 and 45 days for the Kalamazoo and

New Hampshire settings to a high of between five and eight weeks in Shreveport.

The forms or types of mentoring utilized by these programs were somewhat invariant across the sites with all reporting the use of individualized mentoring, where mentors and mentees interact on a one-on-one basis. Group mentoring was also used by Knox County Juvenile Probation, the New Hampshire site and the Youthful Offender Transition Program in Michigan, which also reported the utilization of team mentoring.

At the Knoxville site, mentoring interactions take place at community locations weekly for approximately two hours. In Shreveport, mentoring also occurs at community locations, similar to findings reported by the New Hampshire site. The program in Kalamazoo, which utilized the greatest range of mentoring forms (i.e., individualized, group and team), also reported that these interactions take place weekly and last for at least one hour. Mentoring is typically delivered in home, community and non-secure facility settings.

The topic of mentor assistance in juvenile justice system navigation was included in the site visit questionnaire in an effort to ascertain the level of mentor involvement in this aspect of youths' lives. Across all four sites with operational mentoring programs, respondents indicated that mentors did not have a role in justice system navigation. Questions were also posed to the respondents about the tailoring of mentoring services for particular characteristics. Subjects indicated that, overall, the individual history and characteristics of the youth are taken into consideration when matching youth to mentors and in the delivery of mentoring services.

Outcomes for Mentoring: Juvenile Probation

Each of the respondents interviewed during the site visits were asked to identify the types of goals and objectives that were intended as outcomes for the mentoring relationship. A number of response options were provided including minimized contact with the criminal or juvenile justice system, reduced recidivism, improved school attendance, improved academic performance, prosocial engagement and employment preparation. Across the four sites, the Juvenile Probation departments and the mentoring programs identified most of these as goals set for the mentoring relationship. Consistent with the other juvenile justice settings, employment preparation was the only objective repeatedly not identified as a specific goal. Based on the totality of the data, it appears that the vast majority of mentoring programs are designed and delivered with specific outcomes in mind.

SITE VISITS SUMMARY BY SETTING

Juvenile Delinquency Courts:

The average number of youth served by the mentoring programs in the juvenile Delinquency Court sites was 3,605, with a range of 55 to 13,000. The average number of current matches was 147, with a range of 15 to 400. The average time from identification to match was about seven weeks, with a range from immediately to 96 days. The age range for these sites was between 6 and 18. The average percentage of youth served who are males was 48.75 percent, with a range from 5 to 66 percent. The average percentage of youth served who are females was 51.25 percent, with a range from 34 to 95 percent. The regions for these sites include the South, West and Northeast. The average

number of youth served who are African-Americans was 21 percent, with a range of 0 to 42 percent. The average number of youth served who are Hispanic/Latino was 20.25 percent, with a range of 0 to 42 percent. The average number of youth served who are white was 28.5 percent, with a range of 0 to 89 percent. The average number of youth served who are Native Americans was 25.25 percent, with a range of 0 to 100 percent. The average time of program operation was 17.5 years, with a range of two to 40 years. Three of the sites used voluntary participation, while one utilized both voluntary and mandatory participation.

Juvenile Dependency Courts:

The average number of youth served in the juvenile Dependency Court sites was 42.3, with a range of 32 to 56. The average number of current matches was 35.75, with a range of 15 to 36. The average number of youth in the referral process was 11.75, with a range of six to 21. The age range for these sites was between 6 and 21. The average number of youth served who are males was 41.25 percent, with a range of 30 to 50 percent. The average number of youth served who are females was 58.75 percent, with a range of 50 to 70 percent. The regions for these sites include the South, West and Northeast. The average number of youth served who are African-Americans was 20.75 percent, with a range of 7 to 43 percent. The average number of youth served who are Hispanic/Latino was 11.5 percent, with a range of 2 to 28 percent. The average number of youth served who are white was 63.23 percent, with a range of 47 to 75 percent. The average number of youth served who are Native Americans was 1.88 percent, with a range of .5 to 4 percent. The average time for program operation was 9.38 years, with a range of 2.5 to 19 years. All sites used voluntary participation.

Youth/Teen Courts:

The average number of youth served in the Youth/Teen Court sites was 156.7, with a range of 55 to 310. The average number of current matches was 15, with a range of 6 to 25. Only one out of the three sites reported three youths in the referral process. The time span from identification to match ranged from 30 days to eight weeks. The age range of youth served at these sites was between 6 and 18. The average number of youth served who are males was 75.3 percent, with a range of 55 to 100 percent. The average number of youth served who are females was 24.7 percent, with a range of 0 to 45 percent. The regions for these sites include the Northeast and Midwest. The average number of youth served who are African-Americans was 10.3 percent, with a range of 0 to 27 percent. The average number of youth served who are Hispanic/Latino was 30 percent, reported by only one site. The average number of youth served who are white was 73.7 percent, with a range of 31 to 100 percent. The number of youth served who are Native Americans was 1 percent, reported by only one site. The average time in operation was 21.7 years, with a range of five to 40 years. Two sites used voluntary participation, while one site used both voluntary and mandatory participation.

Juvenile Corrections:

The average number of youth served in the Juvenile Corrections sites was 105.6, with a range of 21 to 165. The average number of current matches was 18.8, with a range of 2 to 40. The average number of youth in the referral process was 1.2, with a range of 0 to 5. The time period from identification to match was one day to eight weeks. The age range for these sites was between 6 and 21. The average number of youth served who are males was 90 percent, with a range of 80 to 100

percent. The average number of youth served who are females was 10 percent, with a range of 0 to 20 percent. The regions for these sites include the Northeast, Midwest and West. The average number of youth served who are African-Americans was 9.6 percent, with a range of 0 to 28 percent. The average number of youth served who are Hispanic/Latino was 26.2 percent, with a range of 1 to 100 percent. The average number of youth served who are white was 55.2 percent, with a range of 0 to 98 percent. The number of youth served who are Native Americans was 4.4 percent, with a range of 0 to 17 percent. The average number of "other" youths was 4.6 percent, with a range from 0 to 21 percent. The average time of program operation was 3.1 years, with a range of one to eight years. All sites used voluntary participation.

Juvenile Detention:

The average number of youth served in the Juvenile Detention sites was 211.5, with a range of 175 to 248. The average number of current matches was 115, with a range of 78 to 152. The average number of youth in the referral process was 10, with a range of 5 to 15. The time period from identification to match ranged from 24 hours to two weeks. The age range for these sites was between 13 and 18. The average number of youth served who are males was 66 percent, with a range of 64 to 68 percent. The average number of youth served who are females was 34 percent, with a range of 32 to 36 percent. The regions for these sites include the Northeast and South. The average number of youth served who are African-Americans was 51 percent, with a range of 47 to 55 percent. The average number of youth served who are Hispanic/Latino was 9.5 percent, with a range of 0 to 19 percent. The average number of youth served who are white was 31 percent, with a range of 21 to 41 percent. The number of youth served who are Native Americans was .5 percent, with a range of 0 to 1 percent. The average time of program operation was four years, with a range of two to six years. All sites used voluntary participation.

Juvenile Probation:

The average number of youth served in the Juvenile Probation sites was 72, with a range of 15 to 175. The average number of current matches was 26.8, with a range of 0 to 78. The average number of youth in the referral process was 7.6, with a range of 0 to 20. The time period from identification to match ranged between 24 hours and two months. The age range for these sites was 13 to 21. The average number of youth served who are males was 69.4 percent, with a range of 36 to 90 percent. The average number of females youth served who are was 30.6 percent, with a range of 10 to 64 percent. The regions for these sites include the Northeast, South and Midwest. The average number of youth served who are African-Americans was 47.8 percent, with a range of 0 to 85 percent. The average number of youth served who are Hispanic/Latino was 13.4 percent, with a range of 0 to 60 percent. The average number of youth served who are white was 38 percent, with a range of 14 to 100 percent. No Native Americans were reported for these sites. The average time of program operation was 3.65 years, with a range of 1.75 to six years. Three sites used voluntary participation, while one utilized both voluntary and mandatory participation.

4 Quantitative Findings from National Survey

FINDINGS FROM STEP 1: DESCRIPTIVE STATISTICS

All findings presented in this section are drawn from data gleaned from the national survey data. First, univariate statistical analyses are presented. Univariate statistics are descriptive statistics that give a "snapshot" view of response patterns and variation for one variable/ item at a time. The descriptive statistics are presented in three parts. Presented first is descriptive information about the survey respondents and the programs they represented. Next, descriptive information specific to the referral stage of mentoring is considered. For these items, only respondents who identified themselves as working in a juvenile justice setting provided answers. Finally, the last part to the descriptive analysis focuses exclusively on respondents who represented mentoring programs.

Part 1: Basic Information on Survey Respondents and Their Programs

The next few figures present background information on the survey respondents and the types of programs which they represented. As can be seen, in Figure 1 and Figure 2, the majority of respondents (~60%) represented mentoring programs. This result was expected due to the sampling strategy utilized (i.e., contact list from MENTOR) and is reassuring that the sampling strategy netted information from eligible and appropriate respondents. The remainder of the respondents (~40%) represented one of the six designated juvenile justice settings (i.e., Juvenile Probation, Juvenile Detention, Juvenile Corrections, Delinquency Court, Youth Court/Teen Court diversion program and Dependency Court).

There is a slight difference in the data presented in Figure 1 as compared to Figure 2. Figure 1 presents information on all survey respondents, regardless of whether they completed the survey. Figure 2 presents the information for respondents who successfully completed the entire survey. There were two primary reasons the information in these two figures should differ. First, any respondent who indicated their program did not utilize mentoring was filtered out of the survey after Question 2. Thus, the information in Figure 2 represents programs that are confirmed to have offered mentoring. Second, it is inevitable with any survey that certain respondents will end the survey prior to the last question (i.e., break-off from the survey). It was important to consider whether respondents who broke-off from the survey differed from those who completed the survey. As can be seen, there was little evidence to suggest that respondents who completed the entire survey were systematically different from those who did not.

Figure 3 and Figure 4 present information similar to that presented in Figures 1 and 2. The difference here, however, is that the Mentoring Program

category has been omitted so that a closer examination of the spread of respondents across the six juvenile justice settings could be achieved. As before, Figure 3 presents information on all respondents and Figure 4 presents information for those who successfully completed the entire survey and are confirmed to have referred youth to mentoring (whether the mentoring program be housed internally or externally). There was little indication that successful completions differed systematically from break-offs.

Figure 1. Programs Offering Mentoring and Not Offering Mentoring

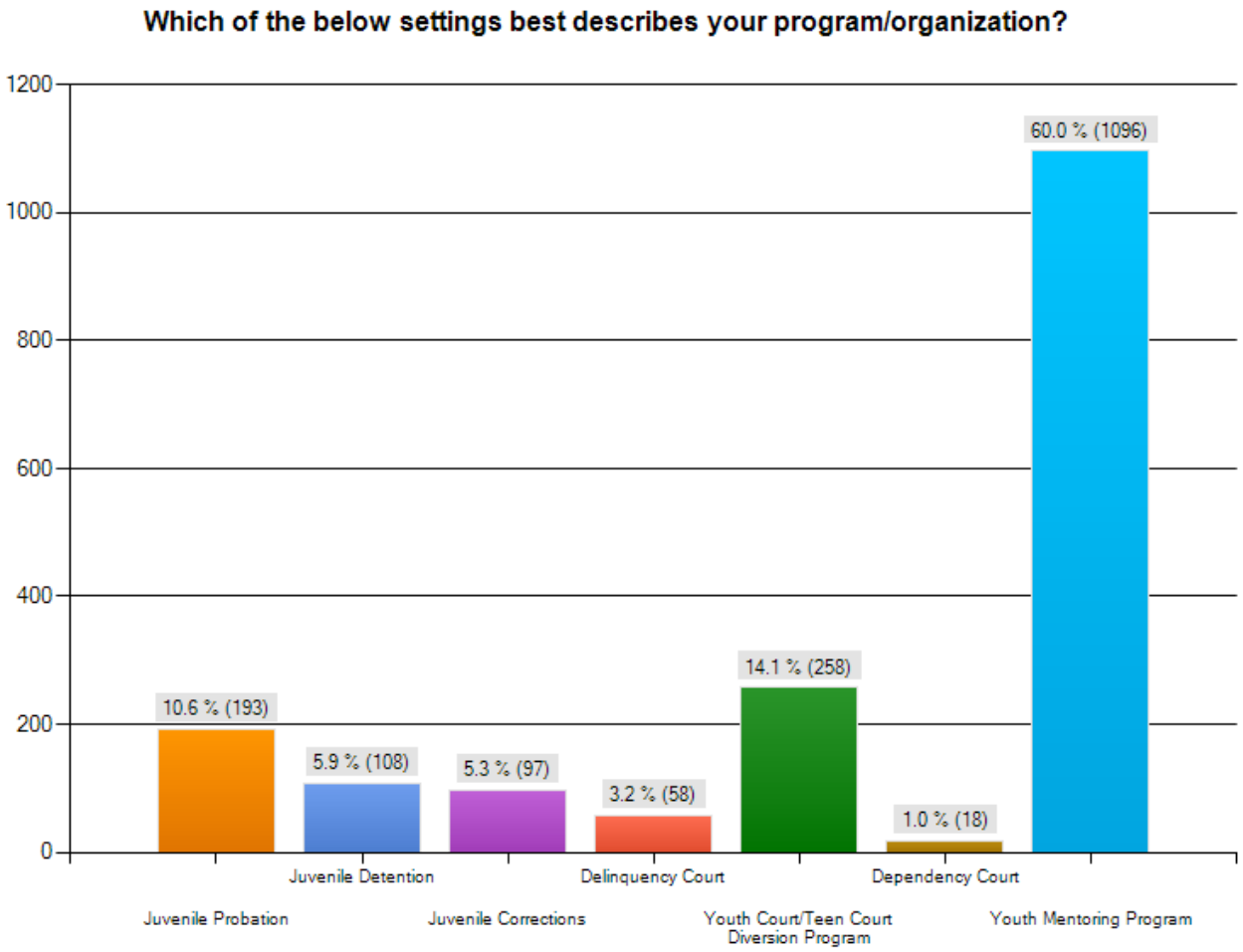


Figure 2. Respondents Who Completed the Survey, Programs Offering Mentoring

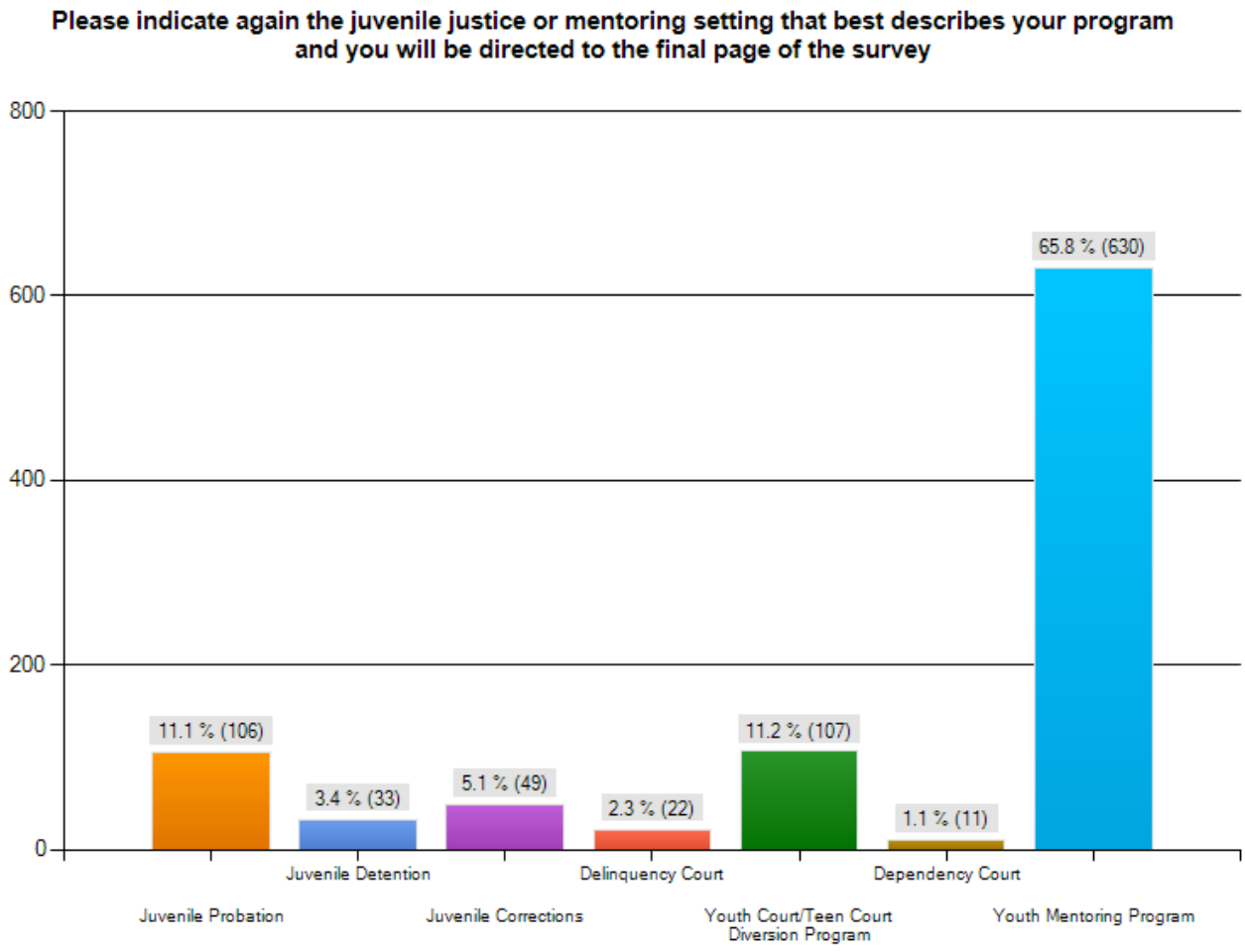


Figure 3. Programs Offering Mentoring and Not Offering Mentoring — Juvenile Justice Settings Only

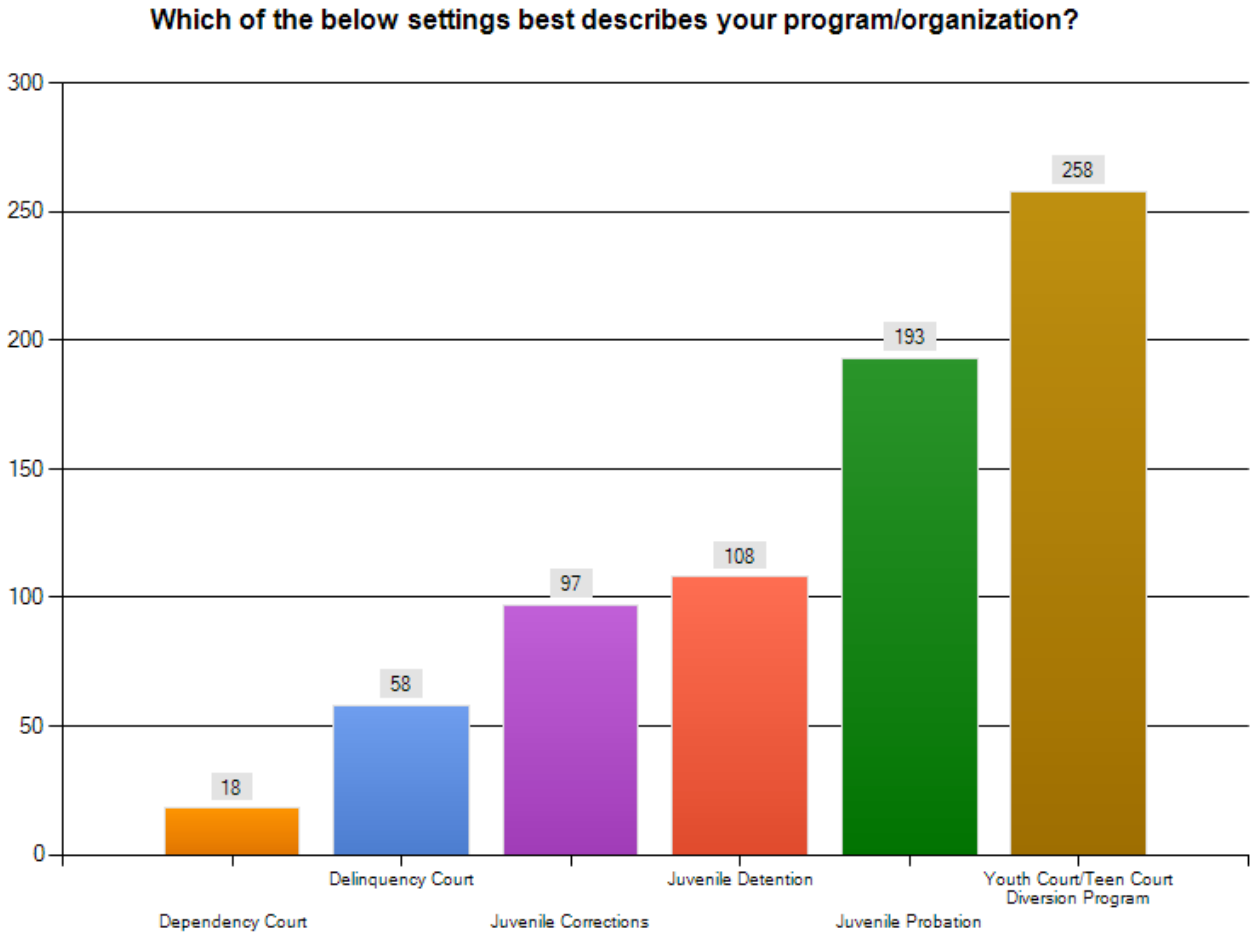
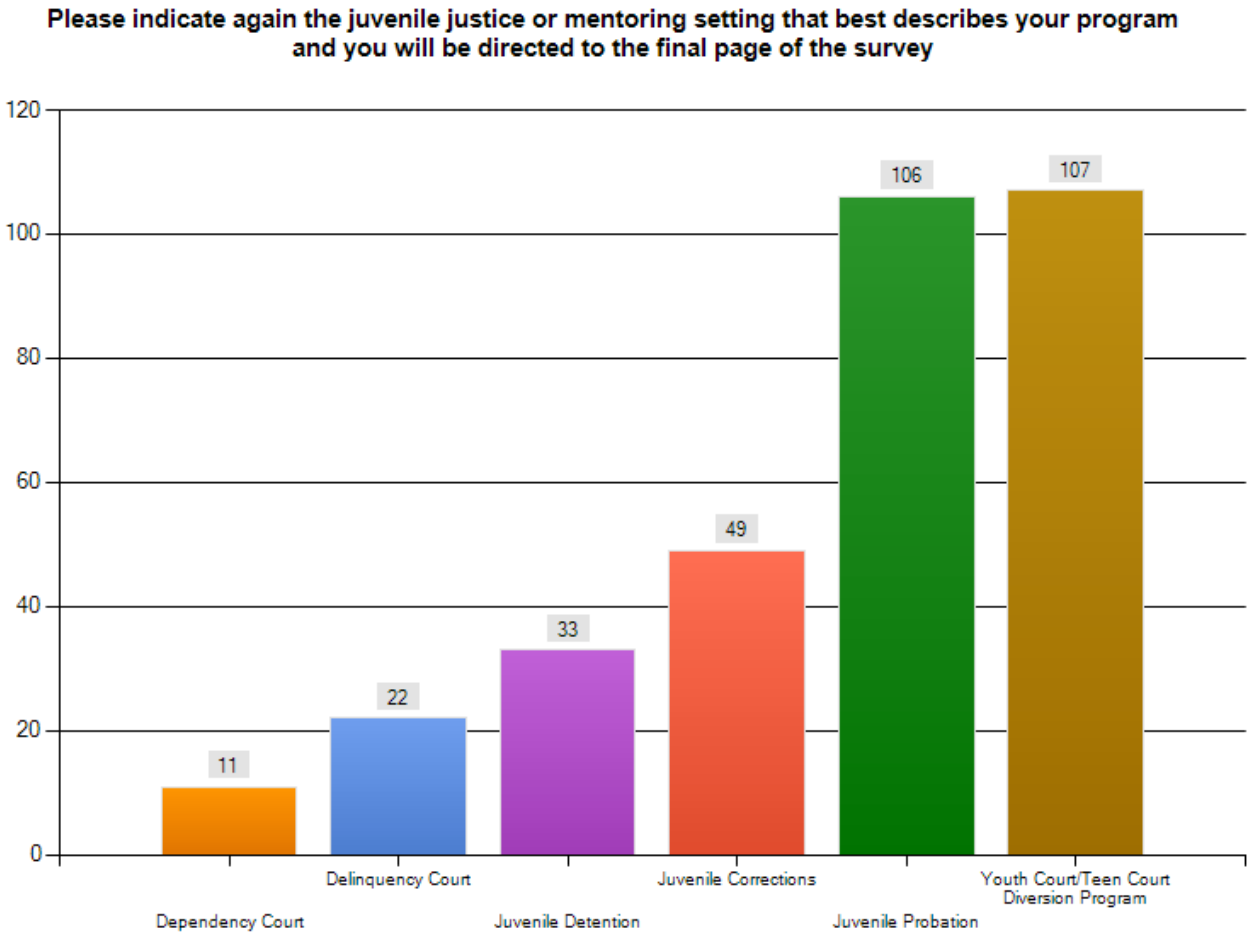


Figure 4. Respondents Who Completed the Survey, Programs Offering Mentoring — Juvenile Justice Settings Only



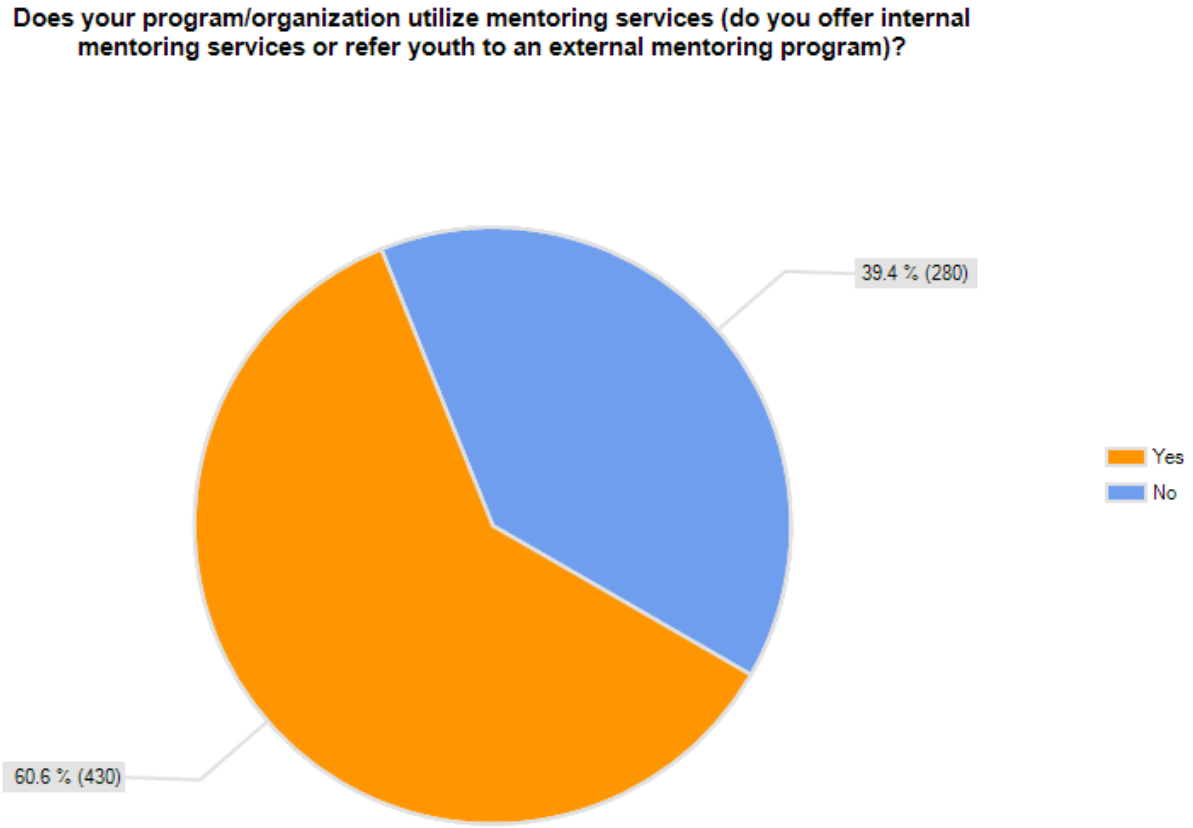
Quantitative Findings from National Survey

continued

Figure 5 presents descriptive information pertaining to the primary "filter" question of the survey: "Does your program/organization utilize mentoring (do you offer internal mentoring services or refer youth to an external mentoring program)?" It is important to note that this question was only asked to respondents representing one of the six juvenile justice settings.

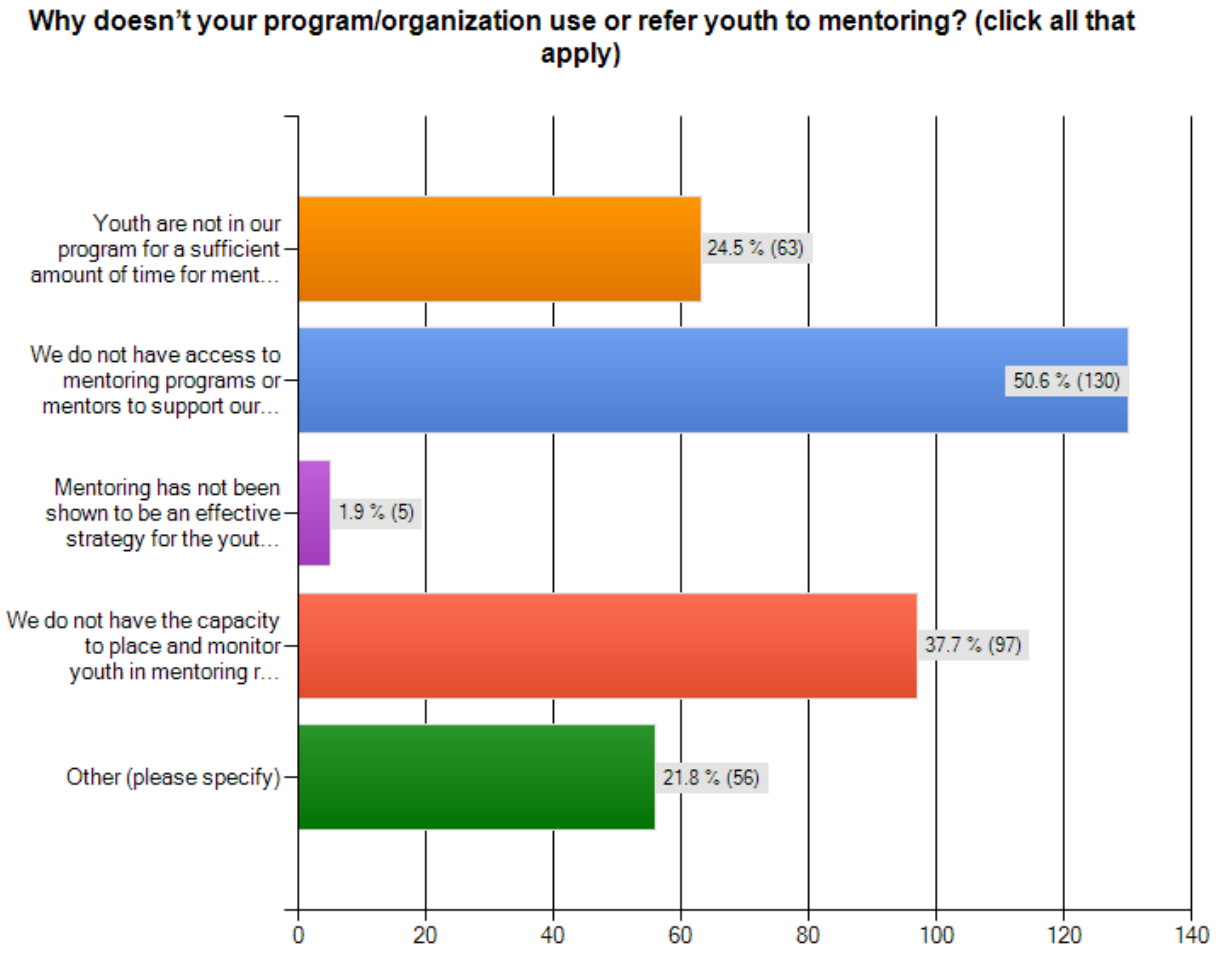
As can be seen, the majority (~60%) of respondents indicated that their program did, in fact, utilize mentoring. The remainder (~40%) reported that their program does not utilize mentoring. For these respondents (i.e., those not offering mentoring), one additional question was asked prior to being routed to the end of the survey: "Why doesn't your program/organization use or refer youth to mentoring?" The response breakdown for this question is presented in Figure 6. The most common response to this inquiry was that mentoring was not utilized because the program did not have access to a viable mentoring program. Respondents were also allowed to make their own comments (i.e., an open-ended question). These responses varied, but most indicated that lack of access to mentoring programs was the primary impediment.

Figure 5. Programs Offering Mentoring — Juvenile Justice Settings Only



Note: Only respondents from juvenile justice settings were asked this question.

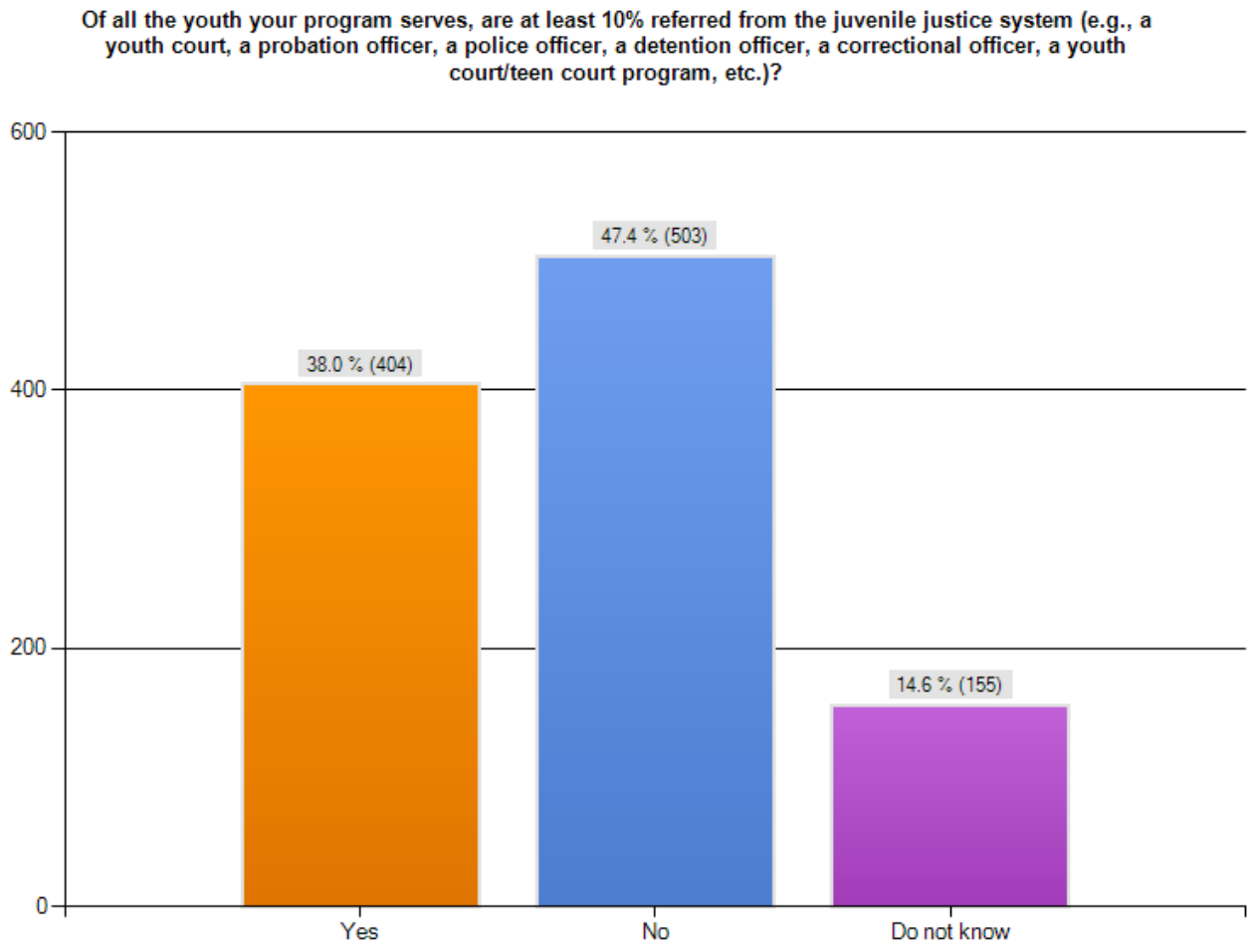
Figure 6. Reasons Programs Do Not Offer Mentoring — Juvenile Justice Settings Only



Note: Only respondents from juvenile justice settings were asked this question. Respondent was allowed to select more than one option; respondent was directed to the end of the survey after completing this question.

Respondents representing mentoring programs were asked whether they served youth from juvenile justice settings. As can be seen in Figure 7, about 40 percent of all mentoring respondents indicated that their program served youth who were referred from a juvenile justice setting.

Figure 7. Programs Serving Juvenile Justice System-involved Youth—Mentoring Programs Only

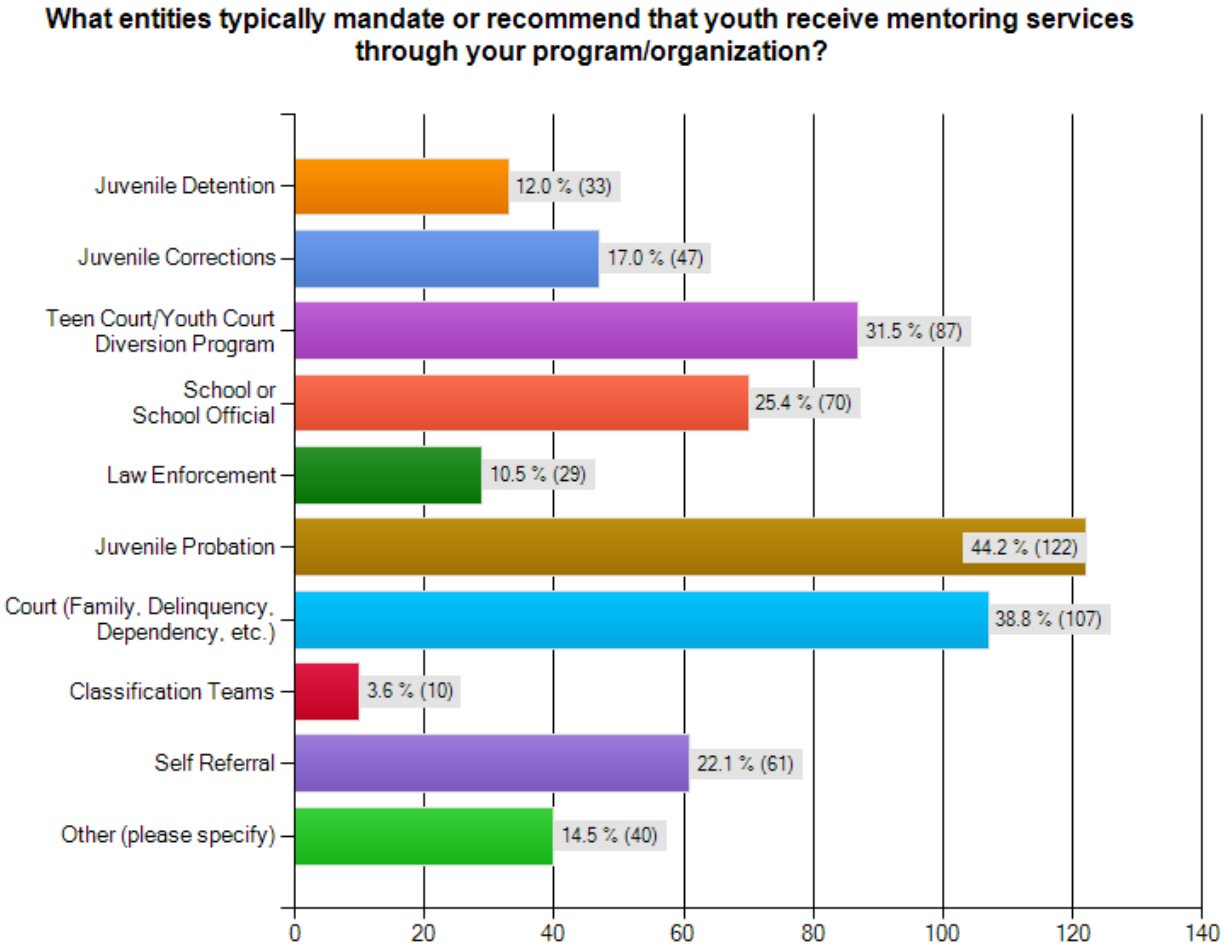


Note: Only respondents from mentoring programs were asked this question.

Part 2: Referral Stage Information from Juvenile Justice Settings Only

Information presented in the next few figures was drawn from questions directed only to the juvenile justice setting respondents (i.e., those respondents who represented one of the six juvenile justice settings) who indicated that they utilize mentoring (i.e., they said "yes" to the question asking whether their program utilized mentoring). As shown in Figure 8, there was wide variation in the source of mentoring recommendations. For instance, many respondents indicated that youth were self-referred to mentoring (~22%), while others pointed out that mentoring was court ordered (~39%).

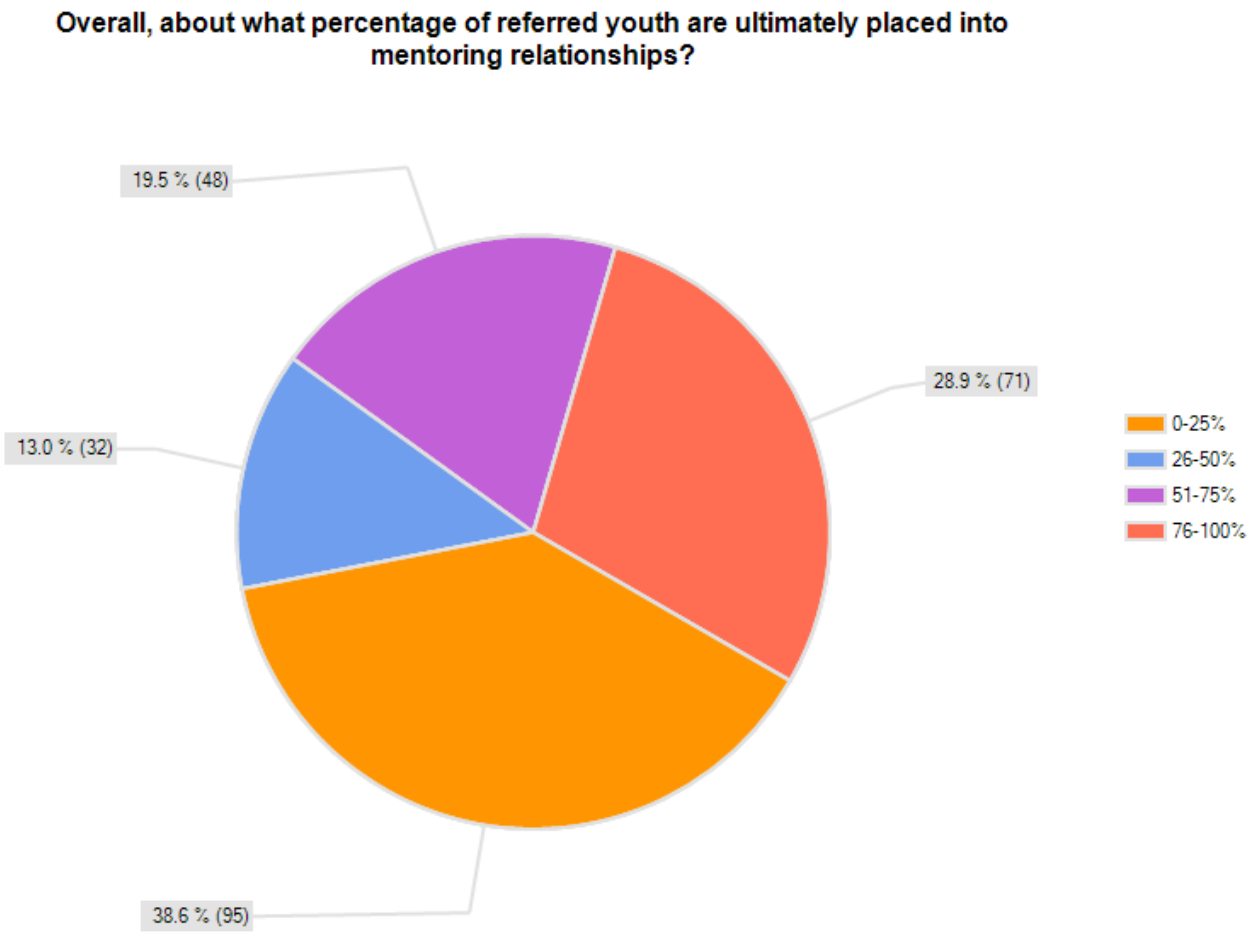
Figure 8. Entities Mandating/Recommending Youth Receive Mentoring



Note: Only respondents from juvenile justice settings were asked this question; respondent was allowed to select more than one option.

Figure 9 presents information regarding mentoring referral and match success. As can be seen, around 39 percent of all respondents reported that between 0 and 25 percent of all youth are ultimately placed into mentoring relationships. The remaining 61 percent of respondents was spread across the other three response categories, with the majority of these respondents indicating that between 76 percent and 100 percent of youth are placed into mentoring relationships (~29% of respondents).

Figure 9. Percentage of Referred Youth Placed into Mentoring Relationship



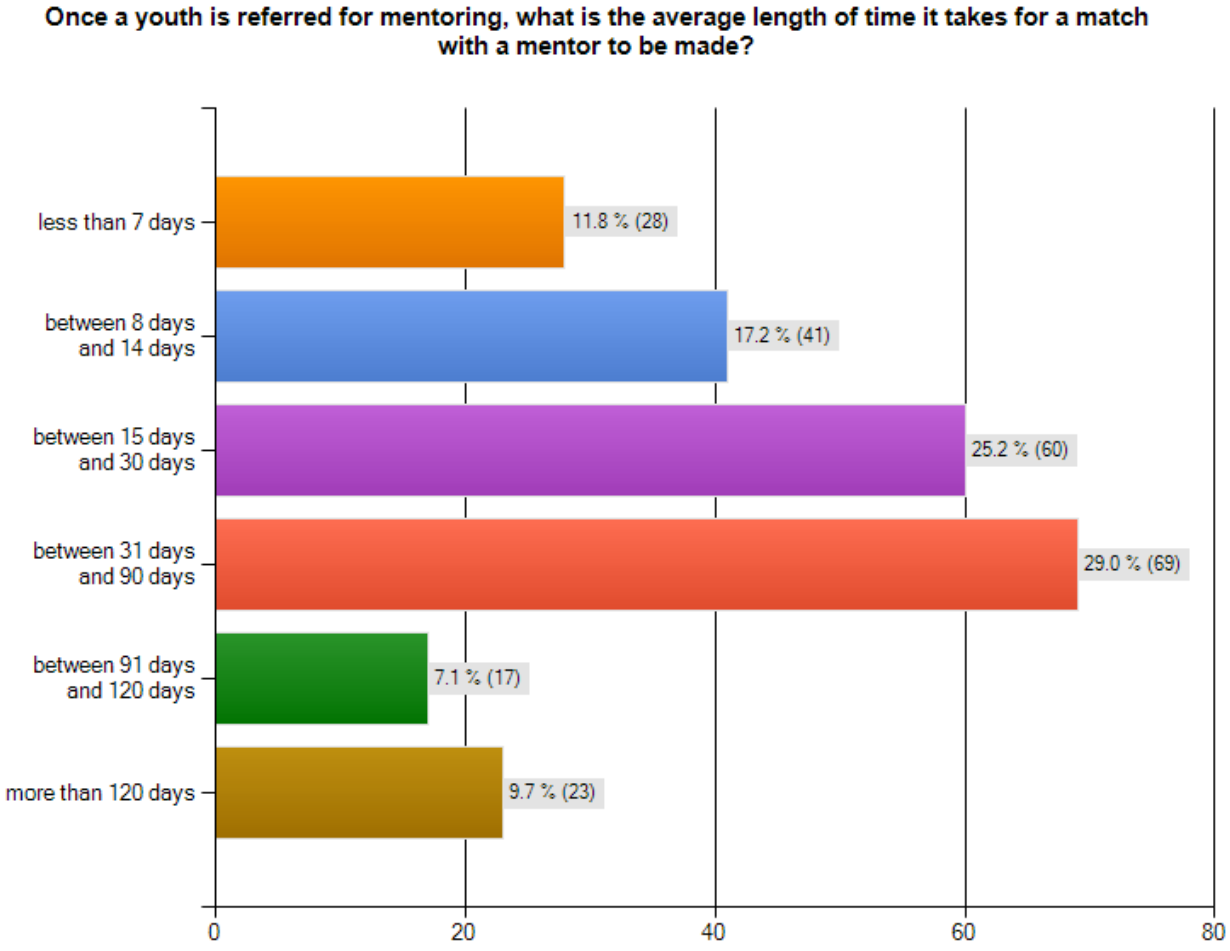
Note: Only respondents from juvenile justice settings were asked this question.

The next few figures (Figure 10 – Figure 14) reference basic background operating procedures for juvenile justice settings that offer mentoring. Figure 10, for example, reports the responses to an inquiry regarding the average length of time needed to match a youth with a mentor. As can be seen, most programs match youth with a mentor in 90 days or fewer. Only a handful (~17%) takes longer than 90 days.

Figure 11 reveals that juvenile justice settings take different approaches to mentoring; many offer services internally while others offer services externally. Others still offer mentoring services both internally and externally. Programs that offer mentoring services internally were asked to indicate how they located mentors. Their responses are presented in Figure 12. Programs that offer mentoring services externally were asked to indicate how they located mentoring programs. These responses are presented in Figure 13.

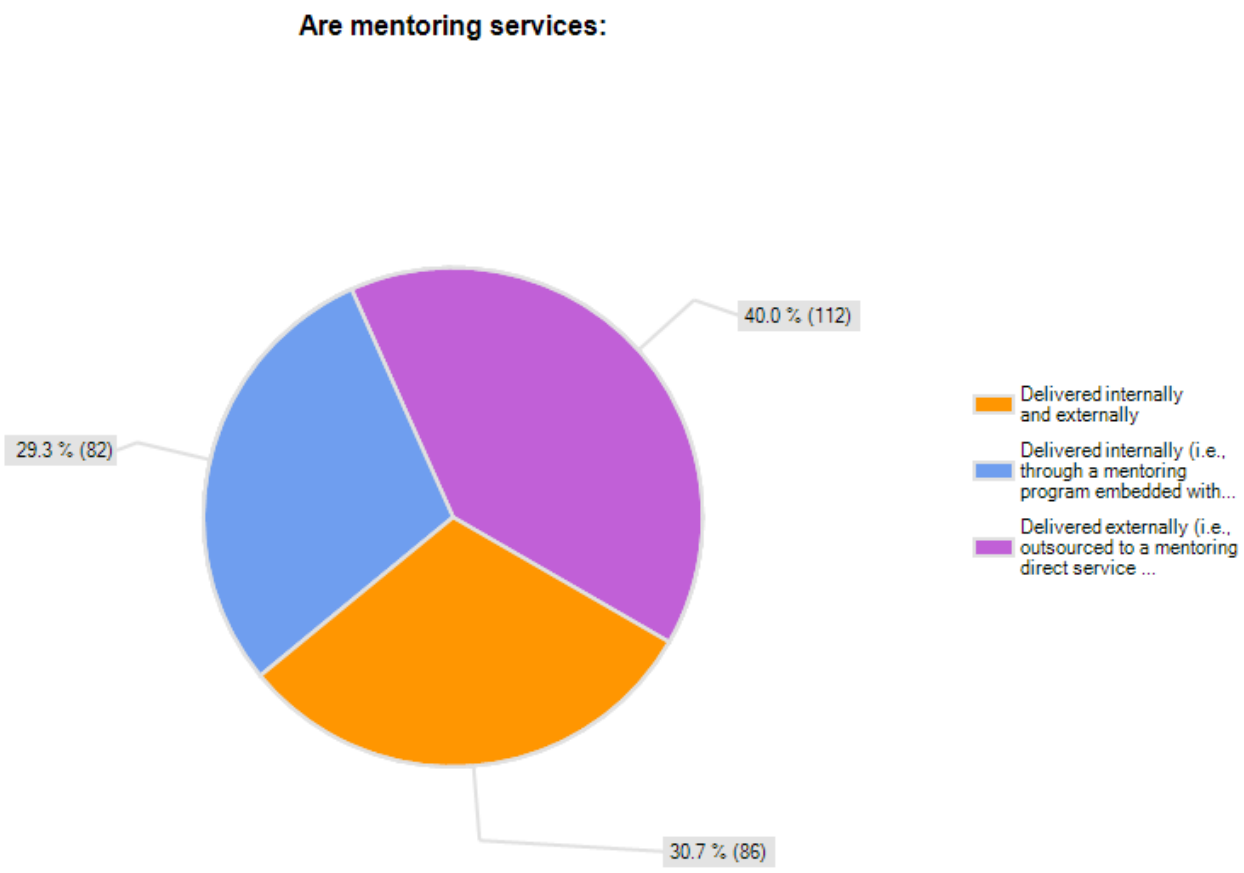
Figure 14 reveals that the majority (~60%) of all juvenile justice settings assess the risk level of each youth prior to making a mentoring referral.

Figure 10. Average Length of Time until Match is Made



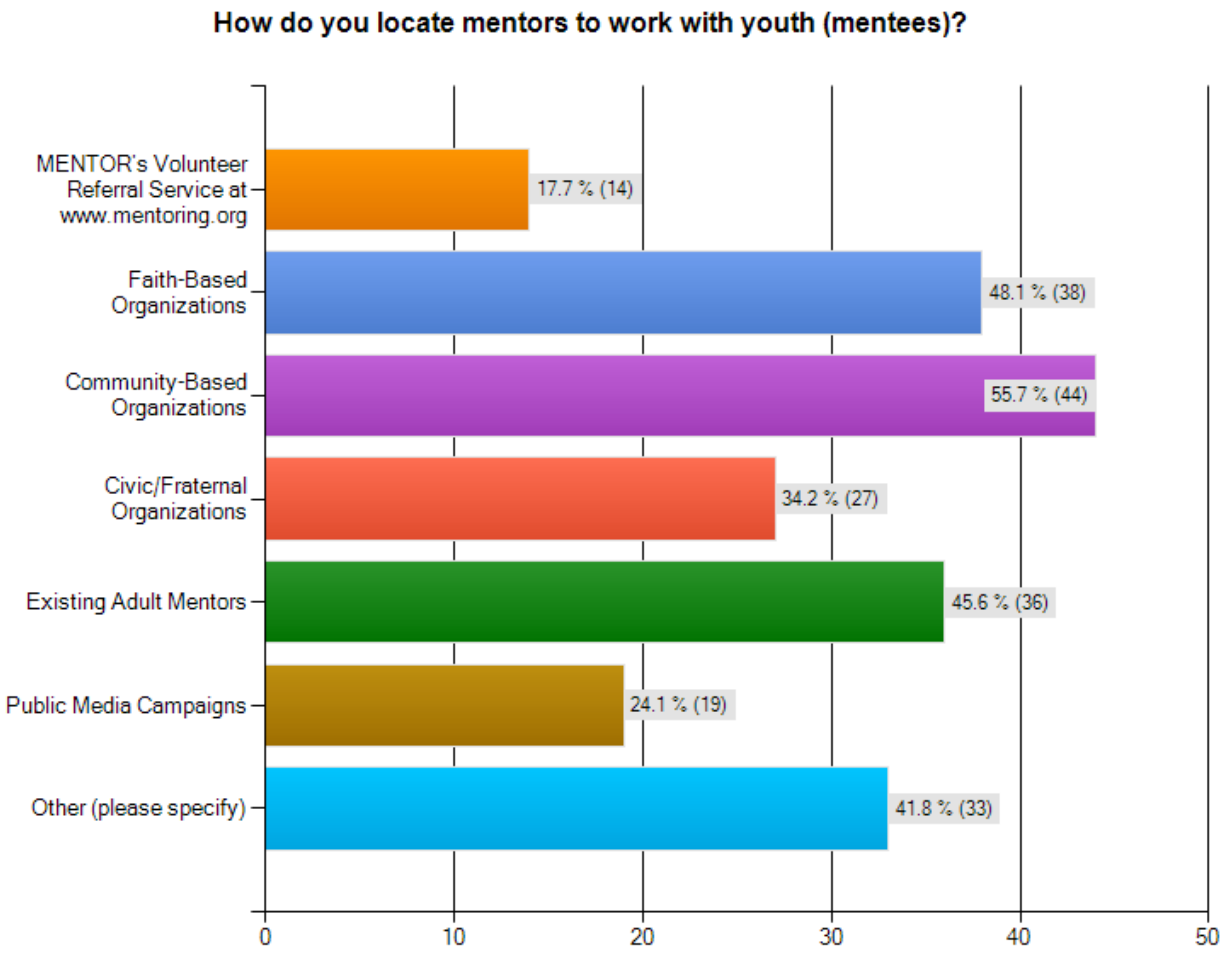
Note: Only respondents from juvenile justice settings were asked this question.

Figure 11. Mentoring Services Delivery



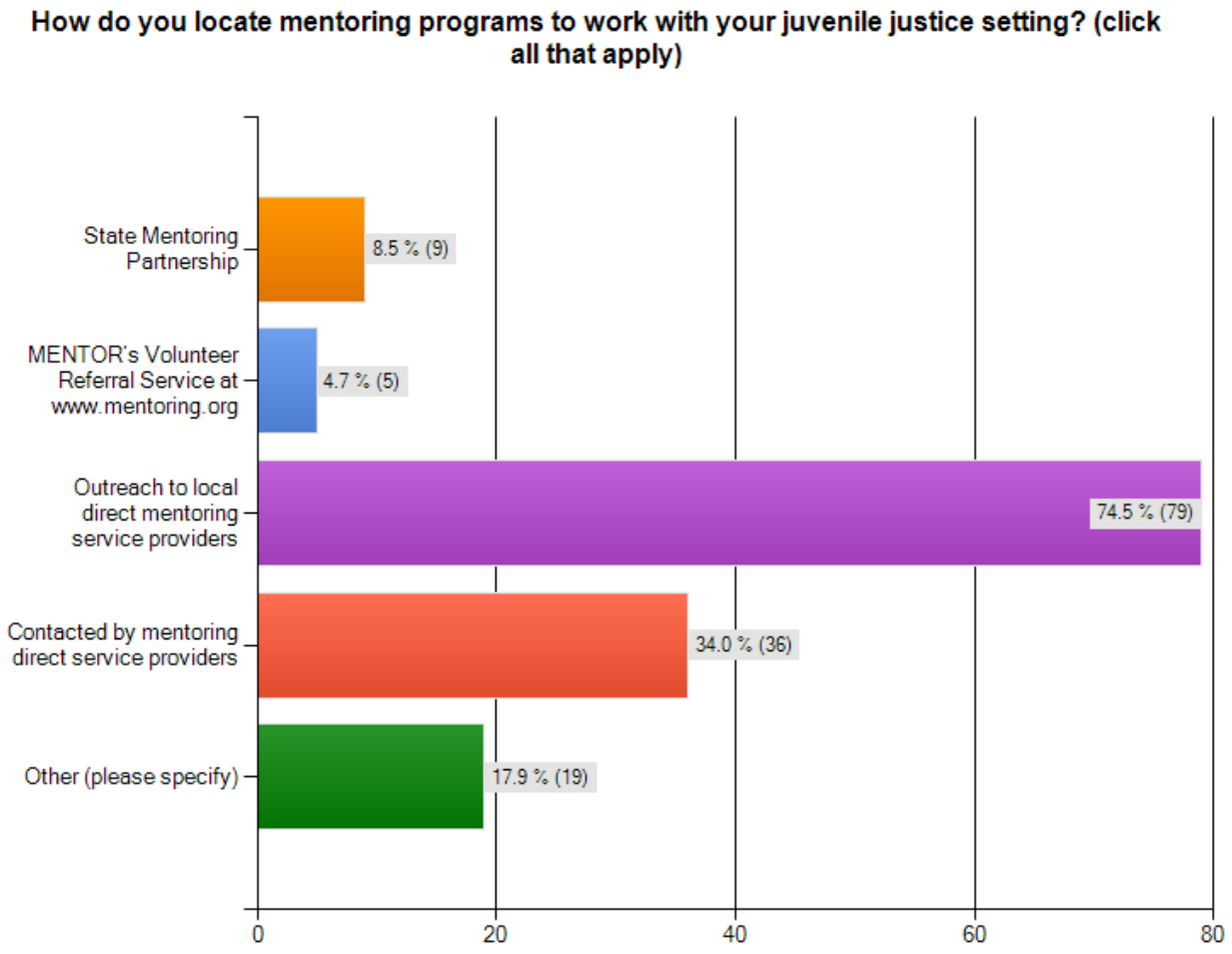
Note: Only respondents from juvenile justice settings were asked this question.

Figure 12. Mentor Location Techniques — Juvenile Justice Settings that Deliver Mentoring Internally Only



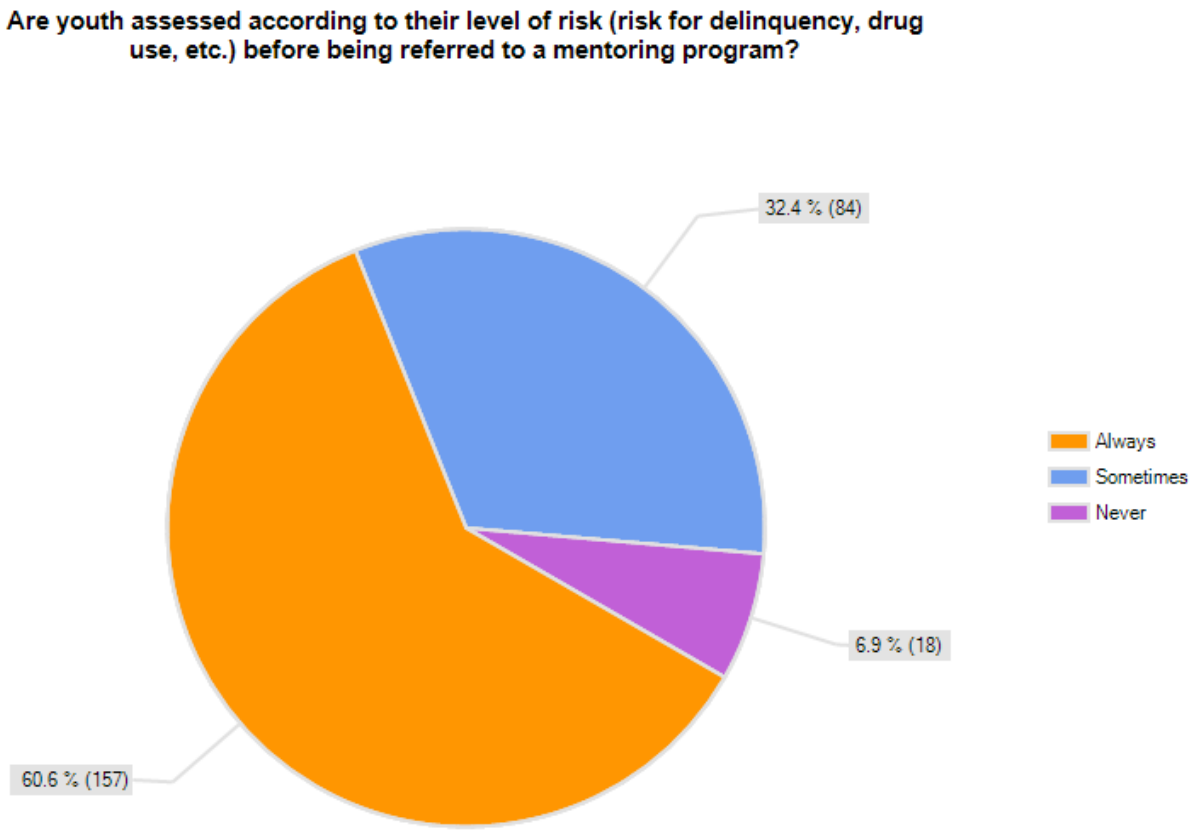
Note: Only respondents from juvenile justice settings were asked this question; respondent was allowed to select more than one option.

Figure 13. Mentoring Program Location Techniques — Juvenile Justice Settings that Deliver Mentoring Services Externally Only



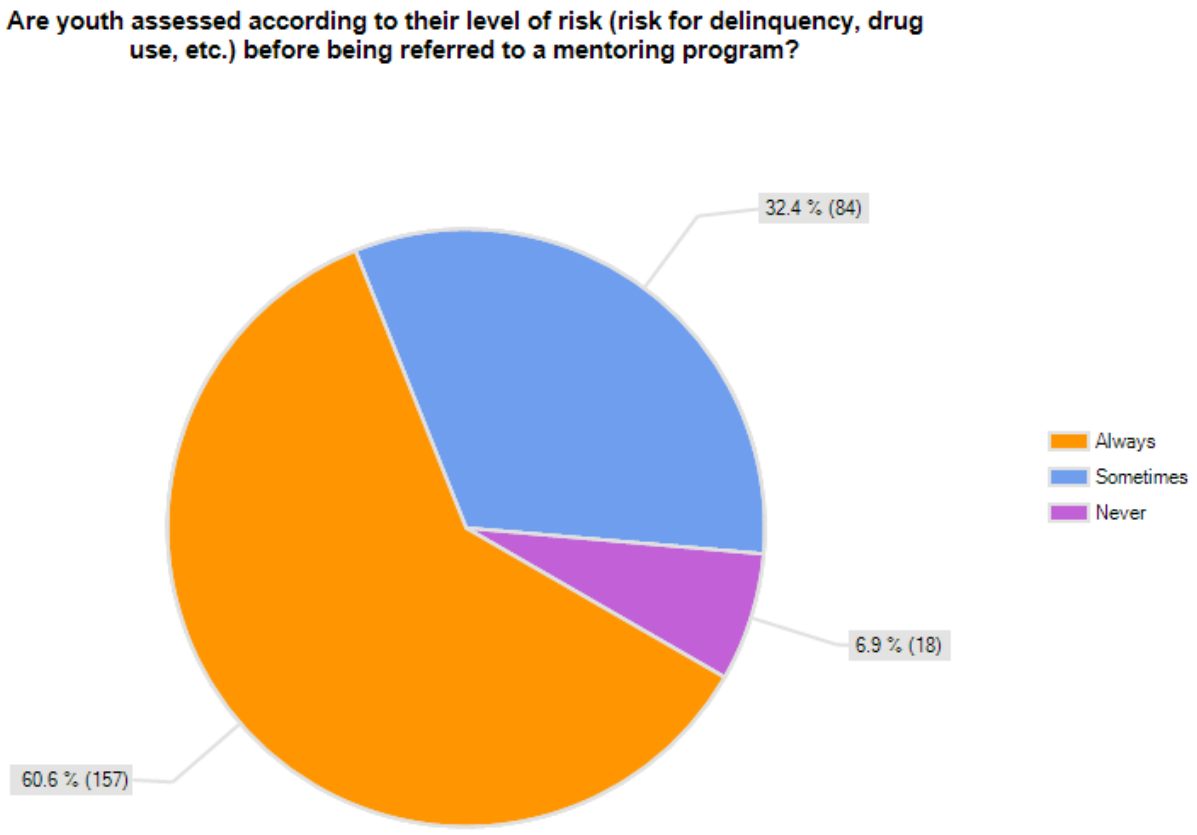
Note: Only respondents from juvenile justice settings were asked this question; respondent was allowed to select more than one option.

Figure 14. Youth Risk Assessment Prior to Mentoring Referral



Note: Only respondents from juvenile justice settings were asked this question.

Figure 14. Youth Risk Assessment Prior to Mentoring Referral



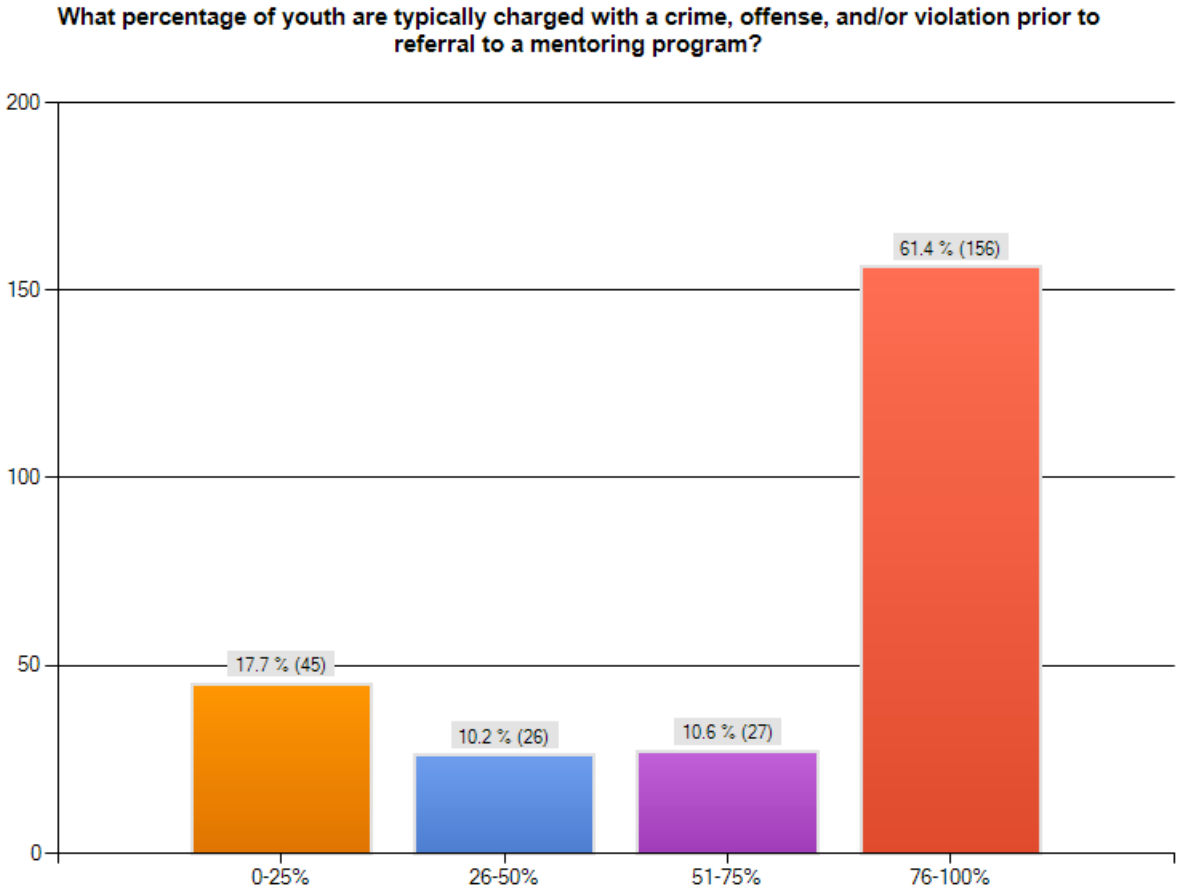
Note: Only respondents from juvenile justice settings were asked this question.

Given that the respondents for this portion of the survey represented juvenile justice settings, it was important to gauge the frequency with which youth referred to mentoring were officially charged with a crime prior to referral. Thus, juvenile justice setting respondents were asked to indicate "what percentage of youth is typically charged with a crime, offense, and/or violation prior to referral to a mentoring program?" Responses to this question are presented graphically in Figure 15. As shown, more than 60 percent of respondents reported that between 76 percent and 100 percent of youth are charged with a crime prior to being referred to a mentoring program.

Figure 16 displays the answers given to a question asking about the frequency with which youth referred to mentoring are first-time offenders. Somewhat surprisingly, there was an equal split across the four response categories.

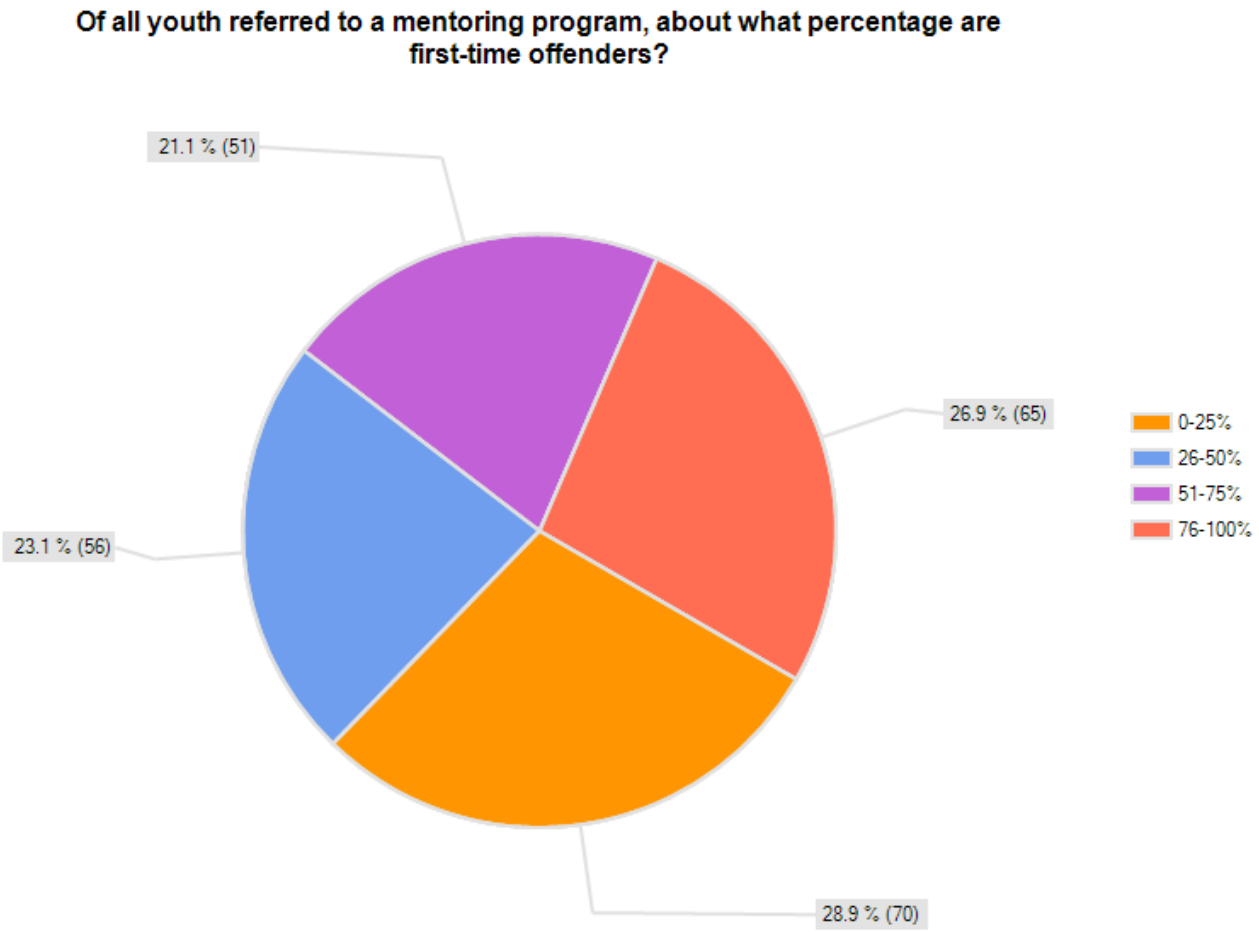
Finally, Figure 17 reveals that mentoring is not typically used as a diversionary tactic. Indeed, only 41 percent of respondents indicated that mentoring was ever used as a diversionary tactic.

Figure 15. Criminal Charges Prior to Referral to Mentoring



Note: Only respondents from juvenile justice settings were asked this question.

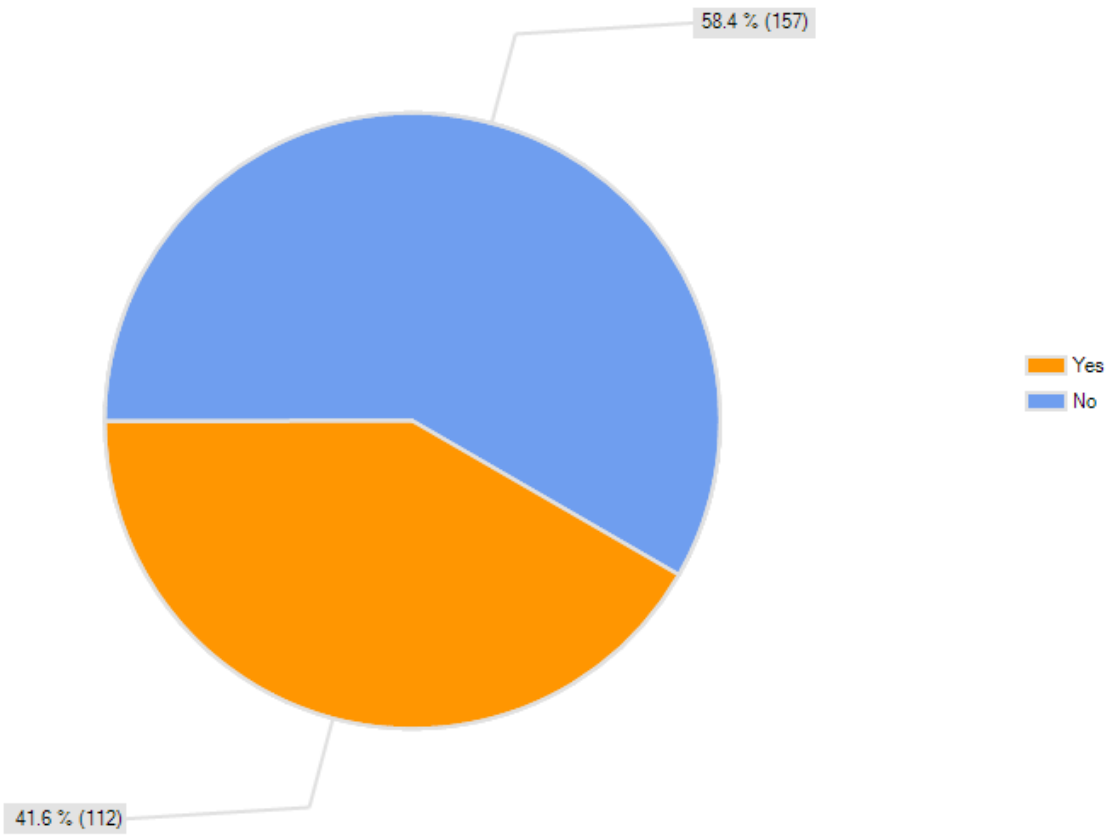
Figure 16. Percentage of Referred Youth Who are First-time Offenders



Note: Only respondents from juvenile justice settings were asked this question.

Figure 17. Mentoring as a Diversionary Tactic

Is mentoring ever used as a diversion from formal adjudication?



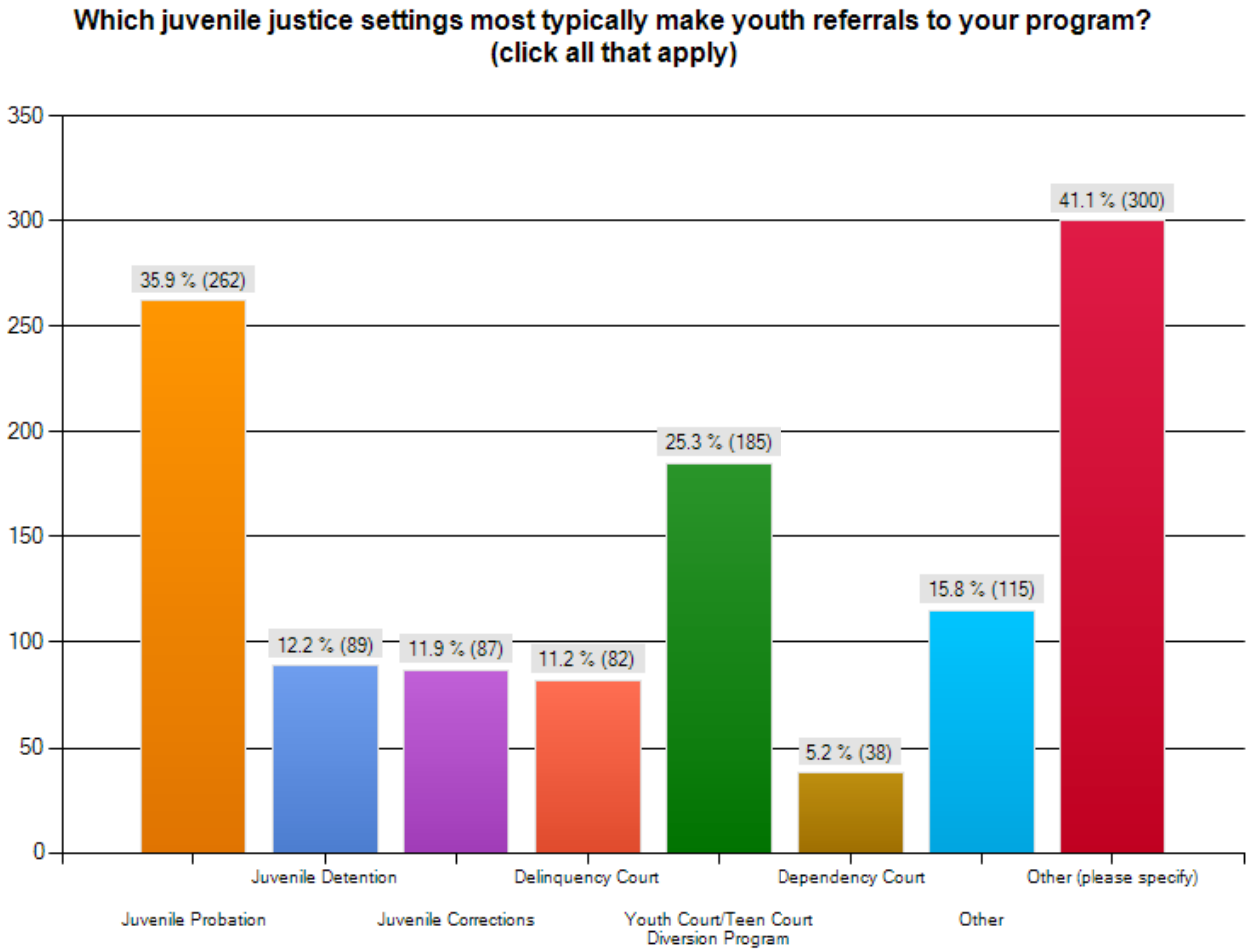
Note: Only respondents from juvenile justice settings were asked this question.

Part 3: Referral Stage Information from Mentoring Programs Only

The findings presented in this part of the descriptive statistical analysis were gleaned from respondents who represented mentoring programs. In other words, juvenile justice setting respondents were not asked these questions, only mentoring program respondents were given these queries.

Figure 18 shows that mentoring referrals are received from a wide range of juvenile justice settings. The most common response was that mentoring referrals came from Juvenile Probation, but others indicated that Delinquency and Youth Court made referrals, and others still indicated that referrals came from Juvenile Corrections. Respondents selecting the "other" category were asked to elaborate further. Though responses varied, many indicated that mentoring referrals came from child mental health services or from the child's school.

Figure 18. Mentoring Program Referral Sources

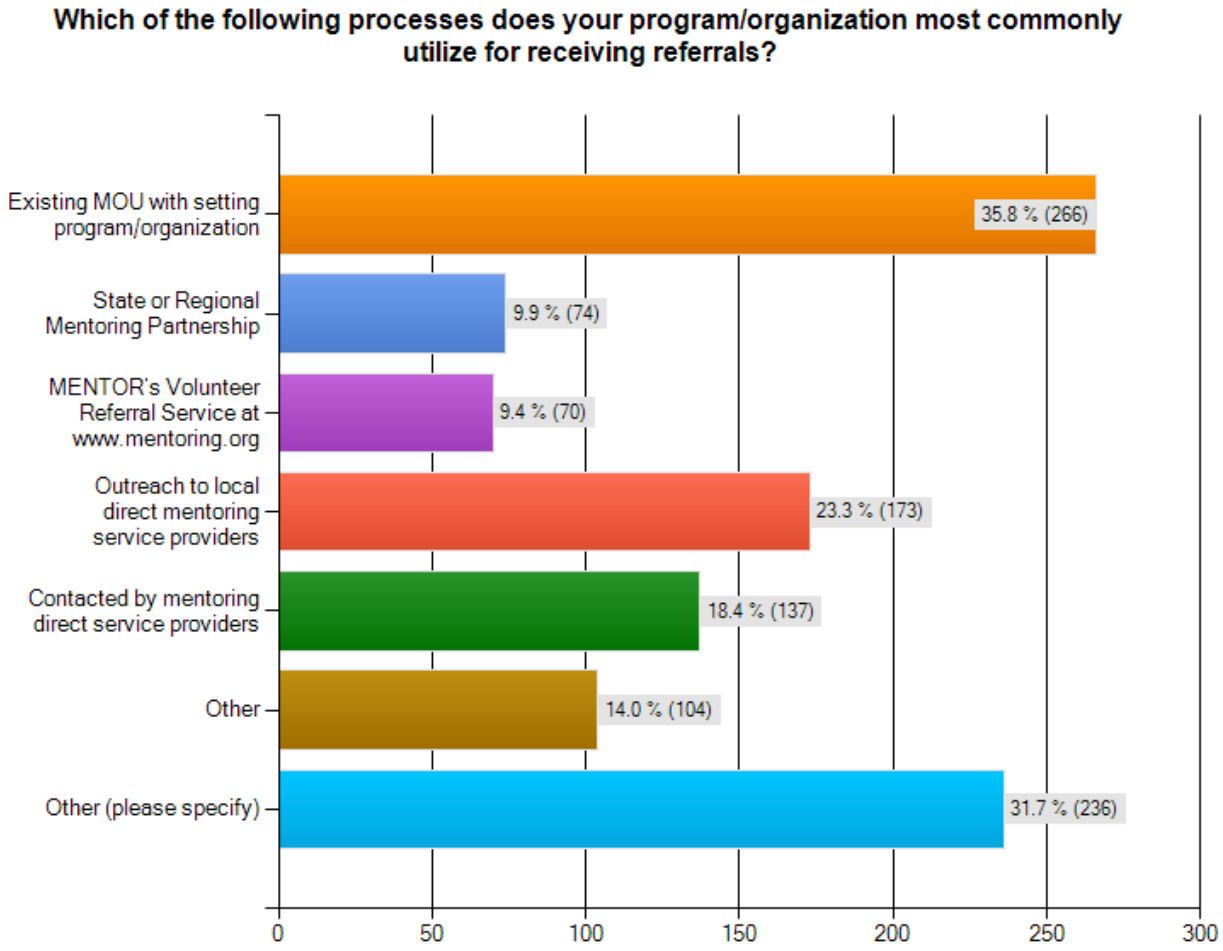


Note: Only respondents from mentoring programs were asked this question; respondent was allowed to select more than one option.

Mentoring program respondents were asked to indicate the process through which referrals were typically received. As shown in Figure 19, many respondents noted that existing MOUs governed the referral process. Around 10 percent of mentoring programs indicated that they utilized MENTOR's volunteer referral services. Respondents were asked to elaborate if they selected "other," and many of these respondents noted that referrals were received through community centers, schools or faith-based institutions such as churches.

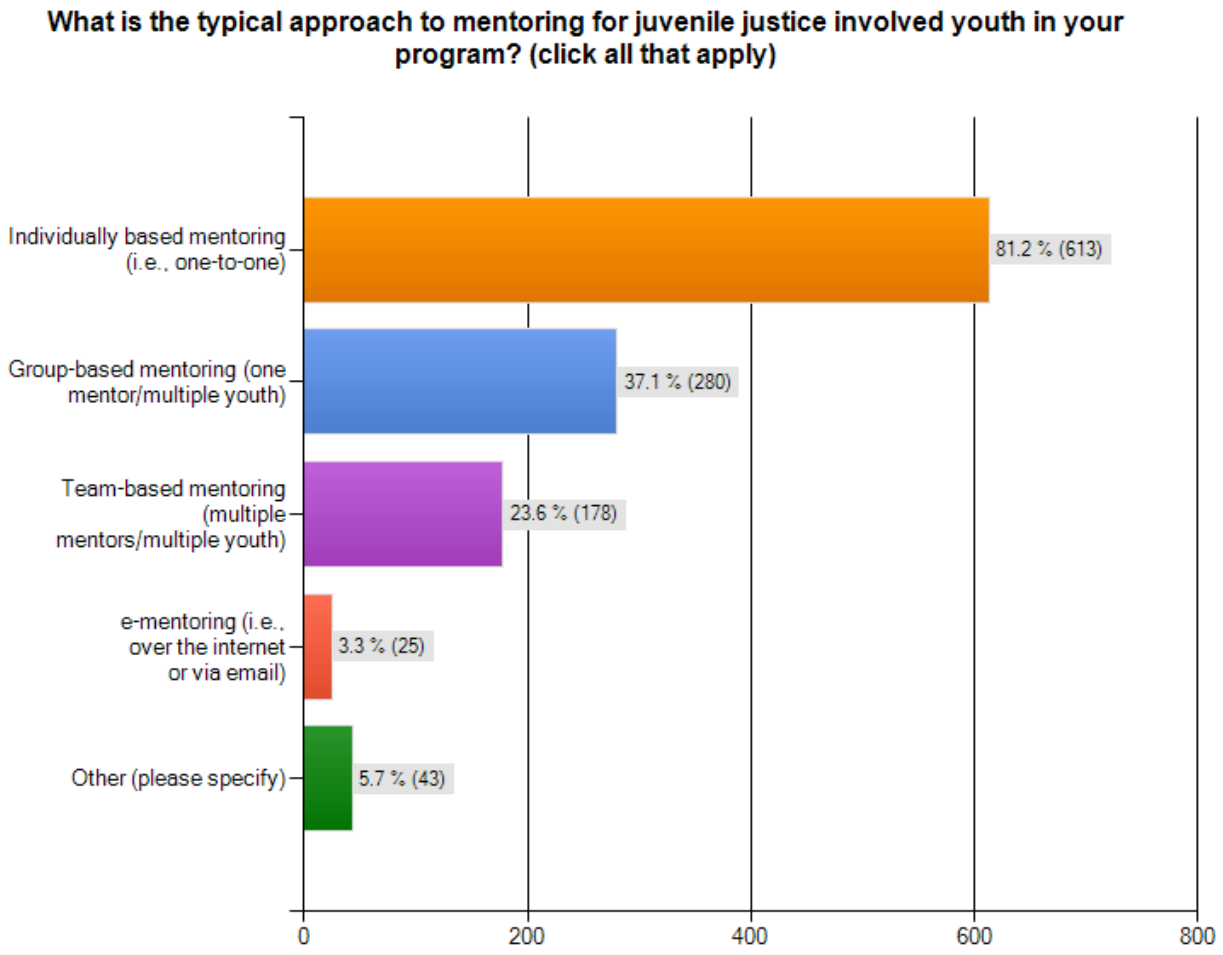
Figure 20 displays the responses given to the inquiry regarding the program's approach to mentoring. As shown, the vast majority of programs utilized individually based mentoring strategies (>80%).

Figure 19. Processes through Which Referrals are Received



Note: Only respondents from mentoring programs were asked this question; respondent was allowed to select more than one option.

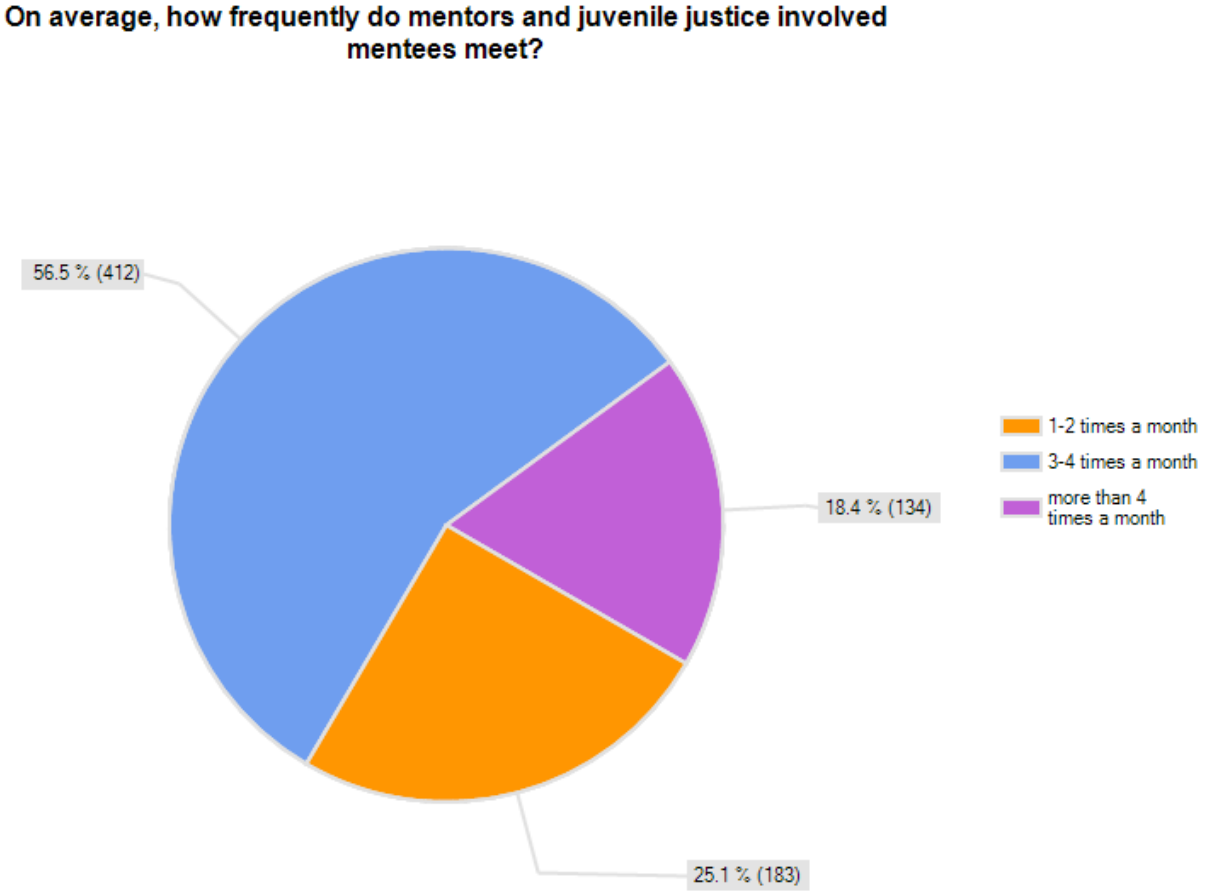
Figure 20. Typical Approach to Mentoring



Note: Only respondents from mentoring programs were asked this question.

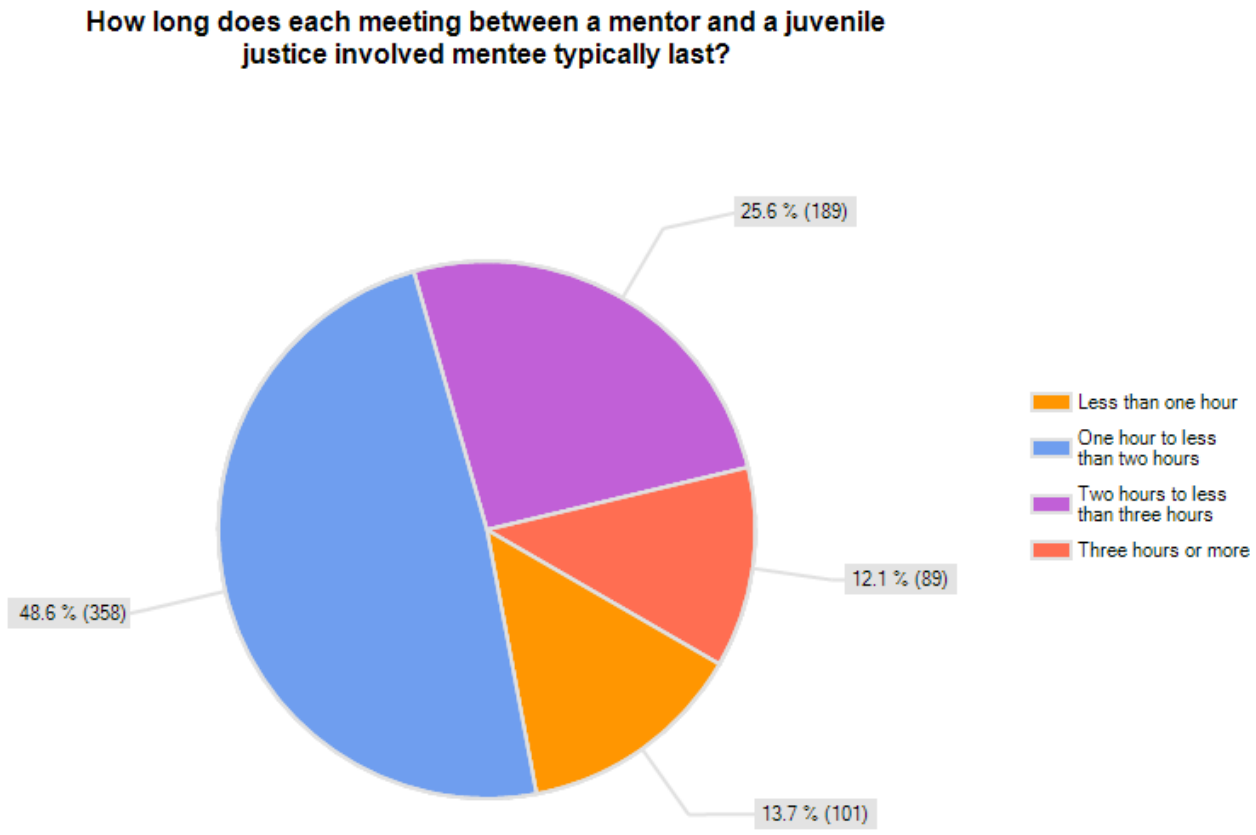
The next two charts provide information about the frequency of contact between mentor and mentee (Figure 21) and the average length of time spent during each meeting (Figure 22). Figure 21 reveals that most mentoring relationships are defined by meetings that occur between three and four times per month. Some, around 18 percent, meet more often than four times per month. Figure 22 shows that these meetings tend to last anywhere between one and two hours (~50% of respondents indicated this category), but a good portion last longer; around 12 percent of cases indicated that meetings last three hours or more.

Figure 21. Frequency of Contact between Mentor and Mentee



Note: Only respondents from mentoring programs were asked this question.

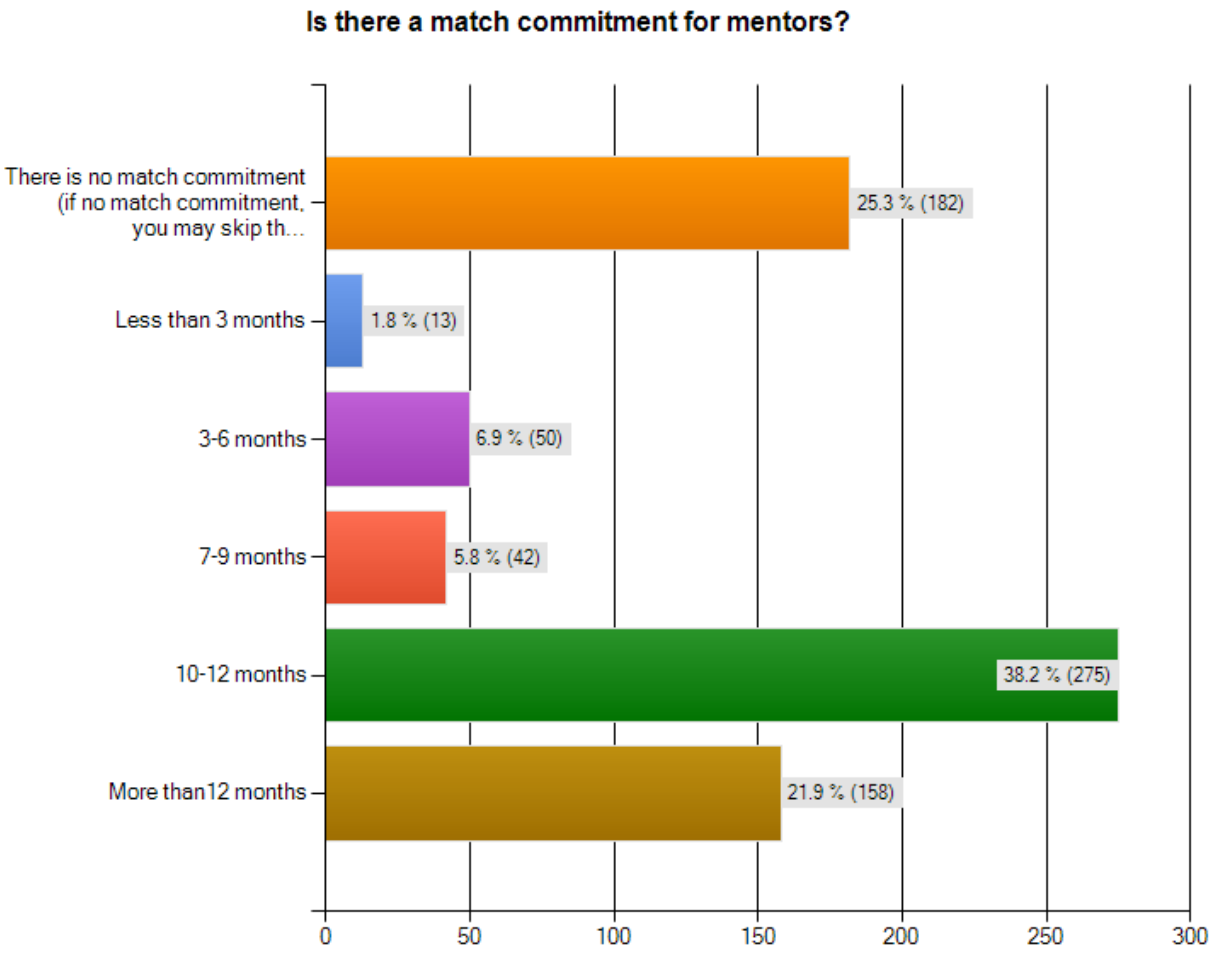
Figure 22. Length of a Typical Meeting between Mentor and Mentee



Note: Only respondents from mentoring programs were asked this question.

Although match commitments are not a universal feature of mentoring relationships (Figure 23 shows that about 25 percent of programs had no match commitment), many programs do rely on match commitments, and they tend to last between 10 and 12 months or more (see Figure 23).

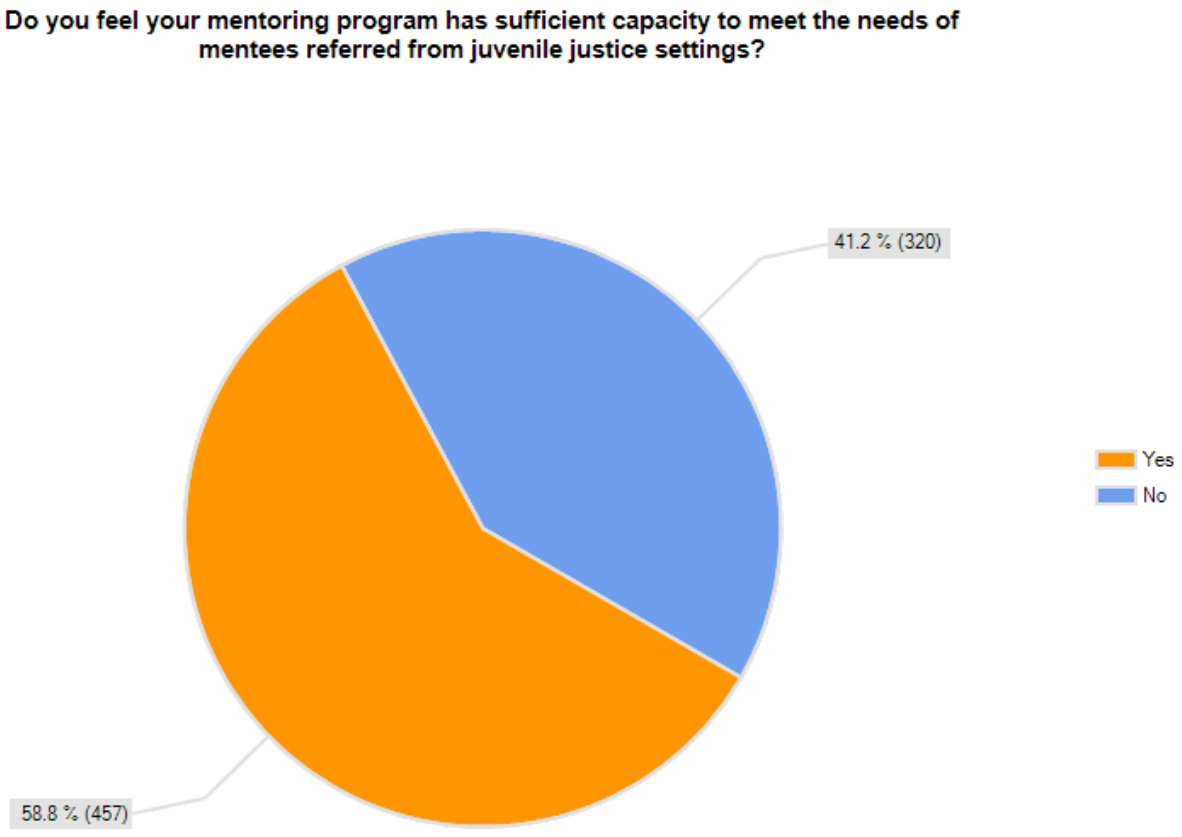
Figure 23. Match Commitments



Note: Only respondents from mentoring programs were asked this question.

Figure 24 displays respondents' answers to an inquiry about their perception of the efficacy of their program. As can be seen, the majority (~60%) felt that their program had sufficient capacity to meet the needs of mentees who were referred from juvenile justice settings. Respondents who said "no" to this question were asked a follow-up question (not presented in a figure). The most common response was that the program lacked the requisite resources to adequately handle all youth in need of mentoring services.

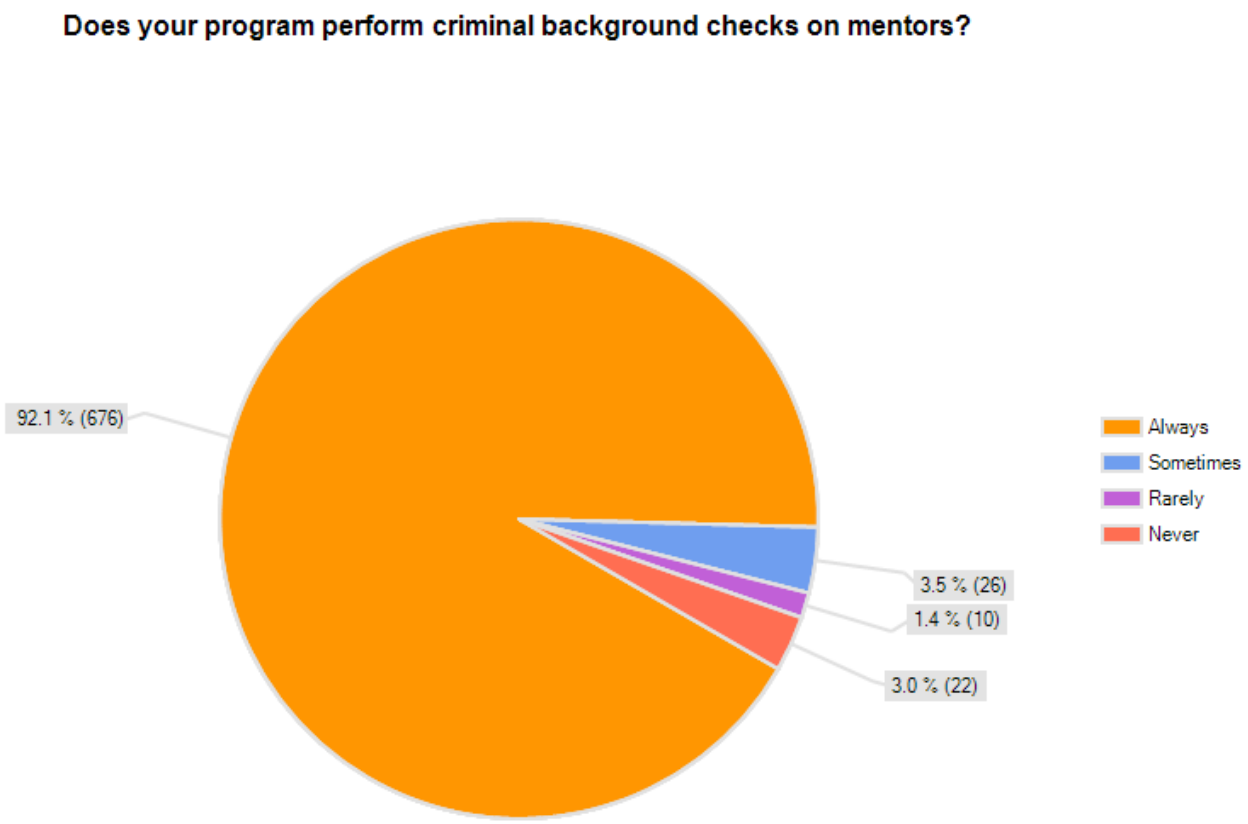
Figure 24. Perceptions of Mentoring Program Efficacy Regarding Capacity



Note: Only respondents from mentoring programs were asked this question.

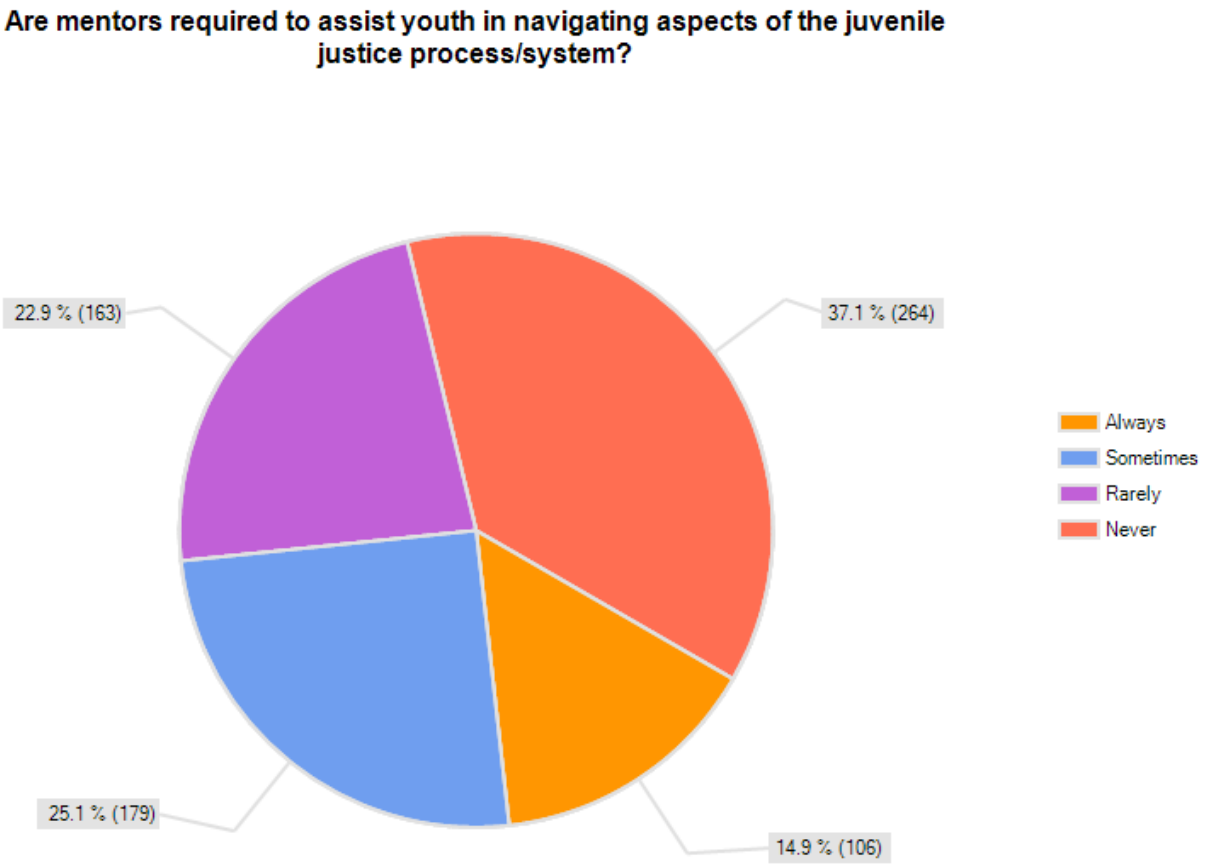
Figure 25 shows that the vast majority of programs screen potential mentors for criminal history before matching them with a mentee. Figure 26 indicates that mentors are often, though not always, required to assist youth through the juvenile justice system as part of their mentoring duties.

Figure 25. Criminal Background Checks on Potential Mentors



Note: Only respondents from mentoring programs were asked this question.

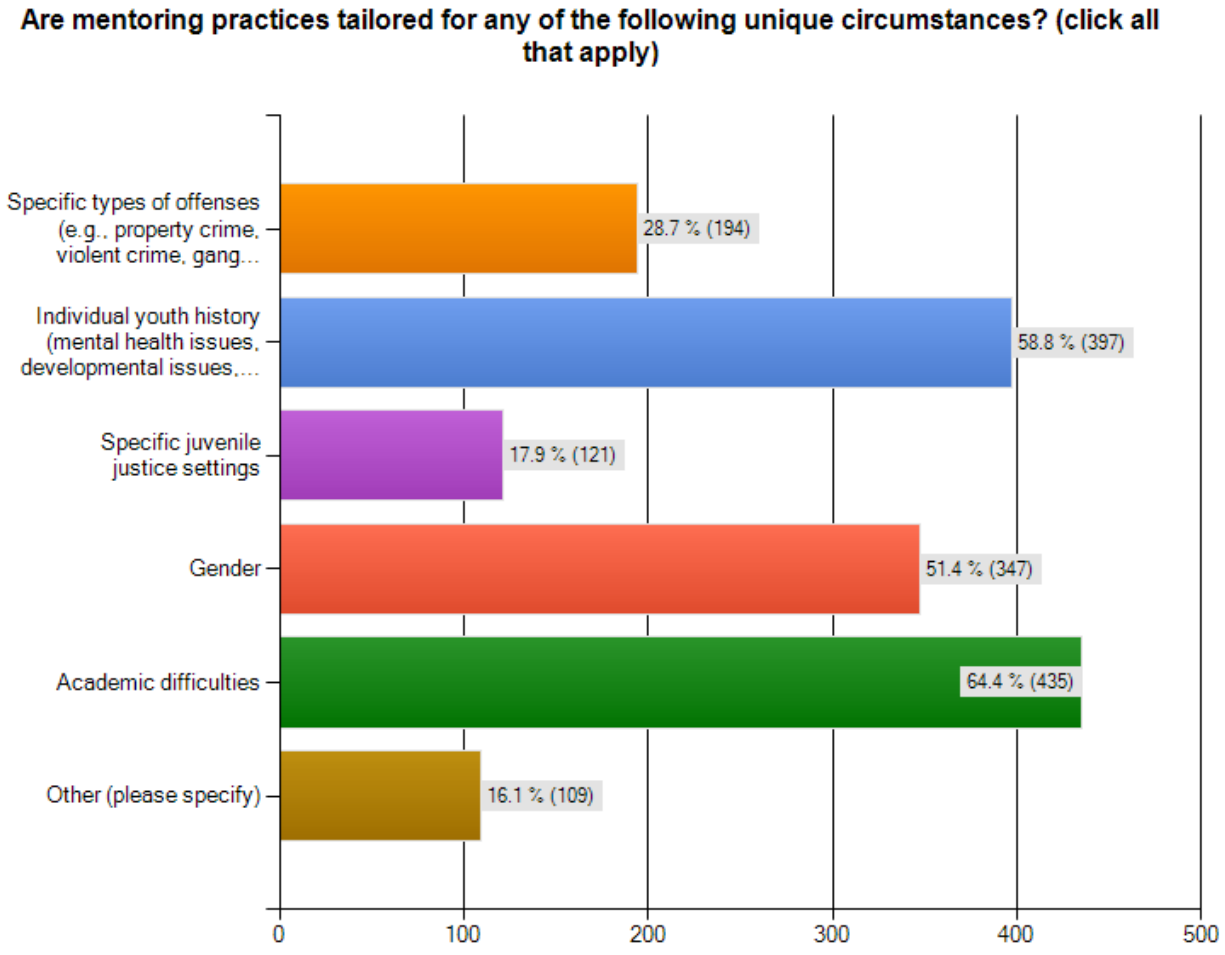
Figure 26. Mentors Assisting Youth through Juvenile Justice System



Note: Only respondents from mentoring programs were asked this question.

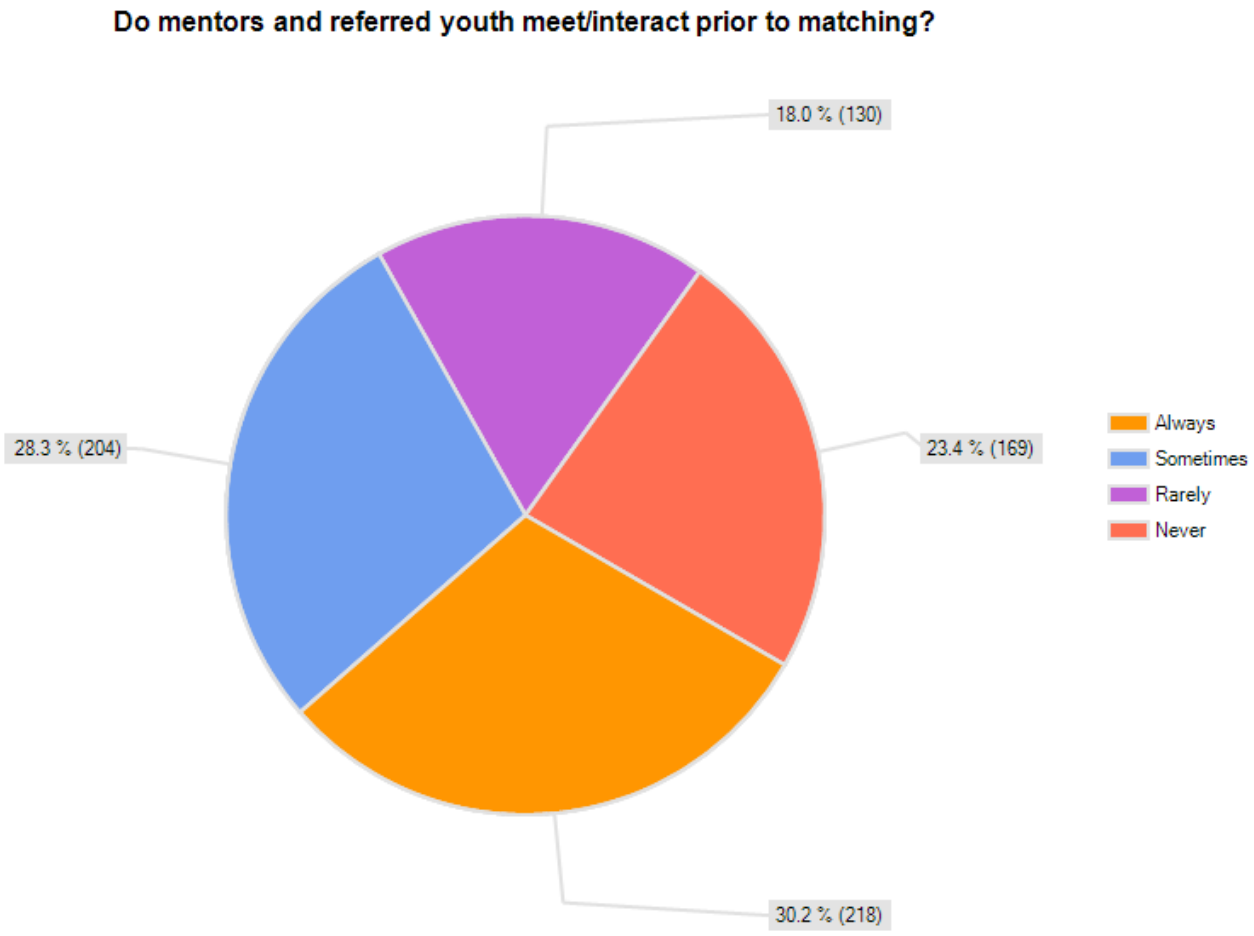
The next few figures (Figure 27 – Figure 33) deal with the day-to-day process of mentoring. As shown in Figure 27, mentoring services are often tailored to the specific needs of the mentee. Figure 30 indicates that goals are often set for mentees, and Figure 32 reveals that a majority of youth actually achieve these goals. Figure 33 reports, perhaps not surprisingly, that limited resources is one key factor for why youth fail to achieve their goals.

Figure 27. Mentor Services Tailored for Youth Needs



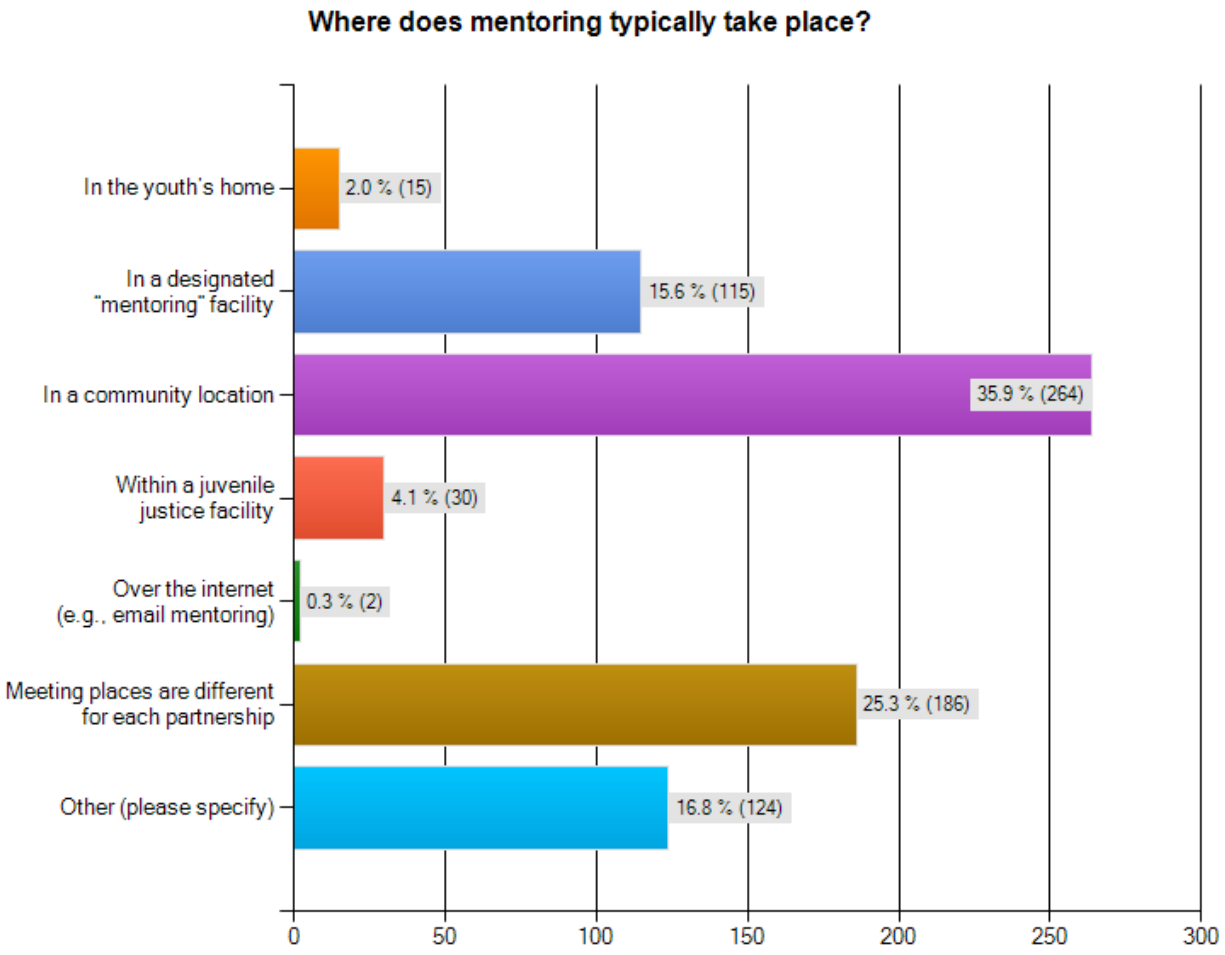
Note: Only respondents from mentoring programs were asked this question.

Figure 28. Mentor/Mentee Meet Prior to Matching



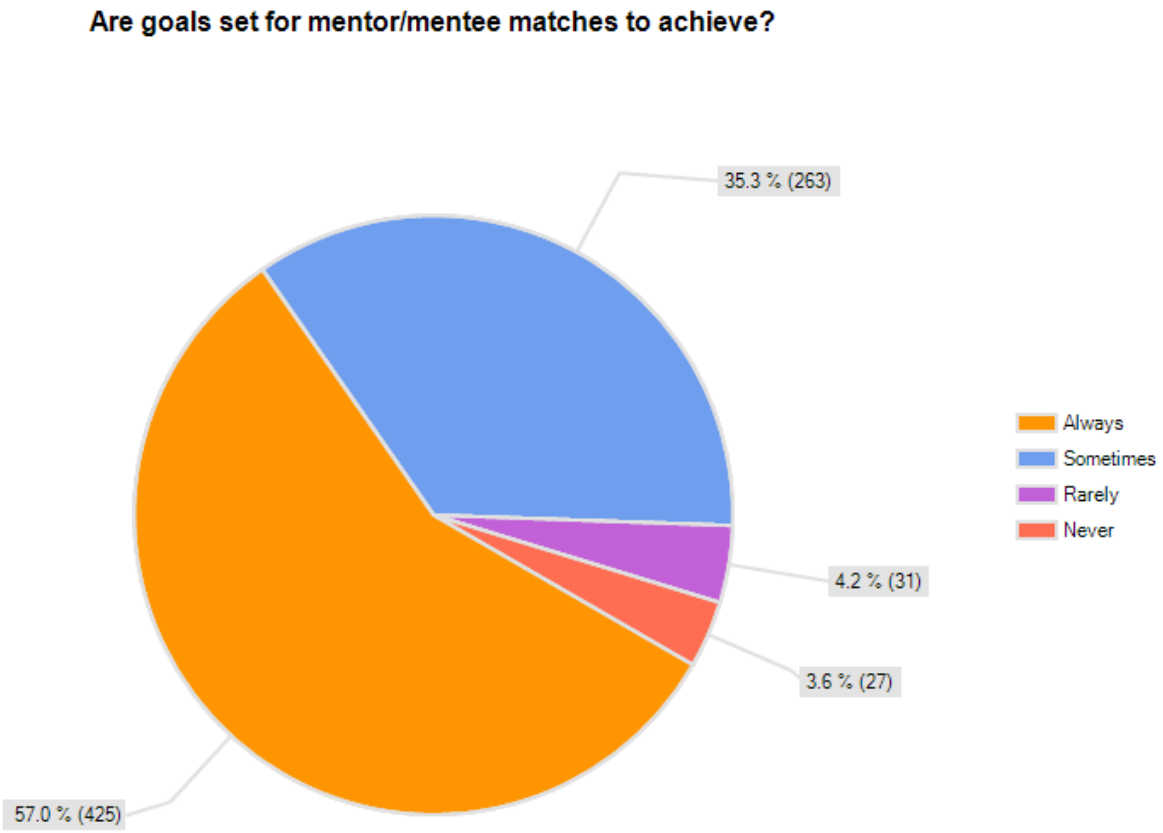
Note: Only respondents from mentoring programs were asked this question.

Figure 29. Location of Mentor Meetings



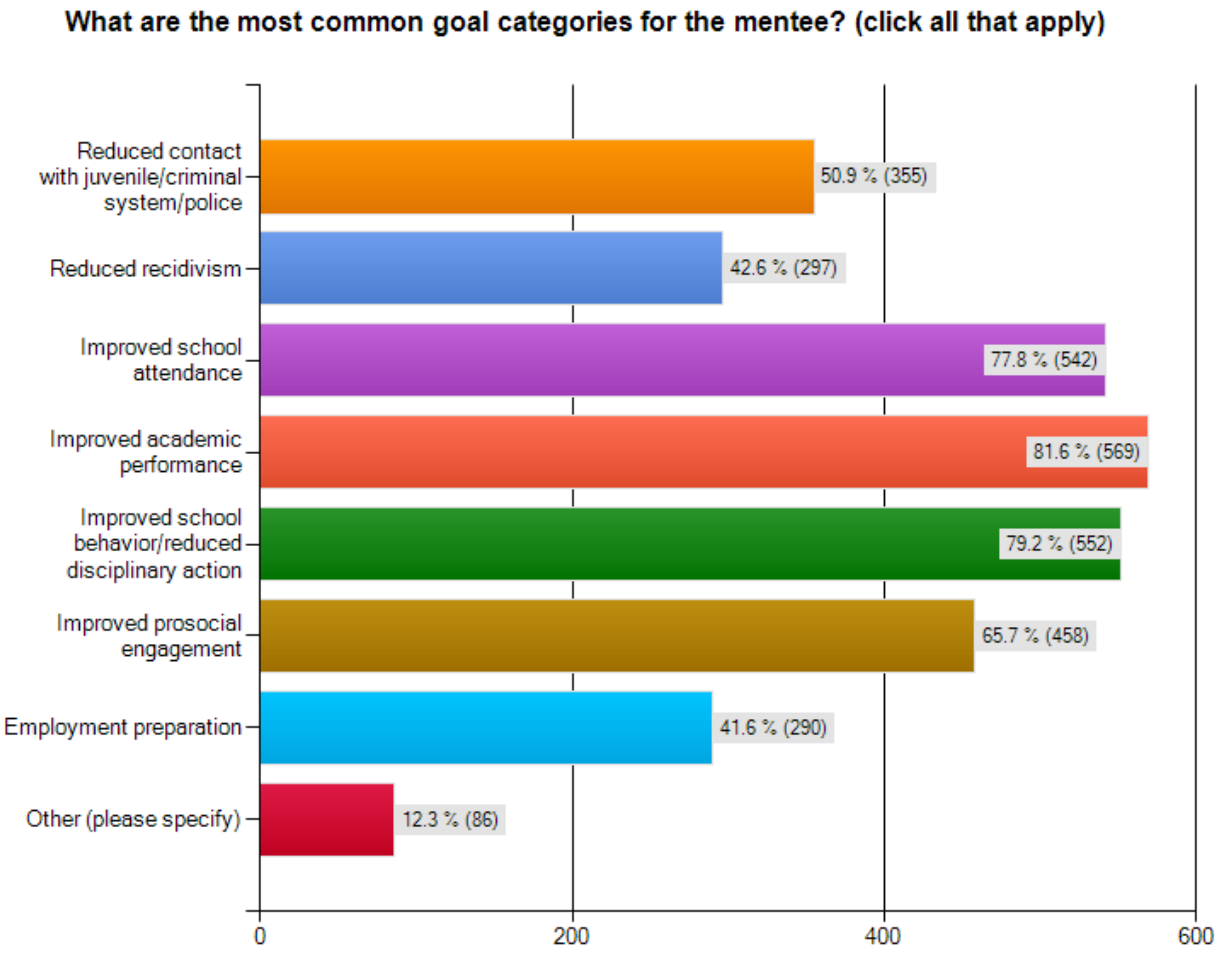
Note: Only respondents from mentoring programs were asked this question.

Figure 30. Goals Set for Mentee



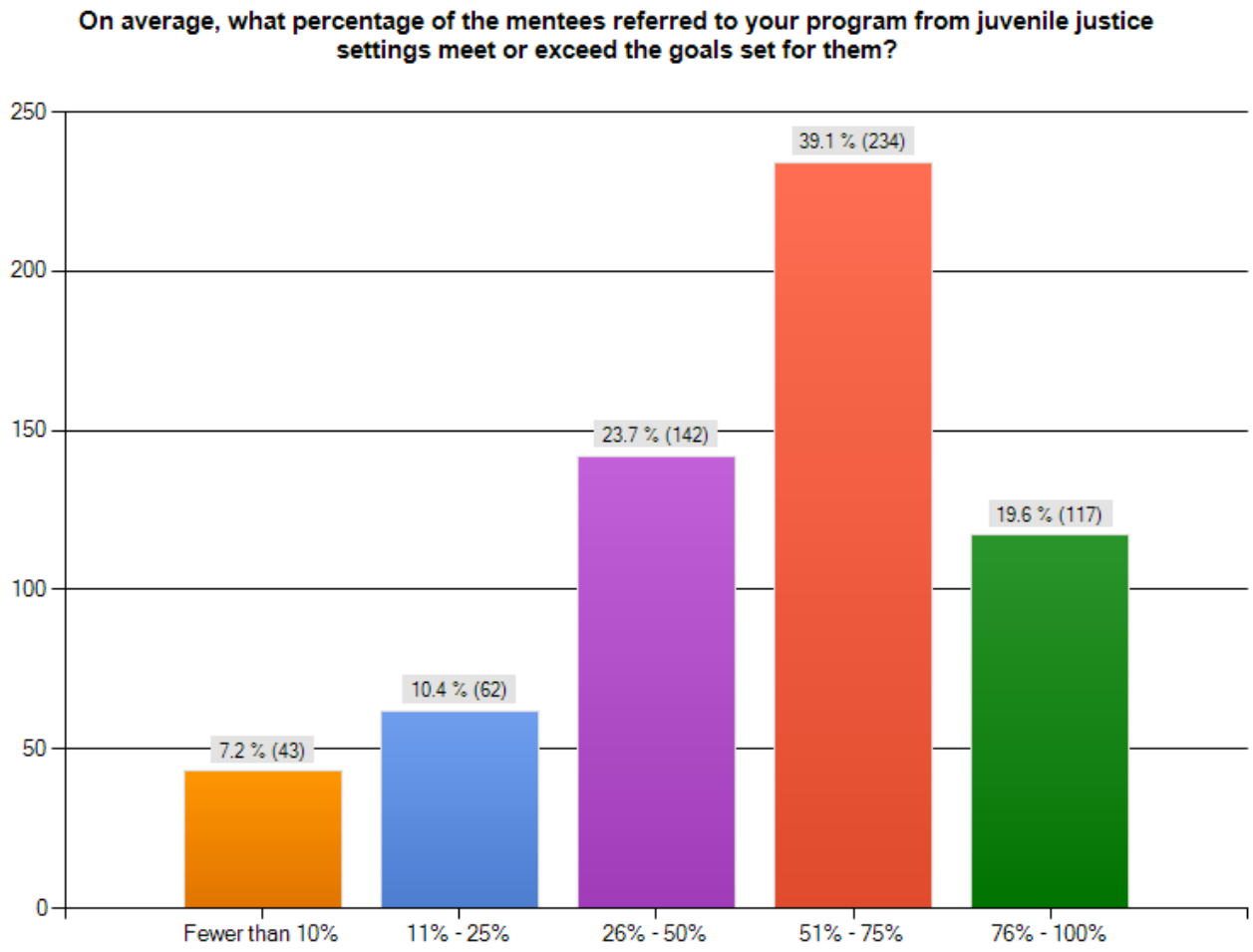
Note: Only respondents from mentoring programs were asked this question.

Figure 31. Goals Set for Mentee



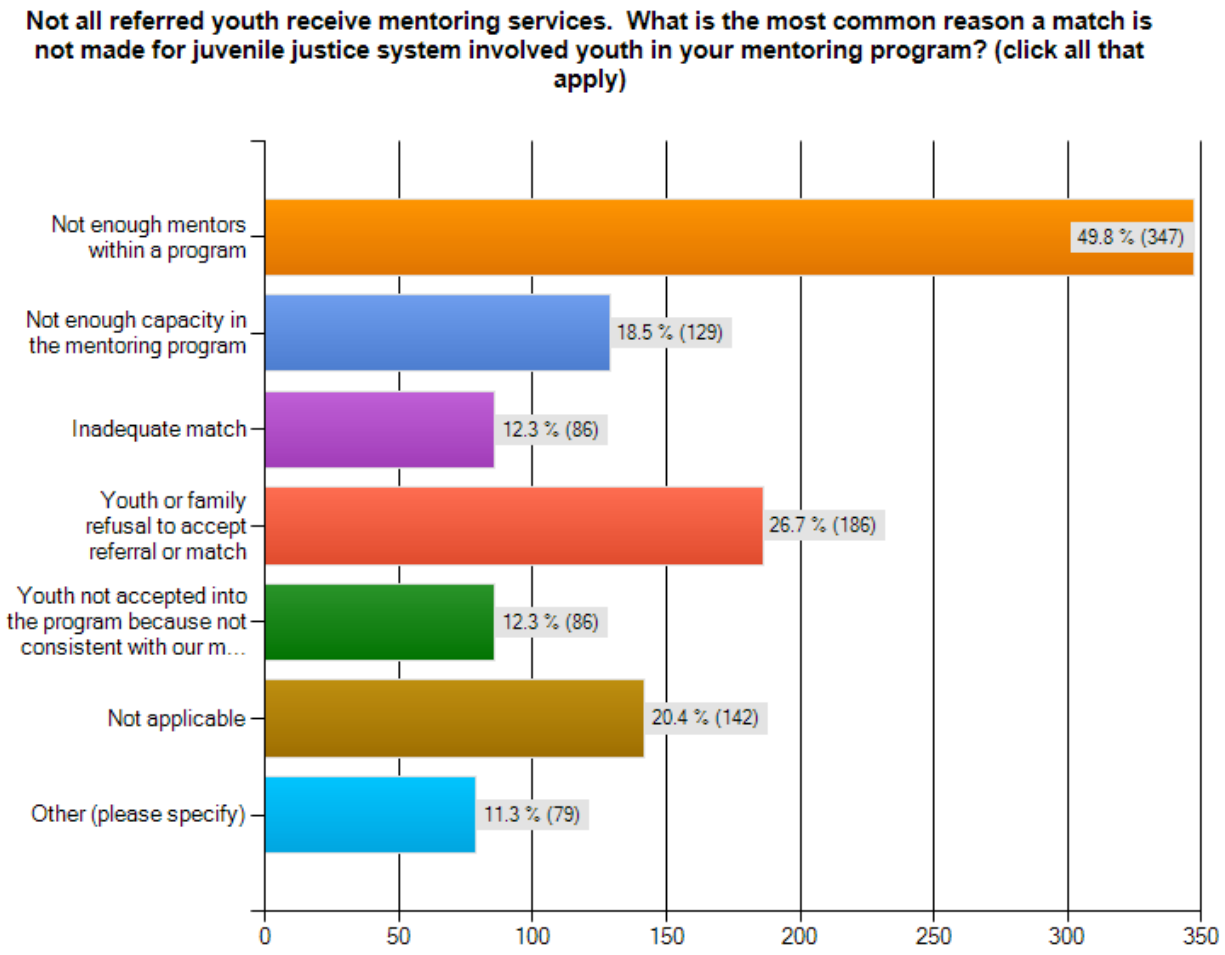
Note: Only respondents from mentoring programs were asked this question.

Figure 32. Percentage of Mentees who Meet or Exceed Goals



Note: Only respondents from mentoring programs were asked this question.

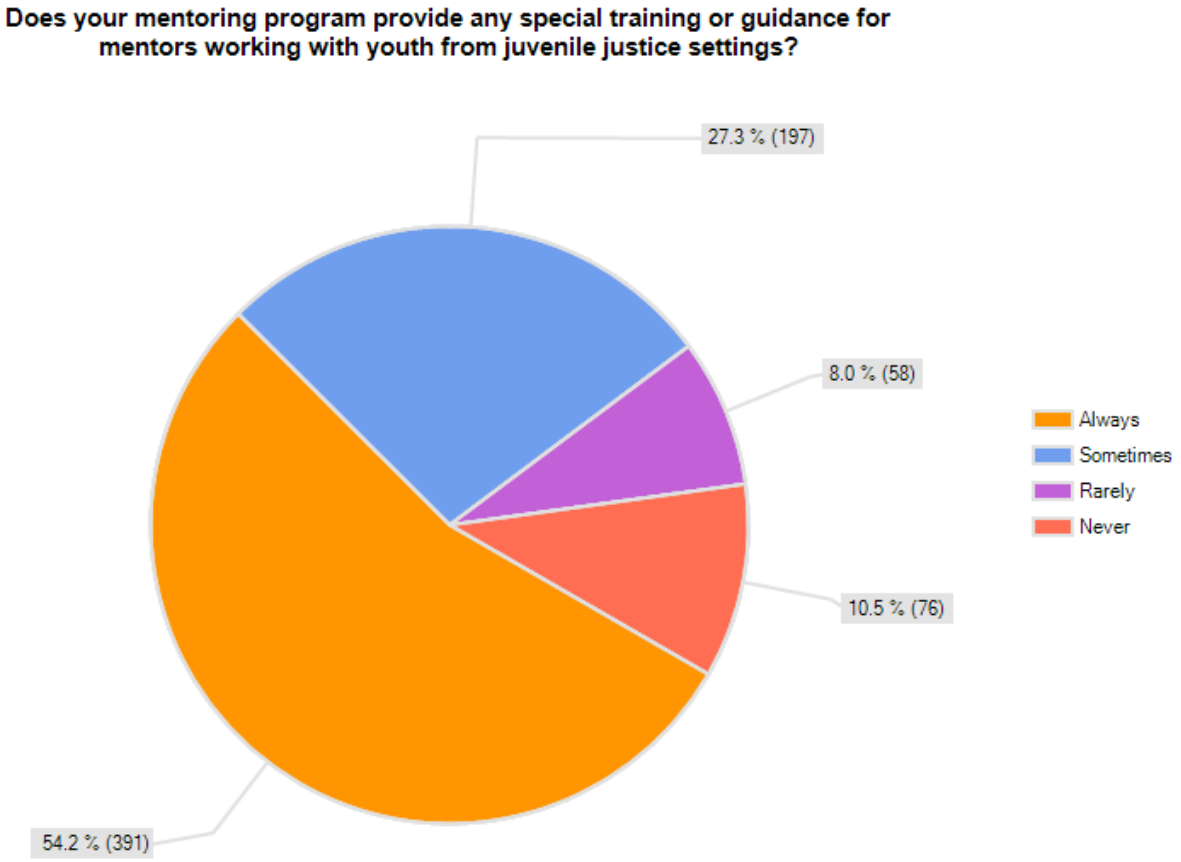
Figure 33. Common Reasons for No Match



Note: Only respondents from mentoring programs were asked this question.

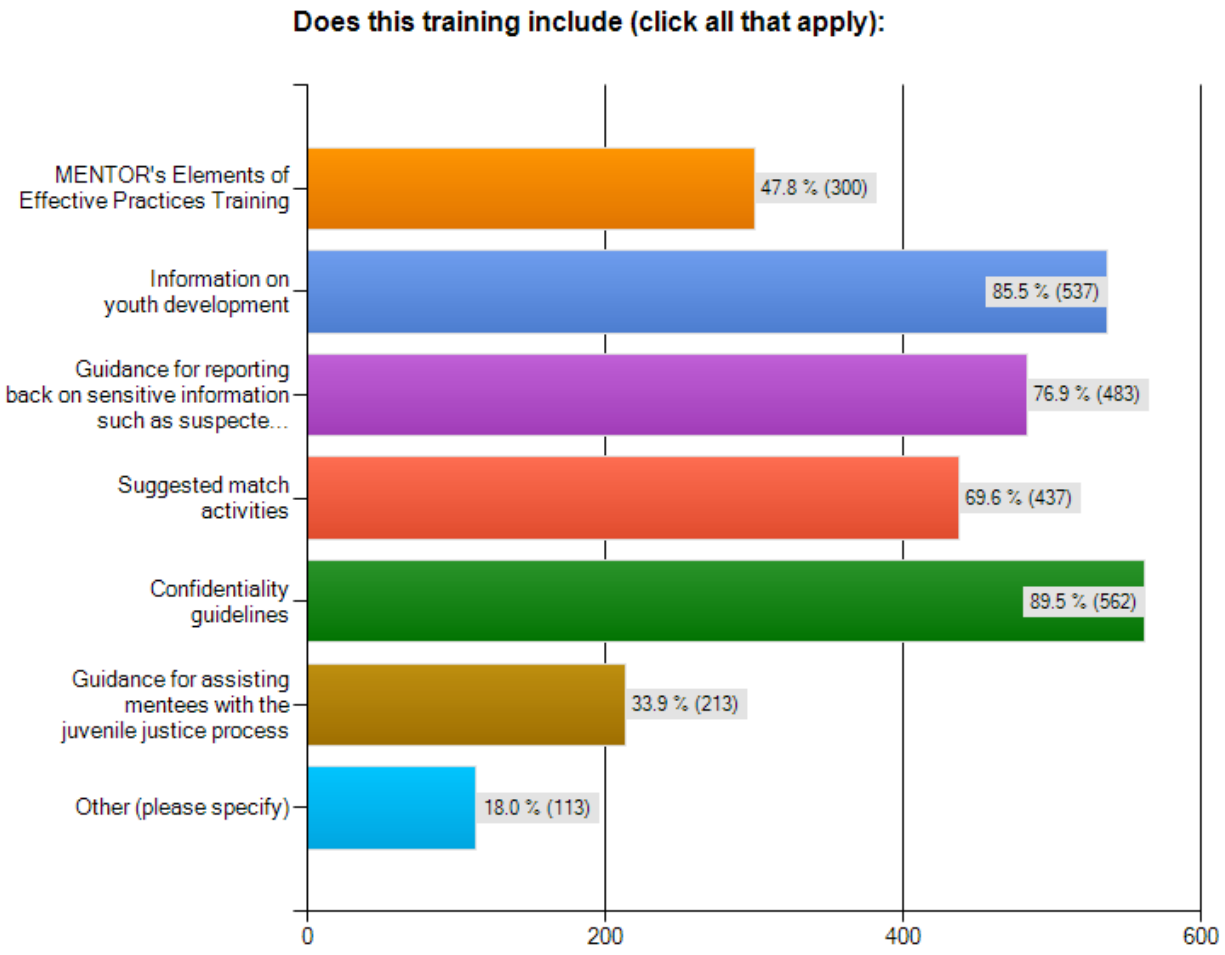
The last two figures in this section (Figure 34 and Figure 35) target mentor training. Figure 34 reveals that most programs do include special training for mentors dealing with juvenile justice involved youth. Figure 35 notes that this training varies from program to program.

Figure 34. Mentor Special Training



Note: Only respondents from mentoring programs were asked this question.

Figure 35. Sources of Training Services for Mentors



Note: Only respondents from mentoring programs were asked this question.

FINDINGS FROM STEP 2: INFERENTIAL STATISTICAL ANALYSIS

Step 2 of the analysis utilized a wide range of inferential statistics to help uncover the associations between different variables/outcomes. Though the information presented in Step 1 is useful for many purposes, those analyses cannot identify relationships between different elements of mentoring. Only with inferential statistical analysis can we begin to speak to directional effects and effect sizes.

The first part of this section will analyze the variation in mentoring practices across the six juvenile justice settings (i.e., Delinquency Court, Dependency Court, Juvenile Detention, Juvenile Corrections, Juvenile Probation, and Youth Court/Teen Court diversion program). The first analysis is presented in Table 10, where frequency data are reported and the results of an analysis of variance test (i.e., ANOVA) are reported in the bottom portion of the table. The numbers presented in the table are the actual number of respondents from each setting who reported a certain percentage of youth was placed into mentoring relationships. This analysis was important because it allowed us to determine whether certain juvenile justice settings were more successful at placing youth in mentoring as compared to others. As shown in the table, there was a fair amount of variation between the six settings, but the ANOVA results revealed that the variances across the six settings did not statistically differ ($F = 1.70$, $p > .05$). This is a promising outcome because it reveals that no one setting is likely to drive the findings presented in the remainder of this section.

Table 10. Percentage of Youth Placed in Mentoring Relationship, by Juvenile Justice Setting

	PERCENT OF YOUTH PLACED INTO MENTORING RELATIONSHIP				
	0-25%	**26-50%**	**51-75%**	**76-100%**	**Total**
Delinquency Court	7	1	4	2	14
Dependency Court	2	1	1	0	4
Juvenile Corrections	11	5	5	12	33
Juvenile Detention	10	2	2	9	23
Juvenile Probation	36	10	17	14	77
Youth Court/Teen Court Diversion Program	29	13	18	33	93
Total	**95**	**32**	**47**	**70**	**244**

Analysis of Variance Results

- Variance between Settings = 13.38
- Variance within Settings = 373.93
- $F = 1.70$
- $df = 5$
- *p-value* = .13

Presented in Table 11 are frequency counts and ANOVA results for the frequency with which youth are assessed for their level of risk prior to referral to mentoring. As can be seen, the majority of programs reported that they "always" assess youth prior to referral, and the ANOVA results revealed that there was no statistically significant difference across the six settings in their propensity to conduct risk assessment ($F = 2.01$, $p > .05$).

Table 11. Frequency of Youth Risk Assessment Prior to Mentoring Referral, by Juvenile Justice Setting

	FREQUENCY OF YOUTH RISK ASSESSMENT PRIOR TO REFERRAL			
	Never	**Sometimes**	**Always**	**Total**
Delinquency Court	0	5	11	16
Dependency Court	1	1	2	4
Juvenile Corrections	0	9	25	34
Juvenile Detention	4	7	14	25
Juvenile Probation	1	32	51	84
Youth Court/Teen Court Diversion Program	12	30	53	95
Total	**18**	**84**	**156**	**258**

Analysis of Variance Results

- Variance between Settings = 3.84
- Variance within Settings = 96.35
- $F = 2.01$
- $df = 5$
- *p-value* = .08

Quantitative Findings from National Survey

continued

Presented in Table 12 are frequency counts and ANOVA results for the percentage of youth charged with a crime prior to referral to mentoring. Overall, the majority of respondents indicated that youth were charged with a crime prior to referral, but there was some variation across the six settings. The ANOVA results indicated that the between group variance was statistically significant ($F = 4.43$, $p<.05$), but the Bartlett test for equal variances revealed that this assumption was violated ($X^2 = 27.66$, $p<.05$), meaning that the results should be interpreted with caution. Though there are several "empty" cells, the ANOVA results do not appear to be sensitive to alternative specifications. Specifically, when "Dependency Court" was omitted from the analysis, the $F = 4.02$ and $p = .003$ (Bartlett's $X^2 = 26.65$, $p<.05$). Bonferroni post hoc mean difference tests revealed that the significant differences were being detected due to the mean differences between Juvenile Corrections and Dependency Court (mean difference = 2.01) and between Juvenile Corrections and Youth Court/Teen Court diversion programs (mean difference = -.85).

Table 12. Percentage of Youth Charged with a Crime Prior to Mentoring Referral, by Juvenile Justice Setting

	PERCENT OF YOUTH CHARGED WITH A CRIME PRIOR TO REFERRAL				
	0-25%	**26-50%**	**51-75%**	**76-100%**	**Total**
Delinquency Court	1	2	3	10	16
Dependency Court	3	0	0	1	4
Juvenile Corrections	0	2	4	28	34
Juvenile Detention	2	3	1	18	24
Juvenile Probation	15	8	9	49	81
Youth Court/Teen Court Diversion Program	23	11	10	49	93
Total	**44**	**26**	**27**	**155**	**252**

Analysis of Variance Results

- Variance between Settings = 28.94
- Variance within Settings = 321.39
- $F = 4.43$
- $df = 5$
- *p-value* = .001

Presented in Table 13 is a series of bivariate zero-order correlation coefficients. All correlations statistically significant at the $p<.05$ (two-tailed tests) are highlighted with an asterisk (*). As can be seen, programs that are more successful at placing youth into mentoring programs (labeled "Successful Placement" in the tables and coded 0 = "0 – 25%" through 3 = "76 – 100%") tended to use mentor programs that had shorter times until a match was made between mentor and mentee (r = -.26). In other words, juvenile justice programs that utilized mentoring programs with shorter waiting periods tended to be more successful in placing youth in mentoring relationships.

Table 13 also reveals that juvenile justice settings that utilize mentoring as a diversionary tactic tended to refer these youth to programs that had shorter waiting periods (r = -.16), and juvenile justice settings that utilized risk assessment for their youth were more likely to serve youth who had been charged with an offense (r = .15) and were more likely to utilize mentoring as a diversionary strategy (r = .16). Finally, of interest is that mentoring is more likely to be used as a diversionary tactic by programs that serve a larger portion of first-time offenders (r = .20).

Table 13. Zero-order Correlations – Juvenile Justice Settings Only

	Successful Placement	*Time to Match*	*Risk Assessment*	*Charged with Crime*	*First-time Offender*	*Mentor Diversion*
Successful Placement	-					
Time to Match	-.26*	-				
Risk Assessment	-.06	.07	-			
Charged with Crime	.02	-.09	.15	-		
First-time Offender	-.04	-.07	-.03	.18	-	
Mentor Diversion	-.07	-.16*	.16	.03	.20	-

*$p<.05$, two-tailed tests

The remaining analyses were conducted using the answers provided by mentoring program respondents only. As shown in Table 14, there was a statistically significant difference between mentoring programs that used individualized mentoring and those that did not in terms of whether they performed background checks on their mentors. Reassuringly, mentoring programs that utilized individualized mentoring were significantly (X^2 = 10.67, p<.05) more likely to perform background checks on their mentors as compared to mentoring programs that did not rely on individualized mentoring.

Table 14. Propensity to Perform Background Checks by Mentoring Strategy

	MENTORING STRATEGY	
	Individualized Mentoring (i.e., one-on-one)	Other
BACKGROUND CHECKS FOR MENTORS		
Never	13	9
%	2.23	6.04
Rarely	6	4
%	1.03	2.68
Sometimes	18	8
%	3.08	5.37
Always	547	128
%	93.66	85.91

Total N = 733
Pearson X^2 = 10.67
p<.05

Presented in Table 15 are bivariate zero-order correlation coefficients between various aspects of mentoring practices and tactics used by mentoring programs. For the present purposes, the primary focus will be on the factors that correlated with individualized mentoring. As can be seen, programs using individualized mentoring tended to have more lengthy match commitments (r = .22), served youth who were more likely to meet their commitments (r = .14) and were more likely to serve juvenile justice involved youth (r = .12).

Though each of these correlations is interesting and points to an important conclusion, it is first necessary to re-examine these associations with a more appropriate statistical technique, multivariate Poisson regression.

Table 15. Zero-order Correlations—Mentoring Programs Only

	Individualized Mentoring	*Meeting Frequency*	*Meeting Length*	*Length of Match Commitment*	*Mentee Fulfill Commitment*	*Serve J.J. Youth*
Individualized Mentoring	-					
Meeting Frequency	.01	-				
Meeting Length	-.01	.12*	-			
Length of Match Commitment	.22*	-.04	.18*	-		
Mentee Fulfill Commitment	.14*	.13*	.11*	.07	-	
Serve J.J. Youth	.12*	.10*	.00	-.14*	-.09	-

*p<.05, two-tailed tests

Presented in Table 16 are three Poisson regression models where the Length of Match Commitment variable (coded 0 = “less than 3 months”, 1 = “3-6 months”, 2 = “7-9 months”, 3 = “10-12 months”, and 4 = “more than 12 months”) served as the dependent variable. Model 1 reveals that programs utilizing individualized mentoring tended to have longer match commitments. This relationship is presented graphically in Figure 36, which indicates that the predicted average match commitment for non-individualized mentoring programs was 2.41 (or, somewhere between seven and 12 months), and the predicted average match commitment for individualized mentoring programs was 3.04 (or, somewhere between 10 and 12 months).

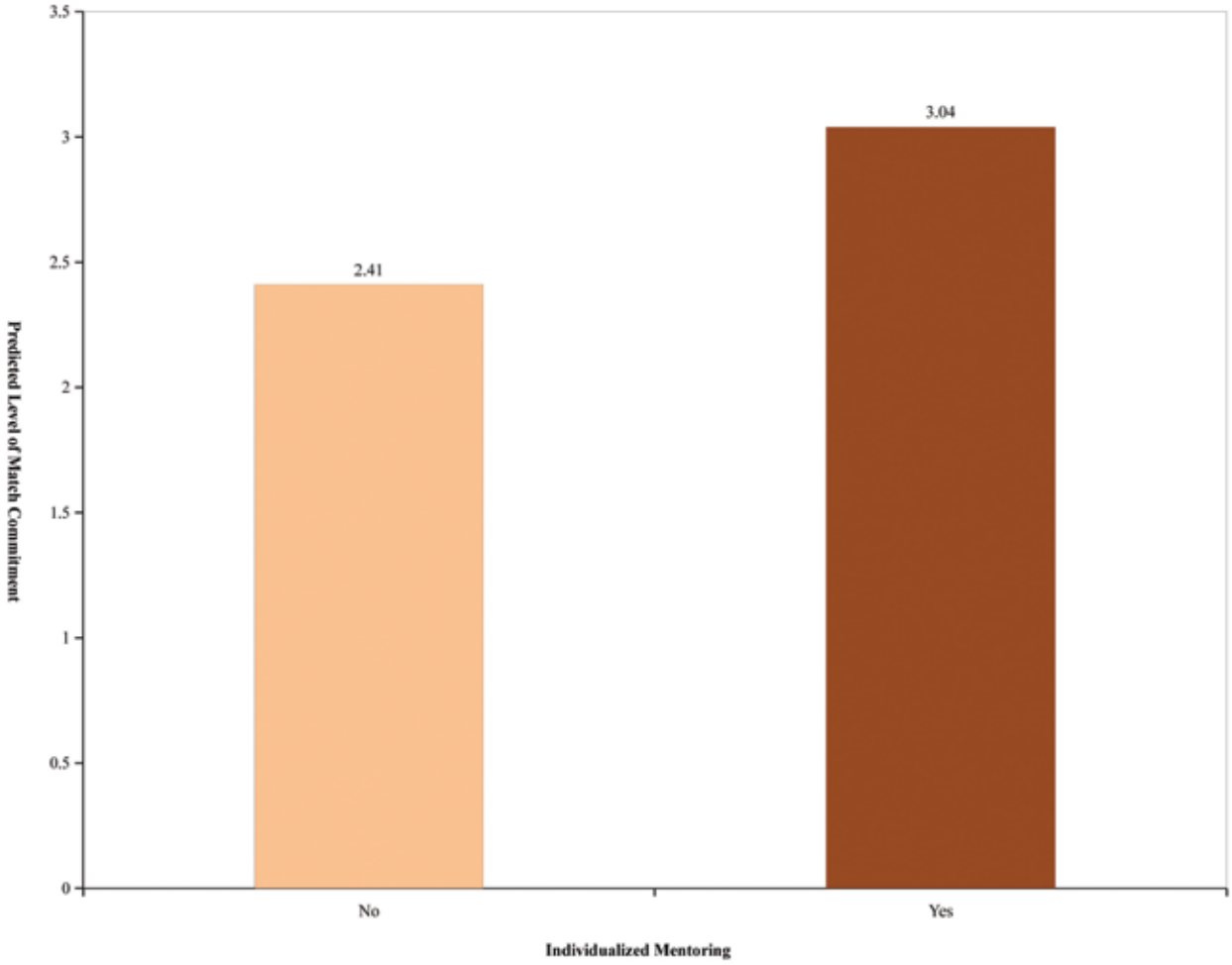
Model 2 in Table 16 suggests that programs serving juvenile justice involved youth may have slightly shorter match commitments. Model 3 indicates that the relationship between length of match commitment and individualized mentoring was not sensitive to relevant control variables such as whether the program served juvenile justice involved youth, the age of the program, the percentage of youth who are male, the percentage of youth who are African-American and the type of community within which the program operates. Taken together, these results provide support for a link between mentoring strategy (i.e., individualized mentoring or not) and length of match commitment.

Table 16. Poisson Regression of Length of Match Commitment on Mentoring Strategy and Covariates

	Model 1		*Model 2*		*Model 3*	
	b	**SE**	**b**	**SE**	**b**	**SE**
Key Independent Variables						
Individualized Mentoring (no=0, yes=1)	.23*	.08			.24*	.10
Serve J.J. Youth (no=0, yes=1)			-.10a	.05	-.08	.06
Covariates						
Years in Operation					.002	.004
Percent of Youth are Male					-.001	.02
Percent of Youth are African-American					-.002	.02
Community Type (Other=0, Urban=1)					-.02	.07

*$p<.05$, [a]$p<.10$, two-tailed tests

Figure 36. Predicted Level of Match Commitment by Mentoring Strategy



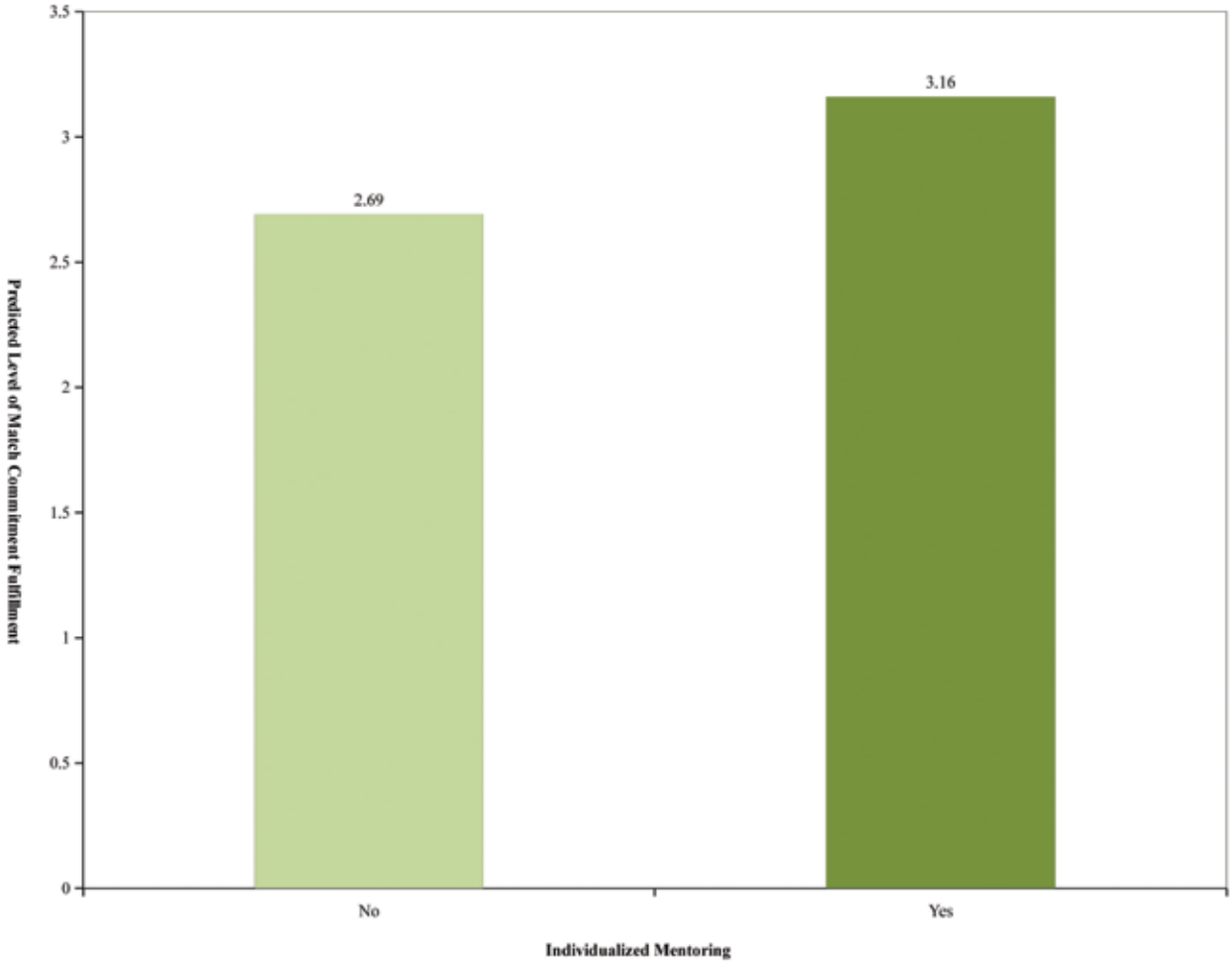
Arguably more important than the length of the average match commitment is the frequency with which mentors and mentees *meet* their match commitments. This variable (coded 0 = "fewer than 10%" to 4 = "76-100%") served as the dependent variable in a series of Poisson regression models presented in Table 17. Model 1 suggested that individualized mentoring was related to the probability of a successful completion of the match commitment, but Model 3 indicates that this relationship was not robust to other relevant control variables. In short, there appears to be no relationship between mentoring strategy (i.e., individualized mentoring or not) and probability of successfully completing match commitments, a conclusion that is supported by the relatively small differences between mentoring strategies reported in Figure 37.

Table 17. Poisson Regression of Percentage Completing Match Commitment on Mentoring Strategy and Covariates

	Model 1		*Model 2*		*Model 3*	
	b	***SE***	***b***	***SE***	***b***	***SE***
Key Independent Variables						
Individualized Mentoring (no=0, yes=1)	.16a	.09			.07	.10
Serve J.J. Youth (no=0, yes=1)			-.06	.05	-.03	.06
Covariates						
Years in Operation					.003	.004
Percent of Youth are Male					.03	.02
Percent of Youth are African-American					-.01	.02
Community Type (Other=0, Urban=1)					-.06	.07
Mentoring Facility (no=0, yes=1)					.07	.09

*$p<.05$, [a]$p<.10$, two-tailed tests

Figure 37. Predicted Level of Match Commitment Fulfillment by Mentoring Strategy



Quantitative Findings from National Survey

continued

Displayed in Table 18 are the bivariate zero-order correlations between a range of variables specific to the mentoring process. Several elements emerged as important and worthy of discussion. First, mentor-mentee meeting frequency appeared to be positively associated with the likelihood that mentees will meet any goals that are set for them (r = .23). At the same time, mentees were more likely to meet their goals when they were served by mentoring programs that were more likely to utilize training programs for their mentors (r = .27).

A second finding that emerged was that programs where mentors are required to assist youth in navigating the juvenile justice system were more likely to have mentors and mentees meet *prior* to matching (r = .25), tended to have mentor-mentee meetings more frequently (r = .17), had longer meeting lengths on average (r = .09), were more likely to train their mentors (r = .33), and were more likely to serve youth referred from juvenile justice settings (r = .30). Taken as a whole, these findings indicate that mentors who are required to assist youth in navigating the juvenile justice system tend to be affiliated with more professional and, perhaps, more successful mentoring programs.

Table 18. Zero-order Correlations—Mentoring Programs Only

	Meet Goals	*Background Checks*	*Mentors Assist in J.J.*	*Meet Prior to Match*	*Individualized Mentoring*	*Menting Frequency*	*Meeting Length*	*Mentor Training*	*Serve J.J. Youth*
Meet Goals	-								
Background Checks	.08*	-							
Mentors Assist in J.J.	.04	.06	-						
Meet Prior to Match	.02	.02	.25*	-					
Individualized Mentoring	.08	12*	-.04	.01	-				
Meeting Frequency	.23*	.01	.17*	.02	.01	-			
Menting Length	.18*	.07	.09*	-.03	-.01	.12*			
Mentor Training	.27*	.09*	.33*	.21*	.08*	.12*	.12*	-	
Serving J.J. Youth	-.04	-.02	.30*	.16*	.12*	.09*	.00	.26*	-

*p<.05, two-tailed tests

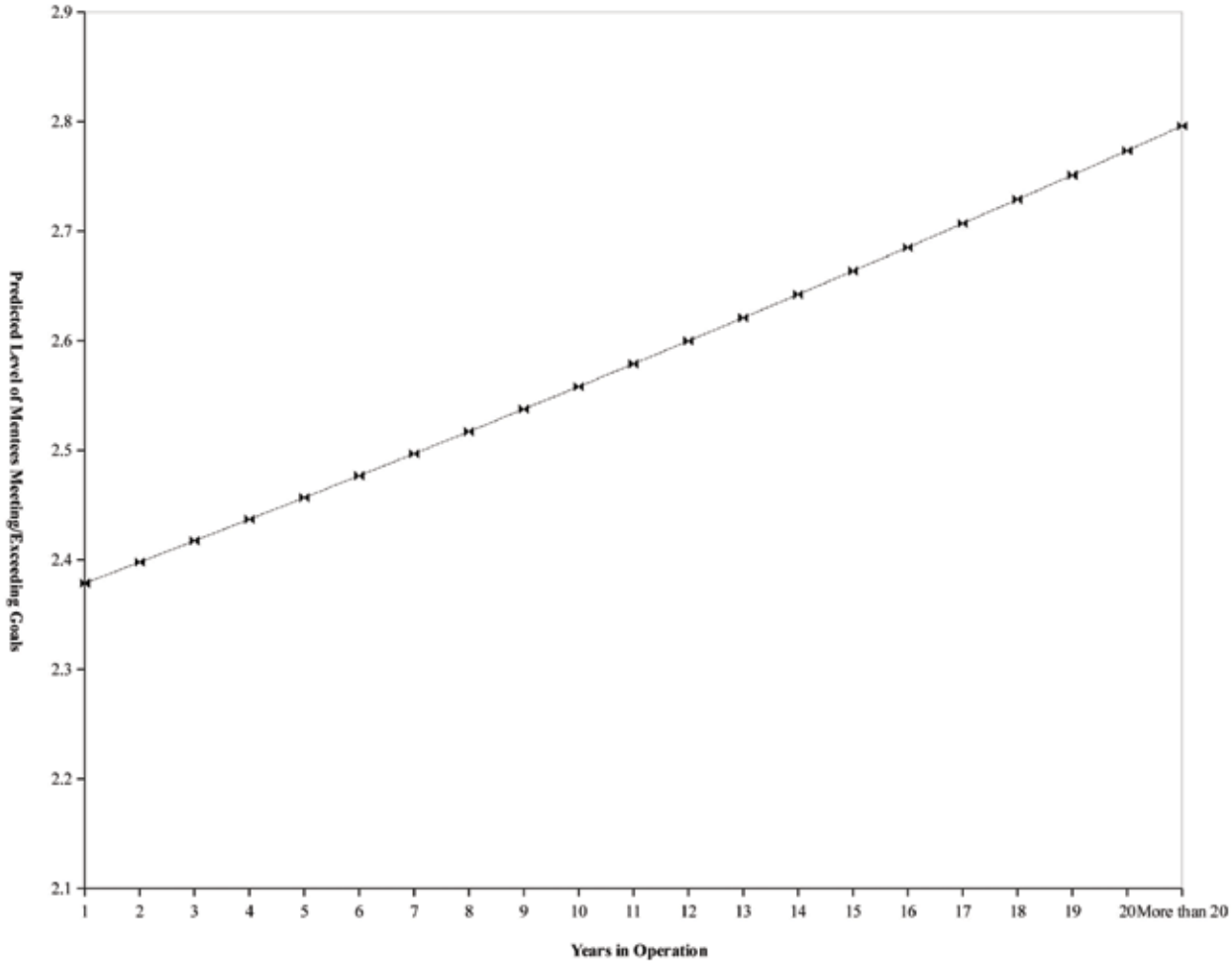
Table 18 suggests that programs more likely to perform background checks were more likely to have youth who successfully meet their goals (coded 0 = "fewer than 10%" to 4 = "76 – 100%"). Two Poisson regression models were analyzed in Table 13. The findings indicated that the bivariate correlation may have captured on the limited variance in both measures and, therefore, produced a false-positive effect. Indeed, Model 1 in Table 19 reveals no bivariate relationship between the two variables when analyzed with a Poisson regression model. Model 2 in Table 19 did, however, produce one finding of interest: Older programs served youth who were more likely to meet their goals (*b* = .01). This finding is plotted graphically in Figure 38 in order to capture the full nature of the effect. As can be seen in the figure, programs that have been in operation for a longer period of time had youth who were predicted to achieve their goals at a higher rate. Programs in operation for one year or less had a predicted rate of youth achieving their goals of 2.38. Programs in operation for more than 20 years had a predicted rate of 2.79. It is important to point out that this difference is small but may be substantively meaningful. The "2" category stood for "26 – 50%" and the "3" category stood for "51 – 75%." So, older programs were more likely to select "3," and younger programs tended to select "2".

Table 19. Poisson Regression of Percentage Level of Mentees Meeting/Exceeding Goals on Criminal Background Checks and Covariates

	Model 1		***Model 2***	
	b	***SE***	***b***	***SE***
Key Independent Variables				
Background Checks	.05	.07	.04	.05
Covariates				
Individualized Mentoring (no=0, yes=1)			*.05*	*.08*
Years in Operation			*.01**	*.004*
Percent of Youth are Male			.02	.02
Percent of Youth are African-American			*-.01*	*.02*
Community Type (Other=0, Urban=1)			*-.07*	*.06*
Mentoring Facility (no=0, yes=1)			*-.05*	*.08*

*p<.05, [a]p<.10, two-tailed tests
Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

Figure 38. Predicted Level of Mentees Meeting/Exceeding Goals as a Function of Program Years in Operation



Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

Table 20 explores the relationship between mentor-mentee meeting frequency (coded 1 = “1-2 times a month”, 2 = “3-4 times a month”, 3 = “more than 4 times a month”) and the rate at which mentees meet/exceed the goals set for them. As shown in both Model 1 and Model 2 of the table, meeting frequency is positively related to the rate of mentees expected to achieve their goals. This relationship is plotted graphically in Figure 39.

A similar relationship was uncovered in Table 21 between the average mentor-mentee meeting *length* and the rate at which mentees meet/exceed their goals. Figure 40 plots the relationship between meeting length and the predicted rate at which mentees achieve their goals.

Table 22 explores the relationship between mentor training (coded 0 = “never”, 1 = “rarely”, 2 = “sometimes”, 3 = “always”) and the rate at which mentees meet/exceed their goals. Once again, a positive relationship was found and the predicted rate at which mentees achieve their goals as a function of mentor training frequency is plotted in Figure 41.

The final Poisson regression model is presented in Table 23. This model includes all of the key independent variables analyzed in Tables 20 through 22 along with the covariates. As shown, each of the key independent variables maintained their sign and level of statistical significance when entered into the model simultaneously. These findings indicate that each of these variables is a robust predictor of the rate at which mentees will meet/achieve their goals.

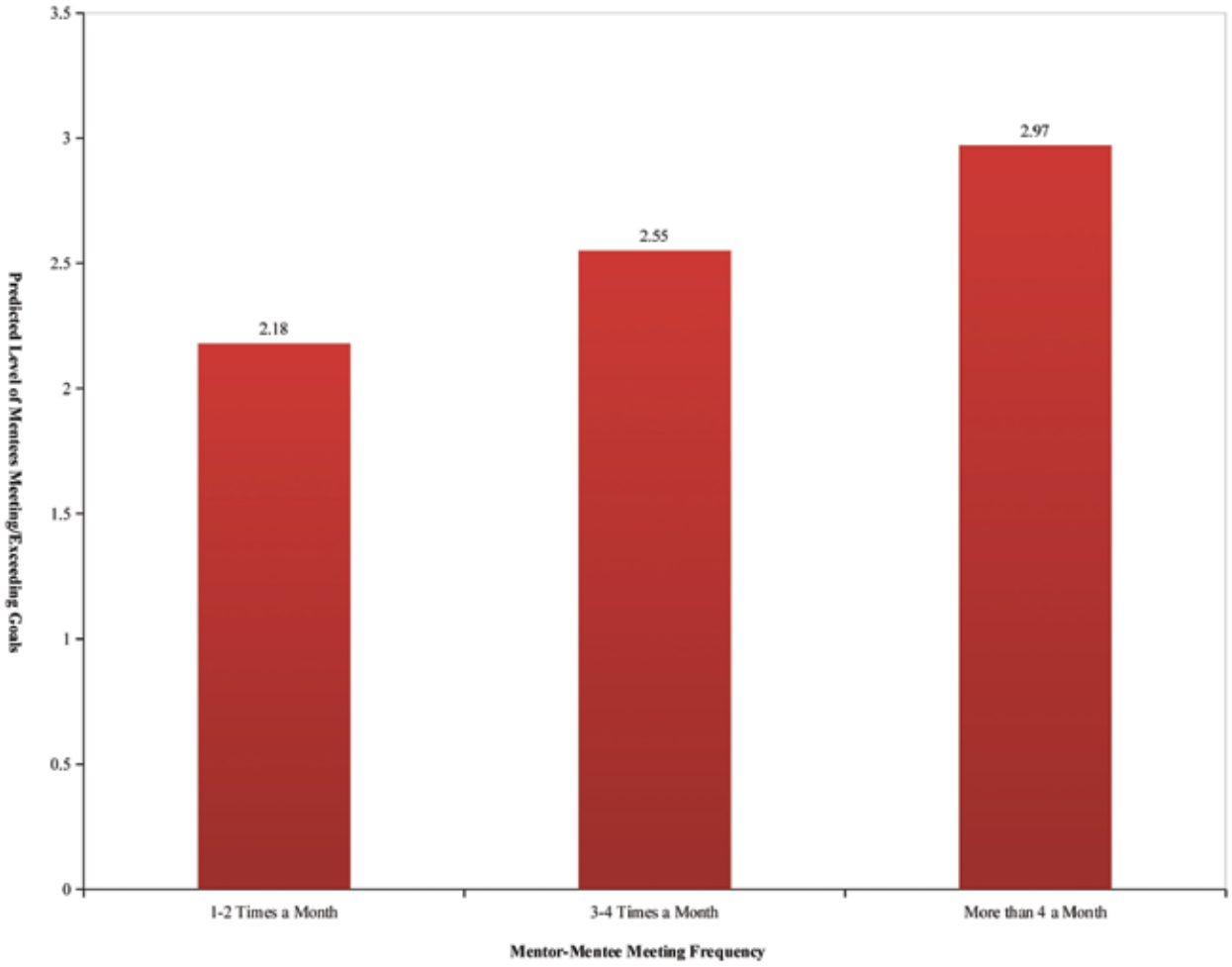
Presented in Figure 42 are the predicted rates at which mentees will achieve their goals as a function of the three key independent variables being set to different levels. The first bar (labeled “Minimum”) displays the predicted rate of mentees achieving their goals when the key independent variables are set at their minimum values (i.e., when meeting frequency is low [between one and two times a month], when meeting lengths are short [less than one hour] and when mentor training is never used). The second bar (labeled “Maximum”) displays the predicted rate of mentees achieving their goals when the key independent variables are set at their maximum values (i.e., when meeting frequency is high [more than four times a month], when meeting lengths are long [three hours or more] and when mentor training is always used).
A large difference in the predicted rates emerged — approximately a two-point difference.

Table 20. Poisson Regression of Percentage Level of Mentees Meeting/Exceeding Goals on Mentor-Mentee Meeting Frequency and Covariates

	Model 1		*Model 2*	
	b	***SE***	***b***	***SE***
Key Independent Variables				
Meeting Frequency	*.15**	*.04*	*.14**	*.04*
Covariates				
Individualized Mentoring (no=0, yes=1)			*.08*	*.08*
Years in Operation			*.01*[a]	*.004*
Percent of Youth are Male			.02	.02
Percent of Youth are African-American			*-.01*	*.02*
Community Type (Other=0, Urban=1)			*-.05*	*.06*
Mentoring Facility (no=0, yes=1)			*-.06*	*.08*

*p<.05, [a]p<.10, two-tailed tests
Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

Figure 39. Predicted Level of Mentees Meeting/Exceeding Goals as a Function of Mentor-Mentee Meeting Frequency



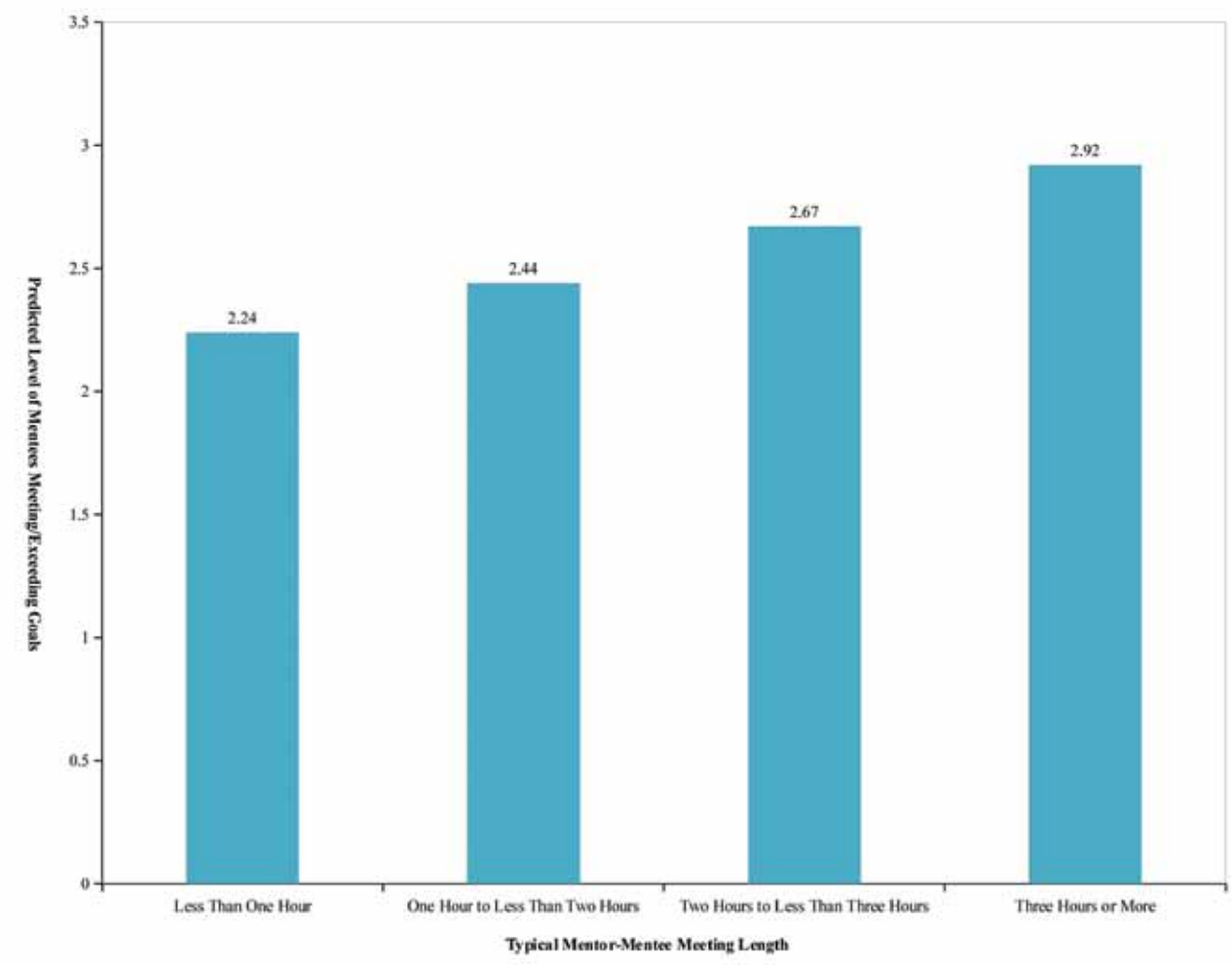
Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%, 2=26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

Table 21. Poisson Regression of Percentage Level of Mentees Meeting/Exceeding Goals on Length of Meeting between Mentor and Mentee and Covariates

	Model 1		*Model 2*	
	b	***SE***	***b***	***SE***
Key Independent Variables				
Meeting Length	.09*	.03	.09*	.03
Covariates				
Individualized Mentoring (no=0, yes=1)			*.06*	*.08*
Years in Operation			*.01*[a]	*.004*
Percent of Youth are Male			.02	.02
Percent of Youth are African-American			*-.01*	*.02*
Community Type (Other=0, Urban=1)			*-.06*	*.06*
Mentoring Facility (no=0, yes=1)			*-.03*	*.08*

*p<.05, [a]p<.10, two-tailed tests
Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

Figure 40. Predicted Level of Mentees Meeting/Exceeding Goals as a Function of Length of Meeting between Mentor and Mentee



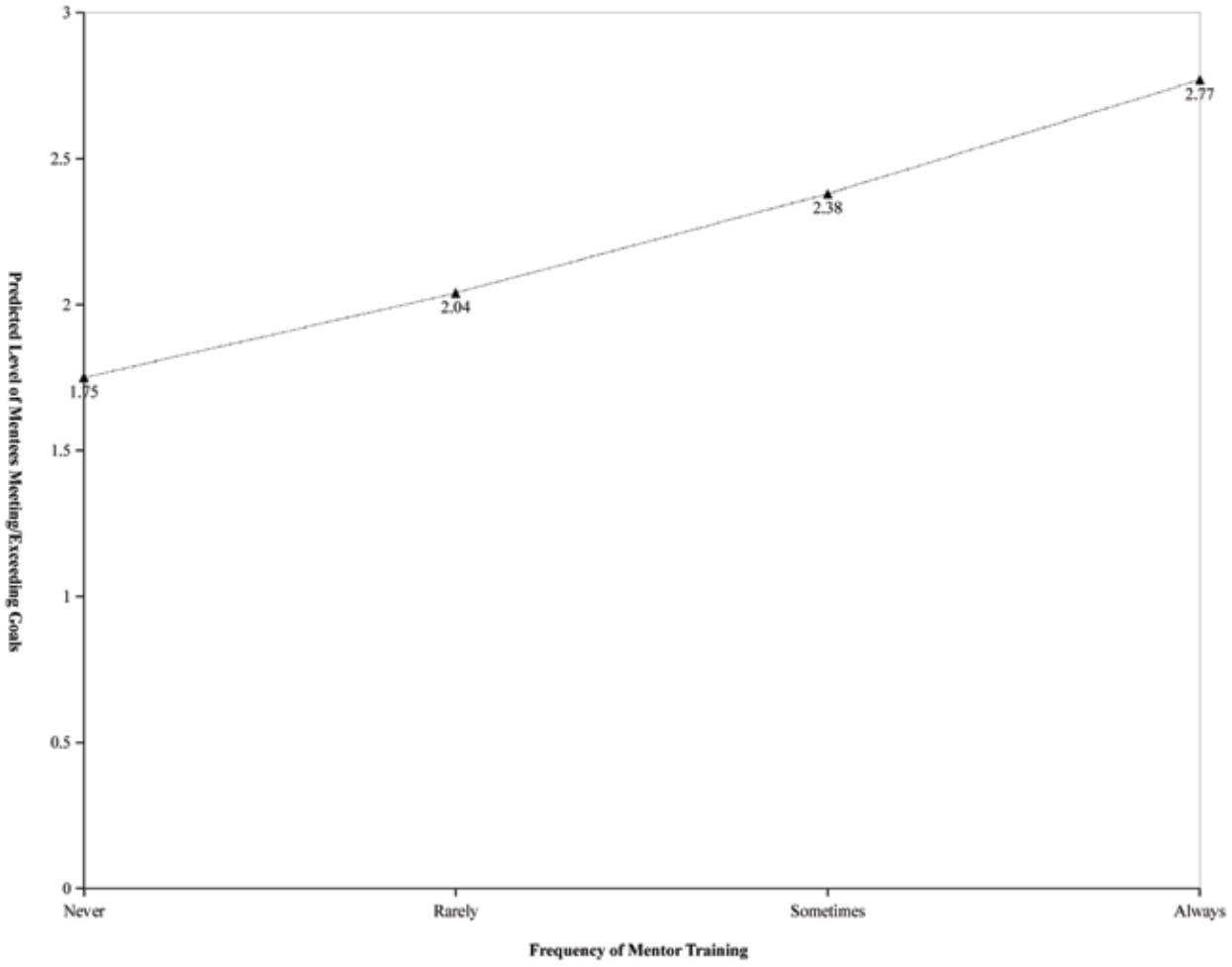
Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%*.

Table 22. Poisson Regression of Percentage Level of Mentees Meeting/Exceeding Goals on Frequency Mentor Training and Covariates

	Model 1		*Model 2*	
	b	***SE***	***b***	***SE***
Key Independent Variables				
Mentor Training	*.15**	*.03*	*.15**	*.04*
Covariates				
Individualized Mentoring (no=0, yes=1)			*.07*	*.08*
Years in Operation			*.01*[a]	*.004*
Percent of Youth are Male			.01	.02
Percent of Youth are African-American			*-.01*	*.02*
Community Type (Other=0, Urban=1)			*-.08*	*.06*
Mentoring Facility (no=0, yes=1)			*-.06*	*.08*

**p*<.05, [a]*p*<.10, two-tailed tests
Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

Figure 41. Predicted Level of Mentees Meeting/Exceeding Goals as a Function of the Frequency of Mentor Training



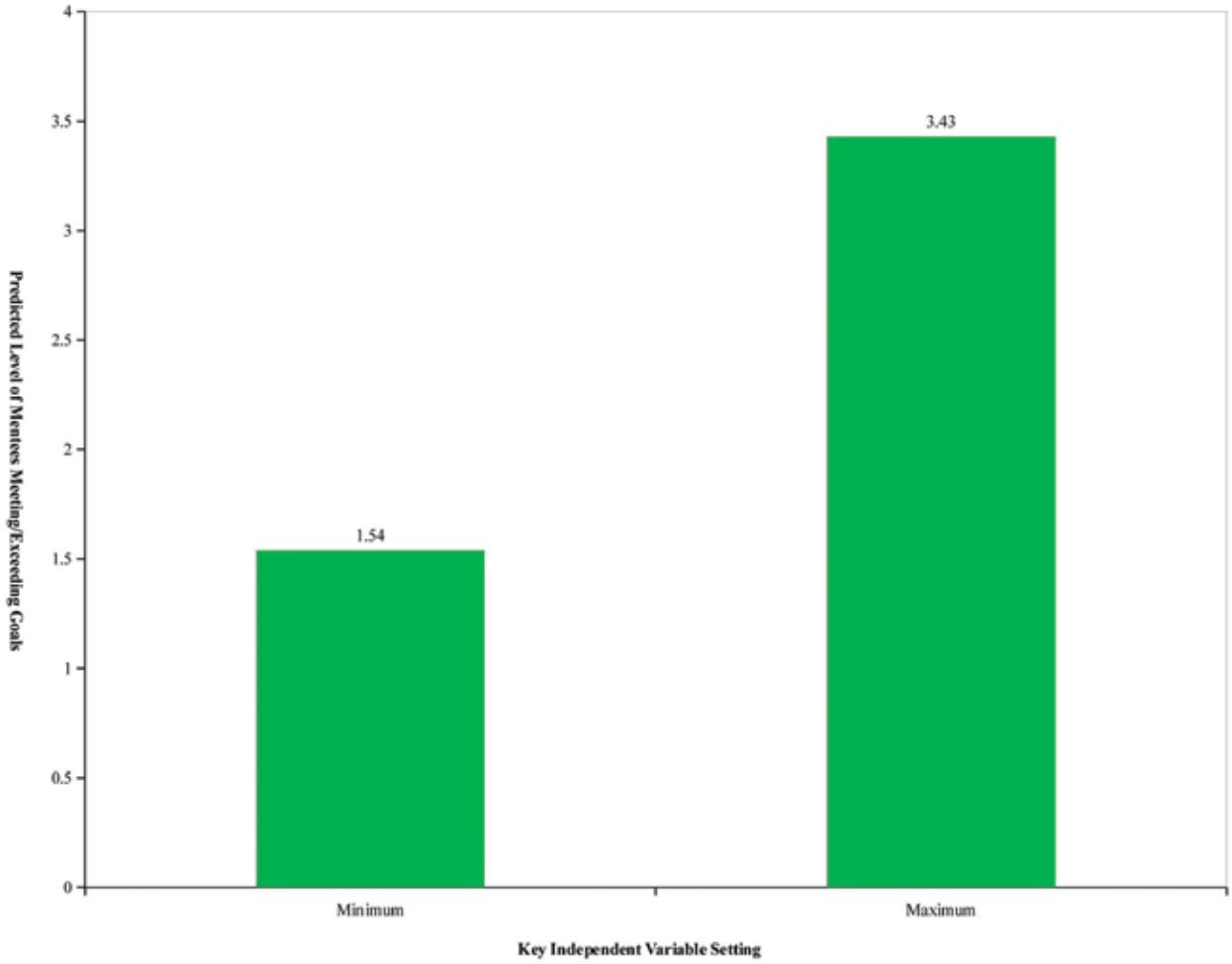
Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

Table 23. Poisson Regression of Percentage Level of Mentees Meeting/Exceeding Goals on Key Independent Variables and Covariates

	Full Model	
	b	***SE***
Key Independent Variables		
Meeting Frequency	*.10**	*.04*
Length of Meeting	*.07**	*.03*
Mentor Training	*.13**	*.04*
Covariates		
Individualized Mentoring (no=0, yes=1)	*.10*	*.08*
Years in Operation	*.01*[a]	*.004*
Percent of Youth are Male	.01	.02
Percent of Youth are African-American	*-.02*	*.02*
Community Type (Other=0, Urban=1)	*-.06*	*.06*
Mentoring Facility (no=0, yes=1)	*-.03*	*.08*

**p*<.05, [a]*p*<.10, two-tailed tests
Note: Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

Figure 42. Two Predictions of Level of Mentees Meeting/Exceeding Goals Based on Different Conditions



Note: Minimum = key independent variables were set to their "minimum" category; Maximum = key independent variables were set to their "maximum" category; all other covariates were set to their means; Dependent variable is coded 0=*fewer than 10%,* 1=*11%-25%,* 2=*26%-50%,* 3=*51%-75%,* 4=*76%-100%.*

5 Discussion, Conclusions and Implications

REFERRAL TO MENTORING FOR JUVENILE JUSTICE-INVOLVED YOUTH: SUMMARY AND OVERVIEW

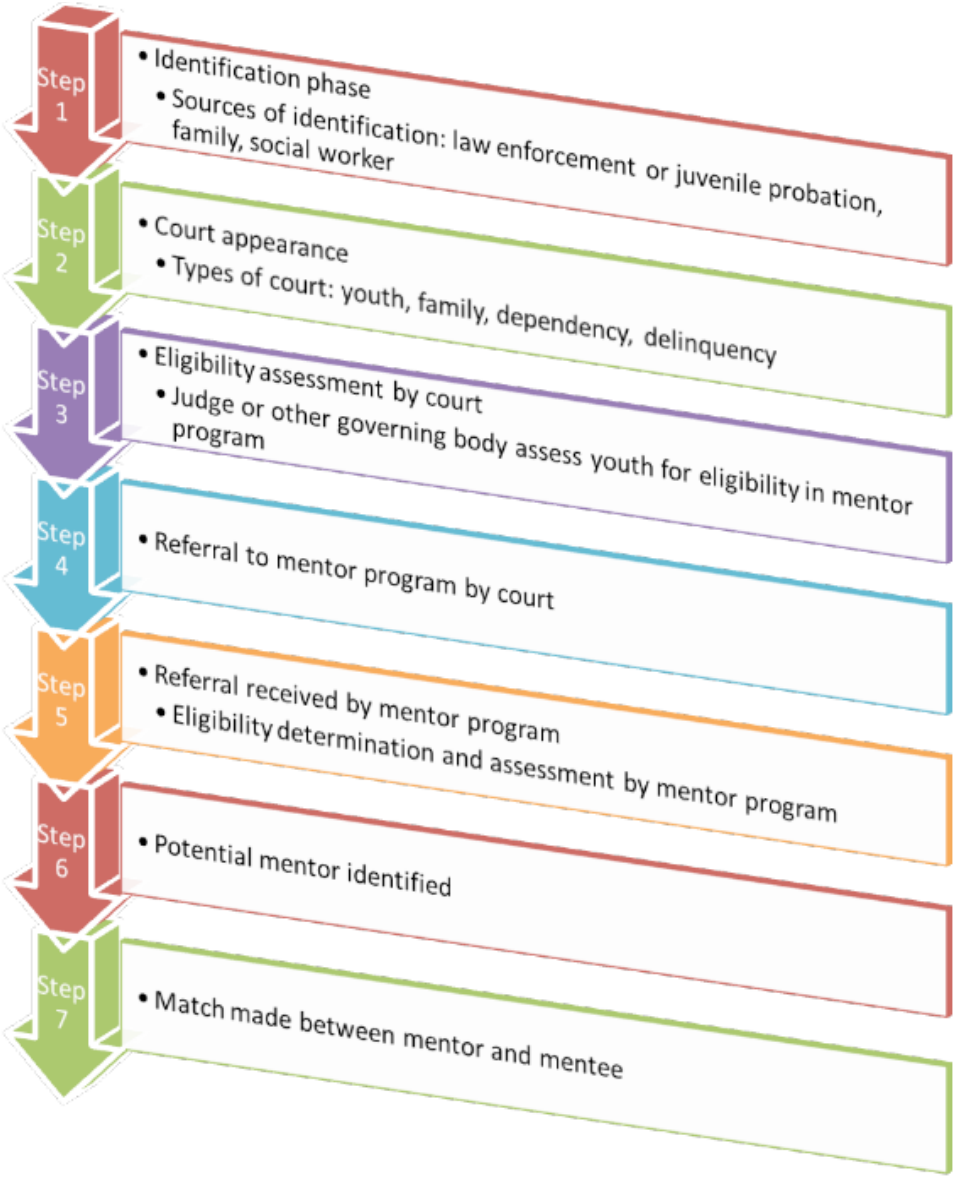
Because the referral stage of the mentoring process is a primary focus of the current research, it was important to gain a clearer understanding of the myriad steps that typically define the referral process. Drawing on information from site visit data, the national survey and extant empirical literature, we have identified a series of seven steps that define the "typical" referral process. It is important to note that not all mentees follow this exact progression. Rather, the seven steps are those that appear to be most common across the various programs. There are, no doubt, idiosyncrasies between programs (i.e., programs will sometimes follow different paths) and within programs (i.e., each mentee is unique in some respects). While these differences are important from an analytic standpoint — for example, they may provide an explanation for why two programs differ on some observed outcome — they are less crucial to the current focus of painting a picture of the "average" or "typical" referral process and identifying related best practices.

Presented in Diagram 1 is a conceptual model of a normative process by which youth are referred for mentoring. As can be seen, there are seven primary steps, but within each step are various processes that can and must unfold before proceeding to the next stage. In general, the referral process begins (step one) with a third party (e.g., law enforcement or school) identification of a potential mentee. It should be noted that programs within correctional facilities encourage self-referrals. In theory, schools and even families identify youth who may benefit from a mentoring relationship. In practice, however, mentees are also identified after official contact with police or probation officers.

The second step of the process tends to revolve around a court proceeding/hearing (though some youth may bypass this step if they are referred directly to a mentoring program during the identification phase [step one]). In most cases, youth appear in court (whether it is a Youth Court, a Family Court, a Dependency Court or a Delinquency Court) and are judged based on their eligibility for mentoring (step three). Youth who are deemed eligible for a mentoring program by the court are then referred directly to the mentor program (step four). An interesting point to note is that most (but not all) mentoring programs are voluntary. Youth who do not wish to participate are not forced to do so and, therefore, may be subject to further scrutiny by the court.

After an official referral is made (i.e., step four), youth are contacted by a mentoring services provider and invited to participate. Youth who accept the invitation to join are then assessed on a number of domains that may include personality characteristics, hobbies, general interests and special needs (step five). At this point, a potential mentor is identified and an introduction is arranged between mentee and mentor (step six). These preliminary meetings tend to occur within a short time period after the referral is received and, assuming the introductory meeting is a success, a match is made (step seven) and a mentoring relationship initiated (potential step eight).

Diagram 1. Conceptual Model of the "Typical" Referral Process



KEY FINDINGS FROM QUALITATIVE AND QUANTITATIVE ANALYSIS

Based on the totality of the research evidence generated from the current study, several key findings emerged. The use of mentoring for juvenile justice-involved youth brings with it many advantages as well as several unique challenges. These advantages and challenges are discussed in greater detail below, as are a variety of recommendations gleaned from this analysis. While each of the six juvenile justice settings has its own experiences with the utilization of mentoring services, several key themes emerged across all settings.

First, the voluntary nature of the mentoring relationship was identified as both an advantage and a challenge by sites across the six settings. Because in most instances the ultimate decision of whether to accept a mentoring match belongs to the youth and his/her family, there are times when one or both are unwilling to participate in the recommended programming. This is also quite different from many situations in the juvenile justice system, where youth are mandated to programming and given very little choice in the matter (e.g., substance abuse treatment; drug court). On the other hand, by allowing youth to choose if they want to take advantage of mentoring, those who do agree to participate are, to a certain extent, already psychologically engaged and vested in the experience. This may make it less difficult for programs and potential mentors to keep youth engaged in mentoring services throughout the course of the match. This may be especially important in cases where the match is intended to last for an extended amount of time (e.g., beyond nine-12 months).

Of course, not all sites visited reported that participation in mentoring services was voluntary. For example, Juvenile Detention sites indicated that all youth were, at the least, exposed to mentoring activities as a function of their detained status. In these instances, sites also utilized an embedded mentoring program which enables greater use of referral and match. Despite these few anomalies, however, the totality of evidence collected suggests that the overall nature of mentoring is voluntary.

The use of embedded mentoring programs by several of the sites visited also raised some important issues and draws attention to several key findings. Overall, settings using embedded mentoring programs reported greater success in matching youth with mentors. These programs typically have a more seamless referral process, stemming from the fact that all aspects of the process are managed internally. The embedded programs have greater connectivity to the youth who are referred, and few reported difficulty in obtaining satisfactory matches for these youth. Additionally, by using an embedded mentoring program, settings are better able to track youth outcomes long-term, which is necessary for assessments of mentoring success. Despite these apparent advantages, few visited sites reported having embedded mentoring programs. Because of the success of these arrangements, it may be productive for sites and settings that outsource their mentoring services to consider developing embedded programs.

Over the course of the setting site visits, two issues in particular emerged as significant challenges to successful mentoring matches. First, several sites reported that some youth are not considered viable candidates for matching due to serious mental health issues. This reality draws attention to and highlights the importance of appropriate screening mechanisms when dealing with juvenile justice populations. Youth involved in the juvenile justice system tend to be significantly different than the school-based populations that many mentoring

programs typically serve. These youth are more likely to hail from non-intact families and often have experienced abuse and neglect in their homes and violence in their neighborhoods. As a result, they are significantly more likely to suffer from one or more diagnosed mental health disorders. Recognizing this fact and understanding the importance of proper screening and assessment can assist both mentoring programs and juvenile justice settings in making appropriate referrals for mentoring services.

A second common challenge identified by a variety of the sites was the unwillingness of family members to allow or support youth's involvement with mentoring services. A number of sites across the six settings identified a lack of family willingness to accept matches as a primary factor in unsuccessful matches. This is consistent with research on other youth programs such as drug courts (Miller et al., 2007). While juvenile justice settings or mentoring programs can do very little to effect change in this respect, it does serve as a warning for those attempting to use mentoring services for system-involved youth. It also raises an important question of whether youth services such as mentoring should be court-ordered, thereby enabling juvenile justice settings to bypass the potential roadblock of hostile or uncooperative parents. Scholars and practitioners should consider the costs and benefits of such an approach.

Data from the national survey also provides several key findings worthy of highlighting. First, it appears that the majority (60 percent) of juvenile justice settings surveyed utilizes some form of youth mentoring. Conversely, nearly 40 percent of mentoring programs surveyed report that these programs serve juvenile justice-involved youth. These findings indicate that mentoring is widespread in juvenile justice. Additional analyses of these settings reveal overall parity in mentoring referral success.

About half of all juvenile justice settings that utilize mentoring reported that more than 50 percent of referred youth are ultimately placed into mentoring relationships. While these numbers are encouraging, it does reveal that there is much room for the expansion of mentoring services across juvenile justice settings. For those youth who are successfully matched with an adult mentor, these matches are typically made in fewer than 90 days. Both quantitative and qualitative data indicate that the top reasons for match failure include youth or family refusal, mental health issues on the part of the youth or a lack of suitable adult mentors. Of these, the last factor appears to be the most manageable for settings and mentoring programs. Based on these findings, a central implication is the need for additional mentors.

The majority of juvenile justice settings surveyed reported that between 76 percent and 100 percent of youth are charged with a crime prior to being referred to a mentoring program. Relatedly, the majority of settings surveyed reported that they always assess youth for their level of risk prior to making a referral to a mentoring program. It appears, then, that juvenile justice staff are prudent in their decision-making process as it relates to referring high-risk youth to mentoring programs.

Inferential analyses conducted with national survey data attempted to tease apart the relationship between program characteristics and mentoring match success. Several multivariate regression models were estimated in order to identify the most salient factors for match success. Results suggest that successful placement and time until a match is made are closely intertwined. Specifically, juvenile justice programs that are more successful at placing youth in mentoring relationships tend to refer youth to programs that have shorter waiting lists. The obvious implication here is that settings should strive to work with mentoring programs most capable of

servicing youth within a reasonable amount of time. Alternatively, since the mentoring programs that reported the shortest wait lists were those that were embedded within the juvenile justice settings, decision makers may opt for the development of in-house programs to better serve referred youth.

Collectively, the data amassed through the various aspects of this research project reveal that mentoring is gaining traction throughout the juvenile justice system and that many settings look to mentoring to provide supplementary services for at-risk and delinquent youth. While mentoring is not used as a diversion from adjudication per se, it is, in many instances, viewed as one component of a holistic approach to delinquency prevention and intervention. Data suggest that juvenile justice settings utilize the services of both nationally recognized (e.g., BGC, BBBS) and local mentoring programs to deliver these services to troubled youth. Match success is closely linked with program capacity — that is, those referrals most likely to result in a match are related to the ability of the program to quickly handle referrals. Overall, the findings derived from the current analysis indicate that mentoring has a significant presence in the juvenile justice arena and that expansion of these services within this context may be warranted.

As is the case with most research endeavors, the results from this project give rise to additional empirical questions related to mentoring. Though the findings from this study shed light on the important referral process, substantive questions remain about the quality of mentoring relationships and how these services are ultimately related to behavioral and educational outcomes. A possible next step for future research may be to explore the qualitative nature of mentoring services by collecting data from the subjects most capable of providing it — the mentors and mentees. Another avenue for future research is the examination of "hard outcomes" associated with mentoring: reduced delinquency and drug use, increased academic performance and development of self-efficacy. Because many issues remain unresolved with respect to the effectiveness of mentoring services, the topic will no doubt be afforded considerable empirical attention for the foreseeable future.

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Appendix A: Qualitative Data Collection Instruments

Site Demographics Form

This form will provide information necessary to completing the site selection matrix, as well as additional information that will help inform the selection of sites for site visits. It will likely be completed prior to the visit. This completed form will also provide the basis for the individual profiles for each of the sites visited.

Interviewer Name: _____ **Date:** _____

Site Name: _____

Organization/Agency Name (if different): _____

Setting Type (youth court, etc.): _____

Primary Contact: _____

Title: _____

Number of youth served by the setting: _____

Number identified for referral to mentoring: _____

Number currently matched with a mentor: _____

Number in the referral process: _____

Average length of time from identification to match (wait list): _____

Age range of the youth served by the setting:

- ☐ 6 -8
- ☐ 9-12
- ☐ 13-15
- ☐ 16-18
- ☐ 18-21* (if in this age category, explain circumstances that keep them involved in the JJ setting)

Percent male ____% and female _____%

Mentoring Program

Site Name: _____

Organization/Agency Name: _____

Primary Contact: _____

Title: _____

Age of Mentoring program (how long in existence): _____

I. Geographic Distribution

Community Designation

Use either government classifications or judgment. Sites selected do not need to be evenly distributed across these but must be able to justify sufficient representation across several settings. For tribal, one site may be sufficient if they work with more than one setting but a second tribal site can also be justified to look at multiple settings.

- ☐ Urban
- ☐ Rural
- ☐ Suburban
- ☐ Tribal

Region

While the goal is to visit each of the six settings in all four U.S. regions, that is not practical. Do the best you can but each setting should be visited in a minimum of three regions in the country. Go to http://www.census.gov/geo/www/us_regdiv.pdf for a U.S. census-based regional map.

- ☐ Northeast
- ☐ South
- ☐ Midwest
- ☐ West

Enrichment

While not essential for the matrix, enrichment information will provide more context that may be helpful when deciding between several sites in the same geographic location or when balancing site characteristics across all sites.

Provide a narrative description of the location that further describes the urban, rural, suburban or tribal community and distinctive about the community.

Describe the unique role the setting plays within this environment; what community needs or issues do the setting address.

Appendix A

continued

II. Primary demographics

A. Race/Ethnic Breakdown

This section helps you complete the part of the matrix that ensures diverse race and ethnicities of the youth served by the six settings. If actual data are not available from the setting, they can estimate the percentage of youth served by race/ethnicity. Use the group with the highest percentage to complete the matrix. If two groups are fairly equally represented, the site can be placed in both places on the matrix.

___% African American

___% Native American/American Indian

___% Hispanic/Latino

___% White

___% Other

B. Enrichment

Describe general characteristics of the youth population, such as significant issues or offenses.

III. Mentoring Program Characteristics

A. Focus of the mentoring program

For the matrix, determine whether the mentoring program associated with the setting is a general program recruiting mentors for at- risk and high-risk youth in general or a targeted program with a specialty in working with high-risk, delinquent/juvenile justice involved youth. Try to identify at least one setting that is working with youth re-entering the community from incarceration or residential care. An embedded program would count as a “targeted” program.

- ☐ Juvenile Probation
- ☐ Juvenile Detention
- ☐ Delinquency Court
- ☐ Youth court/teen court
- ☐ Juvenile Corrections
- ☐ Dependency Court
- ☐ At-Risk
- ☐ High-Risk currently involved
- ☐ High-Risk not currently involved

Please give an overview of the mentoring program's mission and target population.

B. Enrichments

Certain enrichment information about the mentoring programs may yield interesting findings on the relationship between these features and capacity to serve JJ youth. When selecting sites, document the following and attempt to get a mix of program characteristics.

1. How long has the mentoring program been in operation?

Mentoring program should be in operation for at least one year and can be an active or inactive program that previously served high-risk youth.

_____ years.

2. What is the mentoring approach?

- ☐ individual
- ☐ group (one mentor/multiple youth)
- ☐ team (multiple mentors/multiple youth)

Please describe:

3. If mentoring program, what are your referral sources?

4. If JJ program, what are the mentoring programs that you have access to make referrals?

5. Is the referral process voluntary or mandated?

Please describe any other unique characteristics of the mentoring program.

Appendix A

continued

Setting Site Visit Cover Sheet

Date of Site Visit: _____ **Location:** _____

Setting:
- ☐ Juvenile Detention
- ☐ Juvenile Corrections
- ☐ Juvenile Probation
- ☐ Delinquency Court
- ☐ Youth/Teen Court
- ☐ Dependency Court

Respondent Information:

Name: _____

Position: _____

Interviewer Name: _____

Interviewer Instructions:

1. Circle answers for multiple response queries.
2. Fill in all blanks (insert N/A if no answer or irrelevant to setting).
3. Provide narrative response from site visit notes on this sheet for all open-ended queries.
4. Pose questions in a neutral and value-free manner.
5. Listen more than you talk.
6. Follow up for clarification when necessary.
7. Obtain additional items such as MOUs, flowcharts, training materials, etc.
8. Make sure all notes are word processed following interviews using Times New Roman, 12-point font.

Suggested Documents for Request:

1. MOUs
2. Training Materials
3. Policy Statements
4. Program Criteria (Mentors or Mentees)
5. Outcome Data
6. Referral Flowcharts
7. Formal Selection/Participation Criteria Checklist

Section I: Mentoring Referral

Identify primary sources and mandatory timeframes for the referral of the young person to mentoring.

1. Is mentoring court-ordered? ☐ Yes ☐ No

   If not court ordered, who makes the referral? (please check all that apply)

   ☐ School ☐ Law Enforcement ☐ Juvenile Probation ☐ Family ☐ Other _____

2. What process or information is used to determine that mentoring might be an appropriate strategy?

3. Do you operate under any mandatory or statutory timeframe in terms of the referral process?

   ☐ Yes ☐ No

   If yes, how many days? _____

   If yes, what impact does this policy have on the referral process?

Identify mentoring programs used. If the mentoring program is embedded, determine reasons and get some details about how they recruit mentors. Try to interview someone involved with the mentoring component of the setting and use questions from the mentoring program questionnaire.

4. Please list the name and location of mentoring programs to which youth are referred?

5. If there is an embedded mentoring program in the JJ setting, please describe the reasons why and any challenges/successes in doing so?

Get details on criteria/processes used to decide whether or not individual youth are good candidates for mentoring, whether this process ends up excluding some youth, and on what basis most are excluded.

6. Please describe the selection referral criteria used to identify youth likely to benefit from mentoring services:

7. Please describe the referral criteria policies and procedures.

8. On average, what percentage of referred youth are good candidates for mentoring? _____

9. What are the primary reasons referred youth are excluded based on these criteria?

   What percentage of youth end up being excluded? ____%

Determine how likely it is for youth, once identified as good candidates for mentoring, to be referred to a mentoring program.

10. How many youth from your setting have been going through the referral process to a mentoring program in the past six months? _____

11. Of these, how many were not successfully referred to a mentoring program? _____

    Please identify the reasons prohibiting referral:

    - ☐ Lack of mentoring programs
    - ☐ Mentor program exclusions
    - ☐ Youth or family refusal to accept referral or match
    - ☐ Not enough mentors within a program
    - ☐ Lack of availability of suitable mentors
    - ☐ Other: _____

12. Please describe the conditions most likely to result in a referral.

13. Please describe some of the most significant challenges for referrals and how you have overcome them.

Determine how likely it is for youth referred to a mentoring program to actually be matched with a mentor.

14. What percentage of youth referred to mentoring programs for a mentor end up matched with a mentor? _____%

    [Note to interviewer: The number referred to a mentoring program should be #10 above minus # 11. The percentage ending up with a mentor should be the number of actual matches divided by the actual number referred to a mentoring program.]

15. For those not successfully matched with a mentor, identify the reasons why a match was not made:

    - ☐ Lack of mentoring programs
    - ☐ Not enough mentors within a program
    - ☐ Inadequate match
    - ☐ Youth or family refusal to accept referral or match

16. How many youth are currently involved in a mentoring relationship? _____

17. Please describe the conditions most likely to result in a match.

18. Please describe some of the most significant challenges for successful matches and how you have overcome them.

19. On average, how long does it take referred youth to be matched with a mentor when there is no waiting list? ____ days

20. On average, how long does it take referred youth to be matched with a mentor when there is a waiting list (if applicable)? ____ days

Appendix A

continued

Section II: Capacity

This section gets at how programs are staffed to either provide (with embedded programs) or support (for those who partner with mentoring programs) the youth throughout the mentoring relationship.

21. Does any juvenile justice staff in your facility have duties associated with making referrals for mentoring services? ☐ Yes ☐ No

    If yes, how many FTE? _____

    Which specific staff positions are involved in the referral process?

22. Does any juvenile justice staff in your facility have duties associated with supporting youth in mentoring relationships? ☐ Yes ☐ No

    If yes, how many FTE? _____

    Which specific staff positions are involved in the referral process?

23. How do you locate mentoring programs (or mentors for those with embedded programs) to work with your JJ setting?

    ☐ State Mentoring Partnership? (which one)

    ☐ MENTOR national database? (VRS on mentoring.org)

    ☐ Other _____

24. Please describe the selection criteria used to identify potential mentoring programs (or mentors for those with embedded programs). Note whether these are formal or informal criteria:

Section III: Program Characteristics

This section gets at the setting's role in support of the mentoring program and the mentor.

25. Are mentors required to assist youth in navigating any aspects of the juvenile justice process?

☐ Yes ☐ No

If yes, please explain.

26. Do you provide any special training or guidance for mentors on assisting mentees with the JJ process?

The following questions address the mentoring strategy used and the frequency of interaction between mentors and youth.

27. What type of mentoring strategy is used?

☐ One-to-one ☐ Group (one mentor, multiple youth)

☐ Team (more than one mentor; multiple youth) ☐ Other: _____

28. Where does mentoring take place?

☐ Home ☐ Secure facility ☐ No-secure facility

☐ Community location ☐ Other: _____

29. Is there a mentor match commitment? If yes, how long:

☐ School year (9 months)

☐ 9-12 months

☐ 12 months or more

If no, please explain rationale and average length of commitment.

Appendix A

continued

30. How frequently do mentors and mentees meet?

☐ Twice a week ☐ weekly ☐ twice a month ☐ monthly ☐ other

31. How long does each meeting typically last?

☐ One hour ☐ two hours ☐ three hours ☐ other

This section addresses mentoring practices for specific populations.

32. Are mentoring practices tailored for any of the following unique circumstances? Please explain any "yes" answers.

☐ Specific types of offenses (e.g., property crime, violent crime, gang involvement, substance use and abuse)

☐ Individual youth history (mental health issues, developmental issues, anger issues)

☐ Specific juvenile justice settings

☐ Gender

Explain:

Section IV: Intermediate Outcomes

Determine if and how goals are set for the youth in the mentoring relationship, how they are tracked, and what the most common goal categories are.

33. Are goals set for the mentor/mentee to achieve? ☐ Yes ☐ No

If yes, what are most common goal categories for the mentee?
(Please check all that apply)

- ☐ Minimized contact with juvenile/criminal system
- ☐ Reduced recidivism
- ☐ Improved school attendance
- ☐ Improved academic performance
- ☐ Prosocial engagement (please describe)
- ☐ Employment preparation
- ☐ Other

Please describe:

Appendix A

continued

Section V: Setting Specific Questions

Juvenile Probation

1. What happens to mentor relationship with changes in jurisdiction or placement?

2. How are mentoring needs of juveniles with escalating risk/needs addressed?

3. Is more than one mentoring program available to meet the varying needs of diverse youth?

Delinquency Court

1. Is mentoring mandated or voluntary?

2. Is Juvenile Probation under the auspices of the Delinquency Court?

3. What happens when there are dual adjudicatory issues?

4. Are there statutory time limits that impact referrals?

5. What is the involvement of the Delinquency Court after referral?

6. Are there specific mentoring programs serving this population?

Youth Court / Teen Court

1. Identify school, juvenile justice, or community-based

2. Are youth volunteers involved in referral recommendations?

3. What staff role is responsible for mentoring service delivery?

4. Is mentoring viewed as a wrap-around service?

Dependency Court

1. Who has legal authority to approve authority?

2. Is mentoring mandated or voluntary?

3. What specific dependency hearings lend themselves to making a referral?

Appendix A

continued

4. Is there formal involvement with staff after a referral, if so when and how?

Juvenile Detention

1. State, County, Court, or Private-Operated

2. Is there a minimum length-of-stay for referral? If so, what is it?

3. Are mentoring services being provided by an established, independent mentoring agency?

Juvenile Corrections

1. When is referral made? During incarceration, at what point? After incarceration?

2. How is continuum of care in mentoring maintained through the changes in placement / jurisdiction?

3. Is consideration given to the appropriateness of mentoring agency to serve youth?

MENTORING PROGRAMS SITE VISIT COVER SHEET

Date of Site Visit: _____ **Location:** _____

Program Name: _____

Program Location: _____

Respondent Information:

Name: _____

Position: _____

Interviewer Name: _____

Interviewer Instructions:

1. Circle answers for multiple response queries.
2. Fill in all blanks (insert N/A if no answer or irrelevant to setting).
3. Provide narrative response from site visit notes on this sheet for all open-ended queries.
4. Pose questions in a neutral and value-free manner.
5. Listen more than you talk.
6. Follow up for clarification when necessary.
7. Obtain additional items such as MOUs, flowcharts, training materials, etc.
8. Make sure all notes are word processed following interviews using Times New Roman, 12-point font.

Suggested Documents for Request:

1. MOUs
2. Training Materials
3. Policy Statements
4. Program Criteria (Mentors or Mentees)
5. Outcome Data
6. Referral Flowcharts
7. Formal Selection/Participation Criteria Checklist

Appendix A

continued

MENTORING PROGRAMS SITE VISIT QUESTIONNAIRE

(FOR USE AT MENTORING PROGRAMS ONLY)

Describe mentoring program involvement with youth in JJ setting.

JJ Setting	Specialize Yes/No	# of Years Matching this setting	# of Current Matches	# Currently in referral awaiting match	Avg. Length of time from referral to match	Avg. length of time on wait list	Formal/ Informal
Juvenile Detention							
Juvenile Corrections							
Juvenile Probation							
Delinquency Court							
Youth/Teen Court							
Dependency Court-							

Notes:

Get details on criteria/processes used to decide whether or not individual youth are good candidates for mentoring, whether this process ends up excluding some youth, and on what basis most are excluded.

1. Please describe the selection referral criteria used to identify youth likely to benefit from mentoring services:

2. Please describe the referral criteria policies and procedures.

3. Do these referral criteria distinguish among the six juvenile justice settings making the referral?

   ☐ Yes ☐ No Comments:_____

4. On average, what percentage of youth referred from the JJ setting qualify for a mentor? _____

5. What are the primary reasons referred youth are excluded?

Determine the percentage of referred youth matched with a mentor and reasons why matches are not made.

6. What percentage of referrals results in youth being matched with a mentor? _____

7. For those not matched with a mentor, identify the reasons why a match is not made:

   ☐ Not enough mentors within a program ☐ Lack of appropriately trained mentors

   ☐ Inadequate match ☐ Youth or family refusal to accept referral or match

Appendix A

continued

8. Are there formal guidelines provided by the setting for accepting the referred youth? If yes, what do they include?

Describe responses of the mentoring program to challenges posed in working with youth in this particular JJ setting.

9. What specific challenges do working with youth from this JJ setting present?

10. How does your mentoring program address these challenges?

11. Does your mentoring program provide or receive any specific training in working with youth from this setting? Explain.

12. Have safety concerns ever been an issue? If so, please explain the situations and how they were addressed.

The following questions address the mentoring strategy used and the frequency of interaction between mentors and youth.

13. What type of mentoring strategy is used?

- ☐ One-to-one
- ☐ Group (one mentor, multiple youth)
- ☐ Team (more than one mentor; multiple youth)
- ☐ Other: _____

14. Where does mentoring take place?

- ☐ Home
- ☐ Secure facility
- ☐ No-secure facility
- ☐ Community location
- ☐ Other

15. Is there a mentor match commitment? If yes, how long:

- ☐ School year (9 months)
- ☐ 9-12 months
- ☐ 12 months or more

If no, please explain rationale and average length of commitment.

16. How frequently do mentors and mentees meet?

- ☐ Twice a week
- ☐ weekly
- ☐ twice a month
- ☐ monthly
- ☐ other

17. How long does each meeting typically last?

- ☐ One hour
- ☐ two hours
- ☐ three hours
- ☐ other

This section addresses the type of offenders that are referred to mentoring programs as well as the types of mentors that are recruited.

18. Are mentoring practices tailored for

- ☐ specific types of offenses (e.g., property crime, violent crime, gang involvement, substance use and abuse)? Please describe:
- ☐ individual youth history (mental health issues, developmental issues, anger issues)?
- ☐ by gender?
- ☐ other?

19. What are the intended objectives or outcomes of the mentoring program? (Please check all that apply)

- ☐ Minimized contact with juvenile/criminal system
- ☐ Reduced recidivism
- ☐ Improved school attendance
- ☐ Improved academic performance
- ☐ Prosocial engagement (Please describe)
- ☐ Employment preparation
- ☐ Other

Please describe:

Additional comments or information.

20. Please note any additional comments or observations not covered by the questions in this document.

Appendix B: OJJDP JuvJust Call for Participants

OJJDP National Survey on Mentoring Services for High-Risk Youth Seeks Participants

December 19, 2011

MENTOR/The National Mentoring Partnership, Global Youth Justice, and the National Partnership for Juvenile Services are conducting a **SURVEY** to improve the design and delivery of mentoring services for high-risk youth for purposes of reducing delinquency, alcohol and drug abuse, truancy and/or other problem behaviors. Results will be included in a research report, training and technical assistance materials, and be available to the public for free.

The **SURVEY** is funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP). Mentoring and Juvenile Justice professionals working in Detention, Corrections, Probation, Dependency Courts, Delinquency Courts and Teen Court/Youth Court diversion programs are encouraged to participate. The survey is available **ONLINE**, and takes 10 to 15 minutes to complete.

Take the Survey On-line: https://www.surveymonkey.com/s/YouthMentoringSurvey

Appendix C: Survey

1. Survey Description

The National Mentoring Partnership, Global Youth Justice, and the National Partnership for Juvenile Services are conducting a survey to improve the design and delivery of mentoring services for high-risk youth currently and/or formally involved with the juvenile justice system. Results will be included in a research report and in training and technical assistance materials, which will be free and available on-line.

The survey is funded by the Office of Juvenile Justice and Delinquency Prevention. Mentoring and juvenile justice professionals working in mentoring programs, detention, corrections, probation, dependency courts, delinquency courts, and teen court/youth court diversion programs are encouraged to participate.

2. Instructions

Select an answer by clicking the tab next to your response. Then, hit "Next" to see the next question. With the exception of a few required responses, if you do not know the answer or if the question does not apply to you/your organization you may skip to the next question.

If at any time you must stop taking the survey do NOT exit the SurveyMonkey page. Instead, leave your browser open and return later to complete the questionnaire. If you experience any problems while taking the survey please contact the survey administrator at youthmentorsurvey@gmail.com

3. Email Address

1. If you would like to receive a copy of the final report gleaned from the survey data, enter your email address below. This is NOT mandatory.

4. Background Questions

2. Which of the below settings best describes your program/organization?

- ◯ Juvenile Probation
- ◯ Juvenile Detention
- ◯ Juvenile Corrections
- ◯ Delinquency Court
- ◯ Youth Court/Teen Court Diversion Program
- ◯ Dependency Court
- ◯ Youth Mentoring Program

5. Background Questions

3. Does your program/organization utilize mentoring services (do you offer internal mentoring services or refer youth to an external mentoring program)?

- ◯ Yes
- ◯ No

6. Background Questions

4. Why doesn't your program/organization use or refer youth to mentoring? (click all that apply)

- [ ] Youth are not in our program for a sufficient amount of time for mentoring to be an effective strategy
- [ ] We do not have access to mentoring programs or mentors to support our youth
- [ ] Mentoring has not been shown to be an effective strategy for the youth we serve
- [ ] We do not have the capacity to place and monitor youth in mentoring relationships
- [ ] Other (please specify)

7. Background Questions

5. Of all the youth your program serves, are at least 10% referred from the juvenile justice system (e.g., a youth court, a probation officer, a police officer, a detention officer, a correctional officer, a youth court/teen court program, etc.)?

- ◯ Yes
- ◯ No
- ◯ Do not know

8. Referral Questions

The next few pages will ask questions about youth who are referred to mentoring services from your program. Please answer these questions about those youth who are referred for mentoring services.

6. What entities typically mandate or recommend that youth receive mentoring services through your program/organization?

- ☐ Juvenile Detention
- ☐ Juvenile Corrections
- ☐ Teen Court/Youth Court Diversion Program
- ☐ School or School Official
- ☐ Law Enforcement
- ☐ Juvenile Probation
- ☐ Court (Family, Delinquency, Dependency, etc.)
- ☐ Classification Teams
- ☐ Self Referral
- ☐ Other (please specify) _____

7. In the past year, how many youth were referred internally and/or externally for mentoring?

Enter the number here _____

8. Of those youth who were referred for mentoring, how many were...

Referred for the first time?	
Still waiting to be matched with a mentor?	
Currently matched with a mentor?	
In a mentoring relationship that has ended?	
Declined to be matched?	

9. Overall, about what percentage of referred youth are ultimately placed into mentoring relationships?

- ○ 0-25%
- ○ 26-50%
- ○ 51-75%
- ○ 76-100%

10. Once a youth is referred for mentoring, what is the average length of time it takes for a match with a mentor to be made?

- ◯ less than 7 days
- ◯ between 8 days and 14 days
- ◯ between 15 days and 30 days
- ◯ between 31 days and 90 days
- ◯ between 91 days and 120 days
- ◯ more than 120 days

11. Are mentoring services:

- ◯ Delivered internally and externally
- ◯ Delivered internally (i.e., through a mentoring program embedded within your organization)
- ◯ Delivered externally (i.e., outsourced to a mentoring direct service provider)

9. Referral Questions

12. How do you locate mentors to work with youth (mentees)?

- [ ] MENTOR's Volunteer Referral Service at www.mentoring.org
- [ ] Faith-Based Organizations
- [ ] Community-Based Organizations
- [ ] Civic/Fraternal Organizations
- [ ] Existing Adult Mentors
- [ ] Public Media Campaigns
- [ ] Other (please specify)

10. Referral Questions

13. How do you locate mentoring programs to work with your juvenile justice setting? (click all that apply)

- [ ] State Mentoring Partnership
- [ ] MENTOR's Volunteer Referral Service at www.mentoring.org
- [ ] Outreach to local direct mentoring service providers
- [ ] Contacted by mentoring direct service providers
- [ ] Other (please specify)

11. Referral Questions

14. Are youth assessed according to their level of risk (risk for delinquency, drug use, etc.) before being referred to a mentoring program?

- ◯ Always
- ◯ Sometimes
- ◯ Never

15. What percentage of youth are typically charged with a crime, offense, and/or violation prior to referral to a mentoring program?

- ◯ 0-25%
- ◯ 26-50%
- ◯ 51-75%
- ◯ 76-100%

16. Of all youth referred to a mentoring program, about what percentage are first-time offenders?

- ◯ 0-25%
- ◯ 26-50%
- ◯ 51-75%
- ◯ 76-100%

17. Is mentoring ever used as a diversion from formal adjudication?

- ◯ Yes
- ◯ No

12. Mentors & Mentoring Relationships

The next few questions will ask about your mentoring program approach and the mentoring relationship. Please answer all questions from the perspective of the subset of youth in your program that are involved with the juvenile justice system or referred from a juvenile justice setting.

18. Which juvenile justice settings most typically make youth referrals to your program? (click all that apply)

- [ ] Juvenile Probation
- [ ] Juvenile Detention
- [ ] Juvenile Corrections
- [ ] Delinquency Court
- [ ] Youth Court/Teen Court Diversion Program
- [ ] Dependency Court
- [ ] Other
- [ ] Other (please specify)

19. Which of the following processes does your program/organization most commonly utilize for receiving referrals?

- [ ] Existing MOU with setting program/organization
- [ ] State or Regional Mentoring Partnership
- [ ] MENTOR's Volunteer Referral Service at www.mentoring.org
- [ ] Outreach to local direct mentoring service providers
- [ ] Contacted by mentoring direct service providers
- [ ] Other
- [ ] Other (please specify)

20. What is the typical approach to mentoring for juvenile justice involved youth in your program? (click all that apply)

- [ ] Individually based mentoring (i.e., one-to-one)
- [ ] Group-based mentoring (one mentor/multiple youth)
- [ ] Team-based mentoring (multiple mentors/multiple youth)
- [ ] e-mentoring (i.e., over the internet or via email)
- [ ] Other (please specify)

21. On average, how frequently do mentors and juvenile justice involved mentees meet?

- ◯ 1-2 times a month
- ◯ 3-4 times a month
- ◯ more than 4 times a month

22. How long does each meeting between a mentor and a juvenile justice involved mentee typically last?

- ◯ Less than one hour
- ◯ One hour to less than two hours
- ◯ Two hours to less than three hours
- ◯ Three hours or more

23. Is there a match commitment for mentors?

- ◯ There is no match commitment (if no match commitment, you may skip the next 2 questions)
- ◯ Less than 3 months
- ◯ 3-6 months
- ◯ 7-9 months
- ◯ 10-12 months
- ◯ More than12 months

24. What percentage of matched relationships with juvenile justice involved youth fulfill the term of the mentoring commitment?

- ◯ There is no match commitment
- ◯ Fewer than 10%
- ◯ 11%-25%
- ◯ 26%-50%
- ◯ 51%-75%
- ◯ 76%-100%

25. What are the most common reasons for early termination of mentoring commitments? (click all that apply)

- [ ] There is no match commitmment
- [ ] Change in mentee location (i.e., from detention to transitional facility)
- [ ] Withdrawal of mentor
- [ ] Withdrawal of mentee
- [ ] End of mandated supervision
- [ ] Program/organization lost funding and/or closed
- [ ] Other (please specify)

26. Do you feel your mentoring program has sufficient capacity to meet the needs of mentees referred from juvenile justice settings?

- ( ) Yes
- ( ) No

13. Mentors & Mentoring Relationships

27. Why do you feel that your mentoring program/organization does not have sufficient capacity to meet the needs of mentees? (click all that apply)

- [ ] Cannot find a sufficient number of qualified mentors
- [ ] Do not have the capacity to train mentors to work with these youth
- [ ] Do not have the human or financial resources to meet the need
- [ ] Other (please specify) _____

14. Mentors & Mentoring Relationships

28. Does your program perform criminal background checks on mentors?

- ◯ Always
- ◯ Sometimes
- ◯ Rarely
- ◯ Never

29. Are mentors required to assist youth in navigating aspects of the juvenile justice process/system?

- ◯ Always
- ◯ Sometimes
- ◯ Rarely
- ◯ Never

30. Are mentoring practices tailored for any of the following unique circumstances? (click all that apply)

- ☐ Specific types of offenses (e.g., property crime, violent crime, gang involvement, substance use and abuse)
- ☐ Individual youth history (mental health issues, developmental issues, anger issues)
- ☐ Specific juvenile justice settings
- ☐ Gender
- ☐ Academic difficulties
- ☐ Other (please specify)

31. Do mentors and referred youth meet/interact prior to matching?

- ◯ Always
- ◯ Sometimes
- ◯ Rarely
- ◯ Never

32. Where does mentoring typically take place?

- ◯ In the youth's home
- ◯ In a designated "mentoring" facility
- ◯ In a community location
- ◯ Within a juvenile justice facility
- ◯ Over the internet (e.g., email mentoring)
- ◯ Meeting places are different for each partnership
- ◯ Other (please specify) _____

33. Are goals set for mentor/mentee matches to achieve?

- ◯ Always
- ◯ Sometimes
- ◯ Rarely
- ◯ Never

15. Mentors & Mentoring Relationships

34. What are the most common goal categories for the mentee? (click all that apply)

- [ ] Reduced contact with juvenile/criminal system/police
- [ ] Reduced recidivism
- [ ] Improved school attendance
- [ ] Improved academic performance
- [ ] Improved school behavior/reduced disciplinary action
- [ ] Improved prosocial engagement
- [ ] Employment preparation
- [ ] Other (please specify) _____

35. On average, what percentage of the mentees referred to your program from juvenile justice settings meet or exceed the goals set for them?

- ( ) Fewer than 10%
- ( ) 11% - 25%
- ( ) 26% - 50%
- ( ) 51% - 75%
- ( ) 76% - 100%

16. Mentors & Mentoring Relationships

36. Not all referred youth receive mentoring services. What is the most common reason a match is not made for juvenile justice system involved youth in your mentoring program? (click all that apply)

- [ ] Not enough mentors within a program
- [ ] Not enough capacity in the mentoring program
- [ ] Inadequate match
- [ ] Youth or family refusal to accept referral or match
- [ ] Youth not accepted into the program because not consistent with our mission
- [ ] Not applicable
- [ ] Other (please specify)

37. Does your mentoring program provide any special training or guidance for mentors working with youth from juvenile justice settings?

- ◯ Always
- ◯ Sometimes
- ◯ Rarely
- ◯ Never

17. Mentors & Mentoring Relationships

38. Does this training include (click all that apply):

- [ ] MENTOR's Elements of Effective Practices Training
- [ ] Information on youth development
- [ ] Guidance for reporting back on sensitive information such as suspected substance abuse or gang involvement
- [ ] Suggested match activities
- [ ] Confidentiality guidelines
- [ ] Guidance for assisting mentees with the juvenile justice process
- [ ] Other (please specify)

18. Program Questions

Please answer the following questions about your program/organization.

39. In which State is your program/organization located?

State:

40. How many years has your program/organization been in operation?

- ◯ 1 or less
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ 13
- ◯ 14
- ◯ 15
- ◯ 16
- ◯ 17
- ◯ 18
- ◯ 19
- ◯ 20
- ◯ More than 20

41. How would you best characterize the type of community in which your program/organization is based?

- ◯ Urban
- ◯ Rural
- ◯ Suburban
- ◯ Tribal

42. What are the age ranges of the youth who are referred to mentoring from your program? If you work in a mentoring program, please note the age ranges of youth you serve that are referred from a juvenile justice setting. (click all that apply)

- ☐ 5-10 years
- ☐ 11-12 years
- ☐ 13-14 years
- ☐ 15-18 years
- ☐ 19-21 years

43. What percentage of youth referred to mentoring from your program are male? If you work in a mentoring program, please note the percentage of males you serve that are referred from a juvenile justice setting.

- ◯ 0-15%
- ◯ 16-30%
- ◯ 31-45%
- ◯ 46-60%
- ◯ 61-75%
- ◯ 76-100%

44. What percentage of youth referred to mentoring from your program are from the following groups? If you work in a mentoring program, please note the percentage you serve from each group that are referred from a juvenile justice setting.

	0-15%	16-30%	31-45%	46-60%	61-75%	76-100%
African American/Black	◯	◯	◯	◯	◯	◯
Asian/Pacific Islander	◯	◯	◯	◯	◯	◯
Arab American	◯	◯	◯	◯	◯	◯
Hispanic/Latino	◯	◯	◯	◯	◯	◯
Native American/American Indian	◯	◯	◯	◯	◯	◯
White	◯	◯	◯	◯	◯	◯
Other	◯	◯	◯	◯	◯	◯

45. Please indicate again the juvenile justice or mentoring setting that best describes your program and you will be directed to the final page of the survey

- ◯ Juvenile Probation
- ◯ Juvenile Detention
- ◯ Juvenile Corrections
- ◯ Delinquency Court
- ◯ Youth Court/Teen Court Diversion Program
- ◯ Dependency Court
- ◯ Youth Mentoring Program

19. Juvenile Probation Questions

The next few questions will ask about your program/organization.

46. What happens to mentor relationships with changes in jurisdiction or placement?

47. How are mentoring needs of juveniles with escalating risk/needs addressed?

48. Is there more than one mentoring program available to meet the varying needs of diverse youth?

- ◯ Yes
- ◯ No
- ◯ Do not know

20. Delinquency Court Questions

The next few questions will ask about your program/organization.

49. Is mentoring typically mandated or voluntary?

- ◯ Mandated
- ◯ Voluntary
- ◯ Mandated and Voluntary

50. Is juvenile probation under the auspices or direction of the delinquency court or adult probation?

- ◯ Yes
- ◯ No

51. What happens when there are dual adjudicatory issues?

52. Are there statutory time limits that impact referrals of high-risk youth?

- ◯ Always
- ◯ Sometimes
- ◯ Never

53. What is the involvement of the delinquency court after referral?

54. Are there specific mentoring programs serving this population?

- ◯ Yes
- ◯ No
- ◯ Do not know

21. Youth Court/Teen Court Diversion Program Questions

The next few questions will ask about your program/organization.

55. Is your youth court/teen court diversion program school-based, juvenile justice based, or community-based?

- ◯ School-based
- ◯ Juvenile justice based
- ◯ Community-based

56. Are youth volunteers in youth court/teen court diversion programs involved in referral recommendations?

- ◯ Yes
- ◯ No

57. What staff role is responsible for mentoring service delivery?

58. Is mentoring viewed as a wrap-around service?

- ◯ Yes
- ◯ No

22. Dependency Court Questions

The next few questions will ask about your program/organization.

59. Who has legal authority to approve mentoring?

60. Is mentoring mandated or voluntary?

- ◯ Mandated
- ◯ Voluntary
- ◯ Mandated and Voluntary

61. What specific dependency hearings lend themselves to making a referral to mentoring?

62. Is there formal involvement with staff after a referral to mentoring?

- ◯ Yes
- ◯ No

23. Juvenile Detention Questions

The next few questions will ask about your program/organization.

63. Is your program/organization run by the

- ◯ State
- ◯ County
- ◯ Court
- ◯ Privately operated

64. Is there a minimum length-of-stay for referral to a mentoring program? If so, what is it?

65. Are mentoring services being provided by an established, independent mentoring agency?

- ◯ Yes
- ◯ No
- ◯ Do not know

24. Juvenile Corrections Questions

The next few questions will ask about your program/organization.

66. How is the continuum of care in mentoring maintained through the changes in placement/jurisdiction?

67. When is referral to a mentoring program made?

- ◯ During incarceration
- ◯ Post-release from incarceration

25. Mentoring Information

If you are interested in assistance, resources, training and technical assistance, please cut and paste the following link into your browser to find a state mentoring partnership near you.

http://www.mentoring.org/about_mentor/mentoring_partnerships

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PROJECT PARTNERS

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