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GUIDE

The Mentoring Toolkit 2.0: Resources for Developing Programs for Incarcerated Youth

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THE MENTORING TOOLKIT 2.0: RESOURCES FOR DEVELOPING PROGRAMS FOR INCARCERATED YOUTH

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ACKNOWLEDGMENTS

INTRODUCTION AND OVERVIEW

Research has demonstrated that adolescents with at least one high-quality supportive relationship with an adult were 55 percent more likely to be enrolled in college, twice as likely to hold a leadership position in a team or club, and almost twice as likely to volunteer regularly in their communities (Bruce & Bridgeland, 2014). Youth with mentors also showed reduced depression symptoms, a condition that affects one in four youth who are at higher risk (Herrera, Dubois, & Grossman, 2013). Unfortunately, youth who are at risk and youthful offenders often have limited contact with positive adult role models with whom they can form and sustain meaningful relationships (Bruce & Bridgeland, 2014). The Mentoring Toolkit 2.0: Resources for Developing Programs for Incarcerated Youth provides information, program descriptions, and links to important resources that can assist juvenile correctional facilities and other organizations to design effective mentoring programs for neglected and delinquent youth, particularly those who are incarcerated.

> All children need caring adults in their lives, and mentoring is one way to fill this need for children who are at risk. The special bond of commitment fostered by the mutual respect inherent in effective mentoring can be the tie that binds a young person to a better future.
>
> *—Shay Bilchik, former Office of Juvenile Justice and Delinquency Prevention (OJJDP) Administrator (Grossman & Garry, 1997)*

The Mentoring Toolkit 2.0 is organized as follows:

- *Section 1. Mentoring: A Promising Intervention Strategy:* This section contains a review of the literature on effective mentoring strategies. Information on the limited body of knowledge available on programs designed specifically for incarcerated youth is included.

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

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

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

- *Section 5. Program Overviews:* This section contains brief descriptions of selected mentoring programs that serve youth who are delinquent and involved in the juvenile justice system.

1. MENTORING: A PROMISING MENTORING STRATEGY

What Is Mentoring?

Mentoring is defined as a "relationship in which the mentor offers guidance and other forms of support to the young person… in context of significant interpersonal ties between youth and mentor(s)" (DuBois and Karcher, 2014). The practice of mentoring is not a new approach for those seeking to improve the life chances of youth who are disadvantaged or at risk, but has been the subject of increased attention in the research over the past 20 years, and has been identified as an evidence-based practice for youth at risk or already involved in the juvenile justice system. The relationships created by mentoring are particularly important for youth without an important adult in their lives because they create avenues of support and guidance not easily achieved through normal haphazard adult interactions (DuBois and Karcher, 2014). Caring adults working with youth can directly help them overcome adversity. Through mentoring relationships, many youth can see beyond their current circumstances toward a life filled with future successes.

A Review of Recent Mentoring Efforts

Recently, mentoring programs for youth at risk of involvement in the juvenile justice system have received increasing attention. The Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice views mentoring programs as a promising approach to "enriching children's lives, addressing their need for positive adult contact, and providing one-on-one support and advocacy for those who need it" (Grossman & Garry, 1997). Just from FY 2008 to FY 2016, OJJDP appropriated more than $769 million for mentoring programs and evaluations (Office of Juvenile Justice and Delinquency Prevention, 2017). OJJDP initially funded a network of mentoring efforts through the Juvenile Mentoring Program (JUMP) that were designed to address the needs of youth at risk of involvement in the juvenile justice system. JUMP was focused on reducing juvenile delinquency and gang participation, improving academic performance, and reducing school dropout rates. Once JUMP was discontinued in 2003, no single comprehensive program remained that OJJDP funded to sponsor their mentoring efforts. Instead, the Federal Government funded multiple mentoring efforts to address vulnerable youth populations, primarily through short-term grants and initiatives (Fernandes-Alcantara, 2017).

Experts in the fields of juvenile justice and mentoring have long pointed to the Big Brothers Big Sisters program as a model for working toward positive and achievable youth outcomes that reduce the likelihood of involvement in the juvenile justice system. Founded in 1904, Big Brothers Big Sisters is the oldest and largest youth mentoring organization in the United States. In the last decade, the organization served more than 2 million youth ages 5 through 18 through a network of more than 300 affiliates (http://www.bbbs.org/), and found that youth mentored in their programs are

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

- 33 percent less likely to hit someone.

Research on Big Brothers Big Sisters has also shown that mentored youth are more confident in their schoolwork performance and better able to get along with their families.

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

- Mentored youth were almost one third less likely than were controls to hit someone.

- Mentored youth skipped half as many days of school as youth in the control group, felt more competent about doing schoolwork, skipped fewer classes, and showed modest gains in their grade point averages.

- The quality of their relationships with their parents was better for mentored youth than for controls at the end of the study period, primarily due to a higher level of trust between parent and child.

- Mentored youth, especially minority [males], had improved relationships with peers (Grossman & Garry, 1997).

Mentoring programs have been shown to be an effective way to help young people avoid or change problematic behaviors, especially depressive symptoms and antisocial behavior (DuBois and Karcher, 2014; Herrera, Dubois, & Grossman, 2013). Mentoring may be the missing ingredient in helping these youth break old habits, find stable footing, and start rebuilding their lives (Garringer, 2011).

> Dealing with the problems of juvenile delinquency, creating more positive opportunities for youth, and helping them find strong and positive adult role models in their lives are among the societal goals that can be achieved in part through the implementation of sound mentoring programs.
>
> —*(Grossman & Garry, 1977)*

Research Findings on the Potential Impact of Mentoring on Incarcerated Youth

The body of research available on mentoring for incarcerated and reentering youth is limited. The research that has been conducted, however, provides valuable insight into how incarcerated youth can benefit from mentoring relationships. Mentoring youth during reentry helps reduce antisocial behaviors, including delinquency and aggression, especially for youth in high-risk environments. Yet, not enough evidence exists at this point to support the conclusion that mentoring will always reduce recidivism (Eddy, 2016). One particularly successful model for mentoring youth after their release from incarceration (Jarjoura, 2007) found that when the mentor and youth worked closely together, 1-year recidivism rates were reduced from 39 to 13 percent, and 4-year rates dropped from 62 to 28 percent. Studies of mentors working with youth during and after incarceration have typically focused on models using college students as mentors. In a recent review, Eddy (2016) found the most positive outcomes for youth when mentors were using their involvement to gain professional development or career experience and when they addressed both the social-emotional and tangible problem-solving needs of the mentored youth.

OJJDP currently supports research and demonstration programs to further build the body of research on this topic, including: Mentoring Enhancement Demonstration Program, Practitioner-Researcher Partnership Mentoring Children of Incarcerated Parents Demonstration Program, and the Practitioner-Researcher Partnership in Cognitive Behavioral Mentoring Program. Research findings and technical assistance are featured at the National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org), a collaboration between OJJDP and the National Mentoring Partnership (MENTOR).

Special Considerations for Developing Mentoring Programs for Incarcerated Youth

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

1. **Emotional and physical availability of youth to develop and maintain involvement in the mentoring relationship.** The literature shows that the most successful mentoring relationships are those that are at least 1 year in duration. For youth who have experienced disappointments and difficulties forming strong, positive relationships with adults in the past, the timeframe needed to establish effective mentoring relationships may be even longer. These youth may be hesitant to place themselves in a situation in which they become dependent upon adults for support and nurturance because of fear of yet another disappointment. In addition, youth may be incarcerated for varying lengths of time depending on the nature of their offense. Thus, time may be insufficient for a strong relationship to be formed between the mentor and mentee while the youth is incarcerated. Given this reality, program planners should consider including mentoring in the aftercare plan developed for youth being released from a facility. In addition, mentors should be provided with information and assistance to help them understand and respond appropriately to mentees' emotional status and potential reticence to engage in this relationship. These interventions may provide the opportunity for mentees to obtain maximum benefit from this service.

2. **The impact of purposeful matching mentor–mentee pairs.** According to research, matching based on similar gender is important for an effective match (National Mentoring Partnership, 2015). Yet, research has not found differences between cross-race and same-race matches. Instead, research suggests that matching based on common interests is more important (National Mentoring Partnership, 2015). Research shows that mentors being at least 3 years older than the youth they are mentoring is important so that the youth will feel they can look up to the mentor (National Mentoring Partnership, 2015). A gap in age between mentor and mentee helps in the establishment of healthy boundaries in the relationship as well.

3. **Incarcerated youth represent a captive audience for mentoring programs.** Compared to the experience that mentors have trying to establish a relationship with a young person in the community, mentors who begin working with youth before they are released from incarceration are often at an advantage. Meeting with a mentor is often very attractive to youth in correctional settings, and when time is sufficient before their release, the relationship is often well established before the youth is back in the community. The stronger

the mentor–mentee relationship is at the time of release, the more likely the youth will stay engaged with the mentor. Note that although juvenile justice programs may think youth participation might be leveraged with incentives, a best practice is still that one of the keys to effective mentoring relationships includes the mentee's desire to be involved (National Mentoring Partnership, 2015). As such, mentoring should be available as one of the optional services that can be included in the transition/reentry plan.

4. **Mentoring programs must be operated in accordance with the rules, regulations, and limits set by the correctional facility.** The most obvious special consideration when mentoring incarcerated youth is that they are confined to a delinquent facility. This has implications for the types of activities mentors can engage in with their mentees. Mentors most likely cannot take their mentees on outings from the facility and thus cannot engage in many of the activities traditionally associated with mentoring. As a result, it is important that programs are designed to maximize the opportunities mentors have to actively engage their mentees within the confines of correctional facilities.

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

5. **Programs need to develop a structure that effectively tracks youth throughout their reentry journey.** Youth who are transitioning from justice facilities to community life will be pursuing many different ways to create successful lives. As they attempt to arrange education, work, positive leisure activities, justice requirements, and family life, leaving it to the youth to reconnect with the mentor on their own is inadvisable. Programs should establish partnerships with appropriate justice- and community-based agencies, establish a schedule of more frequent check-ins, and provide extra support to the mentor during this stressful time (National Mentoring Partnership, 2015; Eddy, 2016).

2. CHARACTERISTICS OF JUVENILE OFFENDERS

Risk Factors and Delinquent Behavior

Youth residing in delinquent facilities are not necessarily different from many other youth who are disadvantaged and at risk. Their defining characteristic just happens to be that they are incarcerated. Incarcerated youth face many risk factors that contribute to their delinquency and subsequent incarceration. Over the past 20 years, mentoring programs have increasingly expanded their focus to serve youth who are at higher risk, such as those with at least one immediate family member who also has been incarcerated, have themselves spent time in foster care, or who are currently in the juvenile justice system (Herrera, DuBois, & Gossman, 2013). Knowing and understanding the familial environment in which the youth resided before incarceration is crucial for better understanding how to address his or her current feelings, thoughts, and emotions in a mentoring relationship. Incarcerated youth often face the same environmental risk factors upon release that may have existed before incarceration.

In dealing with multiple risk factors, researchers assert that intervention strategies have the greatest chance of success when targeting several risk factors in a variety of settings rather than focusing on just one, as well as determining not simply the number of risk factors, but also the nature and severity of these factors (Catalano, Loeber, & McKinney, 1999; Herrera, DuBois, & Gossman, 2013). It has been shown that mentoring interventions

> Many youth in the juvenile justice system are usually only involved in delinquency for short periods of time. Many incarcerated youth could benefit from a positive mentoring relationship since they are often not wedded to their delinquent behavior and may be amenable to learning more positive behaviors.
>
> —*(Huizinga et al., 2000)*

are well suited to address multiple risk factors such as academic failure, low commitment to school, and association with delinquent and violent peers, introducing protective factors such as prosocial behaviors, bonds with appropriate adults, developing healthy beliefs, and adopting clear standards for behavior (National Mentoring Partnership, 2015; Eddy, 2016; Catalano, Loeber, & McKinney, 1999). Studies also show that many youth in the juvenile justice system, even those engaging in serious delinquency, violence, and gang membership, are typically only involved in such delinquency for relatively short periods of time (Eddy, 2016), indicating that many incarcerated youth could benefit from a positive mentoring relationship to facilitate their growing out of these behaviors. Mentoring programs must train mentors about the risk factors incarcerated youth face so they are prepared to help their mentees make better decisions and more effectively solve problems, increasing the likelihood of ultimate success.

Special Education in Delinquent Facilities

Research over the past 2 decades has also focused on the prevalence of youth with special education needs in the juvenile justice system. A significant proportion of youth in the juvenile justice system have been diagnosed with education-related disabilities and are thus eligible for special education

> "The practical difficulties in providing services to youth in lockdown and restricted settings should prompt institutional and educational administrators to work to reduce the length of time spent in such settings."
>
> — *(Burrell & Warboys, 2000)*

services under the Individuals with Disabilities Education Act (IDEA). Estimates show that more than three times as many youth in custody are eligible for special education services, six times as many have emotional/behavioral disorders (E/BD), and seven times as many diagnosed with specific learning disabilities (SLD) than youth in the general population (Read, 2014). Up to 80 percent of incarcerated youth have a disability, compared to 13 percent in public schools (Read, 2014). Mentors should be provided with information on special education and how to address the specific learning and behavioral needs of their mentees within the context of the mentoring relationship.

Behavioral and Emotional Disorders and Other Mental Health Needs

Not only do many incarcerated youth have learning disabilities, but many have diagnosable behavioral disorders and/or other mental health needs. Read (2014) noted that youth who have an emotional disturbance are arrested at higher rates than those who do not, being three times more likely to be arrested at least once before they leave school. These

> ". . . Otto and colleagues (1992) found that rates of mental disorders were substantially higher among youth involved in the justice system than among youth in the general population."
>
> —*(Wasserman et al., 2004)*

disabilities are not only likely factors in a youth's delinquency, arrest, and incarceration but are also likely to interfere in his or her rehabilitation process. As Wasserman, Ko, and McReynolds (2004) explain, "Emotional impairment due to an untreated mental disorder may contribute to an adverse reaction to confinement, which in turn may result in a poor adjustment during incarceration." Impaired ability to adjust to confinement can subsequently "have a negative impact on behavior, discipline, and on a youth's ability to participate in available program components," including intervention strategies like mentoring (Wasserman et al., 2004).

For an intervention like mentoring to help these youth learn to cope effectively with disabilities and engage in more positive behavior, researchers argue that the programs and services they receive while incarcerated need to be as focused as possible to reinforce positive social and academic skills in a supportive, rather than punitive manner (Read, 2014). Mentors must first be made aware if their mentee has a learning, behavior, or emotional disorder or other disability and also receive the proper training on how best to engage, motivate, and guide their mentee. Proper screening and diagnosis on the part of the juvenile facility will be consequential for the success of any mentoring program working with incarcerated youth. Yet, program planners cannot rely on other systems to provide information on the previous use of mental health services for all youth at entry. They must take a proactive approach to properly identifying these youth and providing the appropriate services (National Mentoring Partnership, 2015).

Trauma-Based Approach to Mentoring

According to a National Institute of Justice study, "a child who suffers from abuse and neglect is 40 percent more likely to become delinquent" (Jones-Brown & Henriques, 1997). On top of that, youth can potentially be traumatized by elements of the environment in juvenile justice settings, such as seclusion, restraint, strip searches, fear of being attacked by other youth, and separation from caregivers/community. The rates of trauma in youth who are involved in the juvenile justice system are extremely high, with 93 percent of juvenile offenders reporting at least one traumatic event, while the average number of different traumas reported is six (National Child

Traumatic Stress Network, 2016). Additionally, youth who are involved in the juvenile justice system have comparable rates of PTSD to service members returning from war (National Child Traumatic Stress Network, 2016). Many negative behaviors can be reactions to trauma and should be addressed as such as part of the rehabilitative effort. Mentors trained in trauma-informed practices can provide a valuable support system to youth facing these challenges as they transition into the community.

The Importance of Adolescent Brain Development

The youth brain is significantly different from that of an adult. Similar to adults, adolescents are commonly able to make informed decisions if they take the time to think the decision through (Steinberg, 2014). However, they are less likely to regulate their behavior in emotionally charged contexts, more sensitive to external influences (i.e., peers) on their behavior, and less likely to make decisions considering the long-term consequences (National Research Council, 2013). Because of these important differences, mentors can be trained to be an essential component in developing cognitive skills (i.e., decision making, goal setting, accessing resources) in the youth they are mentoring.

3. DESIGNING EFFECTIVE MENTORING PROGRAMS FOR NEGLECTED AND DELINQUENT YOUTH

Elements of Successful Mentoring Programs

The research is replete with information regarding the core components of successful mentoring programs. The following components have been found to be successful in mentoring programs, regardless of the population served ([National Mentoring Partnership, 2015](#)).

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

2. **Conduct a comprehensive mentor training program.** Mentors are the most valuable asset in these programs. The training program should provide them with the tools they need to successfully fulfill their role. It is most critical that training involve experiential learning for the development of communication skills and limit-setting skills. Training also should include, but not be limited to, an overview of the learning and behavioral characteristics of the population of focus, youth development, trauma-informed mentoring, linguistic and cultural competence, common issues and how to overcome them, tips on relationship building, and recommendations on the best way to interact with a young person. Mentors should be provided training that assists them in developing basic crisis management skills that can be used with youth who may engage in either underresponsive or acting-out behavior. Mentors must be made aware of the procedures they should follow to report a crisis; the type of support the program will provide to help them problem solve regarding issues that arise during the mentoring experience; and guidelines regarding the types of situations that are beyond their capacity to resolve.

   For youth to maintain a positive experience, it is important that the match be closed with care. To ensure this happens, closure procedures should be addressed by initial training and planned from the start of the match. Training should not be limited to the first month a mentor joins the program. Instead training should continue on a regular (i.e., monthly) basis to provide support and guidance for mentors throughout their time in the program. Contact information for program professionals should be provided to facilitate easy access by mentors in times of crisis. Mentors should also be made aware by the program of the

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

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

   - gender;

   - shared interests and experiences;

   - similarities between the career aspirations of the youth and the profession/career of the mentor;

   - personality and temperament of both the mentor and mentee;

   - culture, race, and ethnicity;

   - geographic proximity between the mentor's home and the community location within which the mentee will reside upon release; and

   - willingness of the mentor to meet and/or maintain communication with parents, guardians, or other significant persons in the youth's life, when possible.

   Program staff should conduct the initial match meeting, establish the criteria and length of the match, enable feedback, and have both the mentor and mentee sign an agreement to start the match.

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

   Program staff should reassess the match regularly and provide any needed assistance. When the match is ready to close, staff should facilitate the closure in such a way as to affirm the contributions of both the youth and the mentor and bring the match to a successful completion.

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

Only a limited number of mentoring programs in the United States are designed specifically to serve incarcerated youth. Very few of these have been evaluated systematically to determine program effectiveness. During the writing of version 1.0 of this toolkit, NDTAC interviewed mentor program directors and staff of existing programs and reviewed the research to compile a list of the elements they felt were critical to a successful mentoring program for incarcerated youth based upon their experiences. In preparing version 2.0 of this toolkit, the authors have updated this information based on scholarship that has emerged over the decade since toolkit 1.0 was released. The information provided represents a synthesis of lessons learned from programs that serve incarcerated youth, as well as relevant information from the field.

1. **Begin the mentor relationship during incarceration.** To create a relationship with a greater chance of success, the mentor–mentee relationship should begin while the youth is still incarcerated. Matching a youth to his or her mentor as early as 9 months before release can be the difference between a lasting relationship and one that fails. If this relationship is established during incarceration with regular meetings, the mentor and mentee will already be accustomed to meeting before the youth has left the facility (Greim, 2005; National Mentoring Partnership, 2015).

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

2. **Provide supervision and support for mentors that is customized for programs that serve incarcerated youth.** Mentors working with this population need intensive support and supervision from program staff. An extensive orientation, as well as ongoing training, is necessary to cultivate a successful mentor. Additionally, program staff need to be in regular contact with mentors to respond to questions or concerns. One study that evaluated early findings from two mentoring programs operated within juvenile facilities found that "mentor training had not provided enough specifics about the operation of the mentoring program and the characteristics of the juvenile population" (National Mentoring Partnership, 2015; Eddy, 2016). Providing the mentor with a comprehensive understanding of the facility; the juvenile system; and the issues affecting the target population (i.e., poverty, culture and identity issues, mental health issues, substance abuse, homelessness, struggling students, families with parents who have been in prison) is essential to keeping mentors comfortable with the population and setting. Mentors do not have to be case managers with the answers to address all these issues. However, they do need to feel supported by staff and receive the tools to deal with challenges as they arise.

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

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

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

4. **Establish a goal-setting process for the program.** The mentor and mentee collectively should set goals while the youth is still incarcerated. These goals should directly relate to a youth's transition plan, and should provide more detailed information on how the goals will be accomplished in areas such as education, employment, life skills, and leisure. Goals can include service learning or volunteer activities that consist of structured activities based in the community that the young person can do either individually or with his or her mentor (http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/#1443105455866-3bccbbad-02c9).

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

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

   Participation of youth is entirely voluntary in JRA's mentoring program. This has shown youth to take a greater stake in the program because it is not forced upon them. AIM found success in letting the youth enroll voluntarily, and then incorporating participation into the release conditions for the youth, so that there was an expectation the youth would follow through with their commitment to the mentoring program. For most of the program participants, this helped avoid attrition of the youth once they returned home.

6. **Establish a close relationship between the mentoring program and the courts.** Building a strong relationship between the mentoring program and the court responsible for the youth can support the continuation of mentoring activities once he or she is released from incarceration. The courts also represent a rich resource of information that can assist mentors in learning about the requirements their mentees must adhere to once they are back in the community. These behaviors can be reinforced through the mentoring relationship.

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

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

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

8. **A minimum of a 1-year commitment should be required for mentors.** Mentor programs should focus on finding volunteers who can commit to at least 1 year of involvement (National Mentoring Partnership, 2015). As shown in research conducted by Mike Bullis of the University of Oregon, engagement in school and/or work 6 months after a youth's release from incarceration is integral to his or her successful transition back to the community. A committed mentor who maintains the relationship with the mentee could help provide that bridge to a successful transition. Additionally, although one-on-one mentoring is the preferred method of interaction, more nontraditional methods also can have an impact. Other forms of communication by mentors can include postcards, phone calls, letters, social media, and emails upon the youth's release from a facility. Note that although shorter mentoring relationships may also have beneficial effects—in fact, the research shows that it is the unexpected end to the relationship that is harmful and not necessarily the actual length of the relationship—the importance of building a strong relationship before the youth is released and ensuring the support continues for a sufficiently long time after release provide strong justification for asking mentors to commit to at least 1 year at the outset.

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

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

   The JRA program staff recognize the uniqueness of a mentoring program in a juvenile facility. The JRA program makes sure its mentors are aware that a youth's state of mind, privileges, or behavior "level" and treatment progress can be different from other youth in the same living

unit and different from one day to the next. Additionally, each shift at a facility can be very different in mood, personality, flexibility, and knowledge of the mentor program.

10. **Establishing outcomes for mentoring programs.** Establishing benchmarks and outcome measures that will determine whether or not the mentoring effort is successful during the early planning phase of program development is important. The literature notes that too often the failure or success of an intervention is defined only in terms of recidivism rates. Beyond the difficulties of actually defining recidivism (i.e., rearrest versus readjudication or reconfinement) is the notion that outcome measures of a mentoring program should go beyond whether a youth recidivates (National Mentoring Partnership, 2015). More incremental changes in mentee behavior should be documented to more accurately evaluate progress. Enrollment in school, finding and keeping a job, involvement in service projects, and more positive use of leisure time are among the possible outcomes that a program might track. Small positive or negative changes in behavior can be of great significance (National Mentoring Partnership, 2015).

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

- **Satisfaction measures** as rated by both the mentor and the mentee with respect to the quality of the relationship and the benefits obtained from the relationship.

- **Academic and behavioral improvements,** which might include decreases in antisocial behaviors and infractions of the rules, and increases in academic performance as shown by better grades and anecdotal information from teachers.

- Program retention rates for mentors and mentees.

- **Quantity and quality of the services provided:** This might include the number of hours of mentor training provided, perceived training quality, number of planned mentoring activities conducted, expectations for frequency and duration of meetings, average length of participation by youth and average tenure of mentors.

4. TOOLS FOR DEVELOPING MENTORING PROGRAMS FOR INCARCERATED YOUTH

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

Communications/Information Dissemination

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

- providing presentations to the facility;

- placing articles in the local newspaper (National Mentoring Center, 2003);

- making public service announcements on radio or television (National Mentoring Center, 2003);

- distributing flyers and posters (National Mentoring Center, 2003);

- reaching out to members of the community by making presentations at various community forums and by making direct contact with fraternities and sororities and other community-based organizations with an interest in youth development and success and community service; and

- placing web-based announcements on your website, social media, or public information sites.

Tools and Resources

- **Building Communities From the Inside Out** (http://www.northwestern.edu/ipr/ publications/community/buildingblurb.html). This guide from the Institute for Policy Research at Northwestern University summarizes lessons learned by studying successful community-building initiatives in hundreds of neighborhoods nationwide. It outlines in simple, "neighborhood-friendly" terms what local communities can do to start their own journey down the path of asset-based development. This book can be helpful in building and supporting mentoring programs for incarcerated youth through the support of local community leaders, leaders of local associations and institutions, government officials, and leaders in the philanthropic and business communities.

- **MENTOR** (http://www.mentoring.org). For more than a decade, MENTOR/ National Mentoring Partnership has been working to expand the world of quality mentoring. MENTOR is widely acknowledged as the Nation's premier advocate and resource for the expansion of mentoring initiatives nationwide. As such, MENTOR works with a strong network of State and local mentoring partnerships to leverage resources and provide the support and tools that mentoring organizations need to serve young people effectively in their communities. MENTOR would be a valuable partner for any mentoring program as it seeks to develop and begin to disseminate information about their program.

Recruitment Strategies

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

Tools and Resources

- **Marketing for the Recruitment of Mentors: A Guide to Finding and Attracting Volunteers** http://educationnorthwest.org/sites/default/files/resources/marketing.pdf
  This guidebook from the National Mentoring Center will teach programs how to apply the concepts of product marketing to the services they provide and the way they recruit volunteers. Users will learn about the basics of marketing planning, strategies for creating messages that appeal to your audience, and tips and techniques for getting that message to your potential volunteers in a variety of formats.

- **Innovative Recruiting: Creative Strategies for Finding Long-Term Mentors** http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID10
  This webinar is part of the Collaborative Mentoring Series, with expert panelists Lisa Bottomley and Jayne Cravens, and offers tips and downloadable tools to assist in finding appropriate mentors for your program.

- **JUMPstart Your Program: Targeted Mentor Recruiting** http://educationnorthwest.org/sites/default/files/resources/Mod1.pdf
  This training module from the National Mentoring Center will assist readers in developing strategies that contribute to successful recruitment of mentors. The module outlines a training workshop that should help program developers understand steps for building a network of local organizations that can help with targeted recruiting, identify major elements of a message that "sells" their program to the particular volunteers they are trying to recruit, be able to implement strategies for making all aspects of their recruitment and intake process "customer friendly," and begin to develop a systematic recruitment plan that specifies tasks, responsibilities, and timelines.

- **National Center Brief: Recruiting and Retaining Mentors** http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/Recruiting%20and%20Retaining%20Mentors.pdf
  This brief by the National Center for Mental Health Promotion and Youth Violence Prevention contains tips on recruiting challenging mentor demographics, such as men, mentors of color, and mentors in rural areas.

- **Mentor Recruitment Postcard** (http://educationnorthwest.org/sites/default/files/resources/recruitment_postcard.pdf)
  To assist local programs in their recruitment efforts, the National Mentoring Center has designed a mentor recruitment postcard that can help programs tap into their best recruitment resource: the friends, family, and coworkers of their current mentors.

Guidelines for Developing Your Program Plan

The development of a realistic and well-organized program begins with a clearly articulated mission and specific program guidelines. Information on the guidelines established by a few programs are contained in the resource materials listed below.

Tools and Resources

- **Foundations of Successful Youth Mentoring: A Guidebook for Program Development** http://educationnorthwest.org/sites/default/files/resources/foundations.pdf This guidebook outlines the structural components necessary for a successful mentoring program. This publication was the result of a systematic review of the literature related to youth mentoring. It also draws from research on prevention programs, youth development literature, and more general resources on organizational development and nonprofit management.

- **Starting a Youth Mentoring Program** http://www.mentoring.org/program-resources/starting-youth-mentoring-program/ This resource includes information on the processes to effectively recruit mentors; ensure mentors are appropriately screened and trained; match mentors with mentees; and keep mentors informed, motivated, and supported.

- **How To build a Successful Mentoring Program Using the Elements of Effective Practice** http://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf (See also: http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/) This comprehensive resource provides an overview of benchmarks and program enhancements for effective youth mentoring, tools to help build a program, and resources to get you started.

- **Handbook of Youth Mentoring** https://us.sagepub.com/en-us/nam/handbook-of-youth-mentoring/book234516 The "Handbook of Youth Mentoring" provides a scholarly and comprehensive synthesis of current theory, research, and practice in the field of youth mentoring.

- **Mentoring for Youth and Young Adults During Reentry From Confinement** http://www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/model-and-population-reviews.html?id=165 This June 2016 review examines current research related to mentoring, and specifically focuses on how effective is mentoring, the moderating and mediating factors on mentoring effectiveness, and the supports and sustainability for mentoring programs.

- **Collaborative Mentoring Webinar Series** http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html These webinars cover a wide variety of topics relevant to mentoring youth, especially youth who are involved in the juvenile justice system, and are produced by MENTOR: The National Mentoring Resource Center; the Office of Juvenile Justice and Delinquency Prevention (OJJDP); and the following mentoring partnerships: California Mentoring

Partnership, Mentor Colorado, Illinois Mentoring Partnership, Mentor Center of Palm Beach County, Indiana Mentoring Partnership, Kansas Mentors, Institute for Youth Success, and the Mentoring Partnership of Southwestern Pennsylvania.

- **A Training Guide for Mentors**
  http://dropoutprevention.org/product/a-training-guide-for-mentors/
  A product of the National Dropout Prevention Center, this article delineates the content necessary for a mentoring program and how that content ought to be organized.

Induction/Orientation of Mentors

General Orientation Information

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

- information to help participants understand the scope and limits of their role as mentors;

- training activities to support the development of the skills and attitudes they need to perform well in their role;

- an introduction to positive youth development concepts;

- information about the strengths and vulnerabilities of the children or youth who are in the program;

- information and clarification of program requirements and supports for mentors;

- an opportunity to have an open dialogue with program managers regarding guidelines and operating procedures and to obtain answers to any other questions they may have; and

- confidence-building support for mentors.

Tools and Resources

- **Training New Mentors**
  http://educationnorthwest.org/sites/default/files/training.pdf
  This guidebook answers questions such as: What information do mentors need to acquire? What skills training do they need? How much training should be required? The handbook includes training goals, activities, tips, and resources.

- **Mentor Training and Support**
  http://educationnorthwest.org/resources/mentormentee-training-and-relationship-support-resources
  This National Mentoring Center bulletin focuses on providing mentors support, and includes training resources, information on working with volunteers with disabilities, and innovations in recruitment.

- **Tools for Mentoring Adolescents**
  http://www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html?id=72
  This resource includes 10 downloadable tip sheets to help strengthen the relationship

between mentor and mentee and are intended to be used as part of a staff-led mentor training or as a supplemental resource for current mentors.

- **Nurturing Social-Emotional Growth in Young People**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID25
  This webinar is part of the Collaborative Mentoring Series, with expert panelists Celeste Janssen, Diane Wallace Booker, Kathy Brennan, and Libra Riley, and covers social-emotional learning and its importance to school success and youth development.

- **The Restorative Power of Mentoring for Sexually Exploited Youth**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID29
  This webinar is part of the Collaborative Mentoring Series, with expert panelists Karen Countryman-Roswurm, Ann Wilkinson, Tiffany Wilhelm, and Susan Spagnuolo, and covers essential topics for any mentoring program that provides services to individuals who have been victimized by commercial sexual exploitation.

- **Mentor Training**
  http://www.mentoring.org/screening-curriculum/
  This section of the www.mentoring.org website focuses on various aspects of what a thorough mentor training looks like, such as the purpose of training, what a training should include, and numerous resources.

Orientation to the Juvenile Justice System

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

Tools and Resources

- **Research Alert: New Study on Mentoring Inside Adult Prisons May Be Meaningful for Juvenile Reentry Services**
  http://www.nationalmentoringresourcecenter.org/index.php/nmrc-blog/131-research-alert-new-study-on-mentoring-inside-adult-prisons-may-be-meaningful-for-youth-and-children-of-incarcerated-parents-coip.html
  This entry in the NMRC blog reviews research into the correlation between community volunteer visits to those incarcerated and recidivism rates once youth are released back into the community.

- **Restorative Relationships Elements of Effective Mentoring for Adjudicated Youth**
  https://vimeo.com/109162403
  This webinar is part of the Collaborative Mentoring Series by MENTOR, with expert panelists Roger Jarjoura, Jim St. Germain, and James Anderson, and covers best

practices, strategies, and key elements for mentoring adjudicated youth. It also presents examples from experienced practitioners.

- **Reentry Mentoring: Conversations From the Field on Working With System-Involved Youth**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID28
  This webinar is part of the Collaborative Mentoring Series by MENTOR, with expert panelists Hannah Granfield, Tina Banas, and Ronin Davis, and presents some key recommendations for programs working with youth who are involved in the juvenile justice system.

- **National Center for Juvenile Justice's State Profiles**
  http://www.ncjj.org/stateprofiles
  The NCJJ's State Juvenile Justice Profiles website features rich, descriptive information and analysis regarding each State's juvenile justice system, illustrating the uniqueness of the 51 separate juvenile justice systems nationwide. Developed in collaboration with State and local juvenile justice practitioners, the State profiles offer an evolving array of information about each State's laws, policies, and practices, with links to individuals and agencies in the field. The National Center summarizes information about State laws and practices.

The Intake and Screening Process

Intake and Screening for Mentors

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

Tools and Resources

- **Guidelines for the Screening of Persons Working With Children, the Elderly, and Individuals With Disabilities in Need of Support**
  https://www.ncjrs.gov/pdffiles/167248.pdf
  From the Office of Juvenile Justice and Delinquency Prevention, these guidelines present a logical decision model to guide the screening decisions of individuals and organizations who hire employees or recruit volunteers to work with and provide care to children, older adults, or individuals with disabilities.

- **Starting a Youth Mentoring Program: Screening**
  http://www.mentoring.org/program-resources/starting-youth-mentoring-program/screening/#1490044875377-fba296cf-a64b
  This resource by MENTOR covers the need to adequately screen mentors and mentees, and provides downloads and links for practical application.

- **The National Mentoring Center's Training Curriculum: Screening Mentors**
  http://educationnorthwest.org/sites/default/files/resources/Mod2.pdf

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

Screening Mentees

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

Tools and Resources

- **Screening and Assessing Mental Health and Substance Use Disorders Among Youth in the Juvenile Justice System: A Resource Guide for Practitioners**
  https://www.ncjrs.gov/pdffiles1/ojjdp/204956.pdf
  This resource guide from the Office of Juvenile Justice and Delinquency Prevention offers a comprehensive, user-friendly synthesis of current information on instruments that can be used to screen and assess youth for mental health- and substance use-related disorders at various stages of the juvenile justice process. The guide includes profiles of more than 50 instruments, guidelines for selecting instruments, and best practice recommendations for diverse settings and situations.

- **A New Lens for Mentoring: Trauma Informed Care**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID14
  This webinar is part of the Collaborative Mentoring Series, with expert panelist Laurie Vargas, and covers trauma in adolescents, which is especially prevalent in youth who are involved in the juvenile justice system. Included are additional resources, strategies for youth affected by trauma, and a self-assessment.

Induction/Orientation of Mentees

In a dyadic relationship, keeping the relationship afloat takes both persons. Much has been developed for mentors and their role in the mentoring relationship; however, not much has been developed for mentees and their role in the relationship. Frequently, mentoring relationships fall apart due to the mentee's lack of understanding of, and preparation for, his or her responsibilities in the relationship. The National Mentoring Center, funded by OJJDP, has developed a training

manual for mentees. The manual outlines the need for mentee prematch training, ongoing training, and a mentee handbook.

Specifically, prematch training of mentees will enable them to do the following:

- learn about the concept of mentoring;

- understand the roles of those involved in the program;

- develop reasonable expectations for the mentoring relationship;

- understand their responsibilities as mentees

- learn how to get the most out of their mentoring relationships;

- understand the limits of confidentiality and the boundaries of the mentoring relationship;

- enhance skills for recognizing and dealing with inappropriate or abusive behavior by adults;

- know how to obtain assistance if they have questions or concerns; and

- practice skills that will assist them in the mentoring relationship.

Tools and Resources

- **Training New Mentees: A Manual for Preparing Youth in Mentoring Programs**
  http://educationnorthwest.org/sites/default/files/resources/training_new_mentees.pdf
  Although almost all programs engage in thorough training and preparation of volunteer mentors, NWREL has found that many programs do not offer similar prematch training for the youth who are about to engage in those mentoring relationships. Proper training and preparation of mentees can result in greater satisfaction, increased participation, and more meaningful "buy-in" by youth. This guidebook can help a program develop and deliver a mentee training session that gets youth ready for the mentoring journey.

- **Preparing Mentees and Families for Successful Matches**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID19
  This webinar is part of the Collaborative Mentoring Series, with expert panelists Dustianne North, Jerry Sherk, and Sarah Schwartz, and covers the key elements of readying a mentee for a match. This link also includes a list of downloadable resources.

- **Mentee Orientation and Training**
  http://www.mentoring.org/screening-curriculum/#1490235999086-515450a8-0eeb
  This resource on the www.mentoring.org website provides information on why mentees should be trained, what should be included in the training, and various resources.

- **Including and Welcoming LGBTQ Youth in Mentoring Programs**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID12
  This webinar is part of the Collaborative Mentoring Series, with expert panelists Christian Rummell and Leslie Chudnovsky, and covers ways to make programs a safe and inclusive environment for LGBTQ individuals, and includes a resource packet for programs to use.

Matching Mentors to Mentees

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

Tools and Resources

- **Making the Right Match: A discussion With Experienced Practitioners**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID20
  This webinar is part of the Collaborative Mentoring Series, with expert panelists Russel Dains and Donnovan Karber, and covers lessons learned in matching and the best ways of determining a mentor–mentee match.

- **Matching**
  http://www.mentoring.org/program-resources/starting-youth-mentoring-program/matching/#1490044875377-fba296cf-a64b
  This section includes information on how to establish prematching criteria, examples of sample traits to consider when matching, and sample tools.

Supervision and Support of Mentors

Mentors working with this population need an extreme amount of support and supervision from program staff. An extensive orientation as well as ongoing training is necessary to cultivate a successful mentor. Additionally, program staff need to be in regular contact with mentors in case of questions or concerns. This enables discussion and the opportunity to share problems and concerns, as well as successes, within the mentoring relationship.

Tools and Resources

- **Foundations of Successful Youth Mentoring: A Guidebook for Program Development**
  http://educationnorthwest.org/sites/default/files/resources/foundations.pdf
  This guidebook from the National Mentoring Center provides ways in which to support mentors working with youth. The National Mentoring Center was funded, in part, through OJJDP to provide training and technical assistance services to Juvenile Mentoring Program (JUMP) grantees also funded through OJJDP.

- **"They Always Come, and Never Say Goodbye:" Healthy Closure in Mentoring**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID11
  This webinar is part of the Collaborative Mentoring Series, with expert panelist Renee Spencer, and covers the elements of healthy closure, strategies on determining how and when to close relationships, and how attachment theory is related to healthy closure. Included is a resource packet to assist in training and supervision.

- **Support for Mentor Advocacy**
  http://www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/reviews-of-mentoring-practices.html?id=111 and
  http://www.nationalmentoringresourcecenter.org/index.php/insight-display/112-support-for-mentor-advocacy.html
  These talk to the importance of supporting your mentors in a way that encourages them to take advocacy actions on behalf of their mentees. Included are insights from the field on how to incorporate advocacy throughout the lifecycle of the match, from recruitment to closing.

- **Activity-Based Mentoring: Can Structured Activities make Mentoring Better?**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID1
  This webinar is part of the Collaborative Mentoring Series, with expert panelists Seth Ehrlich and Edith "Winx" Lawrence, and covers ways to improve mentoring matches with activity-based tools.

- **Elements of Effective Practice for Mentoring**
  http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/#1443105494746-43d30883-8cf3
  This is intended to be a comprehensive resource to guide mentoring program development, including checklists, match and program benchmarks, and six evidence-based standards for program implementation.

- **Cultural and Class Conflicts in Mentor–Mentee Matches**
  http://www.nationalmentoringresourcecenter.org/index.php/learning-opportunities/webinars.html#ID8
  This webinar is part of the Collaborative Mentoring Series, with expert panelists Brian Sales, Pamela Gant, and Desiree' Robertson, and covers strategies for building culturally competent mentoring organizations and professionals, and includes downloadable activity examples and diversity discussion starters.

Reentry and Transition Planning

Mentor programs working within a juvenile justice facility should take place in conjunction with the youth's reentry/transition plan. Mentors can provide monthly reports to program staff (which is in contact with parole officers, the courts, etc.) explaining the extent to which a youth is fulfilling his or her reentry/transition plan. This includes information regarding the youth's school enrollment, employment, and criminal activity.

Tools and Resources

- **Improving Transition Outcomes for Youth Involved in the Juvenile Justice System: Practical Considerations**
http://www.ncwd-youth.info/sites/default/files/Improving_Outcomes_for_Youth_Involved_in_Juvenile_Justice.pdf
This brief describes incarcerated youth's characteristics and the issues they face, including those with disabilities. It provides a framework for youth service professionals to help youth reentry efforts and highlights promising practices currently being implemented in the United States.

- **Transition and Reentry: Improving Outcomes for Youth With Disabilities in Juvenile Corrections**
https://www.osepideasthatwork.org/sites/default/files/JJ-TIB-TransitionReentry-508.pdf
A valuable resource that addresses the high percentage of the juvenile corrections population with disabilities, including listing resources for transitioning youth both with and without disabilities.

Evaluation of Your Program

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

Tools and Resources

- **National Mentoring Center**
http://educationnorthwest.org/sites/default/files/resources/Mod5.pdf
The National Mentoring Center, funded in part through OJJDP, offers a training module on outcome and program evaluation.

- **Evaluating Your Program: A Beginner's Self-Evaluation Workbook for Mentoring Programs**
http://www.partnersinmentoring.org/wp-content/uploads/2016/03/JUMPevaluating-your-program.pdf
This free resource, funded in part by OJJDP, will walk you through conducting a mentoring program evaluation. Many aspects are discussed in this guide, including the establishment of measurable outcomes, collection of data, analysis of data, and best uses from evaluation findings.

- **W. K. Kellogg Foundation Evaluation Handbook**
https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook
This handbook provides a framework for using evaluation as a tool within the program. It is written for program directors who control the evaluation of a given program. Funded

through the W.K. Kellogg Foundation, the handbook should be adaptable to programs within juvenile justice facilities.

From the Field: Promising Programs' Evaluations

- [Cognitive–Behavioral Intervention for Children With Emotional and Behavioral Disturbances](#) This program intends to improve internalized and externalized problematic child behavior as well as family functioning (for both the youth and the parents) by using mentors who provide coaching, training, modeling, and reinforcement, especially in problem solving and social communication. The program targets 8- to 12-year olds with mental health disorders, especially anxiety and mood disorders and their primary caregivers. Crime Solutions rates this program "Promising" because of significant differences on measures of child behavior, parenting stress, perceived social support, and attachment to parents.

- [Reading for Life (RFL)](#) Reading for Life is a diversion program for youth aged 13–18 who have committed their first or second nonviolent offense. In the program, trained mentors lead small groups of youth twice a week in studying works of literature and classic virtue theory. The goal is to help the youth better discern right and wrong through studying Aristotle's four cardinal virtues (justice, prudence, temperance, fortitude), as well as Thomas Aquinas' virtues (fidelity, hope, and charity). Crime Solutions rates this program "Promising" because participants had a lower chance of being prosecuted for any offense (including misdemeanors and felonies) and had fewer arrests after their involvement in the program.

- [Sources of Strength](#) This is a universal, school-based suicide prevention program that changes the behaviors and norms surrounding suicide and increases social support and connectedness among students through youth opinion leaders from diverse social cliques who, with adult mentoring, develop and deliver messaging aimed at changing the norms and behaviors of their fellow students and reduce the likelihood that vulnerable high school students will become suicidal. Crime Solutions rates this program "Promising" because peer leaders showed significant improvements on perceptions and behaviors pertaining to suicide and social connectedness.

- [Adolescent Diversion Project (Michigan State University)](#) This Michigan State University-led, strengths-based, advocacy-oriented program has a goal of preventing future delinquency by increasing access to community resources, strengthening the youth's attachment to family and prosocial individuals, and keeping youth from being stigmatized, including by the juvenile justice system. They do this by diverting youth from formal juvenile justice processing and instead providing community-based services. Crime Solutions rates this program "Effective" because participants were associated with a significant reduction in officially reported delinquency, but not self-reported delinquency.

- [Career Academy](#) Career Academies are schools within a school that link students, teachers, and community resources in order to nurture success in school and the labor market, as well as increased mental and emotional health. Crime Solutions rates this program "Effective" because it has a significant, positive effect on earnings among young men who participated, but not on young women's labor market outcomes or on either

young men or women's rates of high school completion, postsecondary educational attainment, or social adjustment.

- Cure Violence (Chicago, IL) Formerly known as CeaseFire-Chicago, Cure Violence is a violence prevention program that uses a public health approach, including trained street violence interrupters and outreach workers, community mobilization, and public education campaigns to reduce shootings and killings in Chicago, IL, by targeting the risky activities and behaviors in a small number of community members who have a high risk of being involved with or a victim of violence. Crime Solutions rates this program "Promising" because it was associated with significant reductions in shootings, killings, and retaliatory homicides, and cooling shooting "hot spots" in some (but not all) neighborhoods.

- Gang Reduction Program (Los Angeles, CA) This was an OJJDP-funded 5-year initiative to reduce youth gang crime and violence by facilitating collaborations among Federal agencies, local stakeholders, and communities to create a coordinated program that included Prevention, Intervention/Reentry, and Suppression services. Crime Solutions rates this program "Promising" because it was associated with a significant decrease in the number of calls reporting shots fired and gang-related incidents in the target area, but not on the number of calls reporting vandalism, gang- or nongang-related serious violence incidents, or on attendance levels of elementary, middle, or high schools.

Sources of Funding for Programs

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

Tools and Resources

- **The Foundation Center**
  The Foundation Center provides a suite of fundraising services, trainings, and resources. Different levels of cost are associated with resources from the Center. One that may be of particular interest to service providers working with vulnerable youth is the "Philanthropy News Digest" http://philanthropynewsdigest.org), which is published daily. The audiences that call on the Center's resources include grantseekers, grantmakers, researchers, policymakers, the media, and the general public.

- **Grants.gov**
  Those seeking Federal grants can browse for funding from 26 agencies at this new web portal. The site is the best point of entry for groups seeking Federal grants and offers general information and secure processing of transactions and applications. Users can also sign up for email alerts that will notify them when grant competitions have opened.

- **Inside Philanthropy…Who's Funding What and Why**
  This is an online publication founded by David Callahan, author of the recently published bestselling book "The Givers—Wealth, Power, and Philanthropy in a New Gilded Age." The website is organized around issues, places, blogs, jobs, and a grantfinder guide. Visitors can review preferred areas of interest that include education K–12, higher education, and programs where youth development and programming are often

highlighted. Readers can subscribe for a monthly fee to receive "The Daily Insider" email or sign up for five free articles per month.

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

- **Regional Associations of Grantmakers**
  Those interested in understanding the process involved in raising funds through local community foundations should explore regional associations of grantmakers. No one particular website is dedicated to all regional associations, but these collaborative associations can be found nationwide and are an important resource to explore that may enhance the outreach that otherwise would need to be made to community foundations using a one-by-one strategy.

- **Youth Today Grants Tracking**
  The online version of the newspaper "Youth Today," featuring a listing of available grants for youth-serving organizations.

- **youth.gov**.
  This website connects you to Federal resources that support children and youth during out-of-school hours.

- **Office of Juvenile Justice and Delinquency Prevention Grant Information Page**
  OJJDP, U.S. Department of Justice provides funding to States, territories, localities, and private organizations through block grants and discretionary funding. Block funding, through regular Formula Grants and State Challenge and Prevention money, goes to States and territories. Juvenile Justice specialists administer funding through subgrants to States and localities. Discretionary funding is awarded through competitive peer review.

  OJJDP follows a planning process to assist with decisions for program priorities and funding opportunities.

- **U.S. Department of Education—Grant Information Page**
  This site provides basic, introductory information on how to obtain grants from the Department, as well as information on contracting procedures for product and services procurements. This site also will provide both background and status information for ongoing Department procurements, so that potential bidders can easily access and download all relevant contract and standards documents.

- **The Chronicle of Philanthropy**
  This is a monthly publication that requires a subscription and covers trends in philanthropy, recently funded projects across several sectors including youth development services and research, and highlights trends within the philanthropic community.

Aftercare for Indiana Through Mentoring (AIM)
Indianapolis, Indiana

www.neglected-delinquent.org

Introduction

The Mentoring Toolkit 2.0 was developed by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) through a contract from the U.S. Department of Education. Its purpose is to provide information, program descriptions, and links to important resources that can assist juvenile correctional facilities and other organizations to design effective mentoring programs for youth who are neglected or delinquent, particularly those who are incarcerated.

Offender reentry has become a serious public policy issue for the juvenile justice system. According to the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Census of Juveniles in Residential Placement, almost 36,000 juvenile offenders were committed to correctional facilities nationally in 2013. (https://www.ojjdp.gov/ojstatbb/ezacjrp) In Indiana, nearly 950 youth were committed to the Indiana Department of Corrections. Almost all of these youth will return to their home communities before they turn 21. Unfortunately, most communities are not organized to facilitate effective transitions from incarceration to productive member of society, and the number of obstacles to successful reentry is high. Many of the obstacles to effective reentry are factors that contributed to involvement in crime in the first place, and for which the offenders may not be receiving treatment while incarcerated.

Aftercare for Indiana Through Mentoring's (AIM) mission is to support Indiana's incarcerated youth in making the transition from corrections to community through healthy relationships with adult mentors. The AIM team is a diverse mix of dedicated adult volunteers and AmeriCorps members. The mentors provide a variety of reentry supports to incarcerated youth returning to their home communities throughout Indiana.

The mentors provide effective role models and use methods that target the unique needs of these youths. The mentors strive to inspire purpose, motivation and direction for as long as the youths are receptive to help. AIM focuses on life skills, and assist the youth in moving toward success by engaging local community resources and service providers. AIM seeks to inspire the youth to pursue successful and productive futures where they reach their potential, through self-development and the use of community resources.

Program Model

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

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

Further, AIM adopted the tenets of Altschuler and Armstrong's model,[1] which stresses the importance of a comprehensive response to the five most significant needs of juvenile offenders returning to the community from incarceration: substance abuse, emotional stability, family problems, school problems, and intellectual impairment.

Mentors can inspire and guide people to pursue successful and productive futures, reaching their potential through positive relationships and utilization of community resources.

The AIM program recognizes that planning for reentry and the necessary supports should be individualized and should involve the following critical elements:

- Participation of all individuals and agencies, the institution, and the community that will play a role in designing and/or supervising the aftercare activities of the targeted youth.
- Development of a master plan that guides the intervention strategies used with the youth while he or she is in the institution and later in the community.
- Steps to facilitate easing the reentry experience by using specialized techniques such as transitional cottages and halfway houses.
- Monitoring the implementation of the aftercare plan to ensure adherence to the guidelines..

Aftercare for Indiana Through Mentoring (AIM)

Key Obstacles to Reentry

- **EMPLOYMENT**—A well-known obstacle to effective reentry is the difficulty that offenders, including juvenile offenders, face in obtaining employment. Sustaining employment is associated with lower levels of recidivism. Many offenders have poor work records and employment gaps, if they have any employment history at all. They lack the education and skills for most jobs and have inadequate work attitudes and habits. The likelihood of finding meaningful employment for a livable wage is further reduced by the fact that they now have a criminal record. The relationship between unemployment and crime has been clearly demonstrated—people are less likely to commit crimes when they are gainfully employed.[2]

- **EDUCATION**—Educational programming and ultimately student success can be an obstacle to effective reentry, especially for youth in the juvenile justice system. Although obtaining a high school diploma or GED is a basic requirement for obtaining the type of employment that enables a person to support a family, many youth function well below their age-appropriate grade level in school, and a significant number are functionally illiterate. Federal law mandates that youth with disabilities receive a structured and appropriate transition to local schools, but many still fall through the cracks.[3]

AIM's Role in Addressing Obstacles

Much of what is needed to address the common obstacles of reentry/aftercare services for juvenile offenders is already in place in the community. Local communities have developed good resources to prepare at-risk youth for employment, and many of Indiana's school districts developed resources to address the needs of troubled youth in their local school systems.

Services are currently available from a wide variety of agencies throughout the state for youth who have been released from correctional facilities. In order to provide the most effective reentry given limited funding, the best strategy is not to develop more services, but rather to facilitate connections between the current service providers and the youth.

This is where AIM is able to best contribute to the reentry of youth leaving correctional settings. AIM assesses the needs of juvenile offenders before they are released from Indiana Department of Correction (IDOC) facilities. They then connect youth with community agencies that will provide services that will effectively meet their needs. Importantly, rather than duplicating services already available, AIM makes connections between youth in need of support to turn their lives around and programs in the community that have been vetted to ensure the services are effective for the population . Establishing these connections is crucial for successful juvenile reentry programs.

Outcomes and Data

AIM mentors worked with 966 youth over a 1-year time frame. An evaluation on these youth found:

- 59.2 percent of the youths in AIM were enrolled in school within 30 days after their release.
- 31 percent of youth working with AIM while incarcerated, but not working with mentors after their release, were re-incarcerated within 1 year after their release.
- 22 percent of youth working with AIM while incarcerated and then participating with mentors after their release, were reincarcerated within 1 year after release.

This represents a 29 percent reduction in the likelihood of reincarceration compared to those not served by AIM after release, and is below the national average of 25 percent returning to incarceration within 1 year after release from a juvenile correctional facility.[4]

Figure 1. Rates of Reincarceration Within 1 Year
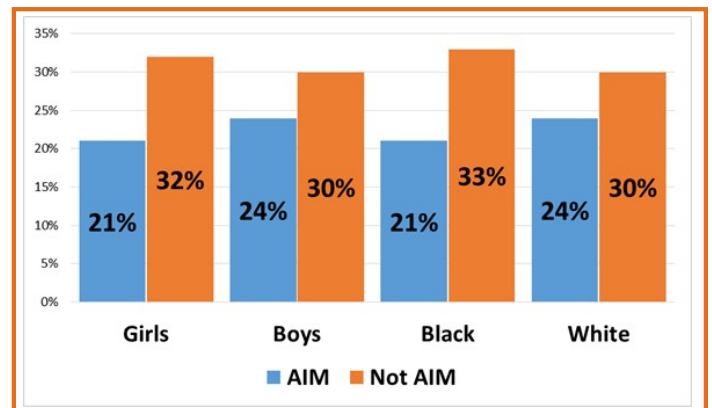
These numbers suggest that the AIM model, if implemented with fidelity, can affect the Disproportionate Minority Contact problem that is so prevalent in the juvenile justice system.

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![Boys to Men Arizona logo - www.neglected-delinquent.org]

Boys to Men Arizona

The mission of Boys to Men Arizona (mentoring program) is to guide boys aged 13–17 through their crucial teen years toward a healthy manhood. The nonprofit, nonsectarian organization accomplishes its mission through the provision of mentoring and modeling designed to help the boys and young men who participate learn integrity, accountability, compassion, and respect.[1] The Boys to Men Arizona community is part of a larger network of Boys to Men communities found nationally and internationally. Founded in 1996 in San Diego by Herb Sigurdson, Joe Sigurdson, and Craig McClain, Boys to Men affiliates can now be found in 13 communities across the United States and in 8 communities abroad.[2] As each new community has formed, it has chosen its own populations of focus or interest. Where some communities have chosen to serve young men with Asperger's syndrome, others have chosen to serve young men in or at risk for involvement in the juvenile justice system. It is this latter focus, young men in or at risk for involvement in the juvenile justice system among other populations that Boys to Men Arizona has chosen to serve.

The Boys to Men Arizona program model is based on Zimmerman and Coyle's (2009) publication, *The Way of Council*. Council is a method of communication that promotes compassionate listening, honest conversation, and connectedness.[3] Further, the program draws upon Gestalt therapeutic approaches, positivist psychology, nonviolent communication (NVC), motivational interviewing techniques, and active pedagogy. There are several components of the Boys to Men Arizona community. These components include the Rites of Passage adventure weekend experience, bimonthly community-based mentoring activities and wilderness outings, and weekly site-based mentoring programs. Boys and young men served by the program can move seamlessly between the different components.

All components of Boys to Men Arizona employ group mentoring. Group rather than one-on-one mentoring is used to foster connection among the entire community of participating boys, young men, and mentors. Interacting with the community as a whole provides the young men with opportunities to exercise empathy and develop communication skills. All boys, young men, and mentors alike learn about and regularly apply the three critical program norms. These norms include (1) maintaining strict confidentiality with the exceptions required of mandatory court reporters (i.e., if a youth is a danger to himself or others, is experiencing suicidal ideation, or has experienced neglect or abuse); (2) refraining from cross talk so that everyone is truly heard; and (3) respecting the brotherhood by building and lifting each other up through the use of positive and encouraging dialogue.

Site-Based Mentoring at the Arizona Substance Treatment Education Program

A key feature of Boys to Men Arizona's site-based mentoring programs is that they are integrated into and seen as a part of the larger programming offered at the site. This integration requires the inclusion of current and/or retired staff members who represent the institutional norms of the school or facility. This requirement promotes buy in from the site as well as continuity for the boys and young men who participate. Among the site-based mentoring programs is the Arizona Substance Treatment Education Program (ASTEP) housed within Yavapai County Juvenile Detention Center. ASTEP is a 6-week inpatient treatment program for young men who are on probation and who have experienced challenges with substance abuse. The highly structured program is a collaboration between the West Yavapai and Spectrum Healthcare Clinics and the courts.[4] For the duration of the ASTEP program, Boys to Men Arizona offers weekly 1-hour mentoring sessions. These mentoring sessions are led by the Boys to Men Arizona Executive Director; a highly trained Boys to Men Arizona mentor and board member; and a retired Yavapai County detention officer.

Consistent with the suggestions contained in the *Advice From the Field: Critical Elements for a Successful Mentoring Program for Incarcerated Youth* section of the NDTAC Mentoring Toolkit 2.0, Boys to Men Arizona matches young men in the ASTEP program with mentors while they are residing in inpatient treatment. Further, through a hierarchical structure of more seasoned staff and mentors who exhibit leadership skills and can provide critical feedback to newer mentors, supportive and constructive supervision and support is provided to program mentors. Finally, as shown in the program description that follows, Boys to Men Arizona embeds goal setting into the program and includes mentoring in the transition and reentry plans for the boys and young men they serve.

The 6-week site-based mentoring component at the ASTEP program follows a predictable rhythm.

1. During the initial session, the focus is on team building and getting to know one another.
   - The mentors begin by having all participants sit in circle, share their name, and engage in a check-in activity (e.g., what is your favorite superhero and why).
   - The purpose of the check-in activity is to break the ice and allow the mentors to gauge the overall state of the group.

- A second question is then introduced encouraging the young men to share at a deeper level.
  - At this time questions—such as what is your big dream, where do you see yourself in 10 years, what do you want your friends to say about you in the future, and what kind of family do you want to have when you are older—are posed.
  - The hope is that the young men can see beyond their current diagnoses, grades, charges, or other challenging life circumstances.
2. During the second and subsequent sessions, the focus widens to include the hurdles young men perceive to achieving their dreams and possible strategies for overcoming those hurdles.

As Executive Director Charles Matheus explains, the goal of these sessions is to create a space where the young men are attached to achieving their desired outcomes and realizing their dreams.

Although the ASTEP program serves young men on probation and is housed in a juvenile detention facility, the young men are given the opportunity to leave the facility to participate in community-based programming and engage in service activities. This includes the aforementioned Rites of Passage adventure weekend experience and bimonthly community-based mentoring activities and wilderness outings facilitated by Boys to Men Arizona. Mentoring is an essential part of each of these program components. In addition to the site-based mentoring, participating in these community-based components ensures that boys and young men in the ASTEP program receive mentoring and are supported during the preparation for and transition from the inpatient treatment program to the community.

Mentor Training: How to Be Better Young Men

Special attention has been paid to the development of their mentor training. As it continues to evolve, a unique structure has become their standard practice. Prospective mentors and interested community members (i.e., fathers, uncles, grandfathers, educators, businessmen, etc.) are invited to attend weekend experiences where they learn about engaging in effective mentoring practices, providing trauma-informed care, and developing multicultural awareness. They learn that the role of a mentor is to listen, accept, and encourage while refraining from trying to **f**ix, **r**escue, **a**dvise, or **p**roject—a term Boys to Men Arizona has coined as "FRAPing." Additionally, prospective mentors and interested community members are exposed to the previously referenced approaches of Gestalt therapy, positivist psychology, NVC, motivational interviewing, and active pedagogy upon which the program is based. Perhaps most importantly, participants learn the importance of continually becoming more self-aware, striving to be the best version of themselves, and modeling the behavior the participants hope to encourage. These training topics are in direct alignment with the elements of comprehensive mentor training recommendations found within the *Designing Effective Mentoring*

Programs for Neglected and Delinquent Youth section of the NDTAC Mentoring Toolkit 2.0.

Evaluation

At the onset of the very first Boys to Men activity 2 decades ago, the founders had the foresight to build in an evaluation component. Working with a consultant, they designed a plan to assess the long-term effects of the program on the boys and young men who participated. Twelve years after their involvement, the young men were asked to reflect upon how participation had affected their lives.

These alumni reported that Boys to Men made a difference in a number of ways:
- made it less likely they would engage in crime
- better equipped them for handling stress
- provided them with insight into the feelings of others
- showed them how to be more accountable
- improved their outlook on life
- helped them to solve problems
- improved their social values and skills
- helped them feel good about themselves

The alumni also reported because of Boys to Men they were:
- less likely to abuse drugs or alcohol
- better fathers
- more responsible, communicative, and compassionate
- more honest with themselves
- better at decision making
- better able to cope with anger
- better at respecting themselves and others
- better prepared to develop greater trust and understanding of others, and having stronger relationships

Finally, all young men reported that participation in Boys to Men had helped them become better men.[5]

Contact Information:

The program highlight was created based on an interview with Charles Matheus, Executive Director, Boys to Men Arizona. For more information please contact:

charles@boystomenaz.org
https://boystomenaz.org/
http://boystomen.org/

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Texas Juvenile Justice Department Mentoring Program

For nearly 20 years, the Texas Juvenile Justice Department (TJJD) has operated a mentoring program for youth in its custody. Because many similar programs around the United States have found it difficult to sustain mentoring programs for this population, it is remarkable that the TJJD mentoring program has continued to thrive and to show positive impact.

Program Description

Youth are eligible to participate in mentoring while they are incarcerated in a TJJD facility or in a halfway house. They are also eligible to participate in mentoring while on parole. Further, as youth transition from one type of custody to another, it is possible for them to continue to receive mentoring support. There are a variety of different structures to the mentoring services available at TJJD. Mentoring in this program has traditionally meant one-on-one mentoring by an adult volunteer. Mentors are expected to provide 4–8 hours of face-to-face contact per month for a minimum of 6 months. Mentors are asked to "focus on establishing a positive relationship, helping with goal setting, obtaining resources, and increasing a youth's social skills" (TJJD, 2016). The program's theory of change envisions that mentoring matters for these youth in the following way:

Trusting, supportive relationship with an adult	→	Youth discover his/her strengths and develops/enhances self-confidence

Youth are referred to the program by a caseworker, the Community Relations Coordinator at their facility, or another TJJD staff person. Youth may also request to participate in mentoring. Consistent with best practices for mentoring programs serving incarcerated youth, this program prioritizes participation for higher risk youth and those likely to be in the program long enough to benefit from a relationship lasting more than 6 months (Jarjoura, 2007). In fact, a recent program evaluation indicates that youth participating in the mentoring program for more than 6 months are more likely to be "determinate-sentence offenders and have high-severity committing offenses" (TJJD, 2016). Participation in mentoring is voluntary and youth who sign up may choose to end their involvement at any time.

Program Practices

Consistent with the *Elements of Effective Practice* (MENTOR, 2015), the TJJD mentoring program has a number of practices in place to recruit, screen, train, and support mentors. The Community Relations Coordinators are primarily responsible for recruiting adult volunteers, but active mentors are also encouraged to participate in recruiting others through word-of-mouth referrals.

New volunteers are required to complete an application and provide references. They must complete background checks for criminal history, fingerprinting, and their driving record. Finally, they must complete an interview with a TJJD staff person. Every new mentor must complete a 3-hour training and orientation, and must sign a confidentiality agreement.

To prepare adult volunteers for their role, mentor training focuses on understanding adolescent development; catering to the learning styles of adolescents; developing critical communication skills; and providing suggestions for ways to spend time together with mentees. In addition to the required initial training, each mentor is expected to participate (either in person or by phone/videoconference) in at least two mentor mixers each calendar year. The mentor mixers offer an opportunity to interact with other mentors while also receiving additional training on topics important for those mentoring youth imvolved in the justice system.

The Different Forms of Mentoring

It is noteworthy that over the years the TJJD mentoring program has expanded to offer a number of different types of mentoring options. In addition to the traditional one-on-one mentoring program, they also offer the following options:

- The Faith Mentoring program enables youth to focus on their own personal spiritual growth along with the other intended outcomes of the mentoring relationship. Faith mentors receive specialized training on the scope of faith mentoring and the strict restrictions against proselytizing. This mentoring option now accounts for nearly half of all youth participating in the program. This option is likely attractive for adult volunteers who seek to work with incarcerated youth as part of prison ministry programs.

- The Sponsorship Mentoring program pairs youth with 12-step program sponsors addressing substance use disorders. This type is a very small part of the overall mentoring program, with fewer than 10 youth participating per year.

- The Group Mentoring program provides more youth an option to engage with adult mentors. A brand new option launched in 2016, called "Mentoring Circles," and was designed to expand the number of youth who are able to participate with adult mentors. Using a ratio of one adult to three youth—either one adult working with a group of three youth or two adults working together with a group of six youth—mentors are provided with specialized training on group facilitation that lays out a recommended structure for conducting the mentoring circles. Mentors are encouraged to allocate time for the group to share how things are going, and also to set aside time for curriculum that is either values based or skills based. There are also Faith-Based Circles.

Texas Juvenile Justice Department Mentoring Program

TJJD reached out to National Mentoring Partnership (MENTOR) for assistance in the design of their *Mentoring Circles* program. They were able to take advantage of the services of an expert consultant assigned through the National Mentoring Resource Center. This is a free resource for all youth mentoring programs.
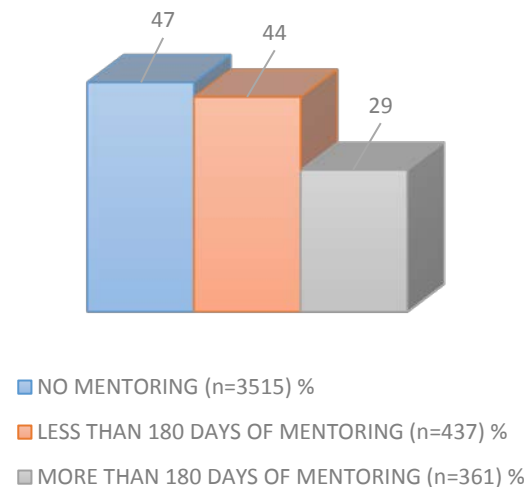
An Evidence-Based Model

The TJJD mentoring program is a mature program reflective of sustained leadership over its history, an organizational commitment to mentoring excellence and positive youth outcomes, and a commitment to ongoing program evaluation and continuous quality improvement. Since the program began, the research division of TJJD has conducted regular analyses of program outcomes, comparing the youth in the mentoring program to all other youth in the correctional facilities. A number of results stand out from the evaluations:

- Between 2007 and 2015, there was a complete overhaul of the Texas Juvenile Justice Department, in which they went from 15 high secure correctional facilities (each with hundreds of youth), down to 5 facilities. The juvenile correctional population was cut drastically because of the changes in the laws. This led to several years of declining numbers of youth in the mentoring program. The number of participants substantially increased in FY 2015. This success in sustaining the program in the context of reduced numbers of youth to serve is noteworthy during a time when many mentoring programs for youth in custody are struggling to find the resources to continue.
- More than half of the mentoring participants take part in mentoring while confined in high-security facilities. This is an impressive indication of commitment to serving the youth who are at highest risk even under the most challenging circumstances related to security within the facilities.
- About 40 percent of those participating in mentoring do so while housed in halfway houses. As mentoring has been shown to be critical for success upon reentry (Jarjoura, 2007), it is important that TJJD supports mentoring in these facilities. A challenge of serving youth in halfway houses is the shorter length of stay. This has apparently contributed to shorter mentoring relationships (i.e., less than 6 months in duration) within these settings.
- About 10 percent of the youth being mentored participate while on parole.
- Historically, the average length of mentoring relationships has been about 9 months. The average length of mentoring has been a bit longer for those in faith mentoring. In the most recent period in which results are available, the average length of the mentoring relationships has been somewhat lower. This change is of concern, and attention will be focused on turning this around in the near future.

- Compared with youth in TJJD facilities who are not participating in mentoring, those who are matched with a mentor have better outcomes. For instance, in FY 2014, 36 percent of those who participated in mentoring were rearrested within 1 year after release, compared to 47 percent of those who were not participating. Keeping in mind that most of the mentoring is taking place before the youth is released, it appears that mentoring sets up the youth for success.

One-Year Rearrest Rates (FY 2014)

47   44   29

- NO MENTORING (n=3515) %
- LESS THAN 180 DAYS OF MENTORING (n=437) %
- MORE THAN 180 DAYS OF MENTORING (n=361) %

- The length of mentoring is important. For those participating in mentoring for more than 6 months, only 29 percent were rearrested within 1 year after release, compared with 44 percent for those with less than 6 months in the mentoring program.
- When examining rearrest rates for violent offenses, there is also a reduced rate for those in mentoring (8 percent versus 12 percent).
- When solely examining 1-year reincarceration rates, there is also a reduced rate for those in mentoring (12 percent versus 15 percent). The differences are larger when we consider the rates of reincarceration over a 3-year period after release. For the cohort of those participating in mentoring in FY 2012, 26 percent had been reincarcerated within 3 years, compared with 37 percent for those who did not participate. Again, it is worth emphasizing that the mentoring that was completed before release is associated with better long-term results. Again here, even lower reincarceration rates were found for those participating in mentoring for longer than 6 months.
- There are also differences in positive educational outcomes for those taking part in the mentoring program. Among those youth who were old enough to earn a GED or high school diploma within 90 days of release from TJJD facilities, only 45 percent of the youth actually reached this milestone in FY 2014. Yet, among those participating in mentoring, 56 percent achieved this educational outcome, and for those with mentoring relationships over 6 months in length, a full 63 percent completed this goal.

Conclusion

The TJJD mentoring program is a thriving program with almost 20 years of experience in providing high-quality mentoring services to incarcerated youth who are at high risk across the State of Texas. In FY 2015, 409 youth were served, and the program appears to have found a formula that provides a portfolio of mentoring options in a sustainable way. With positive outcomes related to lower rates of recidivism and higher rates of positive educational outcomes, this program offers a model that can inspire other similar programs across the United States.

The information in this profile comes from program evaluation reports produced by TJJD researchers, and from an interview with the director of the TJJD mentoring program, Tammy Holland. For further information on this program, Ms. Holland may be contacted at Tammy.Holland@tjjd.texas.gov.

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FOR MORE INFORMATION

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

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