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THE EFFECTIVENESS OF THE HOLTON YOUTH AND FAMILY CENTER (HYFC)
COMMUNITY INVESTMENT PROGRAM (CIP)

By

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A Professional Project submitted to the Faculty of the Graduate School,
Marquette University,
in Partial Fulfillment of the Requirements for
the Degree of Master in Public Service

Milwaukee, Wisconsin

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ABSTRACT
THE EFFECTIVENESS OF THE HOLTON YOUTH AND FAMILY CENTER'S (HYFC)
COMMUNITY INVESTMENT PROGRAM (CIP)

Tara R. Tompkins, B.A.

Marquette University, 2012

This qualitative study examines Holton Youth and Family Center Community Investment Program in Milwaukee, Wisconsin. The Community Investment Program uses intensive mentoring as a way to prevent young people from choosing a life of crime and/or to interrupt the path of crime for youth involved in negative activity. Based on mentor/mentee interviews, the findings indicate that the program has had an overall positive impact on the mentee participants in the areas of academic participation, skills and interest development, improved parental relationships and feelings of self-worth.

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Tara R. Tompkins, B.A.

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The Effectiveness of the Holton Youth and Family Center (HYFC)

Community Investment Program (CIP)

Youth violence has reached a critical point in Milwaukee, both within the context of the schools and the larger community. The *Milwaukee Journal-Sentinel* routinely reports on incidents related to gang violence, school fights and children injured or killed by violence in their neighborhoods. The ongoing problem of youth violence demands effective prevention interventions.

One way to address youth violence is by implementing evidence-based violence prevention programs that target youth living in high-risk urban areas. There are more than 5,000 mentoring programs throughout the United States that serve an estimated three million youth (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011). Such programs help youth develop socially and emotionally as mentoring enables youth to have positive relationships with adults, express their feelings and relate to their peers. Poverty, disintegrating families and communities, prevalence of gangs, drugs and alcohol, and other factors can debilitate a child's social development, accounting for the high levels of youth violence. That does not mean, however, a young person in such a detrimental environment will become an offender (Center for Disease Control, 2012). Fortunately, mentoring programs have demonstrated positive outcomes for preventing youth violence. By reducing factors that place youth at risk for violence increases the likelihood of strengthening protective factors that can be achieved through mentoring programs.

Literature Review

Historical Development of Mentoring Programs

Historically, mentoring programs primarily focused on hobbies or careers. The roots of the child mentoring movement date back to the late 19th century, when mentors were considered “friendly visitors” serving as role models to poor children (Grossman & Garry, 1997).

Mentoring programs in the United States have evolved, reflecting concern among government and public officials about the negative outcomes for youth who grow up under disadvantaged conditions. As a result, there has been a shift in the philosophical orientation of practitioners and researchers from crime prevention to an emphasis on positive youth development, which fits neatly into the notion of upward mobility.

Fundamentals of Mentoring Programs

In 2002, Dubois published a meta-analytic synthesis of findings stemming from evaluations of 55 youth mentoring programs in 1998. The findings indicate that, on average, youth who participate in mentoring programs significantly benefit with regard to five domains, including: 1) emotional well-being; 2) problem/high-risk behavior; 3) social competence; 4) academic/educational performance; and 5) career/employment (Jackson, 2002).

As the number of children who lack positive role models and engage in increased delinquent behavior grows, so does the need for interactive intervention. Mentoring programs that focus on reducing maladjustment behaviors provide alternatives to positive adult attention that is often lacking in disadvantaged neighborhoods. Most mentoring programs differ in duration, type and the mentoring relationship; however, there is general agreement that mentoring should be a helping relationship. There are some instances when mentoring relationships need to be more intense, lasting for a longer period in order to direct the adolescent

to self-awareness and the ability to develop in other areas. Programs offering mentoring often focus on fundamental behaviors, such as attentive listening, coaching and educating about alternative problem solving while modeling alternative behavior standards (Jackson, 2002).

Payne et al. (1995) found that a mentoring program in Seattle effectively reduced internalizing and externalizing behavior in maladjusted youth. Mentoring programs also have demonstrated that adolescents engaging in self-destructive behaviors benefit from increased self-esteem. Grossman and Rhodes found that the longer the relationship lasts between mentor and mentee, the more positive the outcomes; however, those relationships ending before six months have a negative impact on outcomes. These findings have been instrumental in promoting close, long-lasting mentoring relationships (Cavell, Elledge, Faith, Hughes, & Malcolm, 2009).

Components of the Mentoring Relationship

Mentor/Mentee Relationship

The foundation of a mentoring relationship depends on the ability of the mentor and mentee to forge a solid, mutual connection that fosters trust and empathy. In order for this connection to take place, the mentor and mentee need to spend time together over a significant period. For example, a study conducted by Big Brothers Big Sisters of America (BBBSA) found that positive youth outcomes result when relationships between the mentor and mentee last over a longer period (DuBois & Rhodes, 2008). Consistent and frequent interactions between the mentor and mentee create many opportunities for collaboration and engagement, which promote positive emotional, social and academic development of youth. Frequent interactions also make it possible for the mentor to assist the mentee in instances where something important was taking place, such as having an argument with a parent prior to visiting with their mentor or receiving a low grade in school. A mentor is able to intervene because he/she understands the mentee's

strengths, weaknesses and challenges (Spencer, 2006). While frequent interaction is a key aspect of the mentor/mentee relationship, the duration of the relations is equally important.

As mentioned, youth relationships lasting only six months often offer no clear benefits. For example, research has found that outcomes were more favorable when a mentee feels supported and the relationship has had some degree of structure with the mentor. In general, a mentor with close ties to the mentee is more flexible and emphasizes the youth's interests and preferences instead of focusing predominantly on personal expectations for the relationship (Langhout, Rhodes & Osborne, 2004).

In addition to building strong connections, there must be a mutual commitment and emotional involvement between the mentor and mentee; this ultimately allows the adult to play a more significant role in the adolescent's life. When there is emotional involvement, his/her empathy develops. The empathetic perspective of the mentor and his/her ability to understand the difficulties of the mentee is related to his/her relational and social contexts. As the mentor and mentee get to know each other, the mentor has a better understanding of the mentee's realities and obstacles (Spencer, 2006).

In turn, if the mentor is able to understand the difficulties facing the mentee, the mentor can break down social divides, helping the mentee reach his/her full potential. When a mentor understands the significant challenges of the mentee, as well as knows the mentee's strengths, the mentor can assist in ways that help the mentee grow (Spencer, 2006).

Parental Relationship

The parental role in the mentoring process is largely underrepresented. If the mentor is able to understand what motivates parents for wanting their child to participate in a mentoring program, it can provide program staff direction in their efforts to match the family effectively

with a mentor and provide meaningful support. If, however, the relationship expectations between the mentor and parents are mismatched, it may impede collaboration between them (Spencer, Basualdo-Delmonico & Lewis, 2011).

Keller's youth mentoring relationship model suggests that developing some type of relationship connection between the parents and mentor is just as important as the quality of the relationship since it can influence the parental role in the mentoring process. Parents who are able to form friendly relationships with their child's mentor tend to work more collaboratively and are more supportive of the mentoring relationship. When the relationship between the parents and mentor is distant, the parents rely on their child's experiences and level of satisfaction. In such cases, parents who sense that the relationship is deteriorating or harmful to their child will step in and take action (Spencer et al., 2011).

While collaboration between parents and the mentor can be beneficial, it can create problems for the parents who want significant personal connection and mentoring programs that encourage more distance (Garringer & Jucovy, 2007). A study conducted by Spencer et al. (2011) revealed that if parents are able to form some type of collaborative relationship with their child's mentor, they feel better about the relationship. When a lack of personal connection heightens parents' concerns, their satisfaction with the relationship often diminishes. Over-involvement of parents (interfering) in the mentor/youth relationship can overshadow the importance and potential benefits of fostering a strong collaborative relationship between parents and mentors.

Improvements in parental perceptions of the mentoring relationship are important but are not the sole determinant of positive changes that occur when an adolescent has a mentor. According to Rhodes, Grossman & Resch (2000), improved parental relationships, scholastic

competence, grades and the importance of school and attendance also resulted from the mentoring relationship. These findings suggest that a mentor can influence cognitive and behavioral outcomes regarding a mentee's approach to school through role modeling, tutoring and encouragement. Previous research on overall self-worth is also associated with positive perceptions of scholastic competence. Indeed, academics play an important role in a mentee's overall well-being.

The Impact of Having a Mentor

Academic Participation

Positive changes regarding conceptions of other relationships may also facilitate an adolescent's capacity to use a mentor as a role model, thereby deriving other cognitive and emotional benefits. By conveying messages regarding the value of school and serving as a tangible model of success, the mentor may stimulate an adolescent to improve attitudes toward school achievement, perceived academic competence and social performance, as well as beliefs about the relationship between educational attainment and future occupational opportunities. To the extent that an adolescent begins to place greater value on school as an important context for attaining future goals, he/she is expected to achieve academically and behaviorally.

Additionally, the mentor is thought to enhance an adolescent's self-concept, which is related to increased positive perceptions of scholastic competence, school-related achievement and behavioral outcomes (Rhodes et al., 2000).

McPartland and Nettles (1991) evaluated middle school students involved in Project Raise in Baltimore, which provides high-risk youth with advocates and mentors who seek to improve academic progress. Comparing these students with middle school students not participating in Project Raise, researchers found that school absence rates were 3 percent lower

among the mentored students. Furthermore, results from Tierney et al.'s (1995) BBBSA study revealed that mentors were effective in positively influencing academic achievement. Youth involved in eight of the BBBS programs were less likely to skip classes or days of school. These youth also felt more confident in their ability to complete their schoolwork. Mentoring programs with well-established foundations may also increase the likelihood of increased academic achievement. Positive, consistent, one-on-one attention from an adult mentor can help reduce some of the academic dangers such as dropping out of school, suspension and expulsion encountered by at-risk youth (Thompson & Kelly-Vance, 2001).

Skills/Interest Development

Another benefit of having a mentor is the impact on the development of skills and interests. A mentor may also contribute to a youth's current and future identity development by serving as a role model and advocate. Markus & Nurius (1989) use the term "possible selves" to describe what an individual might become, would like to become and fear becoming. Such possibilities, can inform current decisions and behaviors based on the youth's observations and comparisons to adults they know. Youth who are from lower-income backgrounds often have limited contact with positive role models besides immediate family members and perceive that their chances of being successful are limited. This is similar to Cooley's "looking-glass self"—wherein young people form self-opinions by mirroring significant people in their lives. These integrated opinions then become part of one's sense of self (Rhodes, Spencer, Keller, Liang & Noam, 2006).

Feelings of Self-worth

Mentoring also nurtures the social and emotional development of youth. For example, according to Harter (1988), adolescents determine global self-worth based on their self-

evaluation of whether they are competent in activities that are important to them and how they perceive acceptance, support and regard for significant others. As positive appraisal from a mentor is incorporated into the youth's sense of self, the youth's thoughts about how parents, peers and teachers see him/her are modified. The mentoring relationship may provide opportunities for the youth to escape life's daily stressors, correct emotional experiences that may help improve other relationships, and provide assistance with emotional regulation. According to recent research on social support, companionship is a distinct aspect of supportive relationships (Rhodes et al., 2006).

Other forms of social support during times of distress include the desire to share in enjoyable interactions, such as leisure activities, and to share life stories and spontaneous activities. For some youth, mentoring provides positive social relationships resulting in improvements in other important relationships. If a mentor offers genuine care and support, he/she can challenge negative perceptions that the mentee may have toward the mentor or regarding other relationships with adults. As a result, the mentoring relationship becomes a corrective experience for those youth who are experiencing unsatisfactory relationships with their parents or who have negative views about themselves (Rhodes et al., 2006).

The potential to modify a youth's perceptions of other relationships is hypothesized in Bowlby's attachment theory. The theory suggests that a child seeks a caregiver's comfort and protection in times of distress. When a mentor has the ability to demonstrate a sensitive response, distress is alleviated. Through frequent interactions, the mentee is then able to construct representations regarding the reliability of care based on the attachment figure and his/her ability to elicit care and show support in times of need. A mentor who is effective in helping the mentee feel worthy of care and support occurs when the mentor is sensitive and

consistent in his/her relationship with the youth. The youth is more likely to seek emotional support during stressful times, thereby buffering the effects of a negative environment. When a mentor is able to utilize his/her relationship for teaching opportunities, it may enhance the mentee's social competence. By doing so, the mentor helps the mentee to expand his/her social network, thereby constructing close and supportive ties (Rhodes et al., 2006).

Criminal Behavior

A final benefit of having a mentor is the effect on criminal behavior. Youth who spend time with caring adults while living in high-risk environments are the least likely to be negatively influenced by the environment during their development (Blinn-Pike, 2007). In the context of criminal justice, mentoring is viewed as having the potential to reduce offending by influencing a youth to leave a gang, improve his/her educational outlook and gain employment.

There are other areas through which mentoring can affect crime. First, by providing the mentee assistance, the mentor can reduce the likelihood of offending. This assistance can range from helping the mentee fill out a job application, to acting as a positive role model who might otherwise be unavailable to at-risk youth because of the youth's family or social background.

Second, the attachment or social bond that is formed between the mentor and mentee might also have an effect on crime. According to Hirschi (1969), the social bonds between mentor and mentee act as a crime deterrent because the mentee considers the mentor's relationship prior to committing a crime. The mentee who does commit crime, risks the disapproval or the loss of a mentor. Mentoring programs in which mentors are able to have strong emotional relationships are important for reducing criminal activity (Blinn-Pike, 2007).

Lastly, mentoring can also reduce crime through the reduction of opportunities to participate in criminal acts. Meeting regularly for a long period with the mentee provides less time for the mentee to offend and prevents the youth from spending time with delinquent friends. (Sullivan & Jolliffe, 2012).

Methodology

Program Overview

The Holton Youth and Family Center (HYFC) Community Investment Program (CIP) aims to prevent young people from choosing a life of crime and/or to interrupt the path of crime for youth already involved in negative activity. Through one-on-one mentoring, regular meetings with law enforcement, participation in HYFC programming, participating in community service and other court-ordered activities when applicable, HYFC strives to reduce recidivism, keep juveniles out of the criminal justice system and increase knowledge among youth about the impact of crime on the community.

Once a young person is admitted into the CIP, he/she participates in an initial intake meeting with the HYFC case manager. Along with the youth's parent, attorney and social worker (when applicable), the case manager creates a youth investment plan. The plan includes individual goals, mandatory activities to meet the goals and a timeframe for activity completion. After developing the youth investment plan, the case manager passes the case on to one of the HYFC's lead mentors, who works with the youth to achieve the plan's goals. On a weekly basis, the case manager and lead mentors review all active CIP cases to monitor progress. In cases where the young person is not making progress, the timeframe for completing activities is reassessed. In extreme instances, when the mentee is not compliant with the youth investment

plan he/she will be terminated. Upon completing his/her youth investment plan, the youth meets with the HYFC case manager for a final assessment. The participant subsequently receives a certificate for completing the CIP. HYFC staff continue contact with the young person for at least the first three months after completion of the program.

Research Question

The foundation of this study is based on the ecological systems theory, a model of human development that emphasizes an individual who actively influences, interprets and is influenced by environmental cues; understands underlying developmental processes; and is attuned to the inter-relationships among multiple contexts in which the developing person interacts. Often times, ecological systems theory is used to focus on variations among individuals who differ in life circumstances and characteristics (DuBois & Karcher, 2005).

The success of mentoring programs has been proven throughout several research studies. Findings indicate that mentors have a positive impact, improving participation in academic programming (grades/attendance), skills/interests development and parental relationships, while helping reduce criminal behaviors, and increase feelings of self-worth. Although surveys could be used for this study to provide a broader picture in determining the impact mentoring has on delinquent behavior, in-depth interviews provide more valuable insight for understanding the significance of mentoring. To that end, the research question is:

Does HYFC CIP have a positive impact on academic participation, skills and interest development, feelings of self-worth and criminal behavior of at-risk inner-city youth living in Milwaukee?

Analysis

The sample size for this study was small by design in order to gain an in-depth understanding of the HYFC CIP's effectiveness. Information was gathered by conducting interviews and content analysis of youth investment plans and mentor contact notes, which offered a sense of progress made through the program. External validity for this study is low because of the relatively small sample size; however, the construct validity is high due to the generalizations that can be made about the mentoring program.

Participants

The study focused on 11 people: four mentors- (three male and one female) and seven mentees- (four males and three females) ages 12-17. The mentor and mentees described herein are African American. All of the mentee participants were enrolled in the program for either behavioral or social support issues and came from non-traditional families (e.g. single-parent homes with several generations residing together, or homes where grandparents or siblings served as the guardian). The program director assisted the researcher in scheduling mentor interviews and solicited young people to participate. Once a mentee agreed to participate in the study interview, his/her parent or guardian signed a consent form. If the mentee completed the program and was 18 at the time of the interview, he/she was able to sign the consent form. Additionally, the mentors consent forms were obtained prior to the interview. It was made clear to the mentor and mentee participants that the interviews were confidential, and their identities would not be revealed in any publications produced.

The Interviews

Since the purpose of this study was to examine the effectiveness HYFC CIP the interview content focuses on the mentors and mentees. It is important to note that while there were eleven

participants in this study, the findings reflect the most in-depth responses to the researcher's interview questions. After the consent forms were signed and received, an alias was assigned to each participant. First, interviews were conducted with the mentors. The structured, one-hour conversations were designed to encourage the mentors to discuss their feelings and perceptions about the CIP and to obtain information on prior experience of the mentors in direct-service work with youth and compatibility of mentor/mentee pair and frequency of contact. With regard to the mentee interviews, these were also structured conversations. They focused on academic participation, skills and interest development, parental relationships, criminal behavior and feelings of self-worth. In order to gather baseline data on the program, the program director was also interviewed. Questions revolved around recruiting and hiring mentors, the process utilized to match mentors with mentees, mentor training, and expectations regarding the frequency of contact between the mentor and mentee. After each interview was conducted, the interviews were transcribed and analyzed.

Findings

Mentors' Perspectives

Staff Training and Support

The four mentors interviewed were asked about the type of training they received prior to working at the HYFC, and if they received ongoing training and support. Here are their responses.

J. Beckley

I didn't have to train for anything at HYFC. At HYFC, when there are upcoming classes or training, we are notified and are encouraged to attend. I have had previous training on

de-escalation, anger management, first aid, self-defense and enrichment classes (J. Beckley, personal communication, August 2012).

M. Wilson

There is not a lot of training. I have completed a restorative justice three-day course. We do receive notifications for training opportunities. I will usually go or Z. Sanders [a fellow mentor] will attend. It would be nice if we could have more training offered pertaining to how to deal with specific conflicts, conflict resolution, bullying and general conflicts between boys and girls (M. Wilson, personal communication, August 2012).

M. Wilburn

I have not received formal training prior to starting my mentoring relationship at HYFC, but I have been doing case management for over five years. I have received previous training through the district attorney's office, attending conferences and taking college courses. If they (HYFC) do offer additional training, I am not aware of any unless we are notified when relevant conferences are taking place (M. Wilburn, personal communication, August 2012).

Z. Sanders

I had no formal training since starting work with HYFC. We do have team meetings with the entire staff, and one-on-one meetings with the mentors are very helpful. I miss the consistency of having weekly summer meetings; they have been lacking due to the change in our hours of operation. As far as training goes, it would also be nice if training were offered in conflict resolution and dealing with difficult parents (Z. Sanders, personal communication, August 2012).

The importance of providing adequate training and ongoing support from a program perspective is emphasized repeatedly in literature on mentoring. Tierney et al. (1995) concludes that the less structure a mentoring program has, the mentors and mentees are less likely to meet and are therefore less likely to significantly impact the mentee's life. Furthermore, mentors are likely to have differential training and support experiences with the same organization, thus highlighting the importance for program variations in relationship outcomes. The greater the quality of program training and support is perceived, the greater benefits and increased likelihood of relationship continuation. Program training and support are essential in effective mentoring programs. Investing in program training sends the message that the program developers are committed to success (Allen, Eby & Lentz, 2006).

The success of formal mentoring programs depends on the infrastructure and expertise the program brings to the task of creating lasting relationships. Evidence from a meta-analysis of evaluation studies supporting the value of program infrastructure indicates that there is a correlation between a youth mentoring program's effectiveness with empirically and theoretically based practices. Attention in the areas of individual and organizational levels may be attributed to the success of the training initiative known as Building Exemplary Systems for Training Youth Workers (BEST).

Since the mid-1990's, BEST has promoted comprehensive professional development. Establishing partnerships with institutions such as colleges and universities, BEST encourages knowledge sharing and collaboration using resources to train and support youth workers in 15 cities. BEST's central component is strategically delivering a curriculum for youth development known as Advancing Youth Development (AYD), designed for entry-level, direct-service workers; however, a similar curriculum was developed in response to a need for adopting youth

development approaches for organizational policies and supervisors. As a result, program evaluations on the program have revealed statistically significant increases which workers encouraged youth participation, provided opportunities for youth to develop specific competencies and implemented developmentally focused activities. Furthermore, participating organizations increased its commitment to youth and professional development of staff through mentoring, supervision and other training opportunities (Allen et al., 2006).

Staff Qualifications/Education

When it comes to formal education of the HYFC staff, only one of the four mentors interviewed has a four-year degree; however, it is not in human services. In order to understand the qualifications and educational background of the mentors, they were asked if they had received any formal educational training and/or previous work experience. With the absence of formal college-level programs preparing individuals to become mentoring professionals, it is reasonable to assume that the staff members of mentoring programs come from a wide range of educational and occupational backgrounds relevant for providing mentoring services. An unscientific, nationwide review of employment opportunities from Big Brothers Big Sisters of America commonly indicates qualified applicants must have a bachelor's degree in human services (Keller, 2007).

Matching

With regard to pairing mentors with mentees, the mentors were asked if there was a matching process. Their responses include the following.

J. Beckley

There is no matching process. Typically you get assigned the kids, and you do your

research on them. For those kids that I am not familiar with, I keep a more watchful eye on them (J. Beckley, personal communication, August, 2012).

M. Wilson

I get all the girls that come through the CIP, and many of them have school and home issues (M. Wilson, personal communication, August 2012).

Z. Sanders

The mentors get together and put together a plan of attack. I look for similar interests between the mentors and mentees. Sometimes it's just a matter of placement and who can take on another case. It's not always known if there is a common interest between mentor and mentee until the child is placed. If the match doesn't work out, they are placed with someone else (Z. Sanders, personal communication, August 2012).

Similarities such as age, gender, ethnicity, race and mutual interests are frequently recommended when it comes to matching mentors; however, research on the developmental relationship quality of the match when compared to cross-race and same-race matches indicates fewer if any differences in developing relationship quality or positive outcomes. This finding suggests that matching according to race may not be critical for successful mentoring relationships. Although research on matching according to race is not conclusive, it has been suggested that a mentor's skills and common interest between mentor/mentee are more important than matching based on race. Additionally, research has suggested interpersonal skills of mentors should be considered during the matching process. For example, attunement is a characteristic in strong mentor/mentee relationships. Mentors who are either highly or moderately attuned suggest that a mentor's ability to be in tune with others should also be considered in the matching process (MENTOR, 2009).

Parent Contact Frequency

The mentors were asked about their relationship with their mentees' parents, specifically the quality of the relationship and parental involvement. Their responses follow.

J. Beckley

I don't have the best relationship with my mentees' parents. It's tough trying to contact with a lot of the parents, especially because of the center's hours of operation. It's a lot of phone tag, and a lot of time, they (parents) don't want to deal with anything in the evening. I've even tried not being forceful but explaining to the parents the importance of meeting with them once a week. I have popped up at homes unannounced, but that doesn't always go so well (J. Beckley, personal communication, August 2012).

M. Wilburn

Of my current caseload, I have only one mentee whose guardian is actively involved. It used to be in order to get to the parents, you go through the kids; but that's not working (M. Wilburn, personal communication, August 2012).

Z. Sanders

I have a good relationship with five of my mentees' parents (Z. Sanders, personal communication, August, 2012).

Keller's youth mentoring relationship model suggests that developing some type of connection between the parents and mentor is just as important as the quality of the relationship since it can influence the parental role in the mentoring process. Parents who are able to form friendly relationships with their child's mentor tend to work more collaboratively and are more supportive of the mentoring relationship. When the relationship between the parents and mentor is distant, the parents rely on their child's experiences and level of satisfaction. In such cases,

parents who sense that the relationship is deteriorating or harmful to their child often will step in and take action (Spencer et al., 2011).

Mentee Contact Frequency

With regards to mentee contact frequency, here were the mentor responses.

J. Beckley

As of right now, there is no established frequency. Client contact has been tough with the summer program. When school starts back, they will get back to routine. The number of contact hours varies based on the needs of the individual (J. Beckley, personal communication, August 2012).

M. Wilburn

I try to meet once a week with my mentees and every two weeks with the schools or if they (schools) call me. I have a great relationship with the school staff and will do drop-in visits. The school staff knows that if they feel one of my mentees is disrespectful or out of control during school hours, they can always call me (M. Wilburn, personal communication, August 2012).

Z. Sanders

On average, the amount of time has been three months. Often the length of time depends. If the mentor determines that the youth needs six months in the program and when the case is reexamined and the youth has not reached established goals, then the youth may receive more time in the program (Z. Sanders, personal communication, August 2012).

Frequent contact and communication with a mentee's family has a significant impact on developing strong relationships and student performance. An evaluation of Big Brother Big Sisters and Sponsor-A-Scholar program indicates that students whose mentors had frequent

contact had significantly better outcomes than the comparison group with regard to a range of indicators including confidence about school work, fewer absences and better grades.

Consequently, mentors who rarely spoke with their mentees, did not benefit from the program, and may have had a negative effect: academic improvement was lacking and the mentees suffered lower self-esteem. Staff perceived as being highly involved with their mentors missed school less often than those whose mentors had an average or minimal level of involvement. Further, youth who had better GPAs and higher levels of attendance perceived their mentor to have a good relationship with their parents (Rhodes, 2007).

Mentees' Perspectives

Attachment and Trust

For the mentees in this study, attachment and trust were paramount issues regarding their mentor within the context of knowing that he/she would be available whenever they needed them and that he/she was trustworthy. The mentees' comments follow.

A. Otto

I kept my mentor at bay; I didn't trust my mentor at first but after realizing we have gone through similar situations, my mentor knew what I was going through and told me I could talk whenever I needed to. My mentor never judged me, and I appreciated that (A. Otto, personal communication, September 2012).

K. Hillsman

My mentor is very good and pretty easy going. My mentor gives me advice on things that I need to do to get ahead in life. I can talk to my mentor about anything (K. Hillsman, personal communication, September 2012).

T. Cargill

My mentor was intimidating at first. It wasn't until I was able to talk to my mentor that I realized he was cool. I consider him to be a big brother and a good teacher. My mentor understands a lot of the situations that I'm going through and lets me know the benefits and consequences of my actions (T. Cargill, personal communication, September 2012).

M. Sibley

I was able to connect with my mentor the first day I started the program. My mentor knows when I'm having a bad day and when something is wrong. Whenever I'm in trouble, my mentor will do anything to make sure I stay out of trouble and do good in school and get good grades (M. Sibley, personal communication, September 2012).

R. Martin

I have a close bond with my mentor, but I don't feel comfortable sharing my personal feelings (R. Martin, personal communication, September 2012).

Youth are less likely to confide in their mentors in times of stress if they have had past relationships plagued with anger, anxiety, uncertainty and mistrust. For example, mentees who develop unsatisfactory experiences or difficult parental bonds are likely to develop an intense bond with their mentor to fill the void in their social and emotional needs. Mentors who are sensitive and consistent in their relationships may nurture in mentees feelings of worthiness and are effective in attaining it. As a result, these youth are more likely to be more open and solicit emotional support in coping with stressful events, thereby buffering negative environmental effects. Additionally, mentoring relationships characterized by responsive, consistent caregiving also can promote a sense of predictability and stability in mentees' lives (Rhodes et al., 2006).

When a youth knows his/her mentor is a dependable source of support and protection if something goes wrong, the sense of security allows for productive environmental exploration that can lead to the development of competence, skills and knowledge. Strong emotional connections between mentor and mentee foster improved perceptions of closeness and a sense that the mentor has become an influential person in the mentee's life (Deutsh & Spencer, 2009).

Promoting Change

Academics

Mentees were asked how they felt about school and if their mentor helped them improve grades and attendance. Here is what they had to say.

A. Otto

When I started the program, my GPA was 2.8; when I graduated, it was 3.17. I will be a freshman in college this fall (A. Otto, personal communication, September 2012).

K. Hillsman

One tactic my mentor used was when we would walk around the neighborhood and when we would see a homeless person or drug addict, my mentor would say, "Oh you want to be like him/her." That example is what motivated me to stay in school and I finished.

When I started school, my GPA was 1.7, and it is now a 3.5 (K. Hillsman, personal communication, September 2012).

M. Sibley

My mentor helped me to be less confrontational at school by ignoring people who want to cause trouble or to try settling things before things became physical. At the beginning of school, my GPA was 1.0; since starting the program, it is a 3.0 GPA (M. Sibley, personal communication, September 2012).

S. Hinsvark

Math isn't my strongest subject, but my mentor helps me with my homework. I get pointers on how to solve the problems after reviewing them with my mentor and am able to solve the problem and figure out the correct answer (S. Hinsvark, personal communication, September 2012).

Studies show that the interpersonal qualities of the mentoring relationship may contribute to the youth's acquisition and refinement of thinking skills. Educational literature research underscores the social nature of learning. For example, there is a positive correlation between positive perceptions of teacher-student relationships as well as an increase in academic achievement and competence, school engagement, motivation and behavioral adjustment. Similarly, mentoring relationships may directly or indirectly contribute to success in school by reinforcing positive attitudes about school, assisting with projects or homework, and encouraging academic effort (DuBois, et al., 2011)

Skills and Interest

In an effort to gauge if the mentees had developed new skills or interests, they were asked if their mentor had exposed them to any new skills (e.g., drawing, poetry, etc.) Here are some of their responses.

A. Otto

My mentor taught me how to cook. I enjoyed it and was surprised at how fun it was (A. Otto, personal communication, September 2012).

T. Cargill

I was exposed to volunteering. I had never volunteered before. It was a rewarding

experience and helpful to the community (T. Cargill, personal communication, September 2012).

M. Sibley

I had never had my nails done before coming to HYFC. I enjoy having my nails done and I even do my little sister's nails (M. Sibley, personal communication, September 2012).

Based on the mentees' responses, it is clear that by being exposed to new skills, they are able to incorporate them into their lives.

Identity development may be facilitated by the mentoring relationship. The mentees' current and future identities often emerge as a result of observing their mentors, which can inform or influence current decisions and behaviors. In general, mentoring relationships can open doors to resources, interests, activities and educational or employment opportunities through which mentees construct their sense of identity. These are findings on mentoring relationships that point to protective influences on risky behavior and academic outcomes. In fact, mentoring is linked with more positive orientations to the future and higher educational goals (DuBois et al., 2011). In addition to strengthening positive aspirations to the future and higher education goals, mentoring also encourages personal control and autonomy.

Mentors encourage adolescents to exercise personal control and autonomy through leisure activities. By participating in leisure activities, adolescents have opportunities for social differentiation and integration, skill building and identity exploration. According to Waterman (1984), identity is discovered not through introspection but by participating in activities that allow an individual to recognize one's true self. Additionally, cognitive and social skills required to participate in activities carry over into multiple areas of the adolescents' lives. It is

possible that learning new activities or skills is associated with certain social contexts and crowds. For example, school-based extra-curricular activities and course work influences the type of activities he/she will share with their mentor which can last long beyond the mentoring relationship (DuBois & Karcher, 2005).

Parental Relationships

Mentees were asked if the relationship with their parents has changed since starting the program. Here are some of their responses.

K. Hillsman

Although my mentor never met my grandparents, my relationship with them has improved tremendously once showed my mentor showed me how to relate to older generations (K. Hillsman, personal communication, September 2012).

T. Cargill

When my mom came to the center and saw me doing volunteer work, she began to understand why I enjoyed coming here and that I took pride in my neighborhood. By inviting my mom to come to the center at the suggestion of my mentor, she was able to see that I was a responsible person and was finally able to have my privacy at home, which is something me and my mom always argued about (T. Cargill, personal communication, September 2012).

M. Sibley

I would always argue with my mom. My mentor encouraged me to listen to my mom and that has helped me to understand things from her perspective. Since applying this technique, my relationship has improved with my mom (M. Sibley, personal communication, September 2012).

A mentee's ability to benefit from parental support is presumed to be facilitated by the sense of acceptance and support derived from the mentoring relationship. Mentoring relationships are expected to improve adolescents' relationships with their parent or guardian. As a result, the relationship positively influences the mentee's global self-work, academic ability, grades and school attendance (Rhodes, Grossman & Resch, 2000)

Criminal Activity

Of the mentees participating in this study, few revealed if they participated in criminal activity or have had run-ins with law enforcement. When asked about participating in criminal activity and if their mentor has helped them to stay out of trouble, here were some of the responses.

A. Otto

I've had run-ins with the law but nothing too serious. I've been handcuffed and questioned for fighting and curfew violations. I have also been arrested because I fit the description of a robbery suspect and was detained for a few hours. What motivated me to keep from participating in criminal activity is the urge to be different. I have several siblings; the majority of them are either in jail or running the streets. There was a time when I looked up to my brothers, who carried guns and hung out in the streets. But I don't look up to them anymore (A. Otto, personal communication, September 2012).

K. Hillsman

I haven't gotten into any trouble since starting this program. I do not want to go to jail; that is what has kept me from participating in criminal behavior. My older brother has been in and out of jail, and I don't want to end up like him (K. Hillsman, personal communication, September 2012).

M. Sibley

I got caught stealing. The store owner called the police; I was placed in the back of the squad car, released and given a ticket. I was embarrassed. My mentor told me not to steal anymore and that if I continued stealing, I would end up going to jail when I got older. Being arrested for stealing, and the embarrassment that goes along with it has kept me from participating in criminal behavior (M. Sibley, personal communication, September 2012).

Since criminal activity is a common occurrence in inner-city neighborhoods, mentoring can help reduce the likelihood of participating in criminal behavior. A meta-analytic review of the effectiveness of mentoring programs for youth revealed that programs offered to youth who are considered to be at-risk offer the most benefits. The largest impact on the sample sized is evident for programs directed toward youth experiencing singular or a combination of conditions relating to environmental risks or disadvantages. Such youth may be especially receptive to mentoring as a preventive intervention because of a lack of positive adult support figures or role models in their daily lives (DuBois, Holloway, Valentine & Cooper, 2002). While studies have shown mentoring programs can help prevent crime, the social bond/social context theory is also relevant when explaining why individuals refrain from participating in criminal activity.

Hirschi's social bond/social context theory focuses on why individuals do not participate in crime and delinquency. The interrelated bonds controlling these urges include attachment, commitment, involvement and belief. According to Hirschi, the level of affectionate attachment one has for pro-social factors such as parenting and schools are critical for youth as these attachments allow them to experience enhanced levels of social control. For example, a child

refrains from stealing a piece of candy because of the pro-social attachment with his/her parent (Pratt, Gau & Franklin, 2011).

The second type of bond involves commitment. Commitment is important to social relationships that people value and deters participation in criminal or deviant acts for fear of jeopardizing the relationships. As a result, misbehavior is less likely to occur when there is something to lose. For example, juveniles may not want to be embarrassed for committing a crime in front of friends, family or teachers because the opinions of those individuals matters (Pratt et al., 2011)).

The third type of social bond is involvement and its relation to the associated costs of how people spend their time. Youth who engage in pro-social activities are less likely to have time to spend participating in anti-social activities. For example, youth involved in mentoring relationships and social, academic, or athletic school-related activities will not be spending idle time destroying property, fighting etc. (Pratt et al., 2011).

The last type of social bond is the belief that one abides by the values associated with conforming to the law with an assumption that these values are important enough to discourage participation in deviant behavior. For example, youth who desire to skip school, vandalize property, stealing etc. are more likely to do it. In essence, having a mentor who can tap into pro-social attitudes has the ability to prevent young people from committing crimes (Pratt et al., 2011).

Self-worth

As a final question in the interview process for the study, the mentees were asked to comment on whether the outlook for the future is more positive and being in the program has had an impact on their lives. Their responses are recorded here.

A. Otto

I have a more positive outlook on life. When stuff in my life seems to be falling apart and I feel like giving up, I don't let it happen. Because of the program, I am not afraid to ask for help and have learned to be more vocal (A. Otto, personal communication, September 2012).

K. Hillsman

I am looking forward to my future. In the fall, I will be starting college as a freshman. I'm proud to be on my own and have the ability to take care of the people that I need to take care of (K. Hillsman, personal communication, September 2012).

M. Sibley

I am proud of the fact that I will remain out of jail by my next birthday. If it were not for this program, believe I would probably be in jail by now. The program has made a big impact on my anger and aggression at home and school and with making the right choices when it comes to my friends (M. Sibley, personal communication, September, 2012).

T. Tatum

I look forward to going to high school and would like to go to UWM and become a chef or lawyer (T. Tatum, personal communication, September 2012).

S. Hinsvark

My outlook on life is more positive. I can express my feelings. There was a time when I couldn't express how I was feeling, but now I am able to tell people what is wrong so that they can help me (S. Hinsvark, personal communication, September 2012).

T. Cargill

I have learned to always put my best foot forward in life. Be sure you know what I'm doing and why I'm doing it. I am most proud of the fact that after calming down and not being so angry, I found something that I'm good at and that's mixed martial arts (T. Cargill, personal communication, September 2012).

R. Martin

I am proud of starting football and look forward to making it to the NFL (R. Martin, personal communication, September 2012).

Perceptions of self-worth and the belief of being competent can be a result of the influence of having a mentor. Cooley (1902) described this process as the looking-glass self. This occurs when influential people in the youths' life become social mirrors resulting in the young people forming opinions of themselves. Additionally, youth incorporate the "reflected appraisal" of how others view them is also important. For example, not only do children determine global self-worth based on self-evaluations of how competent they are in activities that they deem important, but how they perceive support, acceptance and regard for significant others. As mentees receive positive appraisals, it may modify how the youth thinks about his/her peers, parents, teachers and others (Rhodes et al., 2006).

More generally, mentors who facilitate the use of community resources and by opening doors to educational and job opportunities may help build social and cultural capital. By participating in such opportunities, youth can gain experience that help mentors construct the adolescents' sense of identity development. Waterman (1984) proposed how such activities facilitate the mentee in discovering special abilities and talents that serve as primary sources of identity. When mentors expose and encourage mentees to participate in pro-social settings and

activities, the mentee is exposed to socially desirable peer groups with whom they can identify, further reinforcing feelings of self-worth (Rhodes et al., 2006).

Conclusion

This study has accomplished what it set out to do: to determine if the Holton Youth and Family Center Community Investment Program positively affects program participants in the areas of school performance, developing skills and interests, parental relationships and increasing feelings of self-worth. It is noted that in addition, other motivating factors such as a desire to not end up like older siblings who went to jail appeared to influence a reduction in criminal behavior. While this study shows promising results of the program in some areas, closer examination of program dynamics would be more beneficial to program staff for learning how to improve the quality of services provided.

Research Limitations

The non-representative sample and qualitative nature of this study limit the ability to make generalizations that can be made; however, candid conversations with the mentee participants in the CIP demonstrates that youth living in high-risk Milwaukee neighborhoods are positively impacted from the mentoring relationship.

Caution must be used when making generalizations about to other mentoring programs. Specific elements of a program's impact cannot be determined based solely on mentees perceptions, although their responses do provide evidence of psycho-social elements important for their development. For example, the mentees who participated in criminal activity or had run-ins with law enforcement did not contribute their reduced participation in criminal activity to their mentors; rather, the primary motivating factor was seeing significant others going to jail.

Also, the mentors' responses to staff training and support indicated a program weakness. Because of the agency's need to increase staff numbers, the training aspect was often overlooked. As a result, the mentors felt it would be beneficial for standardized and ongoing training when dealing with difficult situations.

Finally, studies have shown mentoring programs that have the greatest impact last longer than six months. Although the CIP has been shown to positively impact the mentees' lives, program staff should require a one-year commitment in order to enroll in the program.

Future Research

Longitudinal program studies and follow-up on mentee graduates are needed to determine those factors of the program that remain most impactful and the long-term benefits of the mentoring relationship. Additionally, while responses regarding parental involvement were relatively weak, future research on how mentoring programs successfully engage the youth's parents is valuable since their role is an important component of successful mentoring relationships. Lastly, it would be significant to understand how intellectually challenging activities can be incorporated in to the mentoring relationship without being pushy or frustrating the mentees. To that end, future research is recommended to examine the effectiveness of mentors at incorporating interest in learning.

Concluding Remarks

Each of the mentees participating in this study brought unique family dynamics, needs and challenges to the mentor-mentee relationship. The activities and level of involvement between the mentors and mentees varied. The outcomes, however, were consistent across all seven of the mentees. The youth developed a close bond with their mentors enabling them to make positive choices, both socially and emotionally.

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Appendix A: Mentor Permission FormMARQUETTE UNIVERSITY
MENTOR PERMISSION FORM

The Effectiveness of the Holton Youth and Family Center's (HYFC)
Community Investment Program (CIP)
Tara R. Tompkins

You have been invited to participate in this research study. Before you agree to participate, it is important that you read and understand the following information. Participation is completely voluntary. Please ask questions about anything you do not understand before deciding whether or not to participate. Whether or not you choose to participate in this research will have no impact on you and your relationship with Holton Youth and Family Center and the Community Investment Program.

PURPOSE: I understand that the purpose of this research study is to examine the effectiveness of Holton Youth and Family Center's (HYFC) Community Investment Program (CIP) has a positive effect on inner-city youth in reducing criminal behavior, improving participation in academic programming (attendance/grades), skills/interest development, improving parental relationships and increasing feelings of self-worth.

PROCEDURES: I understand that my contact notes will be reviewed and audio taped during the interview portion of the study to ensure accuracy. The tapes will later be transcribed and destroyed after 3 years beyond the completion of the study. For confidentiality purposes, my name will not be recorded. The data gathered from each interview will be stored in a locked filing cabinet. Total number of subjects to be recruited is 24 participants: 12 children and 12 adults

DURATION: I understand that my participation will consist of one 60-minute interview.

RISKS: I understand the risk of identifying subject participant's name and alias will be locked in a filing cabinet so any risks associated with this study are minimum. The identity of each participant will remain anonymous when discussing the results with program staff. Depending on the time of day the interview will take place, you may become bored or fatigued during the interview.

BENEFITS: I understand that there is no direct benefit to the participants. This study will increase the knowledge of the effectiveness of HYFC's CIP inner-city youth in reducing criminal behavior, improving participation in academic programming, developing skills/interests development, improving parental relationships and increasing feelings of self-worth. If this study proves to have positive effects resulting from the program, then information can be shared to help improve mentoring programs to maximize positive outcomes.

CONFIDENTIALITY: I understand that all information I reveal in this study will be kept confidential. All my data will be assigned an arbitrary code number rather than using your name

or other information that could identify you as an individual. When the results of the study are published, you will not be identified by name. The data will be destroyed by shredding paper documents and deleting electronic files three years after the completion of the study. All data will be stored in a locked filing cabinet. Interviews notes and recorded interviews will on be arbitrarily coded. Written data will be shredded and electronic files will be deleted. Your research records may be inspected by the Marquette University Institutional Review Board or its designees, and (as allowable by law) state and federal agencies.

VOLUNTARY NATURE OF PARTICIPATION: Your participation in this study is completely voluntary and you may withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled. Should you wish to be excused from the study, please do so by submitting your request to discontinue participation in writing. If you choose to withdraw from the study, any previously gathered data from the study will be shredded and electronic and audio records will be destroyed.

CONTACT INFORMATION: If you have any questions about this research project, you can contact Tara Tompkins at 414-288-4731. If you have questions or concerns about your child's rights as a research participant, you can contact Marquette University's Office of Research Compliance at (414) 288-7570.

I HAVE HAD THE OPPORTUNITY TO READ THIS PARENT PERMISSION FORM, ASK QUESTIONS ABOUT THE RESEARCH PROJECT AND AM PREPARED TO GIVE MY PERMISSION FOR MY CHILD TO PARTICIPATE IN THIS PROJECT.

Participant's Signature

Date

Participant's Name

Researcher's Signature

Date

Appendix B: Parent Permission FormMARQUETTE UNIVERSITY
PARENT PERMISSION FORM

The Effectiveness of the Holton Youth and Family Center's (HYFC)
Community Investment Program (CIP)
Tara R. Tompkins

Your child has been invited to participate in this research study. Before you agree to allow your child to participate, it is important that you read and understand the following information. Participation is completely voluntary. Please ask questions about anything you do not understand before deciding whether or not to give permission for your child to participate. Whether or not you choose to allow your child to participate in this research will have no impact on you and your child's relationship with Holton Youth and Family Center and the Community Investment Program.

PURPOSE: The purpose of this research study is to examine the effectiveness of Holton Youth and Family Center's (HYFC) Community Investment Program (CIP) has a positive effect on inner-city youth in reducing criminal behavior, improving participation in academic programming (attendance/grades), skills/interest development, improving parental relationships and increasing feelings of self-worth.

PROCEDURES: Your child will be one of 8 child participants in this research study; 8 adult mentors will also be interviewed. The interview question topics will include: academic performance; skills and interest development; parental relationships; participation in criminal activity; and feelings of self-worth. Your child will participate in one 60-minute interview that will be audio taped during the study to ensure accuracy. The tapes will later be transcribed and destroyed after 3 years beyond the completion of the study. The interview will take place, at minimum after participating in the program for at least 6 months. For confidentiality purposes, your child's name will not be recorded. The data gathered from each interview will be stored in a locked filing cabinet.

DURATION: Your child's participation will consist of one 60-minute interview.

RISKS: The risk of identifying subject participant's name and alias will be locked in a filing cabinet so any risks associated with this study are minimum. The identity of each participant will remain anonymous when discussing the results with program staff. Depending on the time of day the interview will take place, your child may become bored or fatigued during the interview.

BENEFITS: There is no direct benefit to the participants. This study will increase the knowledge of the effectiveness of HYFC's CIP inner-city youth in reducing criminal behavior, improving participation in academic programming, developing skills/interests development, improving parental relationships and increasing feelings of self-worth. If this study proves to

have positive effects resulting from the program, then information can be shared to help improve mentoring programs to maximize positive outcomes.

CONFIDENTIALITY: All information your child reveals in this study will be kept confidential. Your entire child's data will be assigned an arbitrary code number rather than using your child's name or other information that could identify your child as an individual. When the results of the study are published, your child will not be identified by name. The data will be destroyed by shredding paper documents and deleting electronic files three years after the completion of the study. All data will be stored in a locked filing cabinet. Interviews notes and recorded interviews will not be arbitrarily coded. Written data will be shredded and electronic files will be deleted. Your child's research records may be inspected by the Marquette University Institutional Review Board or its designees, and (as allowable by law) state and federal agencies.

VOLUNTARY NATURE OF PARTICIPATION: Your child's participation in this study is completely voluntary and your child may withdraw from the study at any time without penalty or loss of benefits to which your child is otherwise entitled. Should you wish to have your child excused from the study, please do so by submitting your request to discontinue participation in writing. If you choose to withdraw your child from the study, any previously gathered data from the study will be shredded and electronic and audio records will be destroyed.

CONTACT INFORMATION: If you have any questions about this research project, you can contact Tara Tompkins at 414-288-4731. If you have questions or concerns about your child's rights as a research participant, you can contact Marquette University's Office of Research Compliance at (414) 288-7570.

I HAVE HAD THE OPPORTUNITY TO READ THIS PARENT PERMISSION FORM, ASK QUESTIONS ABOUT THE RESEARCH PROJECT AND AM PREPARED TO GIVE MY PERMISSION FOR MY CHILD TO PARTICIPATE IN THIS PROJECT.

Parent or Guardian Signature(s)

Date

Parent or Guardian Name(s)

Researcher's Signature

Date

Child's Name

Appendix C: Mentee Interview Questions

MENTEE INTERVIEW QUESTIONS

Background information:

1. What brings you to the CIP?
2. Do you know how long you have been working with your mentor?
3. How would you describe your relationship with your mentor? Would you say it was difficult or fairly easy to trust your mentor?
4. What are some of the things you feel comfortable or uncomfortable discussing with your mentor?
5. What kinds of activities do you participate in with your mentor; and are there any other activities you would like to do more with them?
6. How frequently do you meet with your mentor and are you satisfied with the frequency of the contact?

School:

7. How do you feel about school (like/dislike)? How often have you been involved in a physical altercation at school? If you have been involved in fighting at school, what has your mentor done to help you in this area?
8. What is your weakest subject and how has your mentor helped you to improve in this subject? Have he/she helped you with your homework? Do you see a tutor?
9. Have your grades and attendance improved since participating in the program?

Skills/Interest Development:

10. Has your mentor exposed you to new things i.e. drawing, volunteering, playing new a new sport?
11. Is there anything that you now enjoy doing because your mentor has exposed you to it?

Parental Relationship

12. How would you describe your relationship with your parent/guardian prior to starting the program? How is the relationship now?

13. Does your parent/guardian give you a hard time about the friends you hang out with? If so why?
14. Does your mentor have a relationship or is he/she in frequent contact with your parent/guardian?
15. If there is a problem at home does your mentor work with you and/or your parent/guardian to help resolve the issue?
16. How has your relationship with your parent/guardian changed since working with your mentor?

Reducing Criminal Behavior:

17. Have you been in any trouble since participating in the program?
18. What has kept from participating in criminal behavior?
19. Are the people you consider your friends have a positive or negative influence on staying out of trouble?
20. Does your mentor help you with ways to stay out of trouble?

Increasing Feelings of Self-Worth:

21. Since working with your mentor, do you have a more positive outlook on your future or has it stayed the same? If so, what are some of the things that you are most proud of?
22. Would you recommend this program to any of your peers who may be headed down the wrong path?
23. How has HYFC made an impact on your life?
24. Do you have any suggestions no how to improve the CIP?

Appendix D: Mentor Interview Questions

Mentor Interview Questions

1. What motivated you to become a mentor?
2. What was your primary goal for your mentoring relationship?
3. What is your formal educational experience?
4. Did you have any prior volunteer or work experience in a helping role or occupation?
5. Did the agency go thru a “matching process” to identify your mentee? If so, do you know what criterion/benchmarks were used to complete the match process?
6. What training did you receive prior to starting your mentoring relationship? What topics were discussed during training? How long was the training?
7. Did you receive additional on-going program training/support from the agency? What did the program do to support your mentoring role/relationship? Do you have any suggestions related to support/training that would be helpful to future mentor/mentee relationships?
8. What expectations were established between you and agency staff in regard to the length of mentoring commitment? Frequency of contact with mentee? And duration of your contact with mentee?
9. Was it difficult to get to know your mentee? Were there any barriers for you to overcome to establish a trusting relationship with your mentee?
10. What activities did you and your mentee participate in? Were these primarily structured or unstructured sessions/activities?
11. Were the parent(s)/guardian(s) of your mentee involved in the program? Do you have any ideas/suggestions about how to involve parent(s)/guardian(s) in the mentoring program?
12. What is something you have learned from the relationships with your mentees?
13. Are there any suggestions you have on how to improve the mentoring program?