

Program Evaluation of OreMi: Mentoring Children with Incarcerated Parents

Prepared by students
in Sociology 190.7:
Community Based Research,
University of California, Berkeley

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June 2008



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Executive Summary

Introduction

Children of incarcerated parents face tend to exhibit a variety of emotional, behavioral, and social issues. OreMi is a two-year-old program created by the Family Support Services of the Bay Area. Its main function is to provide mentors to children of incarcerated parents. Due to the importance of success for this program, it is crucial to provide an evaluation of its processes and impact. This program evaluation was performed by an undergraduate class offered through the Department of Sociology at the University of California, Berkeley. Directed by Dr. Leora Lawton, this community based research class analyzed data about the mentees, parents or guardians, and the mentors to evaluate the performance of OreMi. Although OreMi can attest to the growth and success of the program, the staff would like a more thorough analysis in order to give these children the greatest opportunity for support in this critical stage of life.

Objectives

This assessment has a variety of objectives. The first is to understand how to improve the OreMi program, which entails evaluating the existing program by examining benefits to being a mentor, the quality of the relationship for the mentee, and the satisfaction with the program as rated by the parents/guardians. Key to any successful program is the quality of communication, especially communication between OreMi and its caregivers and mentors. We also will address certain issues around capacity-building, specifically the recruiting methods for mentors, and the forms and surveys used by OreMi for the program. Finally, it is important to evaluate a program in order to satisfy the needs of the funding agencies that their money is well-spent.

Data and Method

The main method we use to make our conclusions is survey data. Surveys have been collected from a number of the mentors, mentees, and caregivers. Data consisted of quantitative as well as, open-ended qualitative questions. A total of 27 matches, consisting of 26 mentors, and 15 guardians were polled in the program.

Key Results

Mentors: Mentors found that the training and the orientation were very effective to handle any issues that could arise when spending time with the mentee. All the mentors displayed positive attitudes towards the program. The mentors truly enjoyed the experience. However, there were some issues that they wanted to illustrate. The mentors felt that there was a lack of communication between OreMi and would like more update on future events, preferably on weekends. There is also a shortage of male mentors.

Mentees: There seemed to a good foundation for matching and the mentees displayed strong satisfaction for the program. From the caregiver's perspective, the mentees showed improvements in almost all areas of behavior. The program is a great success from the mentees' standpoint, who rated their mentors highly. We also found that the list of interests did not have a good deal of importance for match quality.

Caregivers: Caregivers indicated they were grateful for the mentors and the help they provide, but would like more interaction with other matches and would further appreciate any additional assistance OreMi could provide for their lives, which are complicated by the process of raising a child with a parent in the correctional system.

Conclusions and Recommendations

One of the biggest issues to address was communication. There needs to be more communication between the caregiver and the mentor in order to maintain safety and security for the mentee. There also needs to be more communication between the caregiver and OreMi, and between the mentors and OreMi. The need for information about events is necessary for the caregivers to get more involved. OreMi should consider formalizing processes around communications with mentors and caregivers regarding ongoing support, shared events.

The next recommendation is an increase in marketing – recruiting new mentors. One of the most crucial issues is the lack of male mentors to fill the needs of male mentees. More promotion is needed to encourage male participation for the program. First would be to update the website with many masculine activities to encourage men to participate. Some good areas to promote OreMi would be male organizations like fraternities, honors programs, and religious institutions. These places have many responsible males who are looking to get involved with programs just like OreMi. Corporate Human Resources departments are another source to tap into. Because male mentors are so necessary, OreMi can take the messages from these forms to develop more effective messaging, for example, promote the male bonding over masculine activities with pictures.

We have submitted separately a redesign of the registration and evaluation forms for greater reliability and validity. We believe they will ask clearer questions and obtain more useful answers.

We further recommend more open-ended questions for the children's evaluation of the program, beyond the RQI questions.

An additional deliverable, from another class taught by Dr. Lawton, is an annotated bibliography of readings related to children with incarcerated parents.

PART I: PROJECT BACKGROUND

I. Introduction

The purpose of this project is to evaluate a new mentoring program developed by the Family Support Services of the Bay Area (FSSBA) called OreMi. Family Support Services of the Bay Area (FSSBA) is a 501c nonprofit organization that offers support services to local families in an effort to keep families intact. FSSBA provides programs -- Respite, Family Preservation and Kinship – that address the stressors that erode families. OreMi is a new program within FSSBA intended to meet the needs of children of incarcerated parents by pairing them with adults to form a lasting mentor relationship. OreMi serves children age four to eighteen in the Alameda and Contra Costa Counties. The goal of OreMi is to provide a stable, nurturing adult in the lives of children who may have experienced the trauma of sudden separation from a parent. Positive intervention in the lives of the children whose parents have been incarcerated is key to breaking the intergenerational cycle of imprisonment. According to the Women’s Prison & Home Association, Inc. children of offenders are five times more likely to end up in prison themselves. Thus, evaluating how OreMi functions is critical for FSSBA to improve the effectiveness of the program, and critical for society at large in preventing severe social consequences, such as delinquency and mass imprisonment.

Research director Dr. Leora Lawton, along with a team of sociology undergraduate students from the University of California, Berkeley, will be collaborating with FSSBA in conducting the evaluation of OreMi. The goal of this research evaluation project is to increase the capacity of FSSBA to meet the needs of its own constituents and better fulfill its mission. We will be looking at the organizational processes of OreMi, the validity and reliability of their surveys, what mentee-mentor activities are leading to better results, the experiences and communication between mentor, mentee, and caregivers, and the overall functioning process of OreMi. The Berkeley research team and FSSBA will use the information provided by this evaluation to improve the OreMi Mentor Program and to increase the visibility of this neglected group. FSSBA receives federal funding and it can also make use of the results of our research in order to secure future financial support.

OreMi is a young mentorship program and there is much that can be gained from studying a new mentorship program from its start. In addition to providing OreMi with a qualitative and quantitative analysis of its program we will be identifying critical issues with questions in their forms. This will also encompass an evaluation of their survey and application forms through which they enroll mentees and screen the mentors. OreMi does not have to recruit mentees but its biggest hurdle is finding male mentors. Since the children are paired on a same-sex basis many boys are left on the waiting list for a match. The feedback from this evaluation will give their organization insight on how to attract new members to its program. Lastly, we will evaluate how the caregivers are considered in this process and how communication between the mentors and caregivers can be improved. Since the program is relatively new, the program’s successes can be taken as early signs productivity. However, a thorough analytical analysis is needed to measure the programs effectiveness in achieving its stated goals.

Finally, we at Cal are right for the job. We possess an unbiased and diverse perspective on the program, and some of us have previous mentoring experience. We are being rewarded for our participation, not only are we positively affecting children and parents but we are giving ourselves valuable tools for the work world after our graduation. Overall, the goal of this community based research course is social change and here at Cal we plan to be part of it!

II. Background on Children with Incarcerated Parents

Before beginning the actual evaluation, we felt it important to provide the context for what it means for a child and a family to have an incarcerated parent. Having a parent incarcerated is an event that not only has immediate emotional consequences for a child, but has long-term effects that have created a trend in the past few generations in which children of incarcerated parents are significantly more likely to be incarcerated. Intergenerational incarceration is a growing social problem that goes largely unchecked by state or federal agencies. According to the San Francisco Partnership for Incarcerated Parents, there are 7 million children with parents under supervision by the criminal justice system (through probation, prison, etc), yet there is no requirement that federal or state institutions inquire about these children's care. There are roughly 1.5 million children (minors) in the United States who have one or more parents incarcerated. These children are the unintended and often unacknowledged victims of the criminal justice system and of the adult offenders who abruptly exit their lives. According to LEARNS, (a partnership of the Northwest Regional Educational Foundation and the Bank Street College of Education) the incarceration is a disruptive and traumatic event that can cause the children left behind to experience strained social developments and to develop highly disruptive behaviors that further add to the adversity they currently experience. They are six times more likely to enter into the justice system than peers of non-incarcerated parents. The alarming statistics merit the attention of community and faith-based organizations, and of able adults who seek to mitigate the prison-to-pipeline process that comprises just some of the negative affects incarceration imposes on children.

One study found that one-quarter of incarcerated mothers had a child who had been involved with the criminal justice system as an adult (Huebner & Gustafson 2007). A recent U.S. Senate report projected that 70 percent of those children will follow their parents into jail (Previte et al. 2002). The proposed model to explain this phenomenon is that multiple factors such as economic strain, social stigma, less parental control, behavioral responses to trauma, and emotional issues lead to increased need for the child to participate in delinquent activities. A study of 36 children from five to 16 years old who were participating in a visitation program at a women's prison, found that three quarters of the children reported "...symptoms including depression, difficulty in sleeping, concentration problems, and flashbacks about their mother's crimes or arrests...[and] poor school performance" (Previte et al. 2002).

Children have an array of needs that are not being met when a parent is serving a prison sentence. Research shows that children of incarcerated regularly display behavioral problems (Adalist-Estrin & Mustin 2003). Children do not receive the social skills they need and studies show that mentoring gives children support. This allows the children to develop a sense of attachment, a secured environment, and a trusting relationship with an adult. A trusting relationship with an adult provides stability and support and has a life-changing effect on the mentee as well as the mentor. Studies have found that children who are mentored are less likely to initiate drug or alcohol use, less likely to hit someone, more confident about their ability to do well in school, more likely to receive higher grades, and more positive towards relationships with friends and family (Greenberg 2006). The benefits of mentoring include improvements in many of the behaviors that incarceration of a parent is likely to induce in a child. Ultimately, mentoring provides interactive support and development in the very spheres that these children have deficiencies. However, the positive effects of mentoring on children of incarcerated parents goes beyond these various behavioral outcomes and addresses many of the specific emotional problems that arise therefore producing emotional healing and an overall change in perspective that reduces the continuing trauma such an event brings.

One article discusses the 5 "S's" experienced by children of incarcerated parents (Green 2006). The first is stigma describing how society in general perceives and behaves toward the child. The second is the shame that the child feels because of where their parent is. The third is the emotional deprivation experienced by the child from being separated from their parent. The child also feels a need to maintain an element of secrecy about his parent in order to avoid ridicule or make himself vulnerable. Lastly the child has no one that they can really share the emotions with as their guardian is often dealing with some emotional issues him or herself and it is a very awkward and hard subject to bring up so the child remains silent. The 5 'S's' combined often

result in an attempt by the child to suppress these emotions instead of coming to terms with them which has been found to be both emotionally and physically unhealthy.

The literature on children of incarcerated parents is incomplete due to the population being considered nearly “invisible” not only to the state but to many social researchers as well. Looking specifically at how mentoring is able to counteract the detriments of parental incarceration more is probably unknown than is actually known. Many households with incarcerated parents were chaotic before the event that it is nearly impossible to control for and decipher between which problems are a direct result of incarceration and whether the solution be evaluated is solving problems directly related to incarceration or just with troubled homes. Little is known about which emotional deficits are best addressed by mentoring. Little is known about what activities foster the most productive relationship at counteracting emotional pains. Nothing is known about how mentoring affects child parent relationships post-incarceration. Minimal information is available regarding criteria for matching mentors to mentees. The training process for mentors is in a similar state. Information on the process by which children of incarcerated parents feel a need to act out is even limited. All in all, there is a lot to be discovered about the complex workings of parental incarceration on children and how exactly mentoring is able to counteract some of the negative effects. The research does agree that these children have better behavioral outcomes after a long-lasting relationship with a mentor than those without one.

Through a persistent and durable relationship with a mentor a child develops a trusting friendship as well as achieves many benefits for the child. A mentor first and foremost removes the child from all the stress and loneliness that arises from his or her situation; someone is direly needed because life becomes overwhelming for the child who has to deal with all the emotions, thoughts, and questions associated with the experience of having a parent incarcerated on top of all the normal responsibilities of the child’s day to day life. The mentor also helps motivate the child to participate in productive activities like sports or scholastic events rather than negative ones such as drug use, theft, gang activity, or general depression that are typical of children who have suffered traumatic events. The mentor can also serve as a role model: although children usually look up to their parents, having a parent labeled as a deviant may drastically affect their worldview.

After enough time has passed to where the mentor and mentee have developed a trusting relationship, many emotional troubles of the mentee can be addressed. Trust allows for the child to feel free from vulnerability or shame for talking about his emotions. Trust facilitates discussion of topics that the mentee would normally be too scared to bring up with his peers or someone he or she is less close to like a counselor. Being able to talk about such issues has many positive effects and can clarify the questions the child has about his or her situation that trouble the mentee. In situations like the incarceration of a parent, children sometimes view the outcome as either their own fault, especially in situations involving drugs since abusers often blame everyone but themselves, or as something that their parent maliciously did against their child. With a close bond with the child a mentor can relieve any confusion the mentee has on such an event. Since the match is structured around the knowledge that the mentee has an incarcerated parent these topics are easier to talk about. With proper training mentors can explain to the mentee how common of a situation the mentee is in and how it reflects nothing on the mentee’s character. Also, general discussion about parental incarceration helps the mentee cope with their loss and better understand their feelings when it is difficult to bring up with others. One technique discussed in the literature is *bibliotherapy*, a therapeutic technique that uses age appropriate books to address relevant life issues by means of a story. This attends to the children’s need for age appropriate information about their mother’s incarceration and how it affects their life.

However, intent and goodwill alone are not enough to provide children with support and resources. Children can ill-afford to have “new” adults enter into their lives briefly, only to exit prematurely. The disruption would only add to a history of abandonment and unmet promises. Non-profits and faith-based organizations are proving to be effective in provided children reliable and safe support. By screening, training, and offering support to adult mentors, agencies are able to regulate what could otherwise be a disorganized and haphazard delivery of temporary charity to youth. Although agencies like FSSBA’s OreMi have been able to experience success, continued growth requires evaluative processes to enhance the program’s strengths, to develop more

vulnerable areas of the program, and to adjust to the increasing demands for the intervention into children of incarcerated parents. The present work evaluates OreMi's Mentor Program to ensure that the agency is able to provide children long-lasting, safe, and enjoyable fun. The evaluation's secondary function is to assist FSSBA/OreMi in maintaining the integrity of its objectives and in compliance with grant rules and regulations so it may continue to serve the targeted population.

III. Volunteer/Mentor Recruitment

A. General Recruitment Strategies

Recruiting, especially recruiting male mentors, has been an issue for OreMi. Recruiting is an especially important part of their program if they seek to expand their mentoring program into Contra Costa. Because of the importance of this topic, we have provided a comprehensive and extensive review of what techniques and strategies lead to the best and most efficient recruiting campaigns.

In addition to informal word-of-mouth marketing, there are various strategies to involve current mentors in the recruiting process. Indeed, as a mentoring program grows, mentors become "the single most effective means of recruiting new mentors" (Ballasy 2004). Current mentors likely have friends with similar interests and values, and can offer first-hand testimonials of their experiences. Although there is little literature on the topic, prospective mentors want to hear that mentoring is a rewarding and doable experience (Ballasy 2004).

There are a variety of ways for FSSBA to build mentor-to-mentor recruitment into its marketing plan:

- (1) Invite current mentors to speak at mentor orientation and training sessions for prospective and new mentors. Orientation may be advertised as more of an "informational session" to increase the number of attendees who are interested, but who perhaps haven't made up their minds.
- (2) Directly ask mentors to invite their friends and colleagues to become mentors. Train them on what to say about the program and how to approach others.
- (3) Provide recognition and/or awards to mentors who successfully recruit new mentors.
- (4) Ask mentors if quotes from their program/match evaluations may be used for FSSBA's promotional communications. (Or, ask for quotes in a separate manner.)
- (5) Invite mentors to be involved in other marketing/fund-raising efforts (events, PSAs, etc.)

Successful mentor recruitment begins with creating awareness in the community (Mentoring Resource Center 2005). Strong community awareness helps not only facilitate recruitment, but also more collaborations and partnerships and improved program sustainability. Before being able to help, individuals must first know the program exists.

To create this awareness, non-profits often apply the principles of consumer product marketing to their own services, also known as "social" or "cause marketing." For mentoring programs, the "customers" are the volunteers, parents, youth, organizations, and community members who can potentially participate. Marketing strategies to engage these different groups fall into four primary categories (Ballasy 2004):

- (1) Personal contact: both formal (in presentations to potential partners) and informal (in personal conversations with people you meet socially)
- (2) Public relations: free promotional opportunities such as press releases, media interviews, and public service announcements
- (3) Advertising: billboards, print ads, direct mail
- (4) Promotional materials: brochures, website, posters, newsletters

A successful mentoring program will engage in all four categories on a regular basis. The National Mentoring Partnership's "Elements of Effective Practice" encourages programs to establish a public relations and communications effort, including development of a formal marketing plan (MENTOR/National Mentoring Partnership 2005).

Although OreMi has limited time, staff and funds, it is recommended to assemble a (however small) marketing team, including appropriate staff and any program stakeholders. Together the team can conceptualize and implement the marketing activities, thereby sharing the workload and establishing accountability to ensure the tasks are completed.

The marketing team would also be responsible for:

- (1) **Creating a working marketing budget:** Although there may not be funds available for marketing efforts, creating a marketing budget can itself be an exercise to find alternative strategies. Promoting the program does not need to be expensive, and can include reaching out to community partners for donations of services and/or products (e.g., printing). Marketing budgets are flexible and should be reevaluated as some strategies work better than others.
- (2) **Developing consistent, but adaptable, messages:** These messages are based on the program mission statement, which (concisely) explains why the program exists, and “positioning statements,” which explain what is unique about the program and the services it provides. Based on these two statements, the OreMi team can create variations for different purposes: short and to the point, for use on business cards; longer versions for brochures or public service announcements. A successful recruitment message will address what motivates people to mentor and the specific value/benefits of this program (National Mentoring Center 2001).
- (3) **Developing a “brand”:** Consistent messages are one part of branding the program. Branding includes anything that will help consumers recognize the program, including a logo, typefaces, color schemes, specific photographs, and specific phrases or slogans.

There are a number of additional possibilities for the OreMi program “market”:

- (1) **Write and send press releases to local media:** Contact local and community newspapers and magazines, television and radio stations, and other organizations’ newsletters. Try to have them run a feature story on OreMi, or provide good copy for them. OreMi can develop its existing relationships (e.g., KMEL 106.1) to provide additional publicity, help with fundraising events, etc.
- (2) **Create an ongoing calendar of community events and their promotional opportunities:** Summer especially is the time of festivals, fairs, and parades, which may have promotional opportunities such as hosting a booth. Simply having staff and volunteers attend events can help informally network and make personal contacts (and even serve as a potential mentor-mentee outing).
- (3) **Create a program newsletter and/or e-newsletter:** Newsletters are a great way of informing the community about what’s going on in your program and can help with everything from recruiting to fundraising. An e-mail-based newsletter can be very inexpensive to produce and disseminate (even a print version can be fairly cost-effective). OreMi may be able to get some of the writing, design, printing, or mailing done as an in-kind donation.
- (4) **Develop the program website:** From a marketing perspective, the program website should “sell” what OreMi has to offer. To promote the site, list the web address in local service provider directories; have corporate and community partners provide links to it on their sites; and include it on all program print and electronic materials.
- (5) **Develop presentations:** Incorporate the established themes and messages into presentations used when speaking to corporations and other local sources of volunteers and funding. Look for inexpensive advertising: Sometimes vacant billboard space is made available to non-profit groups. Many newspapers and local magazines offer free or discounted space to community nonprofits. Ad space makes a great in-kind donation.
- (6) **Look for specific “product placement” opportunities:** OreMi can ask local restaurants if it can place “table tents” in their waiting and/or dining areas. It can also ask local stores if they’ll allow inserts into their bags as a way to reach a mass audience without incurring the costs of direct mailing.
- (7) **Connect with “umbrella” mentoring and related organizations:** List the OreMi mission and web address with as many mentoring organization websites (and print materials) as possible, e.g., the

National Mentoring Center, the Center for Children of Incarcerated Parents (CCIP). Although advertising with CCIP, for example, may bring additional mentee inquiries, it may also reach prospective mentors who associate with the organization in a variety of capacities.

- (8) **List OreMi on volunteer databases:** Although OreMi is currently listed in several volunteer databases (e.g., CaliforniaVolunteers.org), there are numerous national, state, and local resources to link to.
- (9) **Plan for National Mentoring Month:** Every January, California (coordinated by the Governor's Mentoring Partnership) participates in National Mentoring Month and can provide additional promotional materials and marketing opportunities. OreMi could host a mentor training, or community event/open house. Even if nothing formal is planned, it's an excellent time to run public service announcements to coincide with the national media push.

As important as marketing is, it's even more important to be prepared for the success it can bring. FSSBA staff may need to clarify roles, responsibilities, and procedures for handling new interest.

B. Male Mentor Recruitment Strategies

The National Mentoring Center provides several possible theories for the lack of male mentors (Garringer 2004). Although there are a variety of non-gender factors that influence a potential mentor's involvement, there are a few (admitted) generalizations to address:

- (1) Men may not value volunteer work as much as paid work: Along with the "breadwinner" syndrome, men may feel that the work they do should be paid, since traditionally the bulk of the income burden in families has fallen on them.
- (2) Men may have less free time (again, an extension of the "breadwinner" syndrome): Although there is a perception that men have heavier work schedules, this is true of anyone juggling multiple commitments (women in demanding careers, even stay-at-home parents).
- (3) Volunteering with children may be viewed as a "feminine" activity: In many areas of society (not just mentoring), there is a perception that relationship building and nurturing is a traditionally feminine role. Indeed, a lack of male involvement may be responsible for children joining the mentoring program in the first place.
- (4) Men may be scared or lack confidence: Although all mentors will face this to some degree, there is a stereotype that men have trouble forming close relationships. It may be more important to show men they have the skills to be a good mentor.
- (5) Men may fear allegations of abuse: Because they are not traditionally expected to volunteer in social services, those who do may worry their motives will be questioned (Blackman 1999).
- (6) Men may be unaware of the need for mentoring. Even if men know the issues facing today's youth, they may not understand the value of mentoring in particular.

Despite the potential stereotypes and circumstances at play, the literature indicates that a lack of (male) mentors is actually primarily due to (and thus can be rectified by) program marketing. Indeed, as traditional gender roles shift, so too must mentoring programs' marketing strategies:

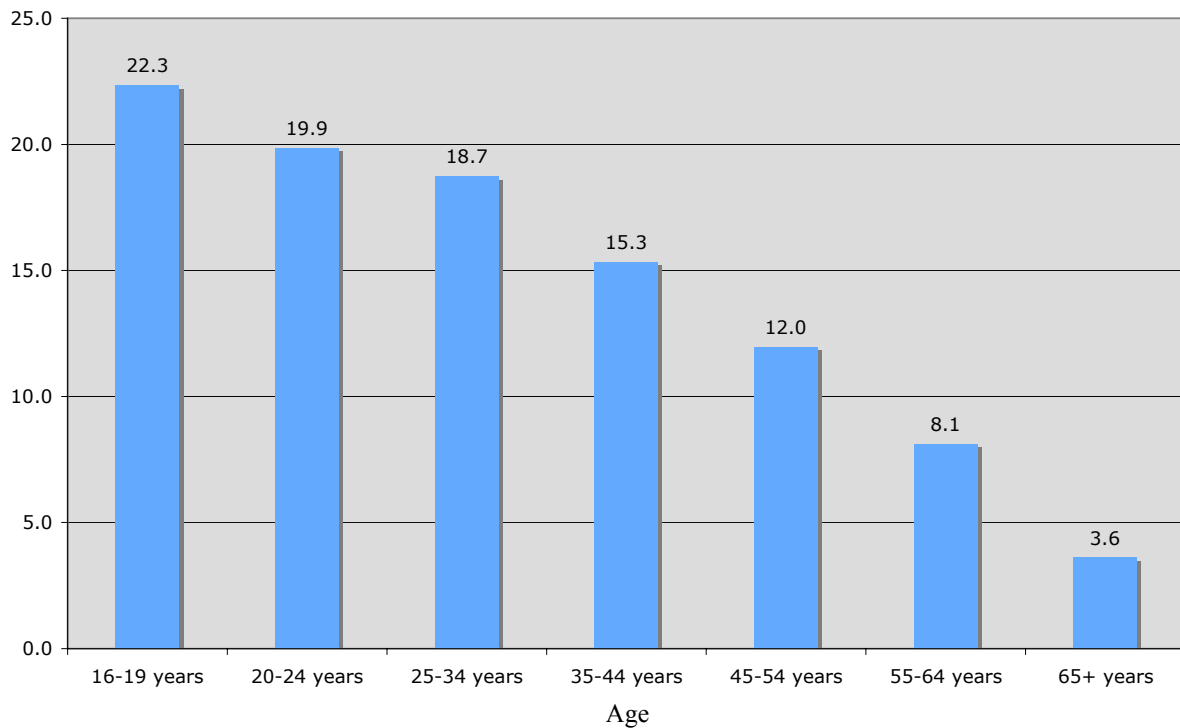
- (1) **Use words and pictures that allow men to see themselves as a mentor:**
 - a. Picture men in marketing materials (fliers, web site, presentations).
 - b. In presentations, and on marketing materials, write for both men and women: mention any benefits of participation particular to men.
- (2) **Recruit from specific environments:** Online discussions (e.g., the MentorExchange Listserv) pinpoint churches, social clubs, fraternal organizations and specific work environments (high-tech or other male-intensive fields) for male mentors. Programs also mention one-time opportunities such as sporting events or auto shows, and the importance of a strong online presence (i.e., consider both the male and female perspectives when developing the program website).
- (3) **Refine how and by whom men are asked to participate:**

- a. Many male volunteers need (and want) to be formally asked to help (Blackman 1999).
 - b. Men are more likely to respond positively if the appeal comes from a current male mentor or a male who occupies a position of authority in the community (i.e., staff member).
 - c. Men also respond to requests from women in their lives (as evidenced by at least two current mentors). Online forums indicate that some programs highly encourage, or even require, women to recommend men for the program when they are accepted.
- (4) **Use current male mentors in one-on-one recruitment efforts:** Men may need help visualizing themselves as mentors by meeting other men who succeed in the role (National Mentoring Center). Male staff members, local business owners/CEOs/celebrities/athletes/etc. may also help. The Mentoring Partnership of Minnesota reported success from having the head coach and a player from the Minnesota Vikings record PSAs for the Jumbotron in the stadium and commercials during the game.
- (5) **Provide more than one service option,** a step up approach (National Mentoring Center): Men may hesitate to immediately commit to one-on-one mentoring (Blackman 1999). To begin, they may volunteer with other aspects of the program (e.g., Homework Club). To calm their fears and recalibrate their expectations, Blackman also suggests having men shadow an existing match; this could be done as part of the recruitment process, or on a case-by-case basis.
- (6) **Provide (relevant) motivation:**
- a. Men may be motivated less by “nurturing” than by concrete outcomes and objectives (Blackman 1999). They may respond to the “challenge” of mentoring (“Can you step up to the plate?” asked one program).
 - b. At the same time, programs must also anticipate fears that mentoring is a daunting, labor-intensive service. In 2001, Big Brothers Big Sisters of America (BBBSA) re-envisioned its marketing strategies to downplay the “superhero” perception of mentors: Mentoring is more about having fun than “saving children” (Garringer 2004).
 - c. Programs are best served by using a combination of approaches that emphasize the benefits to the mentor *and* society, including a fun, satisfying experience. Recruitment efforts can be tailored to different groups (e.g., fraternity members, retirees, firemen) while still maintaining a consistent message and image.
- (7) **Retain existing (male) mentors.** Especially with a small number of male participants, all-male support groups or group outings may help cultivate the male matches.

C. Mentor Recruitment Strategies in College Setting

According to the Bureau of Labor Statistics, persons age 16-24 (and for OreMi’s purposes, 18-24) are most likely to mentor. Every subsequent age group is progressively less likely to mentor. However, OreMi’s current volunteer base comes predominantly from older (working) professionals: 81% (or 21 of 26) are employed (versus unemployed, or students), and 69% (or 14 out of 26) are over 24.

Figure 1. National Mentoring Population. By age, the national mentoring population is younger, with the majority of mentors age 24 and under (Bureau of Labor Statistics).



Indeed, the Bureau of Labor Statistics has seen a rise in college-age volunteers in the last decade. In part, service learning is seen as an important educational strategy that can help students apply what they learn in their classrooms and deepen their academic experience; colleges and universities also have an understanding that they should be an integral part of the communities in which they are situated (Jucovy 2001). Although college students can bring unique strengths to a mentoring relationship (e.g., ability to relate to youth), there are significant barriers to having college students as mentors (Jucovy 2001):

- (1) College vacations (winter, spring, summer breaks) disrupt the continuity of the mentor-mentee relationship.
- (2) Students' time constraints become particularly problematic during exam periods and may prevent mentors from meeting consistently with their mentees.
- (3) Transportation, as the mentee may not live or go to school nearby the college/university campus, again preventing mentors from meeting consistently with their mentees.

These are significant barriers from the college student perspective, as well. There may also be concerns about cost: they may worry about travel expenses or think they may be expected to buy gifts for their mentee or spend money during activities. In light of these considerations, OreMi should be particularly discerning when recruiting college students. The recruitment message should address students' concerns (e.g., cost, if only indirectly), while also screen for the qualities it seeks in mentors (e.g., emphasis on consistency). Like male mentors, college students may also fare best in a step-up approach, by first helping with lower commitment programs like Homework Club or summer activities. Programs are more likely to have college students become effective mentors if they:

- (1) Do not require a commitment from mentors that is longer than the nine months of the school year (Jucovy 2001).
- (2) Have mentor-mentee meetings that take place at consistent, convenient place and time. These considerations would be particularly important during the match process.

- (4) Will provide ongoing supervision, structure, and support for the mentors. In general, college students require more supervision and support than older mentors (Tierney & Branch 1992).¹ Group outings among college mentor-mentee matches may also be beneficial.
- (5) Can provide incentives, such as course credit.

Before recruiting on college campuses, the recruitment message may be adapted to emphasize benefits most important to students (and that students are involved) while also addressing possible barriers. The following strategies may be helpful in recruiting college students:

The following strategies can be particularly helpful in recruiting college students:

- (1) **Presentations at student service organizations, leadership clubs, fraternities, and sororities.** Have a current (preferably college student) mentor help present if possible. OreMi may cultivate an ongoing relationship with an organization, even having it serve as a satellite for campus recruitment help, etc.
- (2) **Fundraisers or group activities that include youth from the program.** Although students may not initially make a commitment to mentor, they may be able to host fundraising and/or service events in conjunction with OreMi. Student service organizations, leadership clubs, fraternities and sororities traditionally work with philanthropies each year. While these events may not result in immediate new mentors, they will plant the seeds for future recruitment and name recognition.
- (3) **Presentations in classes.** Contact professors in departments such as social work, education, psychology, and sociology to ask if OreMi can make a short presentation to their classes and/or be included in course e-mails/listservs. Again, have a current (preferably college student) mentor help present if possible.
- (4) **Departmental connections.** Connect with undergraduate and graduate advisors in departments such as social work, education, psychology, and sociology. Ask to be included in departmental e-mails/list serves, on their website, at events, and/or in their office (flyers). Also connect with particular programs, such as early childhood education, to market to targeted student populations.
- (5) **Connect with the office of student life/leadership/affairs.** Find out if there is a central on-campus volunteer/service database. Ask if there are rules for contacting student organizations (quantity, nature); many e-mail addresses are listed online.
- (6) **Connect with the campus career/employment center.** Many campus career centers maintain online databases for paid and unpaid positions (for both continuing and graduating students). OreMi may also investigate the possibility of connecting with the Federal Work-Study program, which funds jobs for undergraduate and graduate students to help pay education expenses. Although many jobs are on-campus, the program also allows (and even encourages) students to take off-campus jobs in community service roles with nonprofit organizations. OreMi may be able to structure its mentoring positions (or alternative volunteer roles) to qualify as work-study jobs.
- (7) **Articles to college newspapers to highlight currently matched students.**
- (8) **Posters and flyers.** Place them strategically in the student union, central plazas, nearby stores, laundromats, and restaurants. Include tear-off sheets with the website and contact information.

A successful college recruitment campaign will include current mentors (ideally students) and will be realistic about the program's expectations of mentors. College recruitment efforts also fare best at the beginning of new semesters or quarters (i.e., campus contacts should be established beforehand).

¹ The study notes that meeting rates vary widely among college mentors and their mentees, suggesting that regularly scheduled meeting times would help encourage consistency. The study also suggests that college students who are mentors typically require more administrative structure, support, and supervision than that provided to adults. One potential problem, for example, is that because of their age, college students may be less able to see themselves as the "adult" in the relationship. Thus, they sometimes expect more reciprocal behavior from their mentee and do not follow through on the relationship if their mentee fails to show up for meetings or does not return phone calls. Ongoing supervision can help overcome this problem.

According to the National Mentoring Partnership (2005) Mentors, in conjunction with parents and caregivers to provide young people with support, friendship, and reinforcement of positive examples of living. To achieve this end, agencies must be proactive in facilitating appropriate mentor/mentee matches. To assure that the relationships are properly formed and are not terminated prematurely, the following are advised: a) Conduct intensive screening of mentor applicants, b) form matches based on interests that the mentor/mentee share, c) Provide more than 6 hours training and d) offer post-match (ongoing) training and support. Additionally, if mentor participation is consistent with the effort set forth by the agency mentors should be able to sustain effective mentoring relationships. To do this mentors must maintain a steady presence in the mentee's life. This includes keep appointments and adhering to established schedule (modeling responsibility and dependability). Mentors should also focus on mentee's needs, paying specific attention to the mentee's need for fun. Additionally, mentors should be proactive in developing a relationship with mentee's family. Alliance with the family can decrease the possibility of disruption in the match's relationship. Insightful matching and agency-mentor follow through can insure high rate of mentor retention, which bodes well for the child.

Goode and Smith argue that safe mentoring is the byproduct of effective agency monitoring of mentors. The process begins with program design and planning. Agencies should pay close attention to the population(s) served, type of program offered and the nature (structure/setting) of mentoring sessions. They should also be vigilant and deliberate in the types of individuals recruited for mentoring. An assessment of personal attributes and tastes, and a thorough background check allows increases the chances of recruiting appropriate adults. The agency should also keep in mind, their program goals and expected outcomes for mentors, mentees and sponsoring organizations the length of mentoring matches (1 year, 2 years, etc) and the purposes of the mentoring program (e.g. socialization, academic support, career guidance). Programs should follow their stated objectives as closely as possible to assure agency effectiveness.

IV. Mentor Orientation

A. Screening

The most critical period for the organization to evaluate its potential mentors is before they are matched with a youth. This begins with the design of an application that ensures the potential mentor's reliability, suitability, and responsibility. A successful application will screen out those who are dangerous and unreliable as well as those who lack the proper motivation/goals, cannot commit to the demands of mentorship, or lack the resources necessary to engage in a mentoring relationship. By selecting those who will be most likely to be successful mentors, the application is a crucial tool. As the premier mentoring organization in the US, Big Brothers Big Sisters of America (BBBSA) advocates a rigorous screening process. BBBSA's guidelines for screening state that the "purpose of the screening process is to protect the youth by identifying and screening out applicants who pose a safety risk, are unlikely to honor their time commitment, or are unlikely to form positive relationships with the youth" (Herrera, 2007:4).

B. Training

BBBSA advocates training that includes "presentations on the developmental stages of youth, communication and limit-setting skills, tips on relationship-building, and recommendations on the best way to interact with a Little Brother or Little Sister" (Herrera, 2007: 4). Additionally, they suggest offering training on how to recognize and report incidents of sexual abuse. According to the publication "Supporting Mentors," the regular support, training, and monitoring of mentors are necessary to foster a successful mentor-mentee experience (2001). Programs who provide regular support to mentors are more likely to have matches that meet regularly and who have higher levels of participation and are satisfied with their mentee-mentor

relationship, as well as with the agency. Conversely, programs without regular contact with mentors are more likely to suffer from disrupted mentor-mentee matches and from a lack of mentor participation. Stability (in the live of youth) is a core objective for mentor organizations, their mission would be well served to provide volunteer with the adequate resources and support (i.e. training) needed to fulfill that objective.

The National Mentoring Center *stresses* the development of procedures and policy that allow agencies to provide effective oversight of mentor programs and of agency objectives. Executive management establishes policies to define program expectations and protocol. The language serves as a rubric for employee and mentor participation and conduct. Policies reduce the risk of program failure because they set into place internal monitoring processes that discourage mentors from practicing inappropriate and or questionable behaviors with mentees. Vigilant self-monitoring and expedient corrective action, when necessary, provide the agency protection from external legal recourse (i.e. revoked licenses, law suits).

The Skills for Care and the Children's Workforce Development Counsel (CWDC) advances that supervision is a process of accountability that fosters the development of skills, values, and other intangibles employees/volunteers need to effectively execute job functions. Supervision regulates the quality of services delivered and this leads to optimal outcomes. There are three interrelated aspects to supervision: line supervision, professional supervision and continuing professional development of workers. Line management addresses accountability for practice and the quality of services delivered. Professional supervision allows permits the agency to review the roles and relationships the supervised (mentors) have in efforts to redirect and maximize outcomes, and to expand learning and continued competence.

Continuing professional development of workers provides mentors with continual constructive feedback needed to retain competence and to adjust to the shifting themes and environments that occur in the lives of the people the agency serves. Ongoing comprehensive supervision provides in-need youth with well-trained mentors who are able to provide them with safe, consistent, and meaningful support.

C. Expectations

Cynthia Sipe's 2002 study focuses heavily on those characteristics that separate successful mentors from unsuccessful ones. Mentors who approach the relationship as a friendship tend to experience the highest levels of satisfaction and produce the best results. Sipe says "mentors who focus first on building trust and becoming friends with their youth tend to be more effective than those who are overly goal-oriented and who immediately try to change or reform their mentees" (Sipe 2002: 253). Adding to that idea she says "adults who become effective mentors most often see themselves as friends rather than teachers or parents and define their role as supporting the youth in a variety of ways" (Sipe 2002: 254). OreMi's training focuses extensively on this notion with their phrase "No superheroes." According to OreMi staff, those who tried to be heroic and "fix" a child's life tended to come off as condescending and did not build a strong, mutual trust and friendship between mentor and mentee. Those who try to "fix" a child's life are often unable to do so and will inevitably become frustrated. Instead, OreMi works to help mentors maintain realistic expectations about the process. At training, they made it clear that mentoring was going to be a challenging, time-consuming, sometimes difficult, but ultimately rewarding process. Sipe advocates this same training method because she notes that "mentors with unrealistic expectations about what they can accomplish will inevitably become frustrated and disappointed" (Sipe 2002: 256). This disappointment will have a negative effect on the mentorship and diminish the experience for both mentor and mentee. Overall, OreMi's training does an excellent job of instilling the types of behaviors and attitudes good mentors should exhibit; they help cultivate mentors whose qualities mimic Sipe's ideal mentor. Those characteristics (consistency, dependability, responsibility), which cannot necessarily be taught, are ensured by screening out those mentors who do not meet those requirements. The ideal mentor characteristics are as follows:

- Consistent and dependable
- Able to maintain a steady presence in the youth's life

- Open and flexible
- Willing to involve the youth in determining how to spend time together
- Aware of the youth's need for fun
- Well acquainted with the mentee's family

V. Parents/Caregivers and the Family Context

A parent's incarceration rarely signals the beginning of a child or adolescent's difficulties (Travis & Waul, 2004). Instead, it adds to the stress of a family already struggling with such life circumstances as poverty, discrimination, instability, violence and limited access to sources of support. Thus, caregivers are an especially important support mechanism for children whose parents have been incarcerated. They also play a vital role in the success of a mentoring partnership (Grossman, 1995). In order for there to be a quality mentoring relationship, there must be a certain amount of support from the caregivers. The caregivers must be willing to let their children go and spend time with the mentors. There needs to be a certain amount of trust and level of respect between the caregivers and the mentors in order for a quality mentoring relationship between the mentor and the mentee to develop.

VI. Organizational Support

Organizational support from the mentoring program is also a crucial factor for the success of the mentoring relationship. David DuBois of MENTOR (www.mentoring.org) finds that mentoring relationships are more likely to succeed when programs reach out to parents as the match progresses. In other words, organizations that involve caregivers by soliciting their feedback and addressing their concerns help to promote stable relationships and increase the overall effectiveness of mentoring.

When it comes to the analysis of the caregiver's role in the mentoring process relatively little information is available. This is because research findings about the mentoring process tend to focus on the mentee-mentor relationship (VanPatten, 1997; LoSciuto et al., 1996; McPartland and Nettles, 1991; Tierny and Grossman, 1995) and neglect analyzing the caregiver-mentor relationship. However, those studies that include caregivers in their analysis agree unanimously that parental involvement impacts the youth's participation and the quality of the relationship. DuBois finds that mentoring relationships are more likely to succeed when programs reach out to parents as the match progresses. In other words, organizations that involve caregivers by soliciting their feedback and addressing their concerns help to promote stable relationships and increase the overall effectiveness of mentoring.

PART II: PROGRAM EVALUATION

VII. Research Objectives

Our research objective is provide insight to OreMi, based on what is known in the literature and what we analyze in the data, to meet the needs of its own constituents and fulfill its mission of helping children of incarcerated parents have a higher quality of life. We'll examine success measures for the mentees, and satisfaction with the program for mentors and the parents/caregivers. In addition, since finding a quality match is essential to the success of the program and begins a dialogue between all the groups involved in this process of making OreMi a success, we will focus on what attracts mentors to the program.

VIII. Sample, Measures and Methods

A. Data

The first step in this research is to create a database using the information that was sent to us by OreMi in the form of Excel spreadsheets, which gave us the mentees, mentors, and caregivers' background information and interests. We also had results from the post and social behavioral questions about the mentees at the time of registration and later in their mentorship experience. We also had the federal Relationship Quality Index measurements, collected 6-9 months after the beginning of the match. Most of the data that we will be analyzing was collected in the period from January to April 2008. OreMi was responsible for collecting the data which was submitted to our class in a excel sheet. Other documents were filled out by mentees before entering the program and then six months later, as well as by the mentors. The mentees' forms were either filled out by the guardian or by a FSSBA member while documents from the guardians and the mentors were self-reported. Most of the documents were sent out by mail or phone. The rest were filled out in person.

Data was collected from three sources (mentees, mentors and guardians) and six instruments:

- (1) **Mentee referral form:** A referral form was completed by all 27 mentees upon entrance into the program. The form was either filled out by the referral source/caregiver or administered by a FSSBA staff member.
- (2) **Mentee match evaluation:** Mentees aged 8 and older completed the Relationship Quality Index (RQI), a 20-item scale developed by Rhodes, et al. (2003) to measure several dimensions of relationship quality. Surveys were conducted **in-person** for 24 mentees.²
- (3) **Mentor application:** Applications were received from 26 individuals, all of whom were admitted into the program as mentors.
- (4) **Mentor match evaluation:** Between January and April 2008, FSSBA mailed a total of 26 surveys to 26 mentors who had provided mentoring services within the past two years. 22 of the surveys were returned completed.
- (5) **Caregiver program evaluation:** Between January and April 2008, FSSBA mailed a total of 19 surveys to 11 caregivers whose children had received mentoring services within the past two years (some had more than one participant in the program).³ Six of the surveys were returned completed.
- (6) **Caregiver match evaluation: Approximately six months into the match,** FSSBA administered caregiver match evaluations in-person or by phone. Although attempts were made for all 15 caregivers, only 13 match reports were generated.

² One mentee had only met with his mentor once; one mentee had not met with his mentor in over six months; and one caregiver forgot to complete the form.

³ Within approximately six months of each match's inception, FSSBA collected post-data from caregivers to assess the relationship's progress. However, the post evaluation instrument did not correspond to the pre-data (taken at the time of referral). To maintain consistency, FSSBA (re-)administered post surveys from January-April 2008.

Table 1. Summary of Available Data.

	Description	Who?	When?	How?	#?
1	Mentee referral form	Caregiver, referral source, or FSSBA	Entrance	In-person or prior	27
3	Mentee match evaluation	Mentee	At intake, every six months	In-person	24
4	Mentor application	Mentor	Entrance	Prior	26
5	Mentor match evaluation	Mentor	January-April 2008	By mail	22
6	Caregiver program evaluation	Caregiver	January-April 2008	By mail	6
7	Caregiver match evaluation	Caregiver (by FSSBA)	After six months	In-person or by phone	13

Except for the RQ1 data, all the instruments asked both closed- and open-ended questions. For the purposes of this study, closed-ended responses were coded for quantitative analysis in SPSS (originally, Statistical Package for the Social Sciences), while open-ended responses were coded for qualitative analysis.

In total, the data represents a sample of 27 mentees, 26 mentors, and 15 guardians.

B. Sample

1. Mentees

The mentee sample consisted of 16 girls and 11 boys. The racial breakdown for the mentees was 21 African Americans, 3 Latino, 2 whites, and 1 multiracial child. Their ages ranged from 5-15 years old. Intervention at the latter stages of preadolescence/early teenage years could prove to be valuable in guiding the youth a critical stage in their lives, where negative institutional tracking (school, juvenile) can become prevalent and permanent. The mentees mostly had incarcerated fathers (or step-fathers), 22, and the remaining five had incarcerated mothers. One pair of siblings shared a mentor. Forty-five percent of the children were in the sixth grade. Twenty-two children had an incarcerated father or stepfather, and 5 children had incarcerated mothers. Two of the children in the study were siblings and shared the same mentor. Another important factor in the mentee relationship is how the child is behaving in school and the community. We used a descriptive analysis of the number of mentees who had answered 'yes' to being suspended from school or involved with the justice system, and separated this by gender. (Table 4) We found that the majority of the mentees were neither suspended nor involved with the justice system. However, within the minority of mentees with behavioral problems, males had higher rates of suspension and justice system involvement than the females.

Table 2. Distribution of Mentees by Grade and Gender. For the most part, mentees are evenly distributed in grades K through 8.

Grade	Boys	Girls	Total
8	3.7%	7.4%	11.1%
7	3.7%	11.1%	14.8%
6	3.7%	7.4%	11.1%
5	3.7%	11.1%	14.8%
4	7.4%	3.7%	11.1%
3	3.7%	7.4%	11.1%
2	3.7%	3.7%	7.4%
1	3.7%	0%	3.7%
K	7.4%	7.4%	14.8%
Total	40.7%	59.3%	100%

Table 3. Mentees by Gender and Race. The majority of mentees are African American. Nearly all of the mentees have a minority ethnic background.

Race	Boys	Girls	Total
African American	33.3%	44.4%	77.8%
Latino	0%	11.1%	11.1%
White	3.7%	3.7%	7.4%
Other	3.7%	0%	3.7%

Table 4. Relationship of Incarcerated Parent. Most adults missing from the home are male.

Relationship	Percentage
Father	74.1%
Stepfather	18.5%
Mother	7.4%

Table 5. Behavioral Problems. Males were more likely than females to be in trouble with the law or with school administration.

		Boys	Girls
Justice System	No	90.9%	100%
	Yes	9.1%	0%
Suspension from School	No	63.6%	87.5%
	Yes	36.4%	12.5%

2. Mentors

All mentors had signed up voluntarily and received training through FSSBA. The matching process was mostly based on shared interests, though other factors such as race were taken into account.

The mentors in the study were paired with children based on a qualifications set by OreMi, including shared interests. There were 26 mentors in our sample, one of whom was a mentor to two siblings. There were 16 female mentors and ten male mentors, all over 21 years old. The mentor’s race profile is as follows: ten white, three Latino, two African American, and 11 as other races (including mixed race). The mentor’s education level had eight mentors with over four years of college education, 15 mentors with four years, and three with less than four years. Most of the mentors had a car, with only two out of the 26 lacking transportation.

All mentors were recruited through FSSBA and were volunteers who were supplied training by FSSBA. Nearly 54% (14) of the mentors were single; nine mentors were married, and three were divorced. Six of the mentors had children. A majority of the mentors were employed: 21 mentors were employed, four were students, and one was seeking employment.

Figure 2. Age. About three-quarters of mentors are under 40, with over 40% in their 20s.

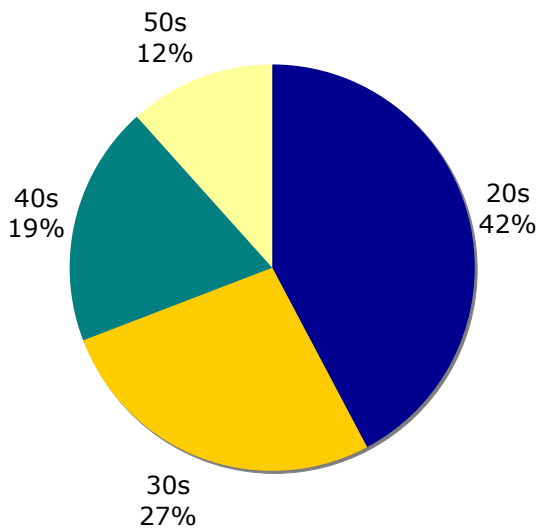


Figure 3. Gender. The program faces a shortage of male mentors.

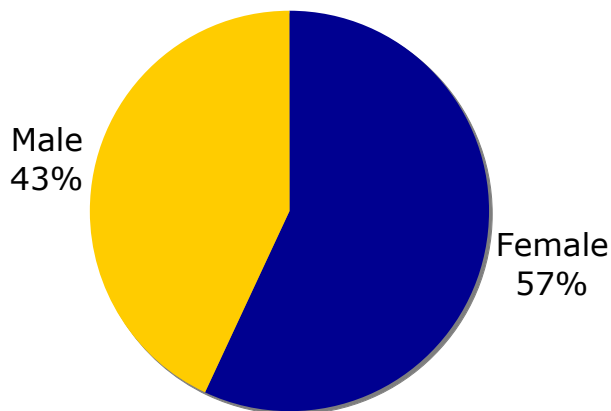


Figure 4. Race. African American mentors are among the least represented ethnic/racial groups in the OreMi program.

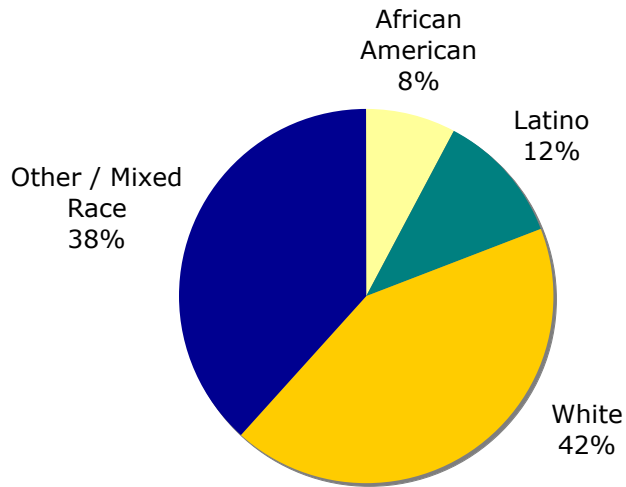


Figure 5. Education. Mentors appear to be well-educated, the majority with a college education.

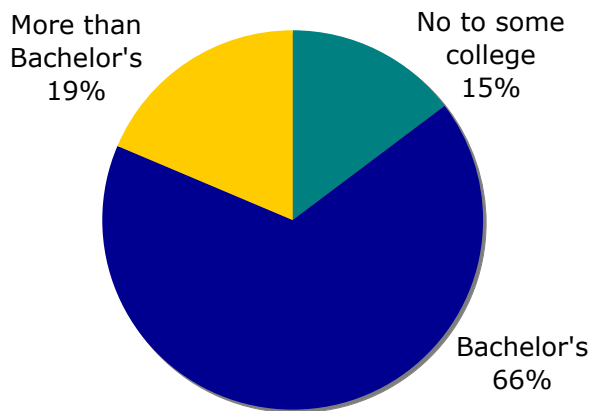
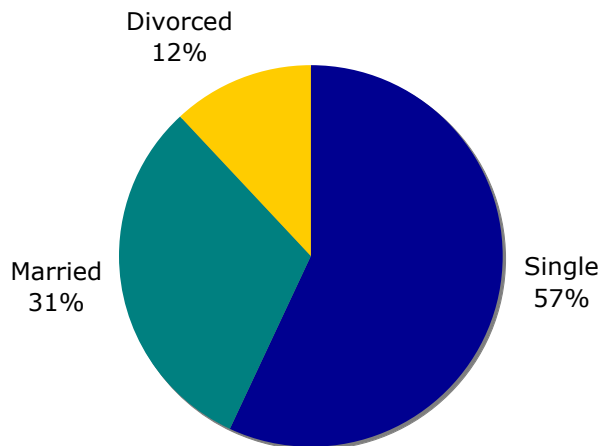


Figure 6. Marital Status. More than half of mentors are single.



3. Caregivers

The guardians of the children provided us with details as to the household. There were 15 guardians in total, most of whom were women. The sex breakdown of the guardians of the mentee, who filled out the guardian forms, was 16 women and 10 men. Their relation to the mentee consisted of 6 mothers, 5 grandmothers, a father, an aunt, and a great aunt. Seven of these guardians had multiple children in the OreMi program. In our study there were 14 females and 1 male who were the caregivers to the children. There were 6 mothers, 5 grandmothers, 1 great grandmother, 1 aunt, 1 great aunt, and 1 father. Seven of the caregivers had more than one child enrolled in the OreMi program. This accounted for 70% of the children having relatives or siblings in the program. Race was not asked in this survey, but given the relationship to the child it is possible that they shared the race as the child. Caregivers had the authority to end the mentorship relationship or to decide that a mentor was not right for their child.

C. Measures

i. Relationship Quality Index. We want to measure the quality of a relationship, so one of our dependent variable is the child's evaluation of the mentorship based on the Relationship Quality Index (RQI), developed by Rhodes, et al. This index is normally utilized in a multivariate statistical analysis, however, with only 27 matches, such an analysis was not appropriate, so we will report only the simple averages for each item in the index.

ii. Social Behavior. Caregivers were asked to rate the child's performance in 9 different indicators of their social behavior, each measured on a ten-point scale. For each component of behavior, we created a net change measure, that is, if the difference between the before and after measure was positive, then we recorded an improvement.

iii. Other measures: We will approach the qualitative analysis using the open comments that the mentees, caregivers, and mentors provided in their surveys. For each group, we coded to develop recurrent themes about the mentorship. These themes further incorporated what we learned from the quantitative analysis.

D. Method

We will present frequency and bivariate comparisons of these variables. This will give us a statistical analysis that can determine the relationship quality based on indices. Other information pertaining to this study will be converted to a numerical variable or string variable, coded into the respective categories and used for the analysis. We will further employ this numerical information in our qualitative analysis of the mentorship. Besides providing certain numerical measurements of the success of the mentorships, we want to indicate our understanding of the quality of mentorship relationship based on trust, commitment, and attachment. We will want to show how matches succeeded because of factors other than shared interests. We also review all of the open-ended comments to bring additional depth to the numeric results.

IX. Results: Success of the OreMi Program

A. Mentees

1. Relationship Quality Index

Table 6. Mentorship Relationship Quality Index (rated by Mentees).

Relationship Quality Measure	Mean
My Mentor makes fun of me in ways I don't like	3.9
When I'm with my mentor, I feel ignored	3.9
When I'm with my mentor I feel disappointed	3.9
When something is bugging me, my mentor listens while I talk about it	3.8
When I'm with my mentor I feel bored	3.8
When my mentor gives me advice, it makes me feel kind of stupid	3.8
When I'm with my mentor I feel mad	3.8
When I'm with my mentor I feel happy	3.8
My mentor has lots of good ideas about how to solve a problem	3.8
I wish my mentor was different	3.7
When I'm with my mentor I feel important	3.7
My mentor helps me take my mind off things by doing something with me	3.7
My mentor and I like to do a lot of the same things	3.7
My mentor is always interested in what I want to do	3.6
My mentor shows up when (s)he is supposed to	3.5
I feel I can't trust my mentor with secrets because my mentor would tell my parent/guardian	3.4
Sometimes my mentor promises we will do something then we don't do it	3.3
I wish my mentor knew me better	3.2
I wish my mentor asked me more about what I think	3.0
I wish my mentor spent more time with me	2.0

Note: The scales in some cases were reverse coded so that in all cases the higher the number the better the quality of relationship between the mentor and the mentee.

The Federal government, for all child mentorship programs, uses the Relationship Quality Index to evaluate the programs. The table indicates mentees are generally very happy when they are with their mentors. Being with a mentor gives the mentees access to a variety of enjoyable activities and frees them from the stresses of life. The mentors make the mentees feel happy, loved, and important. The questions with the lowest ratings indicate the existence of some mentor-mentee connection issues.

2. Behavior

We found that the majority of the mentees were neither suspended nor involved with the justice system. However, within the minority of mentees with behavioral problems, males had higher rates of suspension and justice system involvement than the females. This is a concern on two parts. First, we know that males are more at risk at having behavior problems and the goal of OreMi is to break the intergenerational cycle of imprisonment. Second, OreMi has trouble recruiting male mentor, which means that males who are at risk are not as likely as females to receive a mentor. Overall, the mentees did not have a majority of behavior problems but it is important that those with problems receive the kind of attention that helps break the intergenerational cycle of incarceration.

Table 7. Improvements in Social and Behavioral Skills.

Social-Behavioral Measure	% Improved
Community skills	82%
Self-esteem	75%
Peer relationships	73%
Academic performance – improvement	71%
Contact with incarcerated parent	70%
Adult relationships	64%
Social skills	56%
Family support	47%
Attitude about school/education	44%

After reviewing the Parent Match Report collected from the caregivers, we were able to evaluate any improvements or lack thereof in mentee behavior. The mentorship appears to have notable success for the mentees. In most areas the child's guardian reported improvements (for the 11 who completed both pre-and post- questions). The strongest were community skills (82%) and Self-esteem (75%); the weakest were Family support (47%) and Attitudes about school (44%). However, the precise meaning of these measures is unclear.

3. The Match

i. Similarities between mentor and mentee. OreMi emphasizes ensuring a high quality match between mentor and mentee. Accordingly, there are many match-related questions on the mentor application and mentee referral forms asking about interests, preferences and other thoughts about their prospective match. A study by Ellen Ensher and Susan Murphy (1997) explores the relationship between mentors with varying perceptions of similarity between themselves and their mentees. Their results indicate that the "more similar protégés perceived themselves to be to their mentors in outlook, values, or perspective the more likely they were to report liking their mentor, being satisfied with their mentor, and having more contact with their mentor" (Ensher and Murphy 1997:474). Additionally, "mentors paired with same-race protégés liked them significantly more than mentors paired with different-race protégés" (Ensher and Murphy 1997:469).

Nevertheless, there are other studies that indicate that mixed race has no adverse effect, and indeed, we saw no evidence that race matters in the OreMi matches. The number of interests shared between the two did not play a significant role in predicting the Relationship Quality Index (RQI) between the two, or the improvements in social-behavioral measures. Race did not seem to play a significant role in determining the RQI, but the number of same-race matches was too few for this to be a reliable measure. The results seem to indicate that as long as these children have a mentor, they will be greatly satisfied, regardless of how well they may identify with the mentor

ii. Duration To begin the analysis I looked at the duration of the relationship because of importance that the literature put on durability of the relationship. On average, the mentee was paired with a mentor for one year and two months. (Table 6) The mentorship lengths ranged from five months to two years and ten months. OreMi asks that mentors commit to a one-year relationship with their mentee, so on average we see that this is occurring. Furthermore all of the mentees were paired with a mentor at the timing of this paper, which indicates that these relationships are continuing. Length of a mentee's relationship with a mentor is vital because studies show that relationships fewer six months are detrimental to the child (Jucovy 2002).

Table 8. Length of Mentorship.

	(In Years)
Average	1.17
Median	0.85
Max	2.86
Min	0.44

OreMi requires mentors to devote at least twelve months to the program, and the average duration of the mentor relationship was one year and two months. Hopefully, this is more a result of on-going relationships than of mentors giving up after their contractual obligation. One relationship lasted especially long making it just two months short of three years showing that some of these relationships are forming long-lasting bonds. A few matches didn't make it to the one-year goal with the shortest lasting five months.

Since OreMi seemed to put a lot of emphasis into interests, appearing to be the foundation of their matching system, I felt that this would be a good place for some analysis and thought into. The OreMi interest instrument consisted of twenty popular activities and allowed the mentee and mentor to choose any amount of these interests. Matching interests led to the eventual mentee-mentor matches. Most mentees filled in at least ten of the interests with four mentees filling in every interest. I feel that because of the mentees over responding, or maybe just not putting enough emphasis on their favorite activities, that the matches were more based on groups of those who claim to like a lot of things, those who liked a moderate amount of things, and those who were specific in their interests or don't like much. The breakdown into the low, medium, and high groups was, respectively, 5, 11, and 11 (table 7). However, the set up of this interest based matching doesn't appear to be high in validity as the data makes it clear that not everyone who responded to this instrument was viewing the question in the same light.

Table 9. Shared Interests. Matches were broken into three categories based on the number of shared interests; however, interests did not appear have an impact on relationship quality.

Interest Groups	% of Matches	Average Shared Interests
Low	18.5%	1.40
Medium	40.7%	5.91
High	40.7%	13.09
Total	100%	8.00

We also compared the shared interests groups (table 8?) to test whether or not this predicting success of the match. The first way success of the match was measured was in academic improvement which had great results for mentoring of incarcerated children in general with over 70% of those who filled out the form, 17 of 27, showing academic improvement. However, the analysis showed that neither the degree nor percentage of those improved was correlated to interests shared. The other way that success was measure was through improvements in relationship with adults. OreMi was successful in this regard, with nine of sixteen respondents felt better about their relationships with adults. The interests variable used to match again was found to be non-mediating and outside of the relationship between being mentored and positive behavior outcomes. These findings point to both a need for a more valid instrument for matching based on interest and the possibility of commonality of interests being inconsequential to the success of the relationship between mentees with incarcerated parents and their mentors.

Table 10. Shared Interests and Adult Relationships. A majority of mentees reported an improvement in their relationships with adults, but interests did not impact the changes.

Adult Relationships		# Of Shared Interests	My mentor and I like to do a lot of the same things
No Improvement	Average	9.80	4.00
	% Of Mentees	35.7%	36.4%
Improvement	Average	6.00	3.29
	% Of Mentees	64.3%	63.6%
Total	Average	7.36	3.55
	% Of Mentees	100%	100%

What we have learned from our comparative means analysis is that a mentee's relationship is not largely based on the interests they share with their mentor. Overall, we are seeing an improvement in social and academic performance in a majority of the mentees. The mentor relationship is having a positive effect on the mentee's life and it cannot simply be summed up in terms of matched interests. What we fail to see in the numbers is that any single common interest could be polarizing enough to create a successful relationship between the mentor and mentee. Likewise the shared interest data preceded the initial acquaintance between the mentee and mentor, so the results would not suggest that interest has any real affect on the success of the mentor relationship.

B. Mentors

1. Recruitment

Before a mentoring program can even operate, it needs to acquire a collection of applicants who will be put through extensive screening and training procedures to mold them into successful mentors for children. The recruiting process is a challenge for OreMi, as they have expressed a concern over insufficient numbers of mentors to fulfill the needs of their large pool of mentees.

Out of OreMi's 27 mentors, 59.3% (16) have been female, while 40.7% (11) have been male. Like most co-ed mentoring programs, FSSBA reports long waiting lists, particularly for male mentors. Although this trend is especially acute in the mentoring world, it's not exclusive to it: According to the U.S. Bureau of Labor Statistics, from September 2006 to September 2007, men accounted for only 43.9% of volunteers.⁴ As in previous years, women volunteered at a higher rate than men across all age groups, educational levels, and other major characteristics. These data can help FSSBA determine what population segments may be interested in volunteering. By age, persons age 35 to 54 continued to be the most likely to volunteer (30.2%),

⁴ The Bureau of Labor Statistics collected this data through a supplement to the September 2007 Current Population Survey (CPS). The CPS is a monthly survey of about 60,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics.

while persons in their early twenties the least likely (17.7%). By race, whites continued to volunteer at a higher rate (27.9%) than blacks (18.2%) and Asians (17.7%). Among Hispanics, 13.5% volunteered. By marital status, married persons volunteered at a higher rate (31.9%) than those who had never married (19.2%) and those with other marital statuses (20.9%). Parents with children under age 18 were substantially more likely to volunteer than were persons without children of that age, 33.7% versus 23.2%.

Prospective mentors regularly make the initial contact with FSSBA, rather than vice versa. This suggests that OreMi relies primarily on word-of-mouth to recruit new mentors. Although connections to the program are not presently documented (“How did you hear about OreMi?”), FSSBA staff has expressed this general trend. Introductions at an OreMi mentor training also support this finding: Of the five prospective mentors present on February 8, 2008, one was introduced to OreMi by a flyer on the UC Berkeley campus; one by his wife (a current intern); and three by their own research. Although this is not an adequate sample, it illustrates that (in this case) about 80% of recruitment was mentor-initiated (whether personally, or via word-of-mouth). Active marketing accounted for only 20%, or one, mentor. Of the small sample at this training, males in their 30s and older tended to be motivated by a desire to give back to the community and help someone in need. Younger participants tended to be interested in helping the community and working with children. Though these trends emerged among the small group of mentors-in-training, the data set from questionnaires does not indicate these same trends. There was no link between age or gender and motivation to participate in mentoring programs. This makes it more difficult to offer any strong suggestions for how to recruit mentors more efficiently and effectively.

2. Reasons for Mentoring

Respondents answers to the question “Why do you want to be a mentor?” reflect a variety of motivations for becoming mentors. Common themes expressed by mentors include: a) making a difference/being a role model, b) becoming motivators, c) providing support/reliability, d) pursuing self-interests. Ten respondents provided answers that lie in more than one category, and so multiple codes were possible for each comment.

Influence / Role model: Historically, families, schools and religious institutions supply youth with adults who model and reinforce healthy behaviors and lifestyles. More recently, family stability begins to erode while urban communities witness a concurrent decline in support, influence, and presence from secondary institutions. Children like those FSSBA serves, tend to encounter some difficult realities like crime, parental imprisonment, and poverty. Many lack personal development levels and resources needed to cope. Sadly they are at risk for imprisonment themselves in addition to other forms of emotional and physical harm. OreMi mentors overwhelmingly expressed the need for their intervention into mentee’s lives. One respondent expressed an understanding of “the power and influence of a positive role model in a child’s life.” We found that phrases like, “positive influence,” and “role model,” reflect the general attitude of providing support and guidance to at-risk youth. The ethos is widely expressed among mentors and youth organizations nationally.

Motivate: While all the questionnaire responses implied that mentor-mentee interaction was likely to occur, five of the respondents illustrated bold and distinct conceptions of their role. Mentors could and should, “Motivate youth to reach their full potential (M11). The hands-on approach would provide youth with pointed, focused guidance that could foster growth. The consistently strong and positive motivation can lead to an increased self-esteem in youth, to an improve school performance. Additionally, mentees will be more adept in addressing life-problems in school (Sipe 1996). As one participant noted, “Mentorship can make differences in a person’s life trajectory” (M4). The data suggests that mentors are likely to actively engage their mentees in activities they feel will foster growth. The “stronger” mentor convictions could heavily influence on the tenure and the direction of the relationships. Respondents have good intentions, but it is also possible that their conception of their role crosses boundaries to become an ill-advised effort to become family instead of being a mentor.

Making a difference: The questionnaires indicate that many mentors express a desire to exert a positive influence in someone’s life. Also, while generally and vague in their responses, mentors’ follow-through on the application process reflects their intent to “make a difference” and to be present in their mentees’ lives.

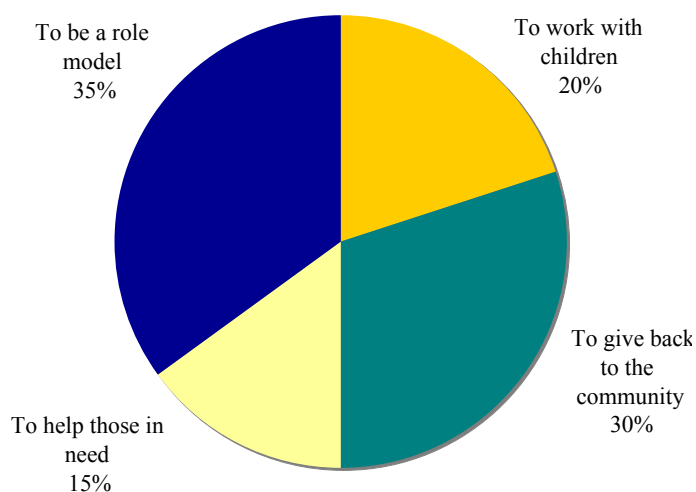
“Self interests”: Several of the respondents’ answers reflect elements of self-interests, ranging from “personal satisfaction” to the desire to reciprocate a mentor/mentee experience that benefited them in their childhood. Some respondents wanted to be able to see growth in youth and determined that an ongoing relationship was one way to see this. Another respondent expressed that they were planning to have a child and that mentorship was one manifestation of his/her desire to have a child.

Participation / Civic engagement: The engagement serves as a respite for these adults, many of whom have very full lives in addition to putting things in perspective. One mentor stated, “Not only does it get me ‘outside of myself’ and my own little world (I’m rather insular) but mentoring is a reality check on the whole world.” The ongoing commitment encourages mentors to participate in activities that differ from their more constrained lives. Their lives have expanded to include taking responsibility for the cultivation of human capital.

Enhances their own family: Mentors with children, nieces and nephews, and those planning families, shared that mentoring has expanded their concept of parenting. For some, the nurturing relationship has renewed the love and commitment they have to for their life-partners. One respondent shares, “Because I mentor with my fiancée, I feel that it’s been a very productive experience for us as a couple because we have a broader set of common experiences and we regularly have the chance to discuss and share ideas about an activities that means a great deal to both of us.”

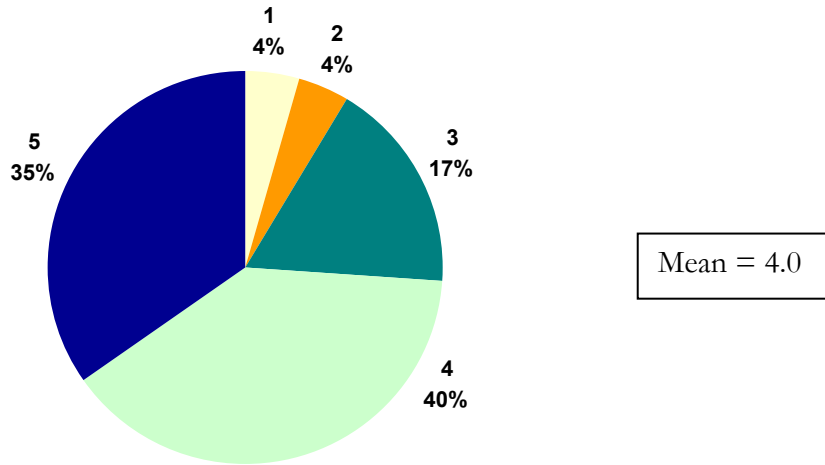
The common motivations expressed by OreMi’s mentors could be used to recruit new volunteers to the program. The frequency of these motivations suggests that others with similar motivations could use OreMi’s program as a way to realize and pursue those motivations.

Figure 7. Motivation. The primary motivation for mentors was to “be a role model.”



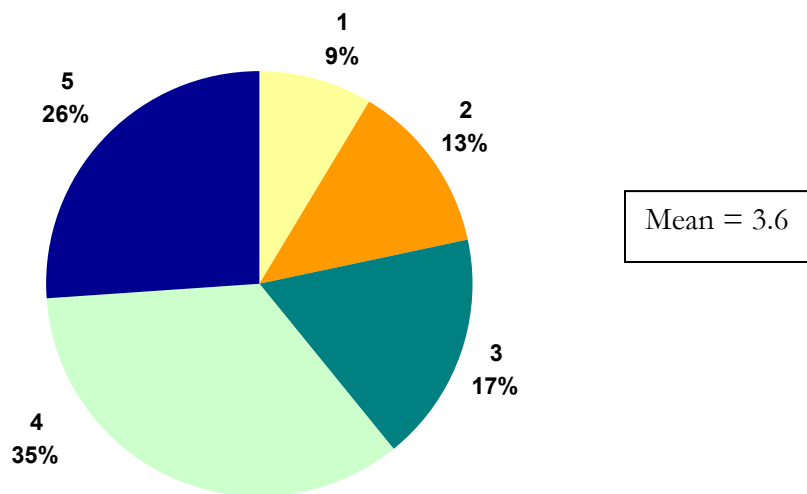
3. Training and Support

Figure 8. Training Sessions. On a scale of 1 to 5, mentors rated initial training highly, with a mean of 4.



Our experience in attending the OreMi training sessions is that they are very thorough in covering topics required for effective mentoring. The mentor follow-up questionnaire indicates that once in the relationship, however, some mentors had difficulties with communication and interaction with their mentees. Mentees' lower RQI measures of variables related to a strong connection with their mentors amplify this issue. Some mentors also found it difficult to come up with activities to do with the mentee. These responses tended to accompany suggestions that OreMi offer more thorough follow-up support and continual training. Furthermore, they asked that OreMi offer provide information about how to work well with children of different age groups. This leads us to believe that the application should have a question asking how much experience applicants have with working with children in a variety of age groups. OreMi could use this information to group together certain applicants for training that focuses on working with mentees of certain ages. Overall, mentors rated OreMi's training very well.

Figure 9. Ongoing Support from OreMi. On a scale of 1 to 5, mentors rated follow-up support lower than training, with a mean of 3.6.



Support is critical to ensure a continually rewarding relationship between mentor and mentee. Overall, OreMi's support is "critical for ensuring that pairs both meet regularly over a substantial period and develop positive relationships" (Sipe 2002:256). Sipe says support is especially crucial in the early stages of the match because the mentoring organization "provides moral support that mentors need to keep meeting with the youth and get through the rough spots so that the match has a chance to develop" (Sipe 2002:256). Some of the mentors did indicate that they had experienced some of these "rough spots" and that OreMi had not done enough to offer consistent support. This is shown by the mentor's notable lower ratings of OreMi's support compared to their ratings of the initial training.

BBBSA advocates extensive contact between the mentor, mentee, and caregiver in the early stages of the match. National requirements state that "monthly telephone contact with the volunteer is required during the first year of the match, as is monthly contact with the parent or youth" (Herrera 5). A few mentors stated in their follow-up questionnaires that they never received active contact from OreMi. These mentors often attributed this to the shifting of staff within OreMi. Those who were not contacted by OreMi had to contact OreMi themselves, something that a few found confusing when their case manager had left the organization. Fortunately, those mentors who experienced issues with communication and support from OreMi did not suffer from notably lower RQI measures compared to those mentors who did not experience the same issues. Mentors were not asked about the level of contact they had with the caregivers.

Many of the issues with support resulted from a lack of communication between OreMi and the mentors. This occurred most often due to a change in the case manager for the mentor-mentee pair. When this occurred, mentors expressed confusion over whom they should contact within OreMi and they felt ignored. Additionally, mentors wanted more case-specific advice. They wanted to know how best to communicate with young mentees and what sorts of activities would be best to do with these mentees. These issues also appeared in the mentee's assessment of their mentors. The most common concerns mentees had were feelings that their mentees did not know them well enough and that the mentors did not ask enough questions to learn more about the mentees. Many mentors expressed an interest in meeting with other mentors and doing mentor-mentee activities as large groups. This could help alleviate some of their other concerns, as contact with a variety of other mentors allows them to learn from others what techniques have been successful and unsuccessful in producing a rewarding match. Contact between multiple mentees seems like it could complement support from OreMi.

4. Mentors' Suggestions

Communication between OreMi and mentors: Communication was a salient theme in the questionnaire responses. Several respondents lamented that OreMi's communication and support had waned after the initial trainings. One respondent comments that, "They missed the support of their match's former caseworker. I don't even know who my new contact is." Several of respondents understand that a disconnect has resulted from a recent restructuring in the organization of personnel. Among those who took issue with OreMi communication, the majority offered proactive solutions that incorporated both OreMi staff responsibility and mentor responsibility. "You should implement of a more structured and regulated check in system. We could call monthly or something like that, just to keep in touch and to get feedback," says one mentee.

Ongoing mentee training: Post-match training also appeared to be an issue, although this was expressed to a lesser extent. Initial training is highly regarded. However, there is a consensus that training and staff support declines after initial training sessions. Some of the mentors expressed their need to have ongoing training, a form of supervision that will guide them given the complexities and issues some of their peer have. One mentor suggests that OreMi provide more individualized training. "Each match pair ought to have specific training dealing with the issues the kid has. I think we should be more informed about the kids issues, maybe review out mentee's case with the case worker." The mentor working with children with more pronounced

needs appears vigilant about providing adequate and appropriate support for OreMi's children. They simply want to provide support for the mentees while following the guidelines established by OreMi for the mentor-mentee relationship. They believe that more frequent support could help the better "know their role, and it would be a reaffirmation of what is working.

Community building: Mentors expressed a desire to collaborate with other matches. While mentor-mentee matches are inherently dyadic, isolation appears problematic for some. One mentor wanted to, "get with other mentors to share experiences and to exchange techniques of dealing with situations." Others felt that increased OreMi community participation would offer the kids a greater sense of community. Additionally, community-building exercises could elevate some of the strain mentors experience when coordinating activities. Some felt at a loss for creating appropriate, cost-effective, fun activities on consistent biases. A mentor suggested there be a, "Guide that provides suggestions for activities based on what is appropriate and on what has worked well for other matches." The volunteers feel a part of a movement—a cause. They seem to require more frequent interaction with their peers. This could also have a commiserative affect for mentors who encounter difficulties in interacting with mentees and mentee family.

Convenience: OreMi does sponsor events. However scheduling is an issue of some. One mentor expressed that scheduling of group event has prevented them from participating in activities OreMi does coordinate. "I wish the events were not on weekdays, between the hours of 5 and 7 pm. I would love to attend they need to plane more weekend events and outings." It is probable that work schedules present scheduling conflicts for mentors, the majority of which are professionals or employed in some capacity. These individuals would like OreMi to consider them when events are organized.

C. Caregivers

1. Experience

Based on these findings from the literature, we now turn to the feedback we received from the caregivers. Their feedback includes information about the effect of the mentorship on the child, the evaluation of the mentor/mentee relationship, evaluation of the mentor/caregiver relationship, and the caregivers' relationship with FSSBA.

Although the data we have about caregiver is very limited, there is data available as FSSBA conducted surveys with the caregivers about positive effects on the child, other benefits of the program, and suggestions for improvement. The overall result is that all caregivers are very satisfied with the program and appreciate the support given by mentors.

Guardians and parents unanimously agree that mentoring has positive effects on their children: 63% report an improvement in their child's behavior. For example, caregivers mention that the mentees have developed greater self-esteem, show increased psychological stability and better social attitudes, have improved relationships with the caregiver and the incarcerated parent, or develop a sense of future. One caregivers says that her daughter "developed a better insight on her education and is much more serious about grades and where she wants to go."

- 37% see as a great benefit that their children are exposed to another environment. They "see the other side of the world" and do things they never did before. One caregiver says that the mentor "brought out skills the mentee didn't know he had". The statement indicates that mentors provide children with new perspectives and act as a role model by being an adult with a career.
- 52% mention explicitly the positive effects of having an adult person to talk to. Mentors care about them and that give them a feeling of being important and special. Mentees can count on

their mentor and many caregivers agreed that this bonding relationship led the mentees grow emotionally.

Several caregivers attested that the program gives them time to relieve and respite for a certain time. Mentors give them a “some relaxation and peace of mind” and help “to take the burden off a person on to a team.” One mother says that the OreMi program “helped us to grow as a family” and another mother is happy that her daughter “understands better now what she has to do at home.” One recurrent theme was that caregivers could get support from OreMi and FSSBA when they went through hard times. Just “to know that someone is there” has been a comfort for a number of caregivers.

2. Suggestions

When asked about ways to improve OreMi, caregivers often did not provide an answer, or had but a few comments. Nearly all caregivers are very satisfied with the program and they provide great benefits for their children. But it seems clear that when caregivers want to see modifications, they mainly want to have more communication with OreMi.

We note that the evaluation form used created some vague or incomplete answers, and hence we suggested a redesign. Two questions: (Q5: greatest benefits on their child) and (Q6: What else is helpful about the program?) seem to cover similar subjects or if not, the questions are somewhat imprecisely formulated. Question 7 (What would you like to see more of) does not provide much information, as the most frequent answer is “more mentors”. Question 8 (Are there any changes you would like to see with the program?) is in most cases not answered at all or referred to support that is beyond the means of the OreMi program. Except in two cases the answer was exclusively “no” or answers referred to other programs like the kinship program. Question 7 provided a few valuable ideas (more social events with other mentors, more get together with other mentees) but those are very sporadic. For these and other reasons, a redesign of all registration and evaluation forms used by OreMi were redesigned and submitted in a separate report.

X. Conclusions

In summary, this evaluation has found that the OreMi Mentoring Program is doing a successful job in pairing mentees with mentors who are having a positive effect on their lives. Improvements were reported in most of the social-behavioral measures, and the quality of relationships, as indicated by the federal Relationship Quality Index, also indicated high scores. We also found that the method asking about shared interests did not have any importance when we looked at the areas of improvement or relationship quality. Children are enjoying the mentorship relationships, and their parents and caregivers report improvements in self-esteem, attitudes about school and other areas.

Mentors further expressed positive gratification, satisfaction and reward from the mentoring experience. They found the orientation and initial training to be very effective. They did have some suggestions, such as more ongoing communication and support from OreMi, which for some was uneven. They were also interested in more match contact, and requested alternate timing of other events. Yet there are not enough male mentors for the program, suggesting an unmet need.

The caregivers of the mentees are very appreciative and supportive of the existing program and would like to see it expand. It gave them a break from the responsibility of childcare, and a needed different adult perspective for the child than what they could offer. They did have a few recommendations, one echoing the mentors’ request for more communication from OreMi. Also, they would like more communication with other matches to know they aren’t so alone. And finally, while these are families often in some distress, and would benefit from access to other support resources, including self-improvement guidance.

XI. Recommendations

OreMi is a very helpful and productive service that is changing the lives for the better of a population that is often ignored but is in dire need of the assistance they receive through the mentorships. Our core recommendation is to continue, expand and improve. We hope the following recommendations will assist in the improvements.

We believe the most important area for improvement is within communication, both between OreMi and the participants and within the participants themselves. OreMi should formalize processes around communications with mentors and caregivers regarding ongoing support and shared events.

In our analysis we believe that matching requires less focus on shared interests. Part of the flaw in matching is that it does not focus on the mentee enough; many of the categorical interests are oriented towards adults. Furthermore the interests do not carry meaning with children because adults and children enjoy activities for different reasons. The activities are usually meant for the mentee's enjoyment but for the mentor gratification usually comes from spending time with a child rather than the event. After some brainstorming we came up with a conceptual alternative. The first step is to have mentors submit itineraries for his or her ideal plans for the first ten visits with a mentee. Then have mentees look through the various mentor itineraries and choose which mentor represents what he or she would find the most fun. Or another possibility is to collect all the submitted events and allow mentees to rank the list of activities in order of preference and then base matches on similar preferences. Another possibility is a sort of personality test which could be developed where questions would separate people into groups. It would be used to separate certain types of people by activities, attitude, and social skills. This later recommendation might be harder to implement but we feel that it would more beneficial to everyone involved than current system being used.

In addition we have other recommendations that could be implemented to improve the quality of your program. Since male mentors are so necessary, OreMi can take the messages from the evaluation to develop more effective messaging. OreMi can promote the idea of male bonding by promoting masculine activities with pictures of the events. One source of mentors is the private sector. We recommend reaching out to local employers and their Human Resources departments since many firms promote philanthropy work among their employees. Other likely pools of potential mentors are houses of worship, fraternities, especially the 'honors' (e.g., pre-law) fraternities, and the 'helping profession' graduate schools. Since most mentors now are young, single professionals it would be beneficial to further tap into these resources for mentors.

Since the average match relationship held lower than expected shared interests we felt that extra steps should be taken to ensure longer relationships. One technique would be recognition for mentors with the longest relationships or mentors who have shown improvement. This recognition would be in the form of plaque at OreMi's office or through an FSSBA newsletter. Gifts could also be given for certain achievements or special events could be held for matches that have been together longer. Also, we think there is much to be learned from interviewing the mentees and mentors with the longest relationships since they could the best insight on how to make a match work and how to overcome obstacles.

Also, we are firm believers in meetings between mentors because we feel it will help normalize their situation, improve the social ability of the mentees, and might show newer matches what they can gain through a continued relationship. Incorporating the get-togethers would mean mentees and mentors can share in the same activities are learning from another about building stronger mentorships.

Lastly, we felt that OreMi did not have a good working instrument to measure success other than adult relationship improvement and even these was decided on ambiguous terms. For this reason we have supplied a possible instrument, to be given before the relationship and periodically through the relationship, for measuring the correction of the problems that the literature said is common among children of incarcerated parents. More open-ended questions for the children in their own evaluations would be appropriate for

gauging the input and success of the mentees. We hope that our findings and suggestions aid in the quality and success of your program.

The students of SOC190.7 are grateful for the time and effort provided by the OreMi staff in supporting our learning process, and sincerely hope that you will find that at least some of our insights and suggestions improve your program.

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