Fall 2018

Juvenile Reentry Mentoring Program

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Juvenile Reentry Mentoring Program

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Fall 2018

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EVIDENCE-BASED NEBRASKA

NEBRASKA MENTORING PROGRAMS

2015 to 2018

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Table of Contents

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Executive Summary

Prior research has demonstrated that mentoring may have promising outcomes for youth engaged in, or thought to be at risk for, delinquent behavior. The Community-based Juvenile Services Aid Program specifically outlines funding activities designed to reduce delinquent behavior. Mentoring specifically falls under "services that will positively impact juveniles and families in the juvenile justice system." There are four different mentoring models funded, at least partially, by the Nebraska Community-based Aid fund: community-based, school-based, justice-based and Youth Initiated Mentoring™.

This report is a first glance at the use of mentoring programs funded through Community-based Aid (CBA) in Nebraska and how these programs impact future law violations.

From July 1, 2015 through March 2018, a total of eleven mentoring programs were funded through CBA funds. A total of 866 cases were referred to a mentoring program, with roughly 714 participating. Approximately 430 (60.2%) were matched to a mentor during this time. Roughly 75% of the time, youth are identified and referred to a CBA mentoring program by their school or through the county diversion program.

Different patterns emerged for the different mentoring models. Community-based and school-based programs had more referrals for females than males, whereas justice-based and YIM™ had a higher percentage of referrals for males than females. Youth mentored through community-based mentoring programs were significantly younger than justice-involved youth. Referrals for Black/African Americans and Native Americans were over-represented as compared to the population of African American youth and Native American in Nebraska; whereas referrals for White youth were under-represented as compared to the population of White youth in Nebraska.

Overall, mentoring appears to be operating as the Nebraska legislature intended, at this first examination – as a means to slow entry into the juvenile justice system. Less than 10% of youth (27 youth) committed a law violation following discharge from the program, while 16 youth (5.7%) had a law violation during the time they were participating in a mentoring program. While initial results are promising, a comparison group would be a more definitive way to determine whether it is the impact of the mentoring program or some other attribute.

The length of time that a youth is matched to a mentor is critical for a successful mentoring program. Our results demonstrate that match length significantly predicted whether a youth had a law violation following discharge from the program. As a result, programs must pay attention to factors that lead to longer matches. Gender matching did not appear to impact match length, however there were relatively few cross-gender cases to compare. While the age of the mentor does not impact the length of the match, the age of the mentee does. Our results also indicate that matches where mentee and mentor race/ethnicity match have statistically longer match lengths than cross-race/ethnicity matches.

Introduction

Mentoring programs and organizations have drawn substantial interest from individuals who are interested in evidence-based approaches that deter youth from the juvenile and criminal justice systems (Grossman & Tierney, 1998). Mentoring is often assumed to promote positive outcomes that disrupt the pathway to the juvenile justice system. Mentoring is a growing type of intervention, with over 5000 mentoring programs and organizations in the United States offering mentoring services (MENTOR/ National Mentoring Partnership, 2006).

Researchers have found promising outcomes for youth engaged in, or thought to be at risk for, delinquent behavior, school failure, aggression, or other antisocial behavior (DuBois, Holloway, Valentine, & Cooper, 2002, DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011). At-risk has been defined as "the presence of individual or ecological characteristics that increase the probability of delinquency in later adolescence or adulthood" (Tolan, Henry, Schoeny, & Bass, 2008, p.4). For instance, a recent meta-analysis on how mentoring impacts youth at risk of entering the juvenile justice system, examined 46 studies and found positive effects of mentoring on behaviors associated with involvement in the juvenile and criminal justice system, including delinquency, aggression, drug use, and academic performance (Tolan, Henry, Schoeny, Lovegrove, & Nichols, 2014).

In addition to impacting a young person's entry or reentry into the juvenile and criminal justice system (Tolan, Henry, Schoeny, Lovegrove, and Nichols 2014), mentoring may operate by impacting other behaviors that place the youth at risk. Research has noted that mentored youth can experience positive changes in behavior, social interactions, emotion regulation, and academic outcomes (DuBois et al, 2011; Keating et al, 2002).

There are number of things that may contribute to a successful mentoring relationship. For instance, greater interaction with a mentor is associated with stronger feelings of closeness with the mentor (Jekielek et al, 2002), and longer matches are associated with greater satisfaction with the mentoring relationship (Bruce & Bridgeland, 2014). Furthermore, the duration of the match can impact the youth significantly. Previous research has found that youth matched with a mentor for at least a year report a greater amount of improvements than youth that have terminated their match earlier (Grossman & Rhodes, 2002).

This report is a first glance at the use of mentoring programs funded through Community-based Aid (CBA) in Nebraska and how these program types impact future law violations, but it is our hope to eventually measure other outcomes that mentor's may influence, including the quality of match relationships, how the mentoring relationship may impact prosocial behavior, community engagement, academic performance, hopefulness and future goal orientation, and feelings and perceptions of support from adults.

Nebraska's Community-based Juvenile Services Aid Program

Recognizing that unnecessary formal involvement in the juvenile justice system may be contrary to the best interests and well-being of juveniles, the state of Nebraska established a fund entitled the Nebraska's Community-based Juvenile Services Aid Program (CBA) Fund, to support local programs and services for juveniles (Neb. Rev. Stat. § 43-2404.02). The purpose of the Community-based Aid Fund is to assist counties with developing intervention and prevention activities "designed to serve juveniles and deter involvement in the formal juvenile justice system" (Neb. Rev. Stat. § 43-2404.02(b)). This fund encourages the provision of appropriate preventive, diversionary, alternatives for juveniles, as well as better coordination of the juvenile services system. The statue specifically outlines funding particular activities, including truancy prevention and intervention programs. Specifically, lawmakers intended the CBA funding to be utilized for:

> "programs for local planning and service coordination; screening, assessment, and evaluation; diversion; alternatives to detention; family support services; treatment services; truancy prevention and intervention programs; pilot projects approved by the commission; payment of transportation costs to and from placements, evaluations, or services; personnel when the personnel are aligned with evidence-based treatment principles, programs, or practices; contracting with other state agencies or private organizations that provide evidence based treatment or programs' preexisting programs that are aligned with evidence-based practices or best practices; and other services that will positively impact juveniles and families in the juvenile justice system." (Neb. Rev. Stat. § 43-2404.02(b)).

Reporting Data in JCMS

Programs funded through CBA, including mentoring programs, are statutorily required to report data to the Nebraska Commission on Law Enforcement and Criminal Justice (Nebraska Crime Commission) (Neb. Rev. Stat. § 43-2404.02(4a)). This requirement is fulfilled when programs enter youth information into the Juvenile Case Management System (JCMS).

The JCMS is a secure, web-based tool that allows programs to meet their reporting requirements, while measuring whether the program is meeting the goals they set out to achieve. More importantly, as a statewide system, programs are held to a uniform standard of reporting and utilize common definitions. An over-arching aim of the JCMS is for programs to utilize consistent definitions for key data elements.

Mentoring Program Types

To this end, the programs funded through community-based aid should be utilizing the following definitions:

Mentoring takes place between young persons (i.e., mentees) and more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee's development. Currently, CBA-funded programs consist of 4 mentoring models, and each enters data according to their model:

- Community Mentoring: is a mentoring model where a positive adult is engaged in the youth's life by spending time in the community together. The match is based on interests, hobbies, and compatibility in order to spend time together to share fun activities they both enjoy. The goal of this mentoring model is to reduce drug and alcohol use and antisocial behavior through establishing a supportive friendship and providing guidance.
- Juvenile Justice Based Mentoring: is a mentoring model where youth with some involvement in the juvenile justice system (ranging from diversion to YRTC) are matched with an adult who will demonstrate prosocial attitudes and behaviors while helping the youth navigate the juvenile justice system. The goal of this mentoring model is to prevent the youth from further involvement with the justice system.
- School-based Mentoring: is a mentoring model where youth meet with their mentor on school premises. The goal of school-based programs is to improve youth attendance, grades, and attitudes towards school so that the youth is more likely to graduate.
- Youth Initiated Mentoring (YIM)™: is a mentoring model where the youth identifies individuals that he or she already views as a natural support or mentor. A formal program then helps ensure that the match is safe and supportive for the youth. YIM™ models also help develop natural mentors for more sustainable matches. The goal of YIM™ is to help youth identify and sustain healthy support systems.

Youth Referred to Community-based Aid Mentoring Programs

Under statute, programs were required to enter youth referred to their program beginning in July 1, 2015. The present data was extracted on March 12, 2018; as such, this report includes any youth referred or served between these dates. Some cases had referral dates as early as 2010 ($n = 6$), 2011 ($n = 4$), 2012 ($n = 11$), 2013 ($n = 19$), 2014 ($n = 23$), but appeared to have participated in a CBA-funded mentoring program during the reporting timeframe.

To be inclusive, youth with a referral date prior to July 1, 2015 but who had no discharge date ($n = 428$) or youth with neither enrollment date nor discharge date ($n = 41$) were included in this report because it was assumed they participated in a mentoring program during the timeframe of interest.

Under the Evidence-based Nebraska project, programs are classified by both the goals they have for youth and the setting they work in. Table 1 illustrates the programs available in counties funding mentoring. Over the three fiscal years, there were 11 total mentoring programs funded with CBA funds and 10 programs entered cases into JCMS from 7 counties. There was a total of 866 cases entered into the JCMS.

The Appendix contains maps of counties that have mentoring programs funded through CBA by each of the fiscal years that data collection was required by statute.

Table 1. Number and Percent of Mentoring Cases by County/ Program

Program/County	Years Funded	Community	Justice-based	School-based	YIM™	Total Number of Cases	Percent of Sample
Buffalo County -Friends Program	3	229	–	–	–	229	26.4%
Clay County -Big Brothers Big Sisters	3	86	–	–	–	86	9.9%
Douglas County -Community Coaching	1	–	–	–	–	–	–
-Midlands Mentoring	3	–	–	–	356	356	41.1%
-MAYS	1	–	5	–	–	5	0.6%
-Owens	1	–	27	–	–	27	3.1%
Lancaster County -Heartland BBBS	1	10	–	–	–	10	1.2%
Lincoln County -Community Connections	3	96	–	–	–	96	11.1%
-Teammates	1	–	–	11	–	11	1.3%
Madison County -Stanton HS Teammates	2	–	–	19	–	19	2.2%

Seward County -Centennial Teammates	3	–	–	27	–	27	3.1%
Total		**421**	**32**	**57**	**356**	**866**	**100.0%**

Referral Source

Table 2 displays the entities that refer youth to mentoring programs. Youth referred to CBA mentoring programs are most often identified and referred by their school (*n* = 355; 41.0%), followed by the county juvenile diversion programs (*n* = 310; 35.8%). For the school-based programs, most referrals came from the school, however it is not clear if all referrals came from the school because of the high percentage of missing data. The justice-based mentoring program received referrals exclusively from diversion, whereas YIM ™ received referrals from both diversion and probation. Community-based mentoring programs received referrals mostly from the school, but also referrals from diversion, the Department of Health and Human Services (DHHS), and parents/guardians.

Table 2. Referral Sources for Mentoring Programs

	Community	Justice-based	School-based	YIM™	Total
School	325 (16.4%)	0 (0.0%)	30 (52.6%)	0 (0.0%)	355 (41.0%)
Diversion Program	4 (1.0%)	32 (100.0%)	0 (0.0%)	274 (77.0%)	310 (35.8%)
Probation	0 (0.0%)	0 (0.0%)	0 (0.0%)	47 (13.2%)	47 (5.4%)
DHHS	4 (1.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (0.5%)
Parent/ guardian	8 (1.9%)	0 (0.0%)	2 (3.5%)	0 (0.0%)	10 (1.2%)
Other	11 (2.6%)	0 (0.0%)	2 (3.5%)	0 (0.0%)	13 (1.5%)
Missing	69 (16.4%)	0 (0.0%)	23 (40.4%)	35 (9.8%)	127 (14.6%)
Total	**421**	**32**	**57**	**356**	**866**

Note. DHHS = Department of Health and Human Services

Gender of Youth Referred

Of the 866 cases referred to a mentoring program, 45.7% (*n* = 396) were male and 53.6% (*n* = 465) were female. Data were unspecified or missing in 5 cases. Overall, community-based and school-based programs had more referrals for females than males, whereas justice-based and YIM™ had a higher percentage of referrals from males than females (Table 3).

n = 396

n = 465

Table 3. Gender					
	Community	Justice-based	School-based	YIM™	Total
Female	228 (54.2%)	14 (43.8%)	38 (66.7%)	185 (52.3%)	465 (53.8%)
Male	193 (45.8%)	18 (56.3%)	19 (33.3%)	166 (46.6%)	396 (45.7%)
Unspecified	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (0.8%)	5 (0.6%)
Total	421	32	57	356	866

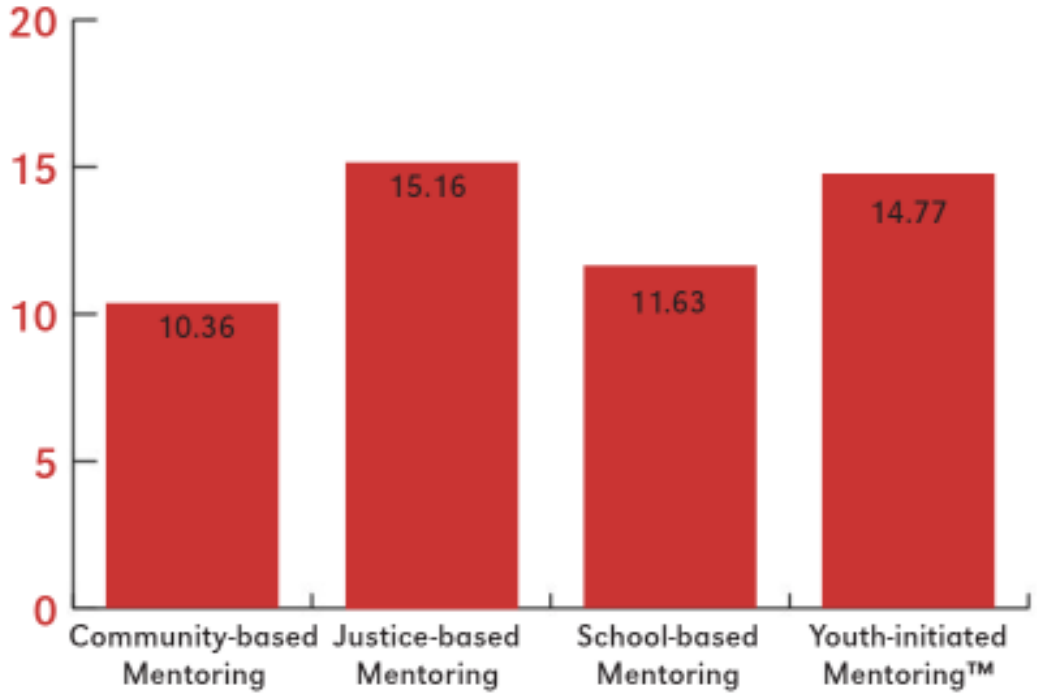
Age of Youth Referred

Table 4 displays the frequency of referred cases by the age of the youth upon intake. The age of the youth ranged from 5 to 18, with a mean age of 12.44 (SD = 3.49). Approximately one-third of the youths referred were between ages 15 and 17 (n = 327; 37.7%).

Table 4. Age of Youth Referred		
Age	Frequency	Percent
5	11	1.2%
6	30	3.5%
7	53	6.1%
8	62	7.2%
9	63	7.3%
10	42	4.8%
11	82	9.5%
12	55	6.4%
13	48	5.5%
14	77	8.9%
15	118	13.6%
16	111	12.8%
17	86	9.9%
18	10	1.2%
Not specified	18	2.1%
Total	866	100.0%

The mean age at intake/enrollment significantly differed based upon the type of mentoring program $F(3, 845) = 175.92$, $p < .001$. Specifically, community-based mentoring had the lowest mean age, followed by school-based mentoring. Both justice-based and Youth Initiated Mentoring™ had older youth, however these two program types did not significantly differ from each other (Figure 1).

Figure 1. Mean Age of Youth Served



Race/Ethnicity of Youth Referred

Most youth referred to a mentoring program were White (*n* = 457; 52.8%), followed by Black/African American (*n* = 169; 19.5%) and Hispanic (*n* = 119; 13.8%). Fewer youth were American Indian/Alaska Native (*n* = 21; 2.4%), Asian (*n* = 7; 0.8%), an "other race" (*n* = 7; 0.8%), and multiple races (*n* = 41; 4.7%). Race and Ethnicity was not specified for 5.2% of the cases (*n* = 45).

When we compared the race of youth referred to a mentoring program to the racial and ethnic composition of Nebraska youth of the same age (10 to 19), data indicated that Black and Native American youth were over-represented, that is, they were involved in CBA mentoring programs at a higher rate than would be expected by the population of youth of that race/ethnicity in Nebraska. White youth appear to be involved in mentoring programs are under-represented as compared to the population of White youth in Nebraska (Table 5).

Table 5. Race and Ethnicity of Youth						
	Community	Justice-based	School-based	YIM™	Total	Nebraska*
White	303 (72.1%)	6 (18.8%)	53 (93.0%)	95 (26.7%)	457 (52.8%)	72.3%
Hispanic	63 (15.0%)	9 (28.1%)	2 (3.5%)	45 (12.6%)	119 (13.8%)	15.2%
Black/ African American	11 (2.6%)	16 (50.0%)	1 (1.8%)	141 (39.6%)	169 (19.5%)	5.6%
American Indian, Alaska Native	9 (2.1%)	1 (3.1%)	0 (0.0%)	11 (3.1%)	21 (2.4%)	1.1%
Asian	4 (1.0%)	0 (0.0%)	0 (0.0%)	3 (0.8%)	7 (0.8%)	2.5%
Native Hawaiian, Other Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0.1%
Multiple Races	13 (3.1%)	0 (0.0%)	1 (1.8%)	27 (7.6%)	41 (4.7%)	3.2%
Other Race	1 (0.2%)	0 (0.0%)	0 (0.0%)	6 (1.7%)	7 (0.8%)	–
Unspecified	17(3.8%)	0 (0.0%)	0 (0.0%)	28 (7.9%)	45 (5.1%)	–
Total	**421**	**32**	**57**	**356**	**866**	

* U.S. Census Bureau, Population Division (2016), racial and ethnic composition of Nebraska youth (10 to 19).

Evidence-based Mentoring: Matching Youth Risk Level to Intervention

Often youth referred to a mentoring program are those that are at risk in one or more domains of their lives. Evidence-based decision making seeks to identify the underlying need, or risk areas, and propose an intervention to match that need (Lipsey, Conly, Chapman, & Bilchick, 2017). Research has indicated that matching youth to supervision or services based on risk and needs can result in a reduction in future law violations (Lipsey et al., 2017; Vieira, Skilling, and Peterson-Badali, 2009).

If using an evidence-based approach, the mentoring model employed should address at least some of the risk factors, or needs, that the youth presents. For instance, a community-based model may be an excellent resource for youth who reside in higher risk households who may need additional supportive adults; whereas a school-based mentoring model may be best suited to address academic related issues.

To this end, the Juvenile Justice Institute requested that programs enter data into JCMS to examine level of risk of the youth served, and to examine whether programs are serving their intended population.

Living Situation and Parental Involvement Risk Factors

A young person's living situation may be one risk factor for delinquency. Mentors can fill a need in households where parents are not able to be as involved with their child. In 2016, approximately 28.3% of Nebraska youth were living with a single parent (Voices for Children, 2017).

In this sample of youth referred to mentoring programs, more than one third (36.3%) of the youth resided in single parent homes; 4.6% of youth resided with a guardian and less than 0.5% were wards of the State of Nebraska (Table 6). Although there is a substantial amount of data missing (38%), so we do not have a complete picture of living situation for the youth being served, it does appear that programs are appropriately referring youth with a need for a supportive adult.

One gap in services, however, appears to be with state wards. In Nebraska, there were approximate 7,214 youth who were state wards in 2016 (15.2% per 1,000 children; Voices for Children, 2017). In CBA-funded mentoring programs, however, there were few youths who were state wards referred for mentoring services. Because these young people are likely the ones needing a supportive adult the most, programs should consider how to include more of these youths in their programs.

Table 6. Youth's Primary Living Situation at Intake

	Community	Justice-based	School-based	YIM™	Total
Guardian	24 (7.9%)	4 (12.9%)	4 (8.7%)	8 (5.2%)	40 (4.6%)
Single Parent	169 (55.4%)	23 (71.9%)	20 (35.1%)	102 (28.7%)	314 (36.3%)
Both Parents	107 (25.4%)	4 (12.5%)	22 (38.6%)	44 (12.5%)	177 (20.4%)
State Ward	4 (1.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (0.7%)
Lives on own	1 (0.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)
Missing	116 (27.6%)	1 (3.1%)	11 (19.3%)	202 (56.7%)	330 (38.1%)
Total	**421**	**32**	**57**	**356**	**866**

We also measured parental support during the program from the perspectives of the program staff as another needs/risk factor that could be addressed by a mentoring program. Although lack of parental involvement could be an indication of poor parenting, it could also be due to circumstances outside the parent's control. For example, parents who are working two jobs to make ends meet may not be able to be as active with their children as they would like.

Furthermore, parental involvement serves a purpose while in the program because research indicates that if a parent does not support the mentoring relationship, it can undermine the growth of the mentoring relationship (MENTOR, 2015).

Again, more than half of the cases were marked as "unknown" or left blank on level of parental involvement during the program (Table 7). Although programs may be reluctant to assign a value to parental involvement, programs often have valuable insight on how active parents are with their child. It may also be that parental involvement during the program is not something that would be known until the youth has participated in the program for some time. As such, we encourage programs to enter this information at discharge, once they have gotten to know the families more.

Table 7. Parental Level of Involvement					
	Community	Justice-based	School-based	YIM™	Total
None	4 (1.0%)	1 (3.1%)	0 (0.0%)	1 (0.3%)	6 (0.7%)
Active	52 (12.4%)	10 (31.3%)	2 (3.5%)	86 (24.2%)	150 (17.3%)
Minimally Active	114 (27.1%)	17 (53.1%)	6 (10.5%)	21 (5.9%)	158 (18.2%)
Inactive	15 (3.6%)	1 (3.1%)	9 (15.8%)	2 (0.6%)	27 (3.1%)
Unknown	82 (19.5%)	0 (0.0%)	0 (0.0%)	185 (52.0%)	267 (30.8%)
Missing	154 (36.6%)	3 (9.4%)	40 (70.2%)	61 (17.1%)	258 (29.8%)
Total	421	32	57	356	866

Risk Factors for Delinquency

In meta-analyses examining juvenile justice program effectiveness, the youth characteristics that were most predictive of future law violations was each youth's risk for delinquency (Lipsey et al., 2010; Lipsey & Howell, 2012). According to this research, interventions applied to high risk youth demonstrated larger recidivism reductions than those applied to lower risk youth (Lipsey & Howell, 2012). Higher risk youth has been defined using three proxy variables: prior legal violations, aggressive behavior, and high-risk environment.

According to the Evidence-based Nebraska common definitions, prior legal violations are defined as any petition filed and adjudication that occurred before participation in the program; a history of aggressive behavior is defined as the youth's actions or behaviors reported as hostile or violent towards others or things; and high-risk environment is defined as something about the youth's surroundings that expose them to danger (e.g., residing in a high crime neighborhood, domestic violence in the home, or family members with gang affiliation).

Table 8a. Prior Legal Violations					
	Community	Justice-based	School-based	YIM™	Total
Yes	0 (0.0%)	19 (59.4%)	0 (0.0%)	13 (3.7%)	32 (3.7%)
No	191 (45.4%)	12 (37.5%)	14 (24.6%)	15 (4.2%)	232 (26.8%)
Unknown	81 (19.2%)	0 (0.0%)	0 (0.0%)	290 (81.5%)	371 (42.8%)
Missing	149 (35.4%)	1 (3.1%)	43 (75.4%)	38 (10.7%)	231 (26.7%)
Total	421	32	57	356	866

Table 8b. Aggressive Behavior					
	Community	Justice-based	School-based	YIM™	Total
Yes	23 (5.5%)	12 (37.5%)	1 (1.8%)	5 (1.4%)	41 (4.7%)
No	54 (12.8%)	19 (59.4%)	13 (22.8%)	15 (4.2%)	101 (11.7%)
Unknown	195 (46.3%)	0 (0.0%)	0 (0.0%)	298 (83.7%)	493 (56.9%)
Missing	149 (35.4%)	1 (3.1%)	43 (75.4%)	38 (10.7%)	231 (26.7%)
Total	421	32	57	356	866

Table 8c. High Risk Environment					
	Community	Justice-based	School-based	YIM™	Total
Yes	142 (33.7%)	8 (25.0%)	1 (1.8%)	10 (2.8%)	161 (18.6%)
No	46 (10.9%)	23 (71.9%)	12 (21.1%)	26 (7.3%)	107 (12.4%)
Unknown	83 (19.7%)	0 (0.0%)	1 (1.8%)	283 (79.5%)	367 (42.4%)
Missing	150 (35.6%)	1 (3.1%)	43 (75.4%)	37 10.4%)	231 (26.7%)
Total	421	32	57	356	866

Unfortunately, programs did not have (unknown) or did not enter this information (missing) in at least 70% of the cases or more (Table 8a to 8c). Although we do not know whether programs are failing to enter the information or are failing to gather background information for the youth referred to the mentoring program, the missing data could indicate that programs are not addressing the risk or needs of the youth being served. If we had more complete risk variables, we would be able to more clearly define who is being served in programs and explain program outcomes, including what types of interventions work for what kinds of youth.

Although mentoring programs may think that mentors should be "blind" to these risk factors so they are not "biased" in how they work with a young person, these risk factors are important to be aware of because it may impact who a youth is matched with and where the mentor takes the youth in the community. According to the Elements of Effective Mentoring, "program staff should provide background information about everyone who will be involved in the mentoring relationship" (MENTOR, 2015, p. 57). Knowing this information can present an opportunity for the mentor to work with the youth on developing prosocial attitudes and activities surrounding these areas.

School and Academic Risk Factors

School attachment and academic performance may also be indicators of risk. Schools were the primary referral source to mentoring programs, making up 41% of the referrals (Table 2 above). Across all mentoring types, most of the youth in mentoring programs (92.0%), were enrolled in an educational institution at the time they entered the mentoring program (Table 9).

Table 9. Enrollment Status of Youth					
	Community	Justice-based	School-based	YIM™	Total
Enrolled	407 (96.7%)	31 (96.9)	46 (80.7%)	313 (87.9%)	797 (92.0%)
Expelled	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (1.1%)	4 (0.5%)
High School Grad/ GED	0 (0.0%)	0 (0.0%)	3 (5.3%)	0 (0.0%)	3 (0.3%)
Dropped out	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (1.4%)	5 (0.6%)
Alternative School	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.3%)	1 (0.1%)
Missing	14 (3.3%)	1 (3.1%)	8 (14.0%)	33 (9.3 %)	56 (6.5%)
Total	421	32	57	356	866

We examined risk factors associated with educational attainment: attendance problems, level of attachment to school, and GPA, to determine if school-based mentoring programs were more likely to be used when youth presented with educational risk factors. These same variables are collected at discharge to evaluate whether the programs are having an effect on academic outcomes.

As noted above, a school-based mentoring model might have the most impact on youth that feel disconnected from their school and are struggling to attend school and maintain passing grades. Although the other mentoring types may not have academic success as a primary outcome, improving academic outcomes may result from the mentorship relationship.

Tables 10a to 10c display the three education-related variables as measured at intake. For the 57 youth in a school-based mentoring program, over 75% of the cases did not have these variables completed. This makes it difficult to know if youth are being referred to school-based programs related to their academic attendance, and whether the program assists a youth in improving on these factors.

Table 10a. Frequency of Attending School at Intake					
	Community	Justice-based	School-based	YIM™	Total
Frequently	8 (1.9%)	25 (78.1%)	0 (0.0%)	6 (1.7%)	39 (4.5%)
Sometimes	27 (6.4%)	4 (12.5%)	4 (7.0%)	4 (1.1%)	39 (4.5%)
Rarely	25 (5.9%)	2 (6.3%)	10 (17.5%)	4 (1.1%)	41 (4.7%)
Never	2 (0.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.2%)
Unknown	209 (49.6%)	0 (0.0%)	0 (0.0%)	305 (85.7%)	514 (59.4%)
Missing	150 (35.6%)	1 (3.1%)	43 (75.4%)	37 (10.4%)	231 (26.7%)
Total	421	32	57	356	866

Table 10b. Youth's GPA at Intake					
	Community	Justice-based	School-based	YIM™	Total
Mostly B's	2 (0.5%)	2 (6.3%)	4 (7.0%)	0 (0.0%)	8 (0.9%)
Mostly C's	0 (0.0%)	3 (9.4%)	6 (10.5%)	0 (0.0%)	9 (1.0%)
Mostly D's	0 (0.0%)	6 (18.8%)	1 (1.8%)	0 (0.0%)	7 (0.8%)
Mostly F's	0 (0.0%)	18 (56.3%)	0 (0.0%)	0 (0.0%)	18 (2.1%)
Unknown	267 (63.4%)	0 (0.0%)	0 (0.0%)	319 (89.6%)	586 (67.7%)
Missing	152 (36.1%)	3 (9.4%)	46 (80.7%)	37 (10.4%)	238 (27.5%)
Total	421	32	57	356	866

Table 10c. Youth's Attachment to School at Intake					
	Community	Justice-based	School-based	YIM™	Total
Medium Attachment	23 (5.5%)	7 (21.9%)	9 (15.8%)	7 (2.0%)	46 (5.3%)
Low Attachment	29 (6.9%)	22 (6.8%)	3 (5.3%)	7 (2.0%)	61 (7.0%)
Unknown	216 (51.3%)	0 (0.0%)	0 (0.0%)	297 (83.4%)	513 (59.2%)
Missing	153 (36.3%)	3 (9.4%)	45 (78.9%)	45 (12.6%)	246 (28.4%)
Total	421	32	57	356	866

Overall, the disconnect between youth's risk factors (especially missing data) and the type of mentoring program, indicate that mentoring programs may be accepting referrals for youth, based upon criteria other than risk.

Youth Enrolled in a Mentoring Program

At times, a youth might be referred to a program, but refuse to enroll or participate in the program. Table 11 presents the number of youth who enrolled in the program and those that refused the services. In this sample, the YIM™ was the only program that indicated parent/youth refusal. One reason for this may be that YIM™ received referrals from court, probation, or diversion and the families are not interested in participating; where as other programs only received referrals from youth/families who have already expressed an interest in having a mentor. Another reason may be that programs are not entering all youth referred to the program, as recommended, and are instead only entering the youth served.

Table 11. Youth Enrolled After Being Referred to Program

	Community	Justice-based	School-based	YIM™	Total
Enrolled in Program	421 (100.0%)	32 (100.0%)	57 (100.0%)	204 (57.3%)	714 (82.4%)
Youth/Parent Refused Services	0 (0.0%)	0 (0.0%)	0 (0.0%)	152 (42.7%)	152 (17.6%)
Total	**421**	**32**	**57**	**356**	**866**

Profile of Mentors

Although there were 714 youth enrolled in a mentoring program, only 60.2% (430 youth) were matched with a mentor. A total of 448 mentors' profiles were entered into the JCMS during this time. The total number of mentor profiles entered is greater than the number of mentor-mentee matches because some cases were matched with more than one mentor.

To describe the profile of mentors in CBA-funded mentoring programs, we removed any duplicate mentors (i.e., when one mentor had two mentees we only included that mentor once) and removed any mentors listed as "Project Impact", which is an alternative activity used by one program while youth are on a waiting list. If a youth had more than one mentor, we included each mentor. As such, there was a total of 393 mentors, which consisted of traditional mentors and community coaches.

Mentor Gender

Of the 393 mentors, 63.9% ($n = 251$) were female and 32.6% ($n = 128$) were male. Data for mentor gender were missing for 14 cases (Table 12).

$n = 128$ $n = 251$

Table 12. Mentor Gender

	Community	Justice-based	School-based	YIM™	Total
Female	190 (66.2%)	4 (4.44%)	18 (64.3%)	39 (56.5%)	251 (63.9%)
Male	89 (31.0%)	5 (55.6%)	10 (35.7%)	24 (34.8%)	128 (32.6%)
Missing	8 (2.8%)	0 (0.0%)	0 (0.0%)	6 (8.7%)	14 (3.6%)
Total	**287**	**9**	**28**	**69**	**393**

Mentor Age

Some age groups may serve as better mentors than other age groups. For instance, some research has shown that college-aged students were more likely to prematurely close than matches with older mentors (Grossman et al., 2012); whereas others have found that college-aged students were successful when working with youth re-entering the community from a juvenile facility (Jarjoura, 2005). Table 13 displays the frequency of cases by the age of the mentors. The age of the mentors ranged from 12 to 82, with a mean age of 29.65 ($SD = 41.43$).

Table 13. Mentor Age

	Community	Justice-based	School-based	YIM™	Total
19 and younger	137 (47.7%)	2 (22.2%)	15 (53.6%)	22 (31.9%)	176 (44.8%)
20 to 35	113(39.4%)	4 (44.4%)	3(10.7%)	22 (31.9%)	142 (36.1%)
36 to 50	14 (4.9%)	2 (22.2%)	2 (7.1%)	18 (26.1%)	36 (9.2%)
51 to 65	17 (5.9%)	1 (11.1%)	4(14.3%)	6 (8.7%)	28 (7.1%)
66 and older	6 (2.1%)	0 (0.0%)	4 (14.3%)	1 (1.4%)	11 (2.8%)
Total	**287**	**9**	**28**	**69**	**393**

Mentor Motivation and Background

People may mentor for a variety of reasons; however previous research indicates that when mentors are motivated by professional development, the mentorship matches tend to last longer than those who mentor for other, less self-fulfilling reasons (Tolan et al., 2014). Moreover, there has been evidence to suggest that matches in which the youth initiates the match by identifying their own mentor can impact the length of the mentoring relationship (MENTOR, 2015). As such, programs were asked to indicate the primary motivation of the mentor. In this sample, most of mentors reported being mentors to gain personal experience (Table 14).

Table 14. Mentor Motivation

	Community	Justice-based	School-based	YIM™	Total
Fulfill a civic duty	30 (10.5%)	0 (0.0%)	11 (39.3%)	1 (1.4%)	42 (10.7%)
Professional development	2 (0.7%)	9 (100.0%)	0 (0.0%)	0 (0.0%)	11 (2.8%)
Gain personal experience	222 (77.4%)	0 (0.0%)	12 (42.9%)	2 (2.9%)	236 (60.1%)
Asked by Mentee	3 (1.0%)	0 (0.0%)	0 (0.0%)	52 (75.4%)	55 (14.0%)
Missing	30 (10.5%)	0 (0.0%)	5 (17.9%)	14 (20.3%)	49 (12.5%)
Total	287	9	28	69	393

Programs were also asked to indicate if the mentors had experience or education in a helping role or profession. This is any role that nurtures growth or where the mentor focused on another person's well-being. Most mentors had a background in a helping role/profession, and fewer mentors indicated no background in a helping role/profession. In 67 cases (17.0%), the data were missing.

Table 15. Mentor Background

	Community	Justice-based	School-based	YIM™	Total
No	67 (23.3%)	0 (0.0%)	6 (21.4%)	8 (11.6%)	81 (20.6%)
Yes	184 (64.1%)	7 (77.8%)	16 (57.1%)	38 (55.1%)	245 (62.3%)
Missing	36 (12.5%)	2 (22.2%)	6 (21.4%)	23 (33.3%)	67 (17.0%)
Total	**287**	**9**	**28**	**69**	**393**

Mentee-Mentor Matches in CBA-funded Mentoring Programs

Next, we examined the mentee-mentor matches. Although there were 866 youth referred to a mentoring program, approximately 714 youths enrolled in the program (i.e., for 152 cases, the youth/parent refused the services). Based on the number who enrolled, and were thus eligible for a mentor, 430 youths were matched to a mentor (61.2%).

It should be noted that some youth were matched to the same mentor (i.e., a mentor could have been assigned multiple youth). For analysis on each of the matches, we retained the duplicate mentors to examine each match relationship as the unit of analysis. The following analysis, therefore, is based on the 430 mentor-mentee matches. Note that the number of matches may exceed the total number of cases because a youth may have more than one match to a mentor.

Table 16. Number and Percent of Mentee-Mentor Matches

Program	Number of Matches	Total Number of Enrolled Cases	Percent Matched Youth
Friends Program	235	229	100.0%
Big Brothers Big Sisters	12	86	14.0%
Midlands Mentoring	71	204	34.8%
Metro Areas Youth Services (MAYS)	5	5	100.0%
Owens Educational Services	27	27	100.0%
Heartland BBBS	3	10	30.0%
Community Connections	49	96	51.0%
Teammates (Lincoln Co.)	0	11	0.0%
Stanton HS Teammates	12	19	63.2%
Centennial Teammates	16	27	59.3%
Total	**430**	**714**	**61.2%**

It appears that roughly 284 youth were not matched to a mentor during the timeframe that we examined. It may be that programs did not enter the mentor information. Reasons a mentor may not have been entered, even if a youth had been matched, may be due to earlier iterations of data collection that did not request mentor information (i.e., spreadsheets that programs completed with youth information prior to the creation of the JCMS online screen for mentoring).

Other reasons, however, are that some programs have waiting lists. Some programs have indicated that while a youth is on the waiting list, the programs have others have agency-based activities, where youth can participate in group mentoring while waiting to be matched (i.e., Project Impact). We are currently making changes to the JCMS to include data collection on waiting lists, including whether a youth was on a waiting list and the length of time the youth is on the waiting list. This will assist in better understanding needs in a community for mentors, the impact of waiting lists, and the effect of process variables on outcomes.

Matched by Gender

Matching mentors and mentees based on similarities such as race/ethnicity, gender, and mutual interests is often recommended (Pryce, Kelly, & Guidone, 2014).

Most of the mentorship matches were matched with the same gender ($n = 357$, 83.0%)—especially so for female mentees (Table 17). When the gender of the mentor and mentee did not match, most of the time it was that male mentees were matched with female mentors ($n = 51$, 27.7%). Less often were male mentors matched with female mentees ($n = 8$, 3.4%). Because most programs indicate a preference for matching based on gender, this likely indicates there is a need for additional male mentors to mentor the male youth.

Table 17. Comparison of Mentor and Mentee Gender

	Mentor's Gender		
Mentee's Gender	**Female**	**Male**	**Total**
Female	224 (96.6%)	8 (3.4%)	232 (100.0%)
Male	51 (27.7%)	133 (72.3%)	184 (100.0%)
Total	**275 (66.1%)**	**141 (33.9%)**	**416 (100.0%)**

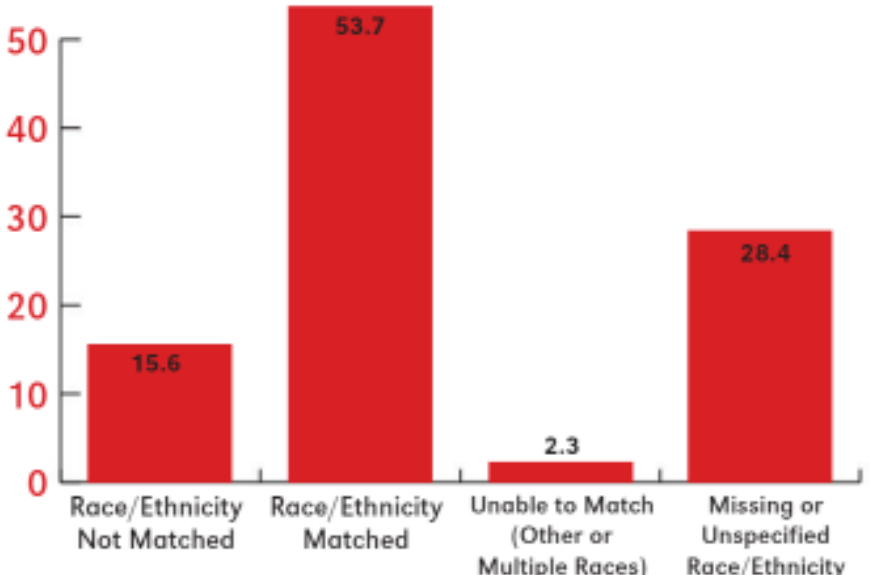
Note. In 14 cases the mentor's gender was not available, so the sample size for this comparison is 416 mentor-mentee matches.

Matched by Race/Ethnicity

Although matching based on race has been recommended (Pryce, et al., 2014), research comparing cross-race or same-race matches have not found few differences in the quality of the mentoring relationship or outcomes, between cross-race and same-race matches (Morrow & Styles, 1995; Rhodes, Reddy, Grossman, & Lee, 2002).

A little more than half of the matches were matched with the same race/ethnicity (n = 231, 53.7%). Approximately 15.0% ($n = 67$) were not matched and for 2.3% ($n = 10$), we were not able to accurately assess match because either the youth or the mentor identified as an "other" race or "multiple races". In almost one-third of the cases, either the race/ethnicity was missing for the youth or the mentor and as a result, we could not determine if the race/ethnicity was a match (Figure 2).

Figure 2. Matched on Race/Ethnicity (%)



In an attempt to assess where there may be gaps in race/ethnicity for matching based on race/ethnicity, we compared the race/ethnicity of mentees and mentors. As Table 18 displays, most mentors were White, followed by Black/African American and Hispanic. Fewer mentors were American Indian/Alaska Native Asian, other race, or multiple races. In a number of cases, Race and Ethnicity were not specified or missing ($n = 132$; 29.2%). When comparing the mentors to the youth served in mentoring programs, we see fewer mentors of color than the youth being served.

Table 18. Comparison of Mentor and Mentee Race and Ethnicity

	Youth Mentored		Mentor Race	
Race/Ethnicity	**Frequency**	**Percent**	**Frequency**	**Percent**
White	457	52.8%	260	58.0%
Hispanic	119	13.8%	18	4.0%
Black/African American	169	19.5%	33	7.4%
American Indian, Alaska Native	21	2.4%	2	0.4%
Asian	7	0.8%	1	0.2%
Native Hawaiian, Other Pacific Islander	0	0.00%	0	0.00%
Multiple Races	41	4.7%	3	0.7%
Other Race	7	.8%	71	15.8%
Missing	45	5.2%	60	13.5%
Total	**866**	**100.0%**	**448**	**100%**

Mentoring Outcomes

Research has demonstrated that is not the mere presence of a mentor that impacts outcomes, but that the match must be of a meaningful duration. As stated by Higley and colleagues (2014), "Foreshortened matches can be worse than ineffective; matches lasting less than 6 months can harm a child, leading to feelings of abandonment and negative outcomes (pg.1).

Other researchers have noted within a sample of delinquency cases that a "one-year match history was statistically significant predictor of fewer total arrests" (DuBois, Herrera, and Rivera 2018). Length of match may also affect academic and educational issues, "At the end of the year, youth in intact relationships showed significant academic improvement, while youth in matches that terminated prematurely showed no impact" (Grossman, Chan, Schwartz & Rhodes 2012, pg. 43).

Given the fact that many mentoring programs have waiting lists, programs should determine the youth that fit their program model and collect information about risk and need at intake. Failure to do so may lead to matches ending early (defined as less than 1 year), or it may hinder the mentor from working on meaningful activities with the youth.

Discharge by Program

Table 19 displays the closure reason for each youth by type of mentoring program. Programs closing the case was the most common discharge reason with 17.4% of cases ($n = 124$); while 13.0% of cases closed successfully ($n = 93$). One pattern with discharge reasons is that the programs serving youth with law violations, the justice-based program and YIM™ program have higher rates of being closed by the program than the other program types.

Programs with high rates of "other" discharges should review their cases to make sure they indicated a discharge reason if a youth was discharged. Perhaps one explanation is that the case management system did not have an appropriate discharge reason (prior to the new discharge reasons being added).

Table 19. Discharge Reasons by Type of Mentoring Program

	Community	Justice-based	School-based	YIM™	Total
Closed Successfully	69 (16.4%)	11 (34.4%)	3 (5.3%)	10 (4.9%)	93 (13.0%)
Closed by Mentee	4 (1.0%)	0 (0.0%)	0 (0.0%)	17 (8.3%)	21 (2.9%)
Closed by Mentor	8 (1.9%)	0 (0.0%)	0 (0.0%)	6 (2.9%)	14 (2.0%)
Closed by Program	36 (8.6%)	20 (62.5%)	2 (3.5%)	66 (32.4%)	124 (17.4%)
Other	12 (2.9%)	0 (0.0%)	0 (0.0%)	15 (4.2%)	27 (3.8%)
Missing or Open Case	292 (69.4%)	1 (3.1%)	52 (91.2%)	90 (44.1%)	435 (50.2%)
Total	**421**	**32**	**57**	**204**	**714 (100.0%)**

Note. This excludes the youth who were referred but did not participate, with a discharge code "youth/parent refused"

Length of Match

Of the 430 matches, 35 of these matches had neither a starting nor ending date of the match relationship. A total of 395 cases had a starting date, but only 98 cases had an ending date to the match, which indicates that the match was still be active as of March 2018 (or the program did not enter the ending date, if the mentoring relationship had closed).

We calculated the average length of the match on the 98 cases had an individual mentor and included both a start date and end date. The average length of time a youth was matched to their mentor was just under one year, at 329.5 days (*SD* = 410.4). However, two cases appear to be outliers, as the matches appear to have started in February and March 2010. If those cases were not included in the analysis, then the average time a youth was matched to a mentor drops to 285.5 days (*SD* = 273.9).

Next, we included average length of match by program for the 98 cases for which it could be calculated (Table 20).

Table 20. Mean Average Length of Match (ALOM)

	Mentoring Type	Number of Cases	Mean ALOM	*SD*
Friends Program	Community-based	35	388.49	274.96
Big Brothers Big Sisters	Community-based	0	–	–
Community Coaching	Community-based	0	–	–
Midlands Mentoring	YIM	22	290.18	194.56
MAYS	Justice-based	5	51.80	30.71
Owens	Justice-based	22	60.18	26.46
Heartland BBBS	Community-based	0	–	–
Community Connections	Community-based	13	622.46	602.54
Teammates (Lincoln Co.)	School-based	0	–	–
Stanton HS Teammates	School-based	0	–	–
Centennial Teammates	School-based	1	2,642.00	–
Total		**98**	**305.73**	**337.55**

Note. Only those programs with ALOM were included in this table. SD cannot be calculated for programs with a single case.

Pre- and Post-Academic Measures

As described earlier, one of our goals was to collect pre-and-post data on academic-related variables: frequency missing school, GPA, and school attachment. Unfortunately, there was substantial missing data for the pre-measures (see Tables 10a to 10c); similarly, there was even more missing data for post-measures (approximately 80% across all three measures). As such, we did not examine the pre-an-post measures, but we hope that programs will see the value in pre-post measures to assess program impact (MENTOR, 2015).

Delinquency Outcomes

Under Nebraska law, the JJI is charged with evaluating whether programs funded through Community-based Juvenile Services Aid are effective. Per Neb. Rev. Stat. § 43-2404.01, one measure of an effective program is how well it prevents youth "from entering the juvenile justice system." A second, statutorily

required measure, is how well the program rehabilitates the juvenile offender. The Nebraska legislature clearly intended that programs funded through CBA demonstrate the impact they have on youth. Over the past two years, the Nebraska Crime Commission has worked closely with JJI and agencies running juvenile programs to determine how best to measure and evaluate programs receiving funds.

Methodology

To determine whether a youth committed any type of law violation while in a mentoring program, we examined court filings using Nebraska's JUSTICE system. JUSTICE allows online access to the Nebraska State Trial Court case information. We requested a data extract from JUSTICE to include all juvenile and adult misdemeanor and felony cases between January 1, 2016 to December 31, 2017, including cases that were sealed. To match youth from Mentoring programs to JUSTICE data, we used Link Plus software to match the youth based on first name, last name, and date of birth.

JJI did not include status offenses when examining whether the youth had a law violation during or after participating in a mentoring program. Subsequent law violations were coded as follows:

traffic violations (e.g., negligent/reckless driving, leaving the scene of an accident); (2) drug or alcohol related (e.g., minor in possession, possession of marijuana or other controlled substances, tobacco); (3) property crimes (e.g., theft, shoplifting, trespass, burglary, vandalism/graffiti); (4) crimes against person (e.g., robbery, assault sex crimes); (5) weapons related; (6) procedural/administrative (e.g., false reporting, refusing to comply with officer, fleeing arrest); (7) uncontrollable/disorderly (e.g., disturbing the peace, disorderly conduct); (8) unclear/unspecific.

Although there were 866 youth, because two youth had been referred twice (i.e., the first case had been closed), we only examined future law violations for each youth based on their first referral to the program. As such, the total sample that we examined future law violations was 864. Of this group, 434 cases (50.2%) were open cases/missing a discharge code and in another 151 cases, the youth/parent refused to participate in the program.

Overall, 16 youth (5.7%) had a law violation during the time they were in the program and 27 (9.7%) had a law violation following discharge from the program (two youth had a law violation both in the program and following discharge from the program). Table 21 displays the number of youth and frequency of each type of law violation after discharge from the program. Most of the law violations including property offenses, such as shoplifting, trespassing, or receiving stolen property. The next most common offense type was crimes against a person, including robbery and assault.

Table 21. Law Violations After Discharge from the Program

	Frequency	Percent
Traffic Violation	1	3.7%
Drug or alcohol-related	2	7.4%
Property crime	12	44.4%
Crime against person	6	22.2%
Weapon-related	2	7.4%
Procedural/Administrative	1	3.7%
Disorderly	2	7.4%
Unclear/unspecific	1	3.7%
Total	**27**	**100.0%**

Next, Table 22 displays the percent of youth with future law violations following discharge and the mean number of days to the law violation by program. If only one case had a discharge date, then the mean number of days could not be calculated.

Table 22. Number of Youth with Law Violations and Mean Days to Law Violation

	Mentoring Type	Number of Closed Cases	Number of Youth -New Law Violations	Law Violation (%)	Mean Days to Recidivism	*SD*
Friends Program	Community-based	38	1	2.6%	–	–
Big Brothers Big Sisters	Community-based	38	1	2.6%	–	–
Midlands Mentoring	YIM	114	14	12.3%	163.64	40.88
MAYS	Justice-based	4	3	75.0%	22.00	27.07
Owens	Justice-based	27	6	22.2%	210.67	152.82
Heartland BBBS	Community-based	0	–	–	–	–
Community Connections	Community-based	53	2	3.8%	495.00	391.74
Teammates (Lincoln Co.)	School-based	0	–	–	–	–
Stanton HS Teammates	School-based	1	0	0.0%	–	–
Centennial Teammates	School-based	4	0	0.0%	–	–

Then, we examined law violations following discharged by discharge type – this time also including the youth who did not participate in the mentoring program (i.e., those who refused). Table 23 includes the number of cases closed and the number of youth who had law violations following discharge.

Although these differences are not significant, possibly because of the small sample of youth with law violations, there are some patterns. Youth whose cases were successfully closed or closed by the mentor have the lowest rates of law violations, whereas cases that were closed by the program, the mentee, or where the youth/parent refused had the highest rates of law violations. Of course, we cannot conclude whether it is the program that contributed to successful outcomes, or whether there are characteristics of the you that contribute both to successful closure and future law violations. Future research with a larger sample of youth who have completed the mentoring programs can statistically control for the risk-related variables outlined earlier in this report to possibly isolate the effects of the youth, the match, or something about the program itself.

Table 23. Law Violation by Discharge Reason		
	Number of Cases Closed	Number of Youth with Law Violation
Closed Successfully	93	6 (6.5%)
Closed by Mentee	21	3 (14.3%)
Closed by Mentor	14	1 (7.1%)
Closed by Program	124	17 (13.7%)
Other	27	0 (0.0%)
Youth/parent Refused	151	17 (11.3%)
Missing Discharge Reason	7	2 (28.6%)
Total	437	46

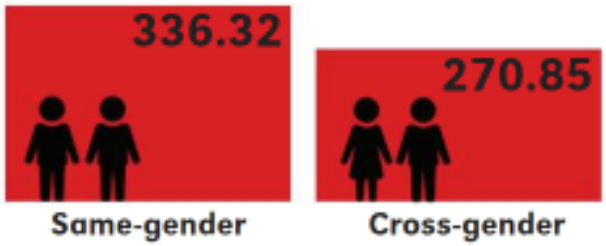
Match Variables on Length of Match

Gender

We tested whether matching based on gender has an impact on the length of the match using a One-Way ANOVA to compare the cross-gender matches to the same-gender matches on average length of match with the 90 cases for which we had average length of match and gender information for the mentee and mentor.

Although the same-gender matches had a higher average length of match, there was not statistical difference between each group $F(1,88) = 0.26$, $p = .61$. With the small number of cross-gender matched cases ($n = 17$), however, results should be interpreted with caution.

Figure 3. Average Length of Match by Gender Matching (in days)



Race/Ethnicity

Next, we tested whether matching based on race/ethnicity had an impact on the match using a One-Way ANOVA to compare the cross-race/ethnicity matches to the same-race/ethnicity matches on average length of match with the 63 cases for which we had average length of match and race/ethnicity information for the mentee and mentor.

The results revealed a significant difference $F(1,62) = 5.26$, $p < .05$, such that same-race/ethnicity matches had longer match lengths than cross-race/ethnicity matches.

Figure 4. Average Length of Match by Race/Ethnicity Matching (in days)

Age of Mentee & Mentor

We investigated whether age of the mentor and age of the mentee impacted average length of the match using Pearson's correlation. Overall, the mentor's age did not significantly predict the match length $r(77) = .09$, $p = .43$. The mentee's age, however, did significantly predict the match length, such that younger youth were more likely to have a longer length of match $r(94) = -.40$, $p < .001$.

Match Variables on Law Violations

With the 279 youth who were matched and whose case was closed, we examined match-related variables on future law violations.

Length of Match

We examined the effect that match length had on future law violations. Using a logistic regression, which measures whether variables significantly predict a binary outcome (law violation or no law violation), the results revealed that match length significantly predicted whether a youth had a law violation following discharge from the program $X^2(7) = 23.85$, $p < .001$, Cox & Snell $R^2 = .08$, Wald = 17.80, $p < .05$.

We also tested whether match length predicted days to the law violation using a Pearson's correlation, however, there was not a statistically significant relationship $r(79) = -.04$, $p = .92$. As such, it appears that the length of the relationship predicts whether a youth will have a future law violation, but not necessarily how quickly that youth will have a law violation.

Limitations

A number of patterns are emerging from the data collected on CBA mentoring programs. Some of these differences are not significant because of the small sample of youth with law violations. As the dataset continue to be added to, JJI will be able to perform more in-depth analysis of cases. Incomplete reporting for youth in each program resulted in an inability to fully evaluate the programs. Missing or inaccurate data may be due to several reasons: different personnel reporting in JCMS, staff turnover, lack of understanding of how data should be entered, or an inability to gather data from other agencies. To mitigate these issues, the Juvenile Justice Institute (JJI) conducted in-person trainings with each mentoring program and offered to assist programs enter their data.

Conclusion

Because the CBA funds are intended for delinquency prevention, the focus of this report is entry in the juvenile justice system. However, other characteristics contribute to system involvement. For example, researchers have demonstrated that youth matched to an adult mentor show significant improvements in behavioral and psycho-social outcomes (DuBois, Portillo, Rhodes, Silverhorn, and Valentine 2011; Meyerson 2013). In the future, JJI plans to utilize tools that measure behavioral and psycho-social pre and post, and to examine whether improvements in these areas lead to lower rates of subsequent system involvement. Furthermore, we hope to examine the quality of match relationships, how the mentoring relationship may impact prosocial behavior, community engagement, academic performance, hopefulness and future goal orientation, and feelings and perceptions of support from adults.

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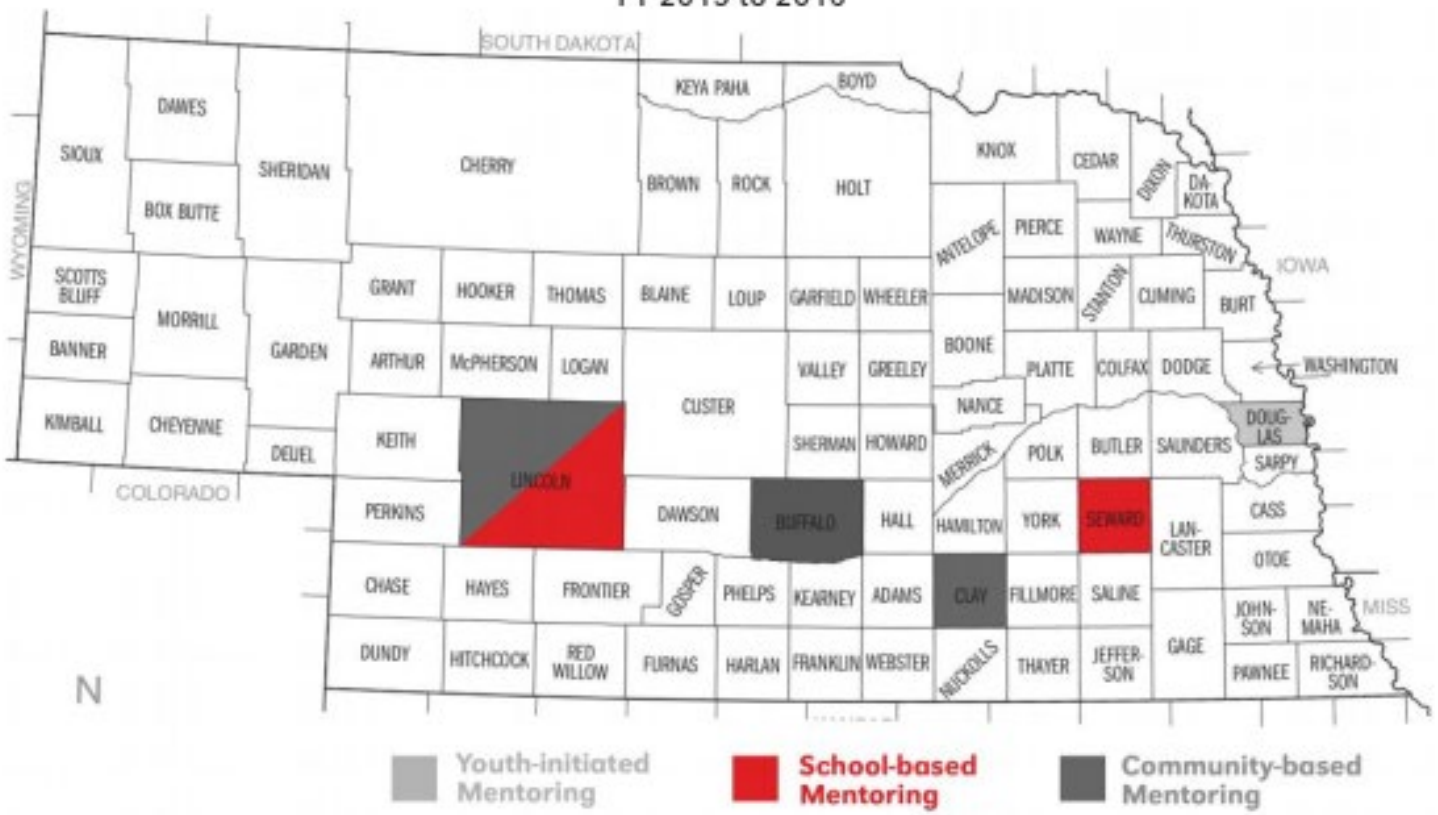
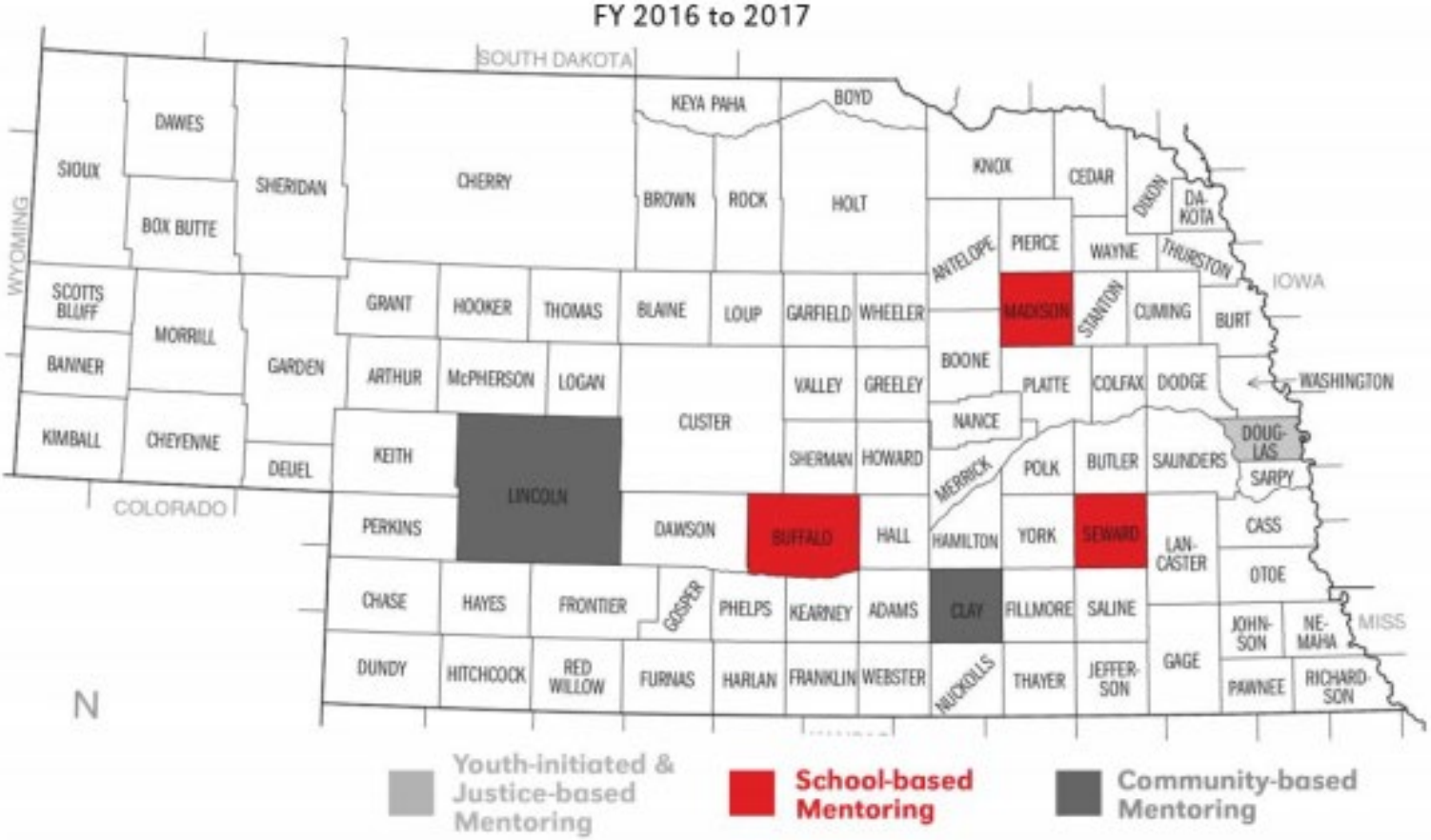
Appendix

Maps of Counties that have Mentoring Programs funded through CBA by Fiscal Year

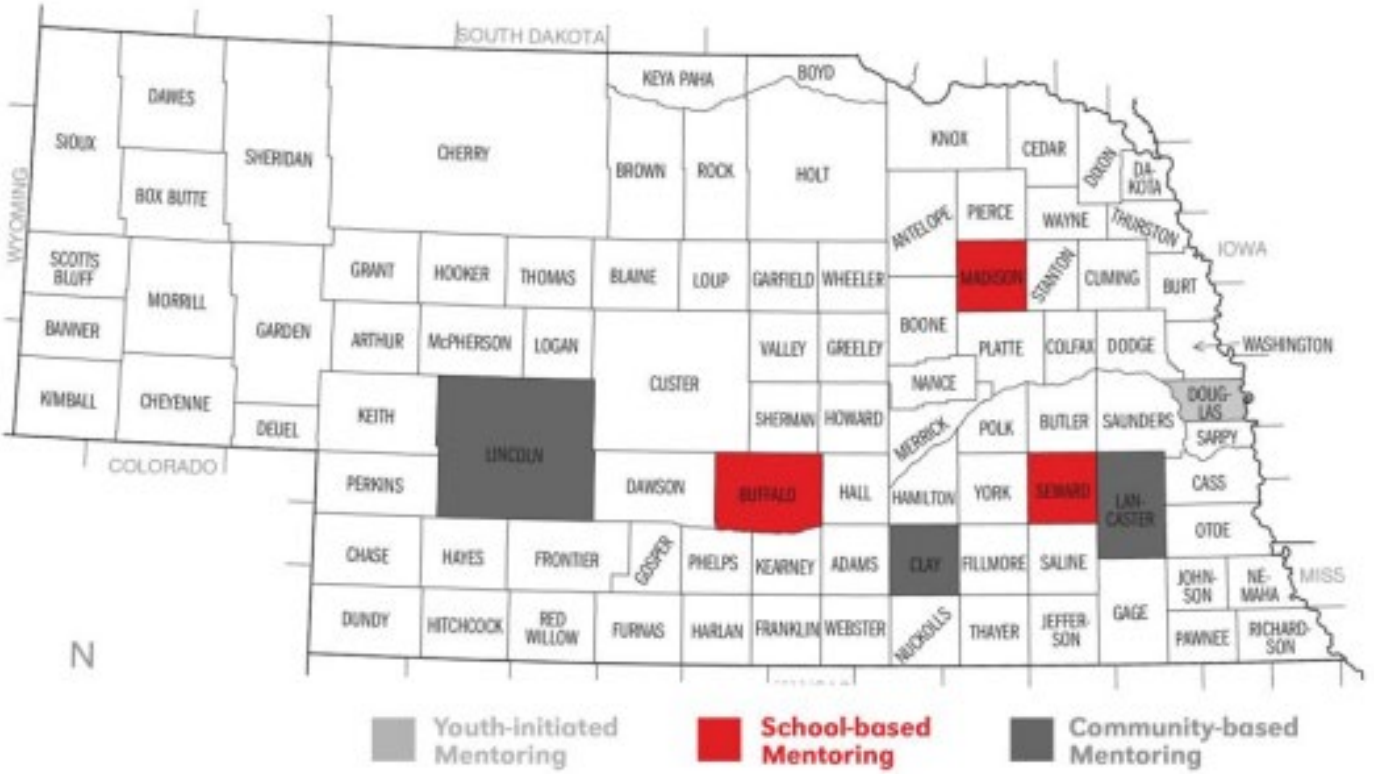
FY 2015 to 2016



FY 2016 to 2017



FY 2017 to 2018



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