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Topic Bibliography on Sources Related to Mentoring and Service

By
Robin C. Vue-Benson
Robert D. Shumer, Ph.D.

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INTRODUCTION

The sources listed on the following pages are in response to requests for information on mentoring and service-learning. They were obtained primarily by conducting searches of the ERIC database on CD-ROM. Broad topics were chosen for a comprehensive selection of references. With several hundred records identified, only those with the closest relevance to the topic are included here. Where a source is available through EDRS, an ERIC number is included. In addition, references from several service-learning bibliographies and other references are included. The search for more sources of information on this topic is ongoing and this compilation will be updated periodically.

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Please send us your comments and suggestions for improving our service.

AUTHOR: Archer, Elayne; Cahill, Michele
TITLE: Building Life Options: School-Community Collaborations for Pregnancy Prevention in the Middle Grades.
YEAR: 1991
LENGTH: 147 p.
INSTITUTION: Academy for Educational Development, 1255 23rd St., N.W., Washington, DC ($19.95).
DESCRIPTORS: Adolescents--; Counseling--; High-Risk-Students; Intermediate-Grades; Junior-High-Schools; Junior-High-School-Students; Program-Development; Sex-Education; Pregnancy--; Prevention--; School-Community-Relationship
ABSTRACT: This handbook was written to encourage and assist school districts, schools, and community-based organizations to respond to the growing need for adolescent pregnancy prevention activities in the middle grades. It reflects the experiences of adolescent pregnancy prevention programs across the country, particularly those of the eight Urban Middle Schools Adolescent Pregnancy Prevention Program projects. It describes many of the lessons learned in these projects about appealing to at-risk youth, overcoming the barriers to implementation, working collaboratively, and dealing with controversy. Part 1 looks at why adolescent pregnancy prevention should take place in the middle grades. Implications for risk prevention strategies are discussed. Changes are looked at for meeting developmental needs in middle grades education. Elements of an effective pregnancy prevention program are outlined, and collaboration is discussed as a means to better meet the needs of adolescents. Part 2 contains information about pregnancy prevention strategies, including family life and sexuality education, postponing sexual involvement, counseling, peer education, school-based clinics, service learning, mentoring, and multicomponent programs. Part 3 discusses program implementation and includes information about planning, handling controversy, promoting effective collaborations, staff development, funding, and evaluation. Appendices include
a case study, a summary of evaluation of pregnancy prevention strategies, a summary of statistics on teenage sexuality and pregnancy, and a list of resource organizations. (ERIC)

ERIC NUMBER: ED339940
EDRS PRICE: PC06 Plus Postage.

AUTHOR: Ascher, Carol
TITLE: The Mentoring of Disadvantaged Youth. ERIC/CUE Digest No. 47.
YEAR: 1988
LENGTH: 4 p.
DESCRIPTORS: Counseling--; Program-Development; Program-Effectiveness; Psychological-Needs; Role-Models; Socialization--; Trust-Psychology; Adolescents--; Disadvantaged-Youth; Mentors--; Youth-Programs

ABSTRACT: Planned mentoring programs, which purposefully link disadvantaged youth with someone older and more experienced, have become a popular means of providing adolescents with adult contacts, counselors, and role models. Mentoring programs vary widely in their objectives, and in the duration, frequency, and intensity of the planned relationship. The quality of mentoring relationships differs enormously. Mentors help compensate for inadequate or dysfunctional socialization or give psychological support for new attitudes and behaviors, while they at the same time create opportunities to move successfully in new arenas of education, work, and social life. Mentoring includes both psychosocial and instrumental aspects. Successful mentoring generally occurs when the older individual is not removed from the mentee by a great social distance; but matching mentors and mentees of the same social class and gender is not the only way to close social distance. Sensitive support, timely contacts, and other appropriate resources are the key factors. Trust is a critical aspect of the mentor-mentee relationship. It is likely that the bonds between natural mentors and mentees are stronger. Planned mentoring is a modest intervention: its power to substitute for missing adults in the lives of youth is limited. Nor can it serve all who need it. Still, it can improve the social chances of some adolescents by leading them to new resources and providing them with much-needed support. (ERIC)

ERIC NUMBER: ED306326
EDRS PRICE: PC01 Plus Postage.

AUTHOR: Crockett, Lib; Smink, Jay
YEAR: May 1991
LENGTH: 114p.
INSTITUTION: National Dropout Prevention Center, Clemson, SC.
DESCRIPTORS: High Risk Students; Mentors; Dropout Prevention; Elementary School Students; Elementary Secondary Education; Program Development; Program Evaluation; Program Implementation; School Community Relationship; Secondary School Students

ABSTRACT: Mentoring at-risk students has become one of the fastest growing and frequently used strategies across the nation to help young people. This document examines the structure and implementation of mentoring programs. Chapter discusses mentoring as an appropriate and effective strategy. The mentoring relationship is examined, natural versus planned mentoring is
discussed, and program types and examples are provided. Chapter 2 considers needs assessment issues. Analysis of data, program costs, liability, and support are discussed. Chapter 3 looks at program management; goal setting, clarifying objectives, evaluating a program, goals and rationales, setting timelines, and a timetable for a mentoring program are addressed. Chapter 4 discusses the identification, selection, and recruitment of proteges, training, and orienting. Chapter 5 deals with finding and selecting mentors and publicizing the program. Also discussed are matching mentors and proteges, mentor orientation and training, and the first meeting. Chapter 6 contains information about managing the program; mentor contact, protege contact, and supervising the match are discussed. Also protege contact, and supervising the match are discussed. Also included is information about group activities, recognizing mentors and proteges, expanding and refining the program, and terminating mentors and proteges. Sample forms which can be used by program planners are included and discussed in the appendices. (ERIC)

EDRS PRICE: PC05 Plus Postage.  
ERIC NUMBER: ED341924

AUTHOR: Cuomo, Matilda R.  
TITLE: The New York State Mentoring Program. [Address given at the Annual Conference of the Rural Schools Program (Cooperstown, NY, July 28-31)]  
YEAR: 1991  
LENGTH: 12 p.  
DESCRIPTORS: Corporate-Support; Elementary-Secondary-Education; Family-Problems; Role-Models; Rural-Areas; Rural-Education; Rural-Population; School-Business-Relationship; Children-; Dropout-Prevention; High-Risk-Students; Mentors-; Social-Services; State-Programs  
ABSTRACT: This conference address discusses New York State programs for children and families, focusing on a mentoring program. New York State has 44 rural counties, which comprise 80% of the state's total area. Rural schools face limited financial resources and access to services. Rural school children are more likely to face failure than urban or suburban children because of rural economic stress, crime, substance abuse, and parental abuse and neglect. With 65,000 children in foster care, New York State has initiated the following efforts to improve the lives of children: (1) New York's Family Album compiles photographs and a profile of children available for adoption; (2) the Pre- and Postnatal Parenting Education Hospital Program provides parent education in every New York State Hospital with a maternity unit; (3) the Nutrition for Life curriculum for K-12th grade is free to every school in the State; and (4) the New York State Mentoring Program is a school-based program aimed at preventing school drop out. The mentoring program links at-risk children with caring, responsible adult volunteers from businesses and organizations. These volunteers help children with school work, personal problems, and development of self-esteem and self-confidence so that they can stay in school and reach their full potential. Mentors make a 1-year commitment to spend about 4 hours a month with a child. Technical assistance is available to help schools locate, screen, and train mentors. (ERIC)

ERIC NUMBER: ED338474  
EDRS PRICE: PC01 Plus Postage.
This essay discusses the roots, current shapes, and social and operational implications of mentoring young people in poverty.

After an introductory first section on mentoring and the new voluntarism, Section II, "Recurring Fervor," notes recent increased interest in mentoring and traces the early manifestations of mentoring to 19th Century "friendlyvisiting" campaigns. Section III, "From Mythology to Policy," describes various cultural permutations of the role of the mentor. Section IV, "The New Wave of Mentoring," describes currently operating mentor programs at the state, local, and private levels. Section V, "Exploring Mentoring’s Rise," traces the current social causes for the mentoring movement’s rise. Section VI, "Great Expectations," looks critically at the movement’s great fervor and high expectations. Section VII, "A Modest Intervention," explores actual possible accomplishments through a review of research results and insights from mentors themselves. Section VIII, "Mentoring’s Crossroads," considers the gap between enthusiasm for the concept and the modest results and current lack of infrastructure. Section IX, "Implications of Mentoring," discusses the long-term importance of the movement for poor and disadvantaged youth and its implications for raising other societal issues. A list of 128 notes arranged by chapter heading is included. (ERIC)
while secondary relationships maintained more emotional distance; (3) both elders and youth cited benefits from the relationships; (4) the most effective elders were those who had not lived what would be considered "successful" lives; (5) intergenerational bonds form because of shared emotional needs; and (6) programs were most effective when elders were placed in nonprofessional roles, given on-going support, and contact was structured. The appendices include a directory of the programs studied, a list of reviewers and the experts interviewed, and a topic guide used in interviewing the older people. A 75-item list of references is also included. (ERIC)

ERIC NUMBER: ED303561 (PC Not Available from EDRS)

AUTHOR: Furano, Kathryn et al.
TITLE: Big Brothers/Big Sisters: A Study of Program Practices
YEAR: Winter 1993
LENGTH: 66p

AUTHOR: Greim, Jeffrey L.
YEAR: December 1992
LENGTH: 37p.
INSTITUTION: Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106-2178.
DESCRIPTORS: Adolescents; Mentors; At Risk Persons; Delinquency; Disadvantaged Youth; Helping Relationship; Program Effectiveness; Program Evaluation; Program Implementation; Recruitment; Residential Institutions; Urban Youth
ABSTRACT: As part of a larger study to examine the usefulness of mentoring as an intervention serving at-risk youth, this study evaluated the implementation of two pilot programs in Saint Louis (Missouri) and Atlanta (Georgia). Both programs were at public agencies aiming to operate large-scale mentoring programs to serve adjudicated youth between the ages of 12 to 17 years. Mentor pairs were to meet for several hours each week with ongoing training and support offered to both mentors and students. The evaluation analyzed how and the extent to which the public agencies at the two sites were able to implement the program model. Evaluation of the programs in their implementation stage found that: (1) with concerted effort, modest numbers of adults can be recruited to mentor adjudicated juveniles, although attracting adults aged 55 years and over is more difficult; (2) mentors and youth will not meet regularly and are not likely to develop relationships without ongoing support of a well-structured mentoring program; (3) at residential program sites, it is possible for juvenile justice agencies to operate well-structured mentoring programs with a major infusion of new resources; and (4) interviews with mentors, youth, and agency staff indicate satisfaction with mentoring programs operated at residential facilities. Fourteen references and five tables are included. (ERIC)

ERIC NUMBER: ED354284 (PC Not Available from EDRS)
This evaluation assesses Linking Up, a demonstration program investigating the process and consequences of mentoring. The program matched seventh- and eighth-graders with adult mentors in a small, rural junior-senior high school and an urban junior-senior high school. Student participants were selected to reflect the risk levels of each school's enrollment. Neither the program nor the associated studies achieved the magnitude originally intended because recruiting, training, and matching mentors required more time and staff resources than planned. A process evaluation that monitored the formation of mentoring relationships found that about half of the student/mentor pairs were not meeting regularly because of problems with scheduling, transportation, communication, and/or mentor expectations. The following conclusions are reported: (1) mentors should be recruited in large groups; (2) programs should only focus on at-risk students; (3) mentors need clear goals; (4) the most functional mentor goal is building student competence; (5) mentors need continuing support; (6) programs encounter the same barriers that prevent the development of natural mentoring relationships; (7) mentoring early adolescents needs a context other than career development or "big sibling"; and (8) mentoring is worthwhile. A description of program personnel, a review of the literature on mentoring, and a list of 38 references are appended. (ERIC)

DESCRIPTORS: Disadvantaged Youth; Dropout Prevention; Private Financial Support; Pupil Personnel Services; Student Financial Aid; Academic Persistence; Comparative Analysis; Dropout Programs; Economically Disadvantaged; Helping Relationship; Intermediate Grades; Program Effectiveness; Program Evaluation; Secondary Education; Tuition Grants; Urban Schools; Urban Youth

ABSTRACT: This report presents an independent evaluation of E. Lang's I Have a Dream (I-HAD) model intervention for disadvantaged youth as it has been implemented in three schools in the Greater Washington (District of Columbia) area. Sixty I-HAD participants are randomly selected as they enter sixth or seventh grade for higher education tuition guarantees provided by two or three sponsors each and intervention-support services during middle and secondary school years. Findings for this report are based on a 1-year study of three classes and on interviews, observations, and school records of I-HAD and non-I-HAD participants. The review found that the Washington I-HAD program is a promising intervention. The study gives clear evidence that the I-HAD intervention has targeted and reached highly disadvantaged youth early enough in the participants' lives that academic and social problems can be addressed. Interviews with participants suggest that I-HAD may have positive effects on educational aspirations and performance. The size and generosity of the sponsors' financial commitment impresses the participants and gives them a special connection to the world of success. However, some services considered necessary are provided unevenly and ineffectively reflecting the informal structure of the program and the sponsors' autonomy. Statistical data are presented in one table. A list of seven references and a discussion of the research methodology are included. (ERIC)

EDRS PRICE: PC02 Plus Postage.
ERIC NUMBER: ED337523

AUTHOR: Howe, Howard, II
TITLE: Voluntary Services for Young Americans.
YEAR: 1989
LENGTH: 12 p.
DESCRIPTORS: Elementary-Secondary-Education; Family-School-Relationship; Generation-Gap; Parent-Child-Relationship; Prevention-; Self-Esteem; Socialization-; Youth--; Youth-Problems; Intergenerational-Programs; Mentors-; School-Community-Relationship; Volunteers--; Youth-Programs

ABSTRACT: Volunteers can make significant contributions in service to children and youth both by working on behalf of education and by augmenting the learning that schools provide. The merger of the National School Volunteer Program and the National Symposium on Partnerships in Education to form the National Association of Partners in Education is seen as an important development for voluntary activity and advocacy for youth. This presentation addresses four major points. First, the gap between adults and young people, due in part to changes in family structure and the inability of schools to cope with complex problems, calls for increased intervention and initiatives by volunteers. Second, mentoring programs can position volunteers to assist the educational enterprise by providing tutorial, social, and personal support; the role of caring adults is seen as increasingly important in the lives of young people. Third, fundamental principles underlying volunteer work with schools and young people include the notions of responsibility to the community and "interconnectedness," and
voluntarism should promote commitment to helping others, as well as academic success, as integral to growth to maturity. Fourth, voluntarism in the schools must be expanded to other aspects of the lives of children and youth through links to the family and community. (ERIC)

ERIC NUMBER: ED310182
EDRS PRICE: PC01 Plus Postage.

AUTHOR: Kotloff, Lauren J. et al.
TITLE: Comparative Case Studies of Five Peer Support Groups
YEAR: Fall 1993
LENGTH: 40 p.

TITLE: Managing Mentoring Programs.
SOURCE: IUME-Briefs; n2 Jul 1992
LENGTH: 6 p.
DESCRIPTORS: Adults--; At-Risk-Persons; Evaluation-Methods; Institutional-Mission; Program-Development; Program-Effectiveness; Program-Implementation; Public-Policy; Recruitment--; Research-Needs; Training--; Urban-Youth; Disadvantaged-Youth; Mentors--; Program-Administration; Youth-Programs

ABSTRACT: Some programs for helping at-risk youth achieve excellent results, while others do not. One reason for program success can be proper management. Mentoring is a promising strategy for helping at-risk youth. Planners who want to create effective mentoring programs should look at the implementation experiences of other youth programs. Evaluations have focused on the following four areas, which are crucial to the success of mentoring programs, or any youth programs: (1) service delivery systems; (2) targeting and recruitment of young people; (3) consistent program mission and identity; and (4) a focused operating system—leadership and staffing. That management factors are essential to youth program successes and failures has not generally been recognized, particularly in the area of mentoring, where enthusiasm is frequently the guiding principle. Unless the field matures and organizes itself, youth programs in the United States will remain marginal enterprises on the periphery of social policy. Funders of research programs must put professional development and training high on their agendas. They must support research into leadership and management skills and expand support of other research into program effectiveness. (ERIC)

ERIC NUMBER: ED356286
EDRS PRICE: PC01 Plus Postage.

AUTHOR: McPartland, James M.; Nettles, Saundra Murray
TITLE: Using Community Adults as Advocates or Mentors for At-Risk Middle School Students: A Two-Year Evaluation of Project RAISE.
DESCRIPTORS: Academic-Achievement; Child-Advocacy; Middle-Schools; Student-Promotion; Urban-Schools; Urban-Youth; Community-Involvement; High-Risk-Students; Mentors--; Program-Effectiveness; School-Community-Programs
ABSTRACT: Evaluation after two years of Project RAISE, a multifaceted program with seven community sponsors in the large Baltimore (Maryland) school district, indicates the effectiveness of using community adults as advocates and mentors in improving student attendance and some report card grades, but not promotion rates or standardized test scores. (ERIC)

TITLE: Mentoring Programs in Nebraska. Resources for Youth and Volunteers.
INSTITUTION: Nebraska ETV Network, Lincoln.
YEAR: 1990
LENGTH: 13 p.
DESCRIPTORS: Mentors-; Youth-Problems; Youth-Programs
ABSTRACT: "One PLUS one," the PLUS Project on Mentoring, is a Public Television Outreach Alliance campaign to promote mentoring and literacy. The Nebraska Educational Television (ETV) Network, in an attempt to match experienced, responsible adults (mentors) with youth facing profound academic and emotional challenges, compiled a directory of Nebraska schools and social service agencies that offer mentoring programs. The directory of mentoring programs is presented in this document; it is based on material submitted in response to a statewide survey. For each listing, the program name and address, a contact person and telephone number, and a brief description of the program are provided. Twenty-seven programs are included, and listed by geographical regions of Nebraska. (ERIC)

ERIC NUMBER: ED329872
EDRS PRICE: PC01 Plus Postage.

AUTHOR: Reisner, Elizabeth R. et al.
TITLE: A Review of Programs Involving College Students as Tutors or Mentors in Grades K-12. Volume I.
YEAR: 1989
LENGTH: 73 p.
DESCRIPTORS: College-School-Cooperation; Elementary-Secondary-Education; Higher-Education; Literature-Reviews; Program-Descriptions; Tutors-; Volunteers; Disadvantaged-Youth; Mentors-; Program-Effectiveness; Tutorial-Programs
ABSTRACT: This document comprises the first volume of a three-volume study, mandated by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, on domestic and foreign tutoring programs for disadvantaged elementary and secondary students that involve college students. This volume summarizes the results of the mandated study, which was expanded to include mentoring programs. The programs had the following positive effects on disadvantaged students: (1) improved test scores, grades, and overall academic performance; (2) improved motivation and attitude towards education; (3) increased familiarity with environments other than their own; and (4) improved self-esteem and self-confidence. The programs had the following positive effects on college students: (1) they obtained practical experience and improved leadership and communication skills; (2) developed a greater commitment to community service; and (3) increased their self-esteem and self-confidence. Positive effects were associated with programs with the following structures: (1) defined time commitments from tutors and mentors; (2) systematic screening of prospective tutors and mentors and matching with...
younger students; (3) thorough training and monitoring of tutors and mentors; and (4) close relations between the sponsoring colleges and participating school systems. The following federal programs could provide assistance to tutoring and mentoring programs: (1) Chapter 1 and 2 of the Elementary and Secondary Education Act; (2) the Fund for the Improvement of Postsecondary Education; and (3) the College Work Study Program. Statistical data are included on 16 tables. A list of 15 references is appended. (ERIC)
As part of a 4-year research initiative on adult/youth relationships programs, this study assessed relationships between elders and at-risk youth at the following four Linking Lifetimes intergenerational mentoring demonstration sites developed by Temple University's Center for Intergenerational Learning in Philadelphia (Pennsylvania): (1) Neighborhood Youth Association in Los Angeles (California); (2) Metro Dade Department of Youth and Family Development in Miami (Florida); (3) Porter Leath Children's Center in Memphis (Tennessee); and (4) Corporation for Public Management in Springfield (Massachusetts). Elders were 55 years old and older, and youth were 12 to 17 years old. Using 26 pairs of 1 youth and 1 elder, the study examined pair activities, the relationship formation process, and effective and ineffective practices in the relationships. Elders met between 4 and 10 hours a week with youth and received stipends and reimbursements for expenses. Separate face-to-face semistructured interviews with all subjects were conducted at two times. Seventeen pairs were satisfying and 9 pairs were dissatisfying to the participants. The pairs' particular activities did not determine satisfaction. Differences existed in participants' interaction styles. Elders in satisfying relationships allowed the content and timing of the relationships to be youth-driven. Included are 5 tables, 33 references, and 2 appendixes describing the Linking Lifetimes initiative and study methodology in 2 tables. (ERIC)
serious discussions and academically oriented activities. Mentors exhibited improved self-esteem, perceived scholastics competence, and satisfaction with their social skills. Proteges were exposed to additional social and cultural activities and their sense of control over their lives improved. Two appendixes present data on the sites and study methodology. Sixteen references and eight tables are included. (ERIC)

ERIC NUMBER: ED354285 (PC Not Available from EDRS)

Additional resources are available by contacting:

National Dropout Prevention Center--Publications Dept.
205 Martin St., Box 345111
Clemson, SC 29634-5111:

The Mentoring Institute
625 Inglewood Ave.
West Vancouver, B.C. V7T1X4
604/925-2295
(Formerly Known as the International Center for Mentoring)