
EVALUATION OF THE
Indiana Youth Institute

2009 MENTORING SURVEY RESULTS

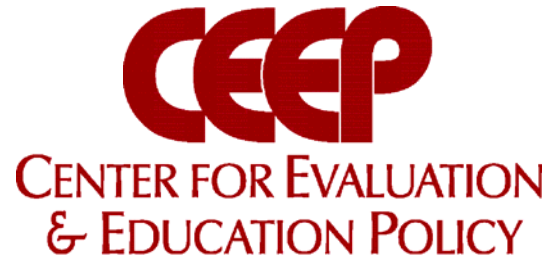
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Executive Summary

In Spring 2009, the Indiana Youth Institute and the Center for Evaluation and Education Policy (CEEP) conducted a statewide mentoring assessment in order to understand the extent to which formal mentoring was occurring in Indiana. Specifically, telephone interviews were used to determine where mentoring programs were operating, who they served, and their need for support through a statewide mentoring initiative. For the purposes of the assessment, “formal mentoring programs” were defined as those programs at which:

- Mentors were matched with one or more youth for a sustained period of time; and
- Mentors met with mentees on an ongoing regular basis.

Of the 142 contacts provided by IYI, CEEP and IYI completed interviews with representatives of 77 programs. Results were analyzed for the aggregate sample and disaggregated by the following three types of mentoring programs: Big Brothers Big Sisters programs, school-based programs, and “other” programs. The programs categorized as “other,” were those programs that were faith-based or community-based such as Faith Temple and College Mentors for Kids.

Number of Youth Served Through Indiana’s Mentoring Programs

The mentoring organizations interviewed served a total of 16,440 youth in Indiana. Seven of the organizations served 600 or more youth during their last full year of programming. Additionally, the mentoring programs interviewed coordinated a total of 11,484 mentors who participated in their programs. The results of the interviews further showed that these organizations served 64 counties throughout Indiana. The counties served by the greatest number of mentoring programs were Marion, Lake, and Hamilton. Of all counties currently served by a mentoring program, 66% were served by only one mentoring program.

Program Delivery Models of Indiana’s Mentoring Programs

Mentoring programs were asked what type of mentoring model they used to deliver programming, with possible responses including one child/youth to one adult, group, team, and other. The majority of those surveyed utilized the one child/youth to one adult model in their programs while a much smaller percentage (20%) used group mentoring and 27% used team mentoring.

Goals of Indiana's Mentoring Programs

Mentoring programs were asked to identify the primary and secondary goals of their program by choosing from a list of responses that included the following: academic support, social/character development, school to work preparedness, juvenile justice, and other. When reporting the primary goal of their program, the majority stated that social/character development was their focus while the second most commonly given response was academic support. When respondents were asked to identify the secondary goal of their program, the majority stated that academic support was their focus while the second most commonly given response was social/character development.

Waiting Lists for Mentoring in Indiana

As part of the interview, respondents were also asked if they currently have a waiting list for youth to get matched with a mentor. Over half (60%) of programs reported they have a waiting list for youth. However, slightly more than half (51%) had a waitlist with 1-25 youth.

Need for a Statewide Mentoring Partnership

When asked to indicate the extent to which there is a need for a statewide mentoring partnership, 74% of respondents reported there is a very strong need and another 19% reported there was somewhat of a need. The remaining 7% did not answer the question or said they were not sure if there was a need. Respondents were also asked how a statewide mentoring partnership could best support their program and/or their community. Respondents most frequently reported that a statewide partnership could provide assistance with funding and resource development (68% of respondents) and public awareness (61%). At least a third of respondents indicated that a partnership could assist with mentor recruitment and trainings on best practice.

1. Interview Results: All Mentoring Programs

Introduction

Prior to conducting the interviews, IYI created a contact list consisting of 142 mentoring organizations in Indiana. CEEP and IYI sent emails and letters out to these organizations and asked that they participate in the interview process to help increase IYI's knowledge of the state of mentoring in Indiana. Of these 142 contacts, CEEP and IYI completed interviews with 77 programs, constituting a 54% response rate. However, only 62 of the completed interviews fit predetermined criteria for a formal mentoring program and were included in the analyses presented in this report. The following criteria were used to define a formal mentoring program:

- Mentors are matched with one or more children/youth for a sustained period of time, and
- Mentors meet with mentees at a regularly scheduled time (i.e., each week).

A total of 65 contacts were not interviewed for a variety of reasons that included disconnected phone numbers, did not return our phone calls, did not have a formal mentoring program, offered mentoring only to adults, or could not participate due to privacy restrictions. The majority of those who were not interviewed (67%) were those who did not return interviewer phone calls. Twenty-eight percent were not interviewed because they did not have a formal mentoring program; 11% had a phone number that had been disconnected; and 8% declined the interview because their program had not started or they did not want to share client information.

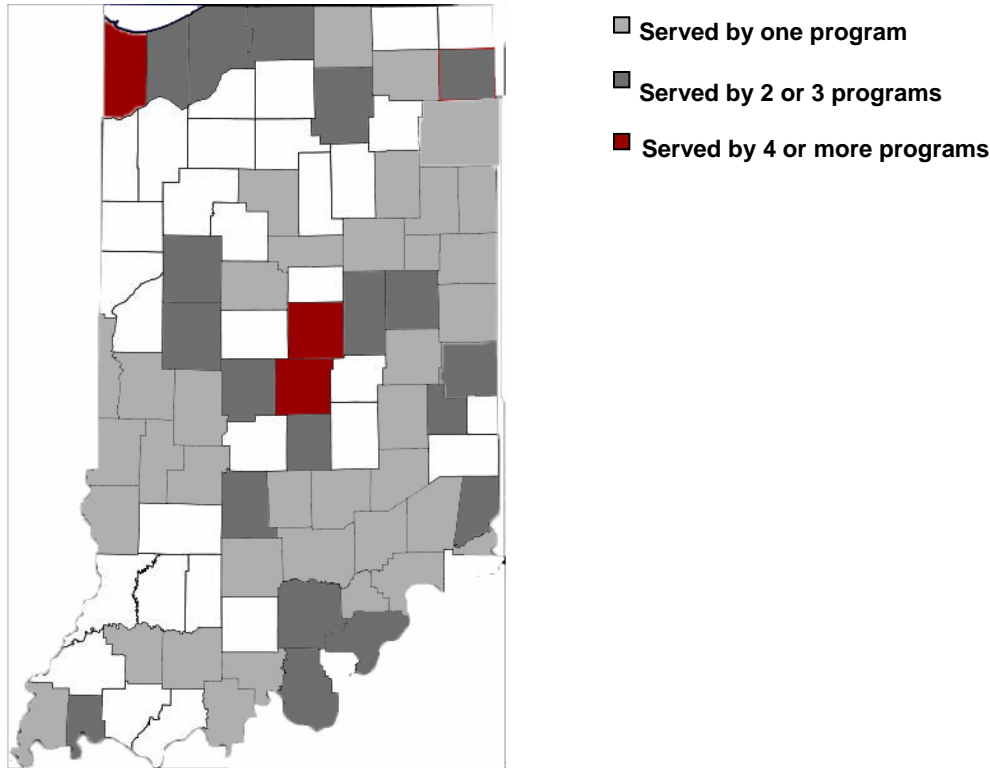
A. Location and Type of Indiana's Mentoring Programs

Geographic Areas Served by Programs

The shaded counties in the map of Indiana below show the 64 counties that are served by the 62 mentoring organizations interviewed. Based on the results of the interviews, 30% of Indiana's counties are not served by a mentoring program. Counties shaded in light gray are those which are served by one mentoring program. Counties shaded in dark grey are those served by 2 to 3 programs and those shaded in dark red are those served by 4 or more mentoring programs. Sixteen

mentoring programs serve Marion county and as such, it is the county served by the most mentoring programs. Lake county is served by seven mentoring programs and Hamilton county is served by four. Thirty percent of the total counties served are served by 2 to 3 programs. The remaining 66% are served by one mentoring program.

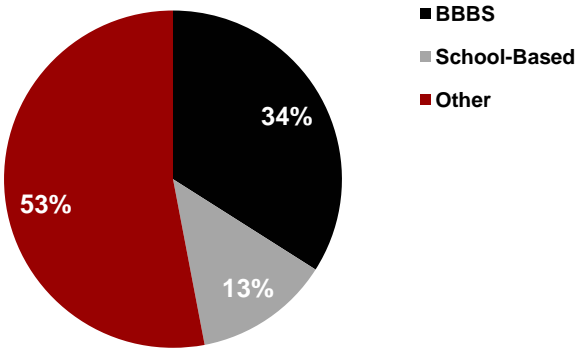
Figure 1: Indiana Counties Served by One or More Mentoring Organizations



Mentoring Organization Type

The mentoring organizations/programs interviewed were categorized by CEEP into one of three types of organizations that include: BBBS programs, school-based programs, and “other” organizations. The mentoring organizations categorized as “other” include more community based programs such as Hear Indiana, the Starfish Initiative, College Mentors for Kids, and the Indianapolis Birthing Project. Figure 2 represents the percentage of organizations that fit into each of these categories. As shown, over half of the organizations were categorized as “other,” 34% were categorized as BBBS programs, and 13% as school-based programs.

Figure 2. Types of Organizations Interviewed for IYI Mentoring Initiative

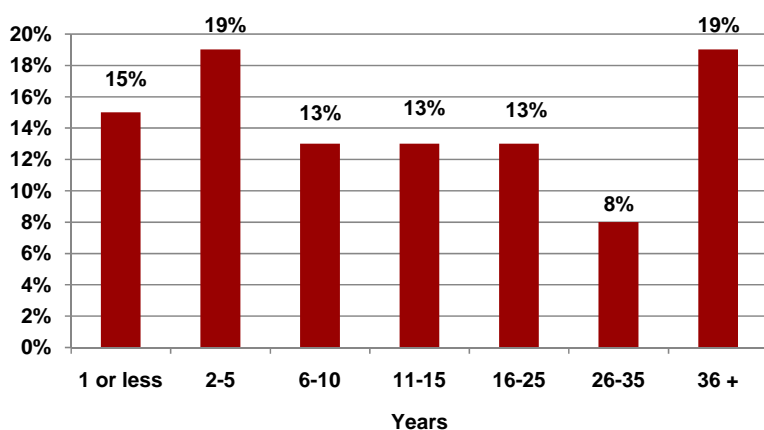


B. Characteristics of Indiana’s Mentoring Programs

Years of Program Existence

Organizations were asked to report how long their mentoring programs have been in existence. Fifteen percent of the programs interviewed have been in existence for one year or less. In addition, 19% of programs have existed for 2 to 5 years, and thus, nearly one-third of the programs interviewed were fairly new, existing for 5 years or less. Thirteen percent of programs existed for 6-10 years, another 13% for 11-15 years, and 13% for 16-25 years. Only 8% of programs have been in existence for 26-35 years while 19% have existed for 36 or more years.

Figure 3: Various Years that Programs Have Been in Existence



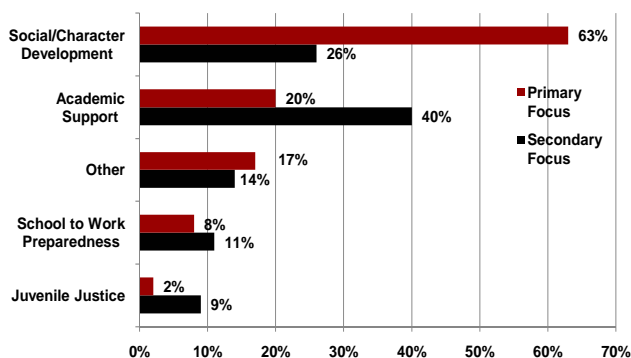
Primary and Secondary Foci of Mentoring Programs

Respondents were asked to report the primary and secondary focus of their program by choosing from a list of responses that included the following: academic support, social/character development, school to work preparedness, juvenile justice, and other. Although respondents were asked to choose only one of the responses, some of the respondents maintained that their programs had two or more primary foci and would not limit their responses. As shown in Figure 4, the majority of respondents (63%) stated that the primary focus of their program was social/character development. In addition, twenty percent identified their focus as academic support and 17% stated that their focus was “other.” Examples of responses included in the category of “other” were

friendship, artistic development, spirituality, and the health and wellbeing of the mentee. Lastly, 8% of respondents reported that school to work preparedness was their primary focus while only 2% reported that juvenile justice was their focus.

When asked to identify the secondary focus of their program, 40% of respondents said that academic support was their secondary focus. Twenty-six percent stated that social/ character development was their secondary focus. Fourteen percent reported a focus categorized as “other.” The category of “other” included such responses as increased awareness of other students, life skills, and cultural awareness. Eleven percent of respondents stated that school to work preparedness was their secondary focus and 9% cited juvenile justice.

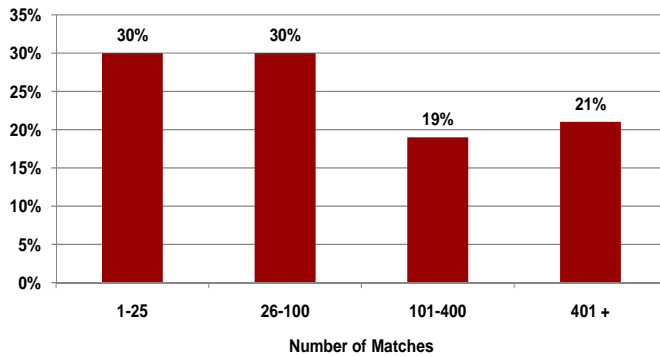
Figure 4: Primary and Secondary Foci of Mentoring Programs



Mentor/Mentee Matches

Programs were asked if they tracked the number of mentor/mentee matches made during their last full year of programming. The majority of respondents (72%) stated that they tracked the number of matches made while 28% did not track them. If programs responded that they tracked this number, they were then asked to provide the number of matches they supported. The total number of mentor/mentee matches made by all of the mentoring programs interviewed was 7,994. Figure 5 displays the percentage of programs that supported a range of mentor/mentee matches. The highest percentage of programs (30%) supported 1-25 and 26-100 mentor/mentee matches. Nineteen percent of programs supported 101-400 matches and 21% supported 401 or more matches.

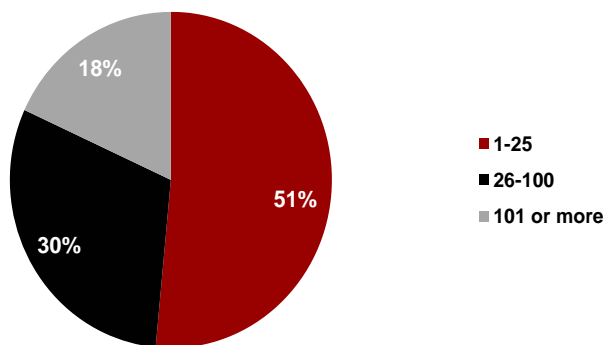
Figure 5: Number of Mentor/ Mentee Matches



Mentor Waiting Lists

Respondents were asked if they currently had a waiting list for youth to get matched with a mentor. Over half (60%) of programs stated that they have a waiting list. If respondents stated that they had a waiting list for youth, they were then asked to provide the number of youth currently on the list. Figure 6 shows the percentage of programs that have certain numbers of youth on their waiting lists. As shown, the greatest percentage of programs (51%) had a waiting list with 1-25 youth. Thirty percent of programs had a list with 26-100 youth and 18% had a list with 101 or more youth.

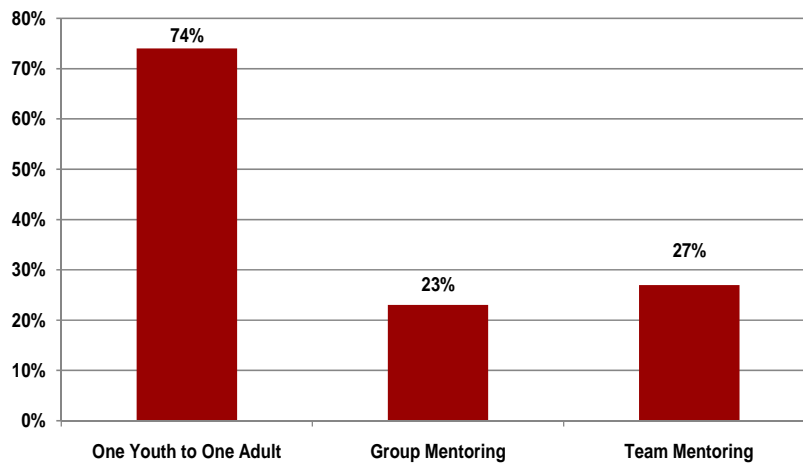
Figure 6: Number of Youth on Program Waiting Lists



Mentoring Models

Respondents were asked to describe how mentoring is delivered through their program by choosing all that applied from a list of possible responses that included one child/youth to one adult, group (1 mentor, 2-4 youth), team (2-4 adults, up to 10 youth), and other. Fifty-six percent of all those interviewed indicated that they only used a one-to-one mentoring model in their program. In addition, as shown in Figure 7, the majority of programs (74%) utilized the mentoring model of one youth to one adult in their program (this percentage includes those programs that used one-to-one mentoring in conjunction with other mentoring models). Twenty-three percent utilized group mentoring and 27% used team mentoring in their program.

Figure 7: Percent of Various Mentoring Models Used by Organizations



Time and Place that Mentoring Occurs

Respondents were asked when mentoring typically occurs in their program and could choose all that applied from the following responses: school day, after school, anytime at mentor/mentee's choice, and other. Nearly half of the programs (47%) stated that mentoring occurs anytime at the mentor or mentee's choice. Nearly the same percentage (46%) reported that mentoring occurs during the school day and 39% stated that mentoring occurs after school. Only 6% stated that mentoring occurs during a time categorized as "other." Responses included in this category were those such as "8-2 every Saturday" and "evenings alongside church."

Figure 8: Percent of Programs that Offer Mentoring at Specific Times

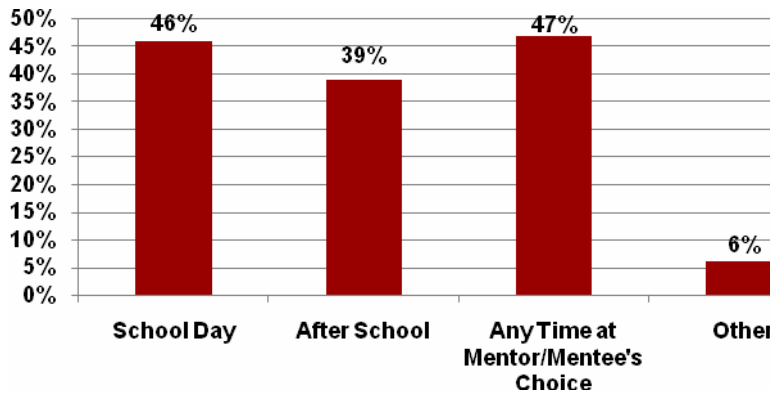
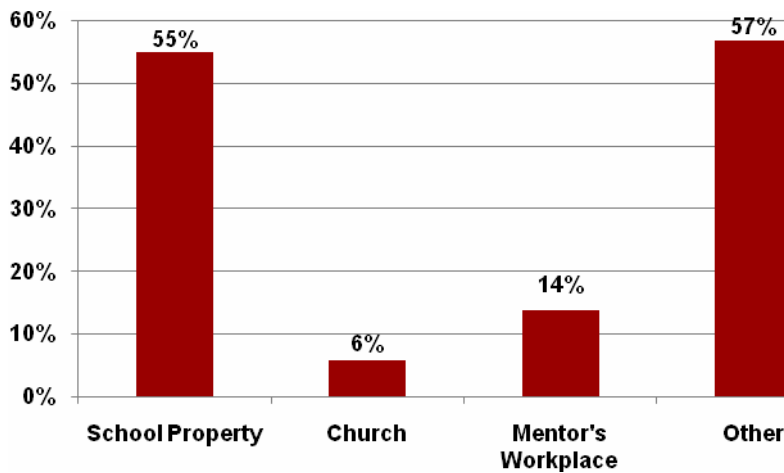


Figure 9 displays the percent of programs that conduct mentoring in various places. As shown, more than half (57%) of programs conduct mentoring in a place categorized as “other.” The responses in this category most frequently included places such as “anywhere at the mentor or mentee’s choice,” “a partnering site,” “out in the community,” and at “one of the boys and girls clubs.” Fifty-five percent stated that mentoring takes place on school property, 14% stated that it occurs in the mentor’s workplace, and 6% said it occurs in a church.

Figure 9: Various Places Where Mentoring Occurs



C. Characteristics of Youth Served by Indiana’s Mentoring Programs

Total Number of Youth Served by All Programs

Based on the information collected, the programs interviewed serve a total of 16,440 youth in Indiana. In the next chapter, the percent of the total served by BBBS, school-based programs, and other programs will be presented.

Number of Youth Served

Programs were asked to provide the number of youth that they served during their last full year of programming. The majority of programs (67%) served youth for one calendar year during their last full year of programming and 21% served youth during the academic year. A very small percentage (6%) of programs had only served youth for a 3-4 month period at the time that they were interviewed.

Figure 10 displays the percentage of programs that served various numbers of youth during their last year of programming. The greatest percentage of programs (43%) served 26-100 youth and an equal percentage (22%) served 101-400 and 401 or more youth. The smallest percentage of programs (14%) served 1-25 youth.

Figure 10: Number of Youth Served by Programs

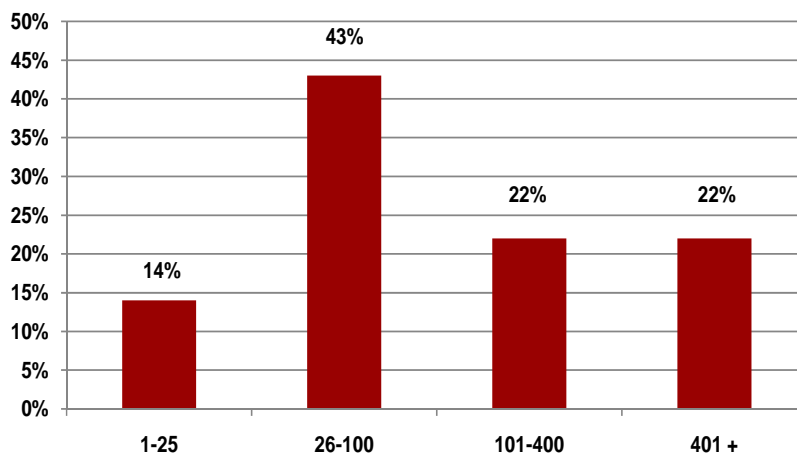


Table 1 below contains the names of the mentoring programs that served 600 or more youth during their last full year of programming and the counties that they served. The Boys and Girls Club of Greater Goshen served 3,117 youth, the greatest number of youth served by a formal mentoring program in the state. BBBS of Northeast and South Indiana served the second greatest number of youth as they served 1,600. As shown, the majority of programs included in this table served at least 1,000 or more youth with the exception of BBBS of the Ohio Valley, which served 650 youth.

Table 1: Mentoring Programs that Served 600 or more Youth

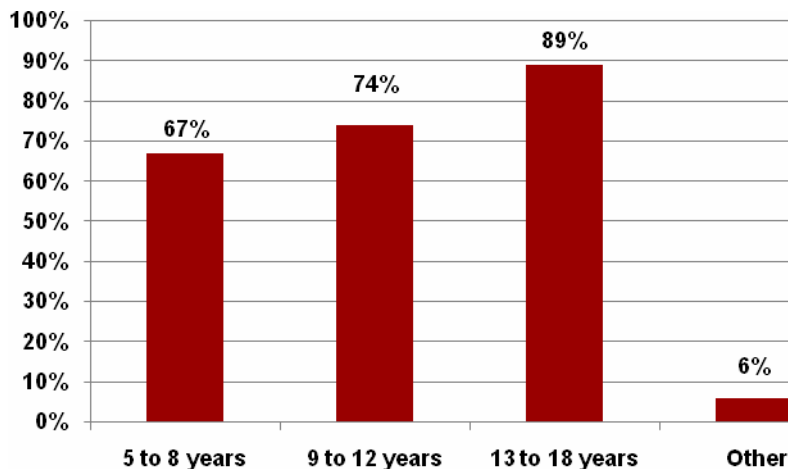
Program Name	Counties Served	Number of Youth Served
Boys and Girls Club of Greater Goshen	Elkhart	3,117
BBBS of Northeast and South Indiana	Allen, Adams, DeKalb, Huntington, Noble, Wells	1,600
Girls, Inc. of Indianapolis	Boone, Hamilton, Hendricks, and Marion	1,175
BBBS of Central Indiana	Hamilton, Johnson, Marion	1,108
BBBS of South Central Indiana	Monroe, Owen	1,108
College Mentors for Kids	Delaware, DeKalb, Johnson, Kosciusko, Lake, Lawrence, Madison, Marion, Monroe, Montgomery, Putnam, Porter, St. Joseph, Tippecanoe, Vanderburgh	1,000
BBBS of Ohio Valley	Perry, Pike, Posey	650

Ages of Youth Served

Mentoring programs were asked to indicate the ages of the children/youth served by their programs. Respondents were able to choose all that applied from the following age categories: 5-8 years, 9-12 years, 13-18 years, and other. Nearly all of the programs interviewed served youth ages 9 to 12 years and 13 to 18 years. Sixty-seven percent of programs served youth ages 5 to 8 years and 6% of organizations served youth designated as “other.” The youth primarily included in this category were

those who were older than 18 years of age; however there was one program that served children who were younger than 5 years of age.

Figure 11: Various Age Groups Served by Mentoring Organizations



Racial, Ethnic, and Socioeconomic Characteristics of Youth Served

Respondents were asked if they targeted all children/ youth in various age groups or if they targeted youth according to other racial, ethnic, or socioeconomic characteristics. The racial, ethnic, and socioeconomic characteristics included in the list of possible responses were African American, Latino, Caucasian, low-income, youth of incarcerated parents, youth with academic promise, academically at-risk youth, and other. Fifty-eight percent of the programs interviewed targeted all youth, and thus did not target youth according to any specific characteristics. Since over half of programs chose the response of “other,” the responses in this category were further broken out to provide a clearer image of what was included in this category. The most frequently occurring response in the category of “other” was “at-risk,” which appears in the table below. Table 2 displays the three characteristics most frequently targeted in youth by mentoring programs which sought specific youth. The greatest percentage of programs targeted youth who were at-risk, which included youth who were on probation or who were emotionally at-risk. Sixteen percent of the programs interviewed also targeted youth who were academically at-risk and 14% targeted youth according to gender.

Table 2: Most Commonly Targeted Racial/Ethnic/Socioeconomic Characteristics in Youth

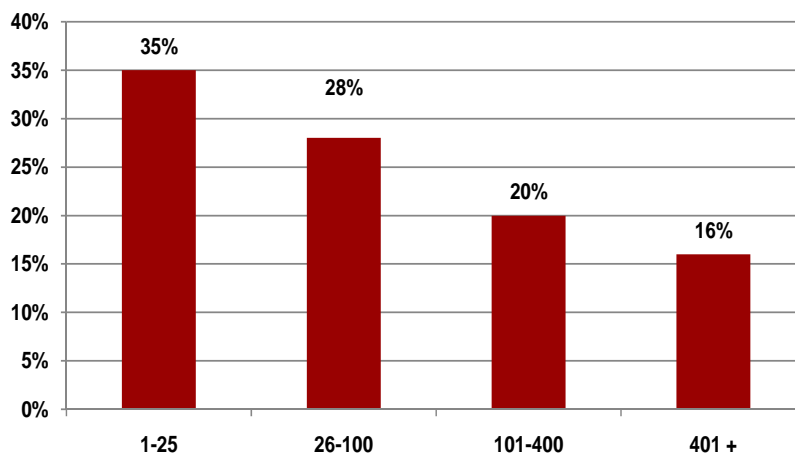
Racial/Ethnic/Socioeconomic Characteristic	Percent of Programs that Target Characteristic
At-Risk	32%
Academically At-Risk	16%
Gender	14%

D. Mentor Characteristics and Commitments

Number of Mentors Involved with Indiana’s Programs

Respondents were asked to indicate the number of mentors who were involved in their programs during that same year. Roughly one-third of respondents stated that 1-25 mentors were involved in programming. Twenty-eight percent said that 26-100 mentors participated and 20% stated that 101-400 mentors were involved. The smallest percentage of programs (16%) said that 401 or more mentors participated in programming.

Figure 12: Number of Mentors Involved with Programs



The mentoring programs interviewed had a total of 11,484 mentors that participated in their programs. The table below contains the names of the programs that had 600 or more mentors involved. As shown, BBBS of Northeast and South Indiana had 1,700 mentors involved which constituted the greatest number of mentors that participated in all of the programs interviewed. BBBS of Central Indiana had 1,179 mentors involved and College Mentors for Kids had 965 mentors.

Table 3: Programs with 600 or More Mentors Involved in their Programs

Program Name	Counties/Cities Served	Number of Mentors
BBBS of Central Indiana	Hamilton, Johnson, Marion	1,179
BBBS of Northeast and South Indiana	Allen, Adams, DeKalb, Huntington, Noble, Wells	1,700

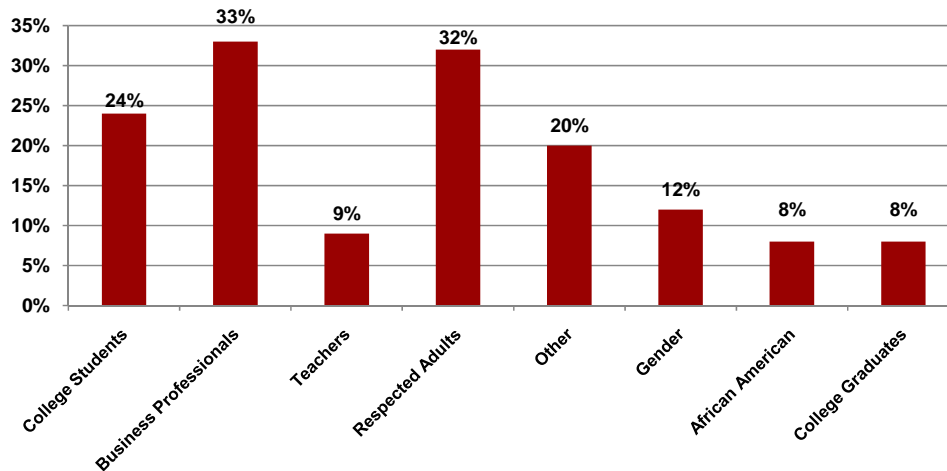
Program Name	Counties/Cities Served	Number of Mentors
College Mentors for Kids	Delaware, DeKalb, Johnson, Kosciusko, Lake, Lawrence, Madison, Marion, Monroe, Montgomery, Putnam, Porter, St. Joseph, Tippecanoe, Vanderburgh	965
BBBS of South Central Indiana	Monroe, Owen	900
Fort Wayne Community School	Fort Wayne	742
BBBS of Ohio Valley	Perry, Pike, Posey	650

In addition, respondents were asked if their mentoring program tracked the number of mentor/mentee matches established. The majority (67%) of programs tracked these matches.

Recruitment of Mentors

Respondents were asked if they recruited mentors with certain characteristics (e.g., college students, business professionals, and teachers). Over half (56%) of mentoring programs reported that they recruit mentors with certain characteristics while 41% reported that they do not. Programs that stated they recruited mentors according to certain characteristics were then asked to choose from all of the following possible responses that applied including college students, business professionals, teachers, or “other.” Seventy-three percent of the respondents who recruited mentors with certain characteristics stated that they recruited mentors who fell into the category of “other.” Because such a large percentage of respondents chose “other,” the most frequently occurring responses in this category were broken out to provide a clearer picture of the “other” characteristics targeted in mentors. Thirty-two percent of those who responded “other” said that they recruited mentors who were respected adults in the community, 12% recruited mentors according to gender, 8% recruited African Americans, and another 8% recruited college graduates. Additionally, as shown in the graph below, one-third of the respondents reported that they recruited business professionals, 24% recruited college students, and only 9% recruited teachers.

Figure 13: Mentor Characteristics Targeted by Mentoring Programs

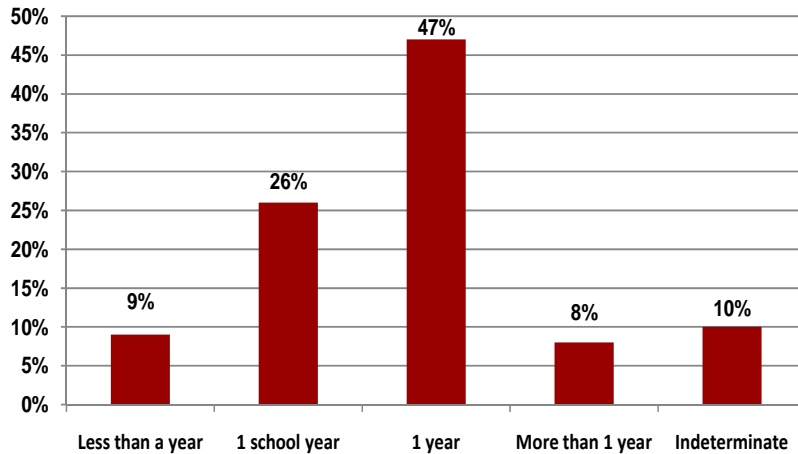


Requirements for Mentor Participation

Respondents were asked if their programs require a minimum from mentors who participated in their program. Nearly all of the programs interviewed (90%) require a minimum commitment for their mentors, in contrast to 10% who did not require such a commitment.

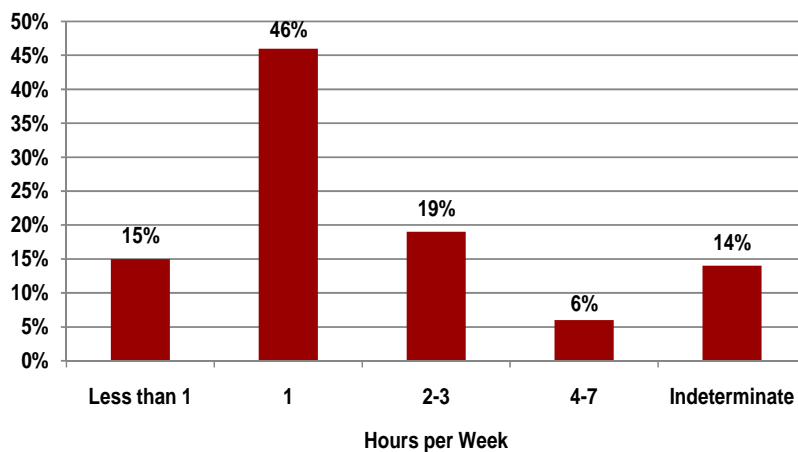
In addition, programs that required such a commitment were asked to provide the length of that initial commitment. Forty-seven percent of programs required that mentors commit to at least one year before participating in their program. Twenty-six percent required one school year, 8% required more than one year and 9% required that mentors commit to less than one year. Ten percent of programs required an indeterminate amount of time. For example, some programs required that mentors just commit to the program for as long as they can or meet once a week with their mentees.

Figure 14: Length of Initial Commitment



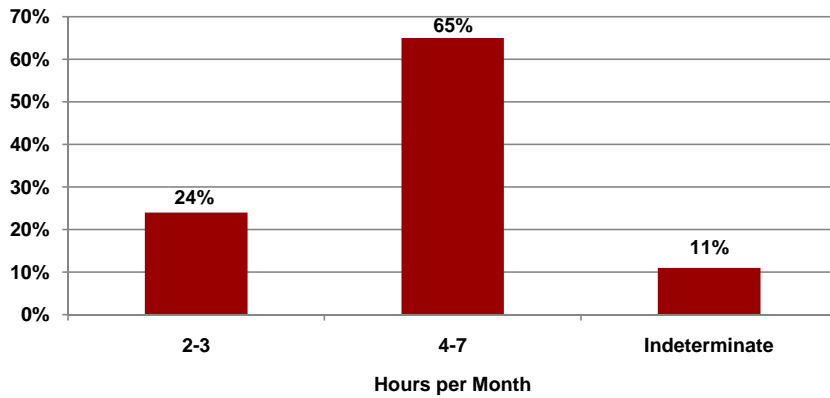
Respondents were asked if their program required a weekly or monthly time commitment for mentors to spend with their mentees. Figure 15 shows the percentage of programs that had an expected weekly time commitment for mentors to spend with mentees. Forty-six percent of programs required that mentors spend at least one hour a week with their mentee. Nineteen percent expected that mentors would spend at least 2 to 3 hours a week and 15% of programs expected that mentors would spend less than an hour (30-45 minutes). Fourteen percent of programs had a weekly commitment categorized as “indeterminate.” For example, some programs required that mentors just meet with youth one day a week but did not specify how long that meeting should be. The smallest percentage of programs (6%) expected that mentors would spend 4 to 7 hours with youth.

Figure 15: Weekly Time Commitment for Mentors to Spend with Mentees



Other programs had an expected monthly rather than weekly time commitment. As shown in Figure 16, the greatest percentage of programs (65%) with a monthly time commitment expected that mentors would spend at least 4 to 7 hours with their mentee. Twenty-four percent expected that mentors would spend 2 to 3 hours and only 11% expected that mentors would spend an indeterminate amount of time with mentees. Responses categorized as “indeterminate” were those that stated mentors should spend one or two days a month with mentees and did not have a specific hourly commitment.

Figure 16: Expected Monthly Time Commitment for Mentors to Spend with Mentees



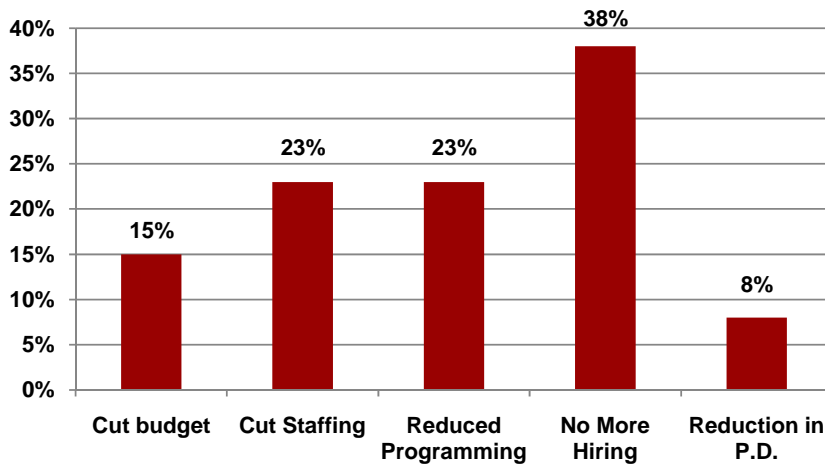
E. Effects of Economic Downturn on Programming

Program Cutbacks

When asked if the recent economic downturn has resulted in cutbacks or reduced programming, 71% of programs reported that they have not had to make such cutbacks. Twenty-three percent, however, said that they have had to cutback or offer reduced programming and 6% expect to make cutbacks in the future.

Respondents who indicated that their program was affected by the economic downturn were asked what those cutbacks involved. The highest percentage of programs (38%) indicated that they have not been able to hire any more staff and 23% stated that they have had to cut existing staff from their program. Another 23% have had to offer reduced programming while 15% have made general budget cuts. Only 8% of programs have had to reduce or eliminate professional development offered to their staff.

Figure 17: Program Cutbacks Due to the Recent Economic Downturn



F. Need for Statewide Mentoring Project

Respondents were asked how a statewide mentoring partnership could best support their program and/or their community. They were asked to choose up to three of the following: public awareness, trainings on best practice, funding/resource development, mentor recruitment, mentor training, evaluation, and data/ research on mentoring in Indiana. The greatest percentage of respondents (68%) stated that a statewide mentoring partnership could best support their program through funding/resource development. The percent of respondents who selected the other options appear in Figure 18. Only 2% of programs did not respond to this question.

Figure 18: Ways that a Statewide Mentoring Initiative Could Best Support Respondents' Programs and Their Communities

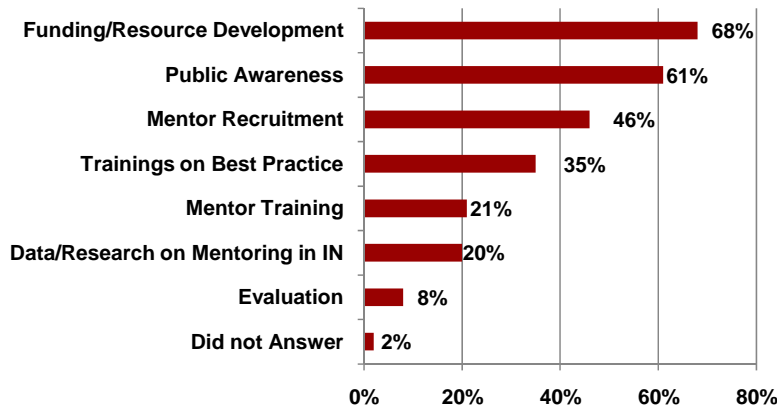
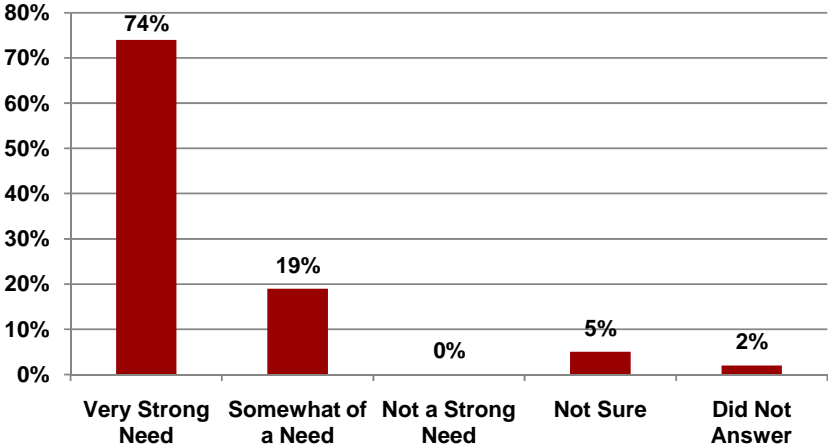


Figure 19 displays the answers given by respondents when asked to indicate the level of need for a statewide mentoring partnership. Seventy-four percent of respondents stated that there is a very strong need for such a partnership and 19% said that there is somewhat of a need. Only 2% of respondents did not answer this question.

Figure 19: Percent of Respondents Who Indicated the Strength of the Need for a Statewide Mentoring Partnership Within Indiana



2. Interview Results: BBBS, School-based, and Other Mentoring Programs

The current chapter summarizes the interview results disaggregated by type of mentoring organization: BBBS, school-based, and other mentoring programs. The chapter will examine the mentoring models used; ages of youth served; and the racial/ethnic/socioeconomic characteristics of the youth targeted. In addition, this chapter explores the characteristics of the mentors who are recruited for mentoring programs; the time and place where mentoring occurs; the years of program existence; the geographic areas served; the primary and secondary foci of the organizations; the number of youth and mentors involved; the number of mentor/mentee matches; the number of youth on waiting lists; the minimum time commitment required for mentors; agency cutbacks due to the economic downturn; the ways in which a statewide mentoring initiative could best support programs and/or their community; and the need for a statewide mentoring partnership within Indiana.

A. Location of Mentoring Programs

Geographic Areas Served by Programs

Programs were asked to indicate whether they served counties, cities, schools districts, or other geographic regions. A total of 62 Big Brothers Big Sisters Organizations (BBBS), school-based programs, and “other” mentoring programs indicated that they served a total of 64 counties in Indiana. Table 3 shows the number of counties in Indiana served by BBBS, school-based, and other programs. BBBS programs served the greatest number of counties, with other programs serving ten fewer. School-based programs served six counties.

Figure 20: Number of Counties Served by Each Type of Mentoring Program

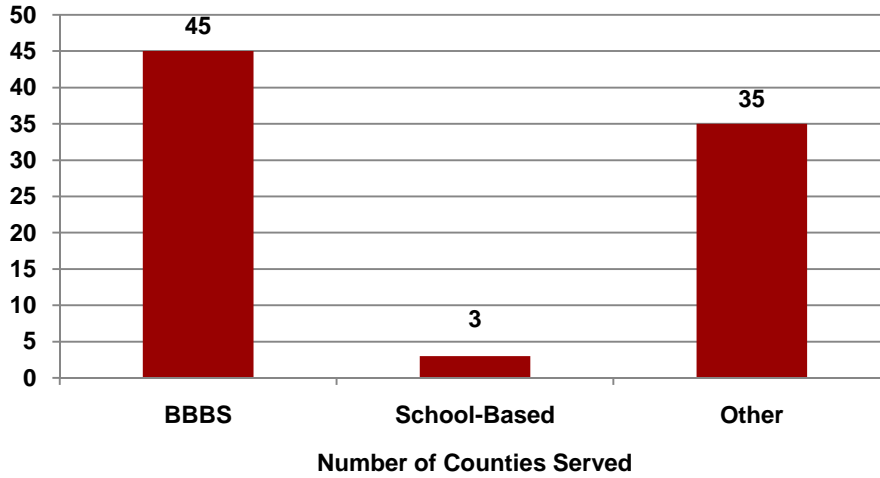


Table 4 displays the names of the school-based programs and the school districts and counties they served. As shown, only seven of the programs interviewed were school-based programs. The school districts served were the Vigo County School Corporation, Kokomo City School Corporation, Wayne County Community School District, Fayette County School Corporation, New Albany-Floyd County Consolidated School Corporation, Richmond Community School District, and Fort Wayne Community School District.

Table 4: School Districts Served by School-based Programs

Program Name	School District Served	County
African American Mentors	Vigo County School Corp	Vigo
Bridges Outreach	Kokomo City School Corp	Howard
Communities in Schools of Wayne County	Wayne County Community Schools	Wayne
Friends 4 Friends Mentoring	Fayette County School Corp	Fayette
Study Buddies	New Albany-Floyd County Consolidated School Corp	Floyd

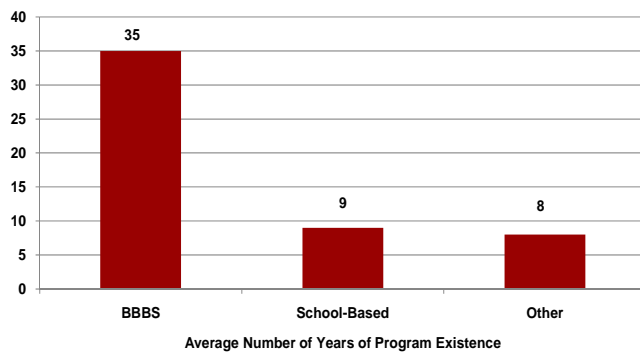
Program Name	School District Served	County
Study Buddies and Mentors	Richmond Community Schools	Wayne
Study Connection	Fort Wayne Community Schools	Allen

B. Characteristics of BBBS, School-based Based, and Other Mentoring Programs

Years of Program Existence

Organizations were asked to report how long their mentoring programs have been in existence. Figure 21 shows the average number of years that each type of mentoring program has been in existence. As shown, the BBBS programs interviewed have existed on average, for 35 years, and thus have the greatest average years of existence of all of the programs interviewed. The school-based programs interviewed have existed on average, for 9 years and “other” programs for 8 years.

Figure 21: Average Years of Program Existence Among Various Mentoring Programs

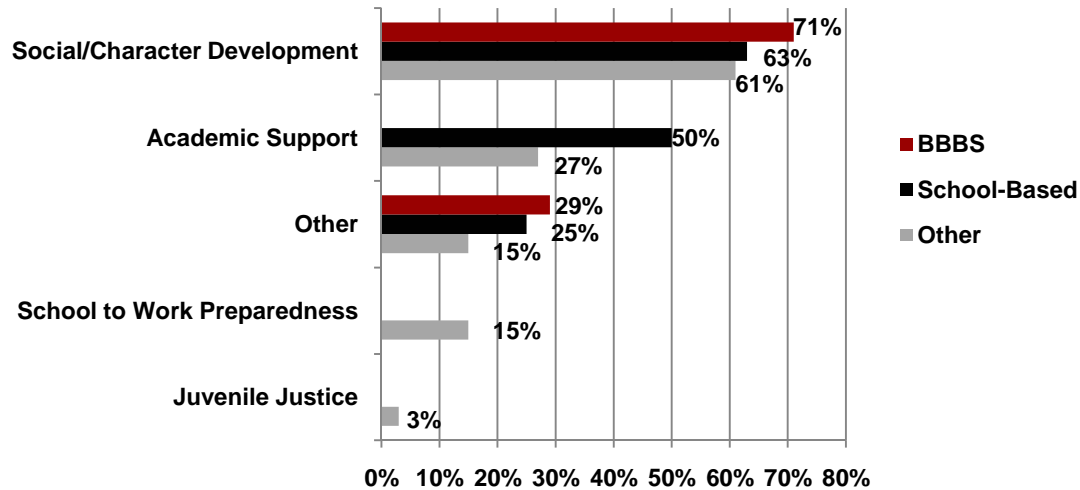


Primary and Secondary Foci of Mentoring Programs

Respondents were asked to report the primary and secondary focus of their program by choosing all that applied from a list of responses that included the following: academic support, social/character development, school to work preparedness, juvenile justice, and other. The majority of respondents stated that the primary focus of their program was social/character development. The second most common response for programs' primary focus was academic support as 50% of school-based programs gave this response as well as 27% of “other” programs. Respondents from these programs less frequently cited “other”

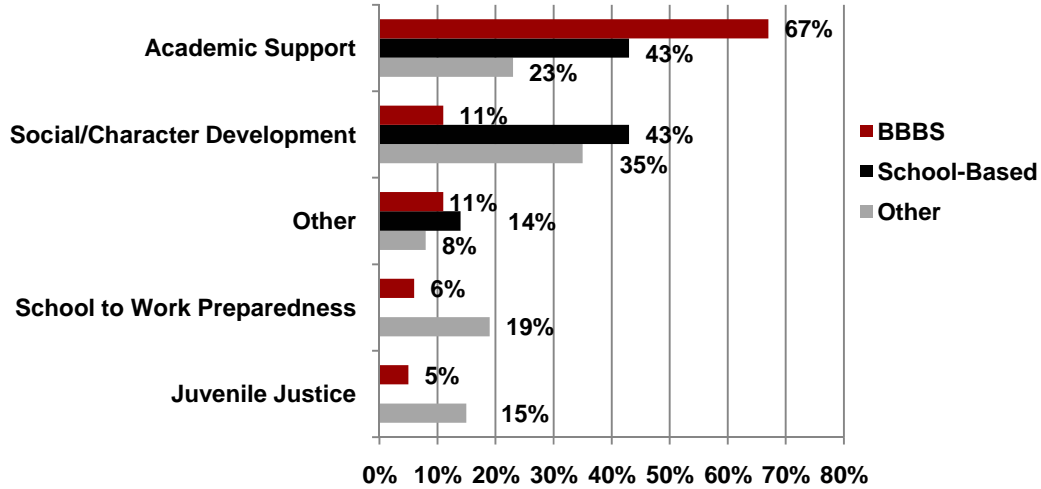
areas as the primary focus of their programs. Examples of responses included in the category of “other” were friendship and building a relationship with the mentee. Only 15% of other programs reported that school to work preparedness was their focus in addition to 3% who stated that juvenile justice was their focus.

Figure 22: Primary Focus of Programs



When asked to identify the secondary focus of their program, the greatest percentage of respondents in all three types of programs stated that academic support was their focus. As shown below, 67% of BBBS Organizations, 43% of school-based programs, and 23% of “other” programs gave this response. Social/character development was the second most commonly cited response for the secondary focus of all programs. Forty-three percent of school-based programs and 35% of “other” programs stated that this was their focus in addition to 11% of BBBS Organizations. Programs less frequently cited “other,” school to work preparedness, and juvenile justice as their secondary focus. The category of “other” included such responses as increased awareness of other life skills and the particular needs of the students.

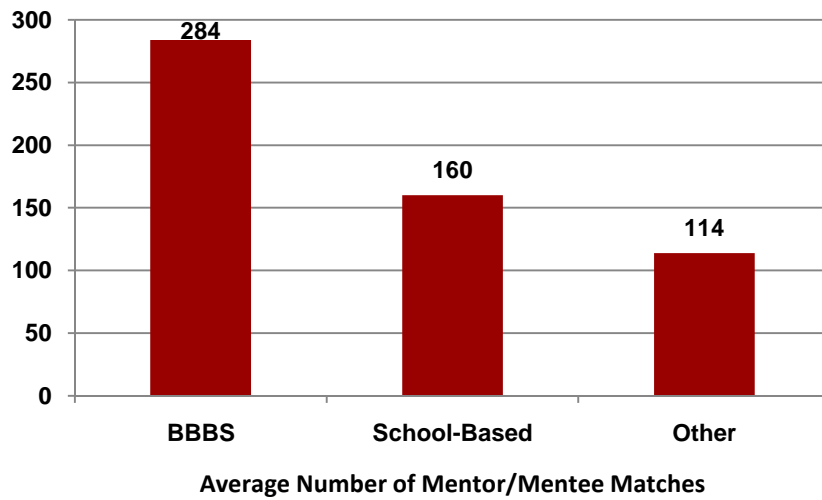
Figure 23: Secondary Focus of Programs



Number of Mentor/Mentee Matches

Programs were asked if they tracked the number of mentor/mentee matches made during their last full year of programming. The majority of respondents stated that they tracked the number of matches made as, for example, 81% of BBBS Organizations, 88% of school-based programs, and 39% of “other” programs tracked these numbers. If programs responded that they tracked this number, they were then asked to provide the number of matches they supported. Figure 24 displays the average number of mentor/mentee matches made by each type of mentoring program during their last full year of programming. As shown, BBBS programs made the greatest number of mentor/mentee matches as they made, on average, 284 matches. School-based programs supported the second greatest number of matches with an average of 160 while other programs supported the least number of matches with an average of 114 matches.

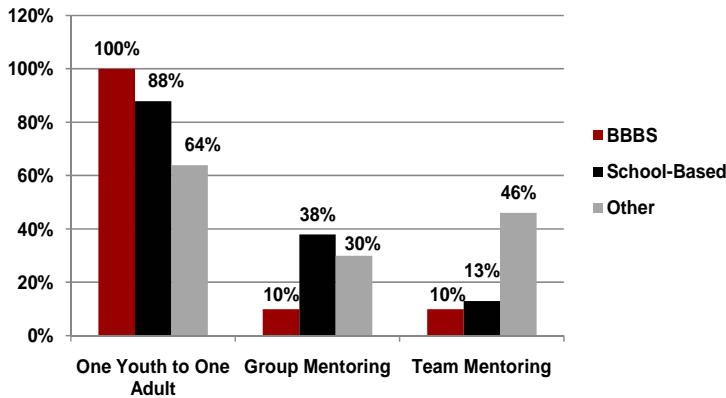
Figure 24: Average Number of Mentor/Mentee Matches Made During the Last Full Year of Programming



Mentoring Models

Respondents were asked to describe how mentoring is delivered through their program by choosing all that applied from a list of possible responses that included one child/youth to one adult, group (1 mentor, 2-4 youth), team (2-4 adults, up to 10 youth), and other. Figure 25 displays the percent of organizations that used these types of mentoring models in their programs. Nearly all of the programs interviewed utilized the one youth to one adult mentoring model in their programs. Thirty-eight percent of school-based programs also utilized group mentoring in contrast to 30% of BBBS and 10% of other mentoring programs. The smallest percentage of BBBS and school-based programs utilized team mentoring as 10% of BBBS programs and 13% of school-based programs used this model. However, nearly half (46%) of other programs used team mentoring.

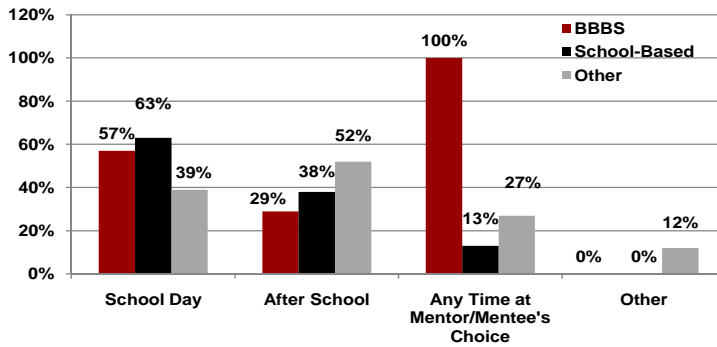
Figure 25: Percent of Programs that Used Various Mentoring Models in Their Programs



Time and Place that Mentoring Occurs

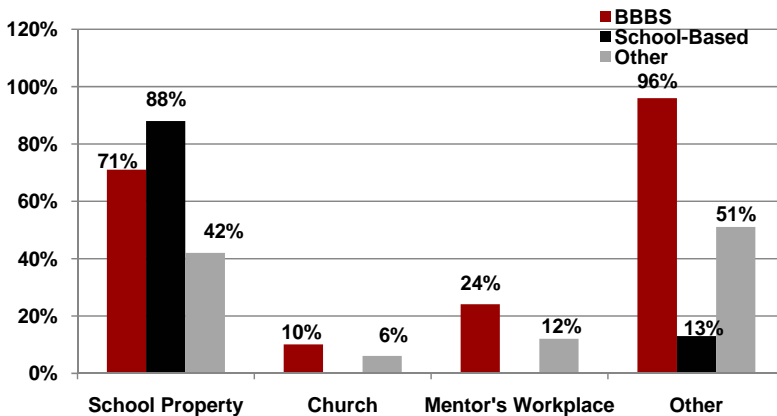
Respondents were asked where mentoring typically occurs in their program by choosing all that applied from a list of possible responses including school day, after school, anytime at mentor/mentee’s choice, and other. All of the programs reported that mentoring occurs at a time chosen by the mentor or mentee. All of the BBBS programs interviewed offer mentoring anytime at the mentor/mentee’s choice. However, school-based programs were most likely to offer mentoring during the school day and “other” mentoring programs were most likely to offer mentoring after school. BBBS programs were the least likely to offer mentoring after school, while school-based programs were the least likely to offer mentoring anytime at the mentor/mentee’s choice. In addition, “other” mentoring programs were the least likely to offer mentoring at a time categorized as “other.” Responses included in this category were those such as “8-2 every Saturday” or “alongside church services.”

Figure 26: Time of Day that Mentoring Occurs in Programs



Respondents were also asked to indicate where mentoring typically occurs by choosing all that applied from a list of responses including school property, church, mentor’s workplace, and “other.” As shown below, 96% of BBBS programs responded that mentoring occurs at a place categorized as “other.” The responses in the category of “other” included places such as “anywhere at the mentor or mentee’s choice,” “a partnering site,” and “out in the community.” Nearly all of the school-based programs, however, indicated that mentoring typically occurs on school property while slightly more than half of other programs said that mentoring occurs in a place categorized as “other.” Mentoring was least likely to occur in a church in all types of mentoring programs. In school-based programs, mentoring was also less likely to occur in the mentor’s workplace.

Figure 27: Places Where Mentoring Typically Occurs in Programs



C. Characteristics of Youth Served by Mentoring Programs

Number of Youth Served

Table 5 displays the total number of youth served by each type of mentoring program. As shown, “other” mentoring programs served the greatest number of youth in their programs at 8,351. Of the mentoring programs interviewed, “other” programs served 51% of all youth served by the programs. BBBS mentoring programs served the second greatest number of youth as they served 6,737 or 41% of all youth served. School-based programs served the least number of youth as they served 1,352 or 8% of all youth served.

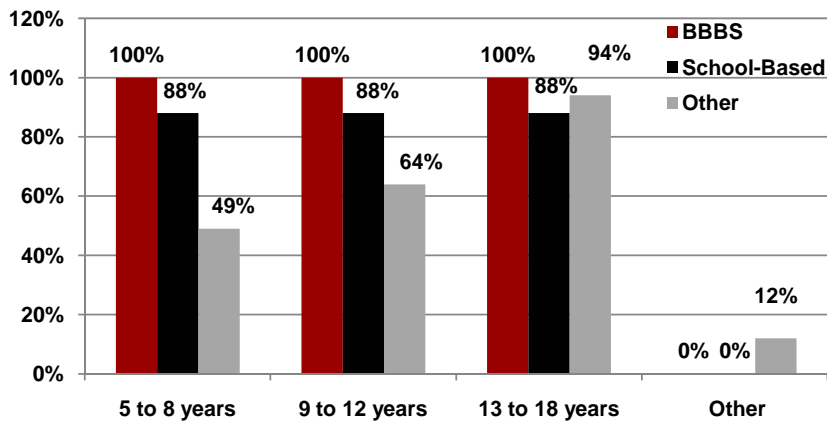
Table 5: Total Number of Youth Served in Each Program

Type of Program	Number of Mentoring Programs	Total Number of Youth Served	% of the Total Youth Served in All Programs
Other	33	8,351	51%
BBBS	21	6,737	41%
School-Based	8	1,352	8%

Ages of Youth Served

Mentoring programs were asked to indicate the ages of the children/youth served by their programs. Respondents were able to choose from all of the following age categories that applied: 5-8 years, 9-12 years, 13-18 years, and other. As shown, all of the BBBS programs served youth from the ages of 5 to 18 years old. Nearly all (88%) of the school-based programs served youth in these ages. Forty-nine percent of other programs served youth ages 5 to 8 years; 64% served youth ages 9 to 12 years; and 94% of these programs served youth ages 13 to 18 years. In addition, 12% of other programs served youth who were ages categorized as “other.” The majority of youth in this category were youth who were 19 to 21 years of age.

Figure 28: Percent of Programs that Serve Various Age Groups of Youth



Racial, Ethnic, and Socioeconomic Characteristics of Youth Served

Respondents were asked if they targeted all children/ youth in various age groups or if they targeted youth according to other racial, ethnic, or socioeconomic characteristics. The racial, ethnic, and socioeconomic characteristics included in the list of possible responses were African American, Latino, Caucasian, low-income, youth of incarcerated parents, youth with academic promise, academically at-risk youth, and other. Ninety percent of the BBBS programs interviewed reported that they serve all youth, in addition to 50% of school-based programs, and 33% of other programs. Table 6 displays the three most commonly targeted characteristics in youth sought by those organizations that reported targeting specific youth.

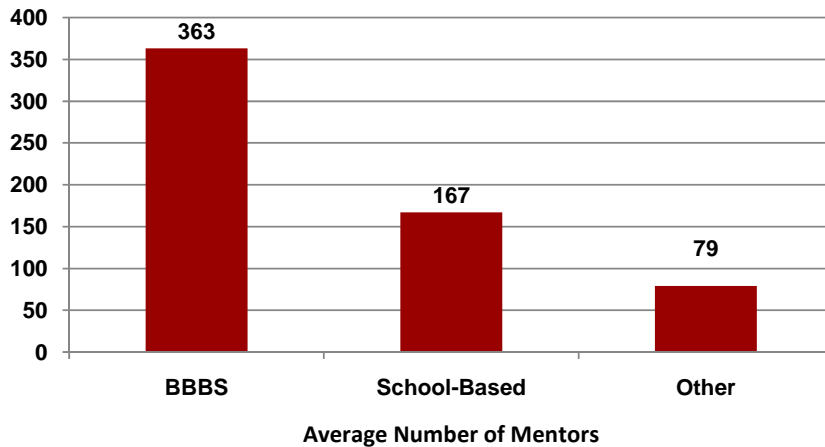
Table 6: Three Most Frequently Targeted Characteristics in Youth

Program Type	Most Targeted	% of Programs Targeting	2nd Most Targeted	% of Programs Targeting	3rd Most Targeted	% of Programs Targeting
BBBS	By Geographic Area (i.e., Region, Neighborhood)	50%	At-Risk Youth	50%	Academically At-Risk	5%
School-Based	By Referral	100%	Academically At-Risk	50%	African American	13%
Other	At-Risk Youth	29%	Low-Income	21%	Gender	21%

D. Mentor Characteristics and Commitments

In addition to the number of youth served, respondents were asked to indicate the number of mentors who were involved in their programs during their last full year of programming. Figure 29 displays the average number of mentors who participated in each type of mentoring program interviewed. As shown, BBBS had the greatest number of mentors who participated in programming, on average during the last full year of programming.

Figure 29: Average Number of Mentors who Participated in Programs During Last Full Year of Programming



Recruitment of Mentors

Respondents were asked if they recruit mentors with certain characteristics such as college students, business professionals, teachers, and other. The majority of BBBS programs reported that they do not recruit mentors according to specific characteristics. However, half of school-based and 76% of other programs reported that they recruit according to specific characteristics. If respondents reported they recruited mentors with certain characteristics, they were then asked to report what type of characteristics they targeted by choosing all that applied from the following: college students, business professionals, teachers, and “other.”

Because the majority of respondents chose the response, “other”, the description of responses in this category were broken out into several smaller categories to obtain a clearer

image of what “other” included. The most frequently occurring responses in this category appear in the table below, including adults who are 18 years or older; African Americans; respected adults in the community; and based on the needs of the child.

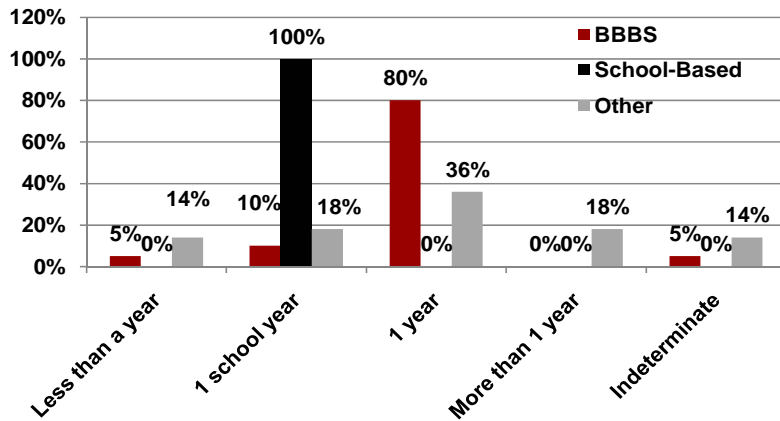
Table 7: Three Most Frequently Targeted Characteristics in Mentors

Program Type	Most Targeted	% of Programs Targeting	2nd Most Targeted	% of Programs Targeting	3rd Most Targeted	% of Programs Targeting
BBBS	Adults who are 18 years or older	50%	African Americans	25%	Respected Adults in the Community	25%
School-based	African Americans	33.3%	Respected Adults in the Community	33.3%	Based on the Needs of the Child	33.3%
Other	Respected Adults in the Community	43%	Business Professionals	40%	College Students	32%

Requirements for Mentor Participation

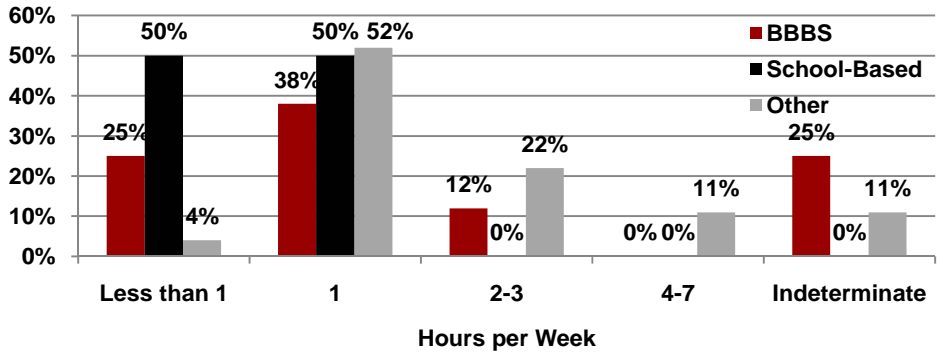
When asked if their programs required a minimum commitment from mentors who participated in their programs, nearly all of the programs interviewed reported that they require such a commitment. Programs that indicated they have a minimum commitment for mentors were then asked to provide the length of the commitment. As shown below, all of the school-based programs reported that they require mentors commit to at least one school year. Eighty percent of BBBS programs and 36% of other programs asked that mentors commit to one calendar year. A much smaller percentage of programs asked mentors to commit to less than one year, more than a year, and an indeterminate amount of time (i.e., twice a month).

Figure 30: Length of Initial Commitment for Mentors Who Participate in Programs



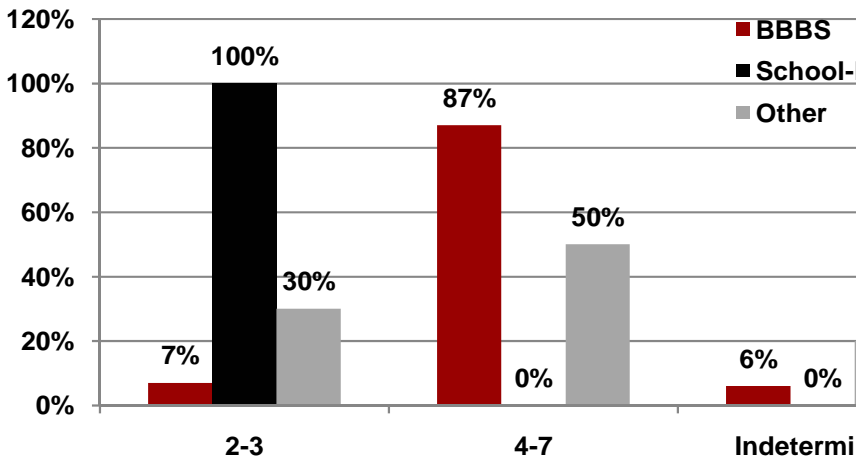
Respondents were also asked if they had a weekly or monthly time commitment for mentors to spend with their mentees. Figure 31 shows the percentage of programs that have an expected weekly time commitment for mentors to spend with mentees. Fifty-two percent of other programs had an expected weekly time commitment of one hour. Fifty percent of school-based programs had an expected commitment of less than one hour and another fifty percent had a commitment of 1 hour. BBBS programs tended to vary in their expected weekly time commitment as 25% of programs had an expected commitment of less than one hour; 38% with 1 hour; 12% with 2 to 3 hours; and 25% with a commitment categorized as “indeterminate.” Responses in this category tended to include once a week, two days a week, etc.

Figure 31: Expected Hourly Time Commitment per Week for Mentors to Spend with Mentees in Programs



Other programs had an expected monthly rather than weekly time commitment. As shown in Figure 32, 53% of programs with a monthly time commitment expected that mentors would spend at least four hours with their mentee. A smaller percentage (10%) of programs asked that mentors spend at least six hours with their youth and 5% said that they asked for at least three hours. Another 5% of programs asked for a commitment categorized as “other.”

Figure 32: Expected Hourly Time Commitment per Month for Mentors to Spend with Mentees in Programs



E. Effects of Economic Downturn on Programming

Program Cutbacks

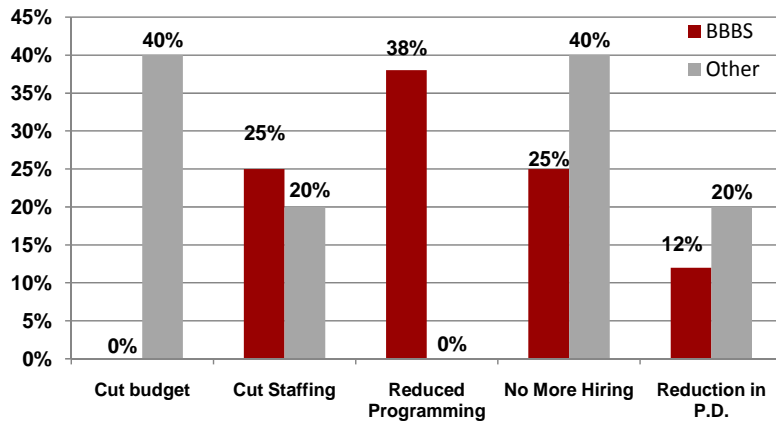
Due to the recent economic downturn, respondents were asked if they have had to make cutbacks or offer reduced programming. The majority of BBBS and “other” respondents reported that they have not had to make cutbacks and only a few anticipated that they may have to make cutbacks in the future. None of the school-based programs interviewed reported that they have had to make cutbacks.

Table 8: Percent of BBBS and Other Programs that Made Cutbacks

Type of Program	% of Programs that Made Cutbacks	Number of Programs that Made Cutbacks
BBBS	43%	9
Other	15%	5

These programs that were affected by the economic downturn were then asked what those cutbacks involved. As shown below, responses to this open-ended question were categorized into the following: general budget cuts, cut staffing, reduced programming, no more hiring, and reduction in professional development. Other programs most frequently reported that they made general budget cuts and had to stop hiring as a result of the recent economic downturn. None of these programs reported having to offer reduced programming in response to the economy. BBBS programs affected by the economy most frequently offered reduced programming (38%), cut staffing (25%), or had to stop hiring (25%). None of the BBBS programs reported making general budget cuts.

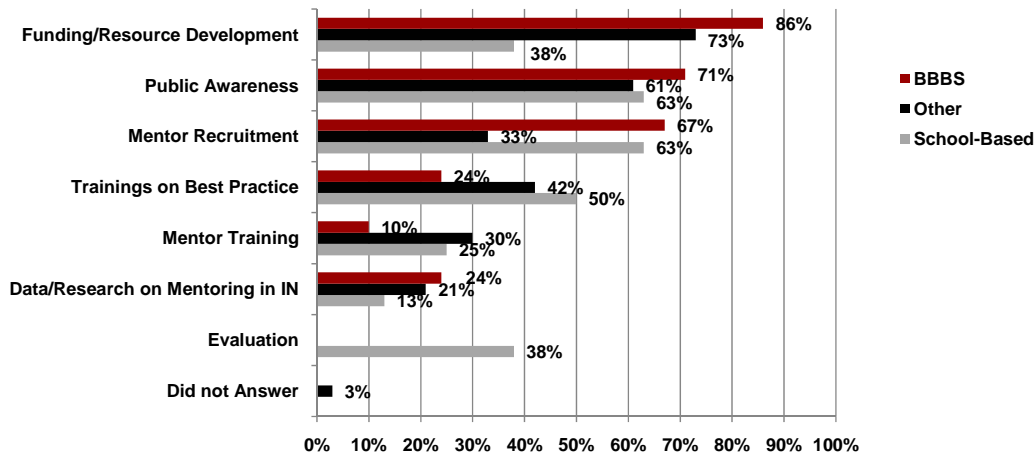
Figure 33: Various Ways that Agencies Were Affected by Economic Downturn



F. Need for Statewide Mentoring Project

Respondents were asked how a statewide mentoring partnership could best support their program and/or their community. They were asked to choose up to three of the following: public awareness, trainings on best practice, funding/resource development, mentor recruitment, mentor training, evaluation, and data/research on mentoring in Indiana. Funding/resource development was cited most frequently by BBBS and other programs as they best way in which a statewide mentoring initiative could best support their programs and/or their communities. However, the most common responses given by school-based programs were public awareness and mentor recruitment. BBBS and other programs were the least likely to select evaluation as the best way to support their program while school-based programs were the least likely to select data/research on mentoring in Indiana.

Figure 34: Ways in Which a Statewide Mentoring Initiative Could Best Support Programs and/or Their Communities



Lastly, respondents were asked to indicate how strong of a need exists for a statewide mentoring partnership in Indiana. The vast majority of respondents in each group indicated that there was a very strong need or somewhat of a need for such a partnership in the state. None of the respondents believed that there was not a strong need and only 3% of respondents did not answer the question.

