

Bridge the Gap Mentoring Program

A Program Overview and Manual developed by the
Texas Juvenile Probation Commission



Facility-Based Model

June 2001

Bridge the Gap Mentoring Program

A Program Overview and Manual developed by the
Texas Juvenile Probation Commission

Facility-Based Model

Texas Juvenile Probation Commission
Vicki Spriggs, Executive Director
P.O. Box 13547
Austin, Texas 78711-3547

4900 North Lamar, 5th Floor
Telephone 512/424-6700, TDD (512) 424-4000
FAX (512) 424-6717

*Additional copies of this and other publications
may be found on the TJPC Web Site at:
www.tjpc.state.tx.us*

Published June 2001

The Texas Juvenile Probation Commission, an equal opportunity employer, does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services, programs or activities. In compliance with the Americans with Disabilities Act, this document may be requested in alternative formats by contacting the Texas Juvenile Probation Commission at the above address.

Contents

Introduction.....1

Program Overview.....4

 Mission Statement.....4

 Program Overview.....4

 Who?.....4

 What?.....4

 When?.....4

 Where?.....5

 Why?.....5

 How?.....5

Program Components.....6

 Role Descriptions.....6

 Recruitment.....11

 Eligibility Screening.....14

 Orientation.....21

 Training.....25

 Matching.....28

 Monitoring the Match.....31

 Support and Recognition.....33

 Closure.....35

 Evaluation Process.....37

 Budgetary Considerations.....40

References.....41

Appendix.....44

 Glossary; Mentor Coordinator Job Description; Mentor Job Description; Interview Questions and Responses; Vignettes; Mentor Interest Inventory; Mentee Interest Inventory; Policies; Form Checklist; Resources; Training Evaluation; United States Code – Limitation on Liability for Volunteers; TJPC Incident Report Form

Ross is an average student at Travis High School; he typically obeys the rules and does what is expected of him. His teachers and parents refer to him as a “good kid.” His parents are both consumed with their careers, thus leaving little quality time with their son. He receives virtually no guidance concerning his future plans and no attention to his emotional needs during this significant transitional phase of his life. He is eager to please and is open to anyone who is willing to offer assistance as he trudges through life. He is a low to moderate risk-level kid.

Robert, on the other hand, is always looking for the easy way out. He sees school simply as an opportunity to socialize with his friends. In fact, the biggest influence on his life is the group of friends with whom he constantly spends time. His mother is too busy earning the few dollars on which they have to live, and his father walked out on them both ten years ago. He has no consistent adult attention or guidance in his life. He has had several run-ins with the law and is nearing completion of his second probation sentence. He is a high-risk kid.

Ross and Robert represent two distinct types of teenagers in American society. Their lives are vastly different, yet they both would benefit greatly from the same intervention—adult support. Increasingly, young people are spending more time alone without the positive influence of adults and in the presence of peers who lead them down wrong paths. The “social and familial” landscape faced by children today differs drastically from that of the past and exposes youths to a host of risk factors, ranging from poverty and the availability of drugs and alcohol to family conflict and academic failure (Juvenile Mentoring Program 1998, 5). The rise in the number of single-parent households, the deterioration of neighborhood ties and increased demands of work have all left many youths isolated from adults during one of the most pivotal and shaping times of their lives—adolescence (Tierney & Grossman 2000, 30).

In Texas, the 1990 high school drop-out rate was 12.9; the 1995 divorce rate was 5.3 per 1,000 population; and 16.7% of the population lived below the poverty level in 1997. In 1997, 30.7% of all Texas births were to unmarried women, and 16.1% were to teenage moms (U.S. Census Bureau 1999). And 24% of births in Texas were to teens who were already mothers, thus achieving the third highest ranking in the nation (“Sad” 2001). Of the children under the age of 18 in 1997, 2.9% of them were subjects of child abuse and neglect cases (U.S. Census Bureau 1999).

Experts claim that this lack of parental supervision is the underlying cause of many youths’ brushes with delinquency, gang involvement and educational failure. The cost of ignoring these issues is astronomical. One author claims that “If [juveniles] go off track into drugs, crime or teen pregnancy, their cost to society can reach \$1 million each. And the human cost is incalculable” (Alter 4).

In response to the growing problem of isolation, which in turn leads to other problems, mentoring has been offered as a preventive solution. While the TJPC has supported various programs through financial means and has offered myriad services, the agency also believes that mentoring is an effective intervention. As defined by the TJPC, mentoring is a one-on-one relationship in which an emotional bond is formed through a mutual commitment between an adult and a juvenile. Mentoring targets the holistic development of the mentee, which is fostered through consistent contact, support and guidance. Put more simply, it is merely connecting an adult with a juvenile to meet the needs of that juvenile in the context of a personal relationship.

By providing one-on-one attention and guidance, mentoring can enhance the lives of juveniles. Mentoring enriches children’s lives by changing their life course trajectories, addresses the isolation of youths from adult contact and provides support and advocacy to

children in need (FY 1998 OJJDP 1998, 3). It is a “protective” factor to counter the “risk” factors that many children face in the course of their daily lives (Juvenile Mentoring Program 1998, 4).

Mentoring has gained substantial attention in recent years resulting from positive experiences, national media campaigns, the Presidents’ Summit for America’s Future and sound research. Support from the federal, state and local levels is being garnered. In 1992, the federal government responded to the need of children for support and supervision through the establishment of a federal program entitled JUMP (Juvenile Mentoring Program), which awards grants to mentoring programs across the nation. Various states, including Texas, have introduced mentoring initiatives in hopes of cultivating the mentoring movement. And the number of mentoring programs operating at the local level has increased dramatically in recent years according to a research study by Sipe & Roder (1996) exploring mentoring programs for school-age children.

Despite the growing attention and support mentoring has gained, the question of its effectiveness as a weapon against juvenile delinquency, gang involvement and educational failure is still being answered. The earliest research on the impact of mentoring, which suffered from numerous flaws and shortcomings, consistently found that mentored youths did not differ from non-mentored youths.

However, in 1995, a major breakthrough in mentoring research occurred. A rigorous, scientific study of Big Brothers/Big Sisters of America (BB/BS) unearthed favorable outcomes of mentoring on youths’ behaviors claiming that youths with a big brother or sister were less likely to start using illegal drugs or alcohol, had better academic behavior, attitudes and performance and shared better relationships with their parents and peers (Tierney & Grossman 2000, 29). Other studies have

discovered positive effects as well, thus lending scientific support to the long-standing, experiential evidence of mentors and mentees.

Mentoring incurs benefits all the way around—from the mentees to the mentors to the community to the facility. Mentees benefit from guidance, advice, encouragement, confidence building and an increased sense of community care and support. Mentoring can turn troubled lives around. Mentors benefit from the satisfaction of teaching and giving back, exposure to the ideas and issues of youths, increased sense of acceptance and contribution and exposure to community networks. The community benefits from a decrease in juvenile crime, successfully drawing out citizens’ abilities, demonstrating commitment to community and social order, building bridges among citizens and improving the overall quality of life (Austin Metropolitan Ministries). A healthier community is also fostered through the creation of a more competent and skilled local workforce. Furthermore, mentoring lessens the demand for public resources and government aid (Governor’s Mentor Initiative). Finally, mentoring benefits the facility by providing case managers another tool through which they can work to effect positive change in the lives of juveniles.

Experience conveys the effectiveness of mentoring. Scientific research has begun to substantiate that claim. Yet, mentoring produces such positive effects only when it is supported by an effective infrastructure of standards and practices. In an effort to build quality mentoring programs within the juvenile justice system, the TJPC has developed a mentoring program model.

The model is available for use by all secure, post-adjudication juvenile facilities in the State of Texas. The following suggested practices are based upon solid research and practitioner experience gathered from across the state and nation. The model was developed with the diverse needs of the State of Texas in mind.

Certain elements of the program may be adapted to accommodate varying regional needs and capabilities; however, particular components are required and, therefore, should not be altered. These unalterable portions are highlighted in this manual.

According to the research performed by the National Research Council, National Academy of Sciences “mentoring has to be carefully delivered to provide positive results” (Fabelo 2001). A facility commitment evidenced by the dedication of at least one staff member to the project on a full-time basis and additional funding to adequately fulfill program requirements is essential for the establishment and implementation of this model. Policies and procedures, such as volunteer involvement, confidentiality, physical contact and reporting of abuse, at the county level shall be used. Additional suggestions contained in this manual shall be used to supplement and enhance current practices.

More than anything, though, the TJPC believes mentoring works. Although it is not a stand-in for comprehensive services nor is it a panacea, mentoring is vital when working with troubled juveniles (Mecartney, Styles & Morrow 1994). In order for children to develop in positive and productive ways in all areas of their lives, they need the support of an adult—to model values and norms and to assist in problem solving. According to Retired General

Colin L. Powell, a supreme advocate of mentoring,

“We need to make sure that no boy or girl in America is growing up without having in his or her life the presence of a responsible, caring adult. Where else does a child learn how to behave? Where else does a child learn the experience of the past, the totems and traditions of the past? Where else does a child look for the proper examples except from responsible, caring, loving adults in his or her life?” (The First Tee of Greater Austin)

The mentoring that will occur as a result of this program is transformative in nature. The goal of the mentor shall not be to “transform” the juvenile per se but rather to build a relationship with the juvenile that fosters the reversal of negative attitudes and behaviors which presently exist (TMC Framework 2000). Mentors will not merely assist the mentees but will be involved closely in their lives. Mentors will work with mentees to address the root behaviors and issues that led to the youths’ contacts with the law. Mentors who are willing to go beyond “casual involvement” in youths’ lives are critical.

Remember Robert—one of our typical teens from before? This program will target the Roberts in Texas—high-risk juveniles who need more than just tutoring and college preparation...juveniles who need much, much more.

Mission Statement

The mission of the **Bridge the Gap Mentoring Program** is to provide juveniles who are court ordered into a secure, post-adjudication facility the opportunity to bond with adult mentors in

one-on-one mentoring relationships, which foster the holistic development of juveniles through consistent contact, support and guidance.

Program Overview

Juveniles who are court ordered into a secure, post-adjudication facility shall be given the opportunity to bond with adult mentors in one-on-one mentoring relationships as part of their individualized program plans. As defined by the TJPC, mentoring is a one-on-one relationship in which an emotional bond is formed through a mutual commitment between an adult and a juvenile. The goal of the mentoring program is the holistic development of the mentee, which is fostered through consistent contact, support and guidance.

A mentor is a mature, trustworthy and more experienced individual who encourages personal growth, offers supportive friendship, acts as a positive role model and promotes a constructive attitude and law-abiding behavior. The mentor focuses on the emotional, educational and vocational needs of the mentee. One of the aims of mentoring is to prevent future involvement of juveniles in the justice system by providing solid guidance and direction and offering a wide range of experiences through positive mentoring relationships.

Upon thorough and successful screening of both mentors and mentees, the match shall be made and persist for a specified period of time. The mentoring relationship shall occur in the facility, and meetings shall be held according to facility program scheduling.

Who?

Juveniles who are court ordered into a secure, post-adjudication facility shall be the target population for receiving a mentor. The decision to include the juvenile in the program should be based upon the juvenile’s willingness to participate, his/her enthusiasm towards the program and a commitment to self-enhancement. Participation shall NOT be a mandatory element of the juvenile’s individualized program plan. Juvenile probation officers or case managers shall refer juveniles to the program based on their perception that the juvenile will benefit from a mentor.

What?

Mentoring is a one-on-one relationship in which an emotional bond is formed through a mutual commitment between an adult and a juvenile. The mentoring relationship shall assume a transformative nature, wherein the mentor invests considerable time, energy and effort into the mentee’s life.

When?

The mentor and mentee shall meet in person for at least eight hours per month for a specified period of time. The Mentor Coordinator shall encourage additional phone contact if permissible by the facility. The time commitment for mentors that is required by the program includes a six-month commitment to

juveniles placed in the facility. The mentoring relationship shall persist for the duration of the juvenile's stay in the facility whenever possible.

Where?

The mentoring relationship shall occur in the facility. Initial meetings shall take place in the presence of the Mentor Coordinator to establish a level of safety and security and to allow the Mentor Coordinator an opportunity to evaluate the initial interaction between the matches.

Because this program will occur in a secure environment, the security of the facility and the safety of its occupants must not be compromised in any way as a result of the program. However, the facility shall consider making allowances to accommodate the program in order to facilitate the mentoring relationship. Such allowances might include extending visitation hours or altering the youth's daily schedule.

Why?

The purpose of mentoring is the holistic development of the mentee.

How?

The mentoring program as a whole shall be accomplished through cooperation among the facility, the juvenile probation department and the community. The facility shall be responsible for the designation of a full-time, paid Mentor Coordinator who is responsible for the administration and oversight of the mentoring program. The job of the Mentor Coordinator is a very demanding position; therefore, the use of at least one support staff person is highly recommended. Volunteers shall also be enlisted as support staff to assist the Mentor Coordinator with administrative duties. The community shall supply the pool of potential mentors. The

facility shall supply the juveniles through referrals.

The mentoring relationship between the mentor and mentee shall be accomplished through participation in mutually agreed-upon activities and times of sharing. The mentor shall guide the relationship yet always be open to the ideas of the mentee. The mentee shall be encouraged to contribute ideas and activities as part of the relationship.

What follows are the suggested best practices as gleaned from the research performed by the TJPC. This manual includes the following topics that are essential for the development and implementation of an effective mentoring program: role descriptions, recruitment, eligibility screening, orientation, training, matching, monitoring the match, support and recognition, closure, evaluation process and budgetary considerations.

Because the infrastructure of the program is so important, it must be completed before any volunteers are recruited or any matches are made. This process will likely take several months to complete. The following program components must be in place prior to implementing the program:

- ✓ Recruitment plan
- ✓ Policies
- ✓ Mentor handbook
- ✓ Relevant forms (application, interest inventory, etc.)
- ✓ Training curriculum
- ✓ Liability releases
- ✓ Evaluation tools

A glossary of terms relevant to mentoring is located in the *Appendix*.

Role Descriptions

⌘ Mentor Coordinator ⌘

Rationale

The following qualifications, responsibilities and qualities for the Mentor Coordinator were formulated to ensure the safety and overall development of the juvenile and the effective operation of the mentoring program. Repeatedly, research has shown that the infrastructure of the program, which is in large part a responsibility of the Mentor Coordinator, is a crucial component to the success of mentoring relationships in curtailing negative attitudes and behaviors (Grossman 2000; Tierney & Grossman 2000).

Components

The list that follows represents important, suggested credentials to consider when selecting the Mentor Coordinator because the position assumes such high responsibility. The facility has sole authority to set the minimum qualifications for this position.

General Purpose

The Mentor Coordinator shall be responsible for the administration and oversight of the mentoring program. The Mentor Coordinator reports to the designee of the facility.

Minimum Qualifications

The Mentor Coordinator shall possess the following minimum qualifications:

- ✓ experience in community or group work in a social service, community corrections or juvenile agency that deals with offenders or at-risk persons;
- ✓ BA/BS from an accredited college or university in the areas of criminology, counseling, law, social work, psychology,

sociology, education, public administration or other related field of instruction;

- ✓ experience working with delinquent or at-risk youths;
- ✓ experience working with a mentoring program or as a mentor;
- ✓ written and verbal communication skills;
- ✓ well-developed organizational skills;
- ✓ managerial or supervisory experience (preferred); and
- ✓ public relations experience (preferred).

Responsibilities

The Mentor Coordinator shall:

- ✓ screen and match potential mentors and mentees;
- ✓ supervise and support the mentoring relationship;
- ✓ maintain regular contact with the mentor, mentee, parent/guardian, juvenile probation officer and case manager;
- ✓ develop and implement a plan to recruit and retain volunteers;
- ✓ coordinate and/or conduct all program-related trainings;
- ✓ maintain a resource library for mentors;
- ✓ compile a mentor handbook containing all program policies and procedures;
- ✓ act as a liaison between the mentor, mentee, parent/guardian, community, juvenile probation personnel and facility;
- ✓ develop and implement policies and program guidelines;
- ✓ develop and implement an evaluation plan and modify the program as necessary; and
- ✓ perform other duties as assigned.

Qualities

The Mentor Coordinator shall possess the following qualities:

- ✓ ability to work well with others;
- ✓ ability to provide guidance and direction to volunteers;

- ✓ self-motivation and innovation;
- ✓ tolerance for working in an emotionally demanding, stressful environment; and
- ✓ ability to adapt to a flexible work schedule.

Things to Consider

The Mentor Coordinator must be properly screened from the program's onset so that the screening process will generate the types of mentors that the juveniles need. The selection of the Mentor Coordinator is one of the most important decisions that will be made regarding the program. The Mentor Coordinator is the foundation of the program because this individual has direct influence over all other programmatic decisions.

It is vital that the Mentor Coordinator receive education and training about proper screening practices and interviewing techniques. Coordinators without experience screening applicants should have someone more experienced in this area, such as the Human Resources Officer or Senior Supervisor, participate during the first few interviews. Especially important is training on child perpetrators—initial identification of them as well as an understanding of how they work. All program staff working with the mentoring program should receive this type of training.

In addition, the Mentor Coordinator's support and supervision of the mentoring relationship is crucial. This area will be discussed in greater detail in the sections entitled *Monitoring the Match* and *Support and Recognition*.

The Mentor Coordinator should also stay abreast of current research and practices in the mentoring field. A variety of organizations and web sites across the nation exist with this goal in mind.

Occasionally, the Mentor Coordinator may assume the role of mentor in his/her interactions

with the juvenile. The Mentor Coordinator should reflect the qualities deemed vital in potential mentors as they spend time with the mentees, thus reinforcing the goals and values advocated by the program. The Mentor Coordinator may also be called upon to act as a mediator between the juvenile and the mentor or the juvenile's parent/guardian and the mentor, thereby constantly providing support to the relationship (Styles & Morrow 1992, 64).

Maintaining two-way communication between the Mentor Coordinator and the parent/guardian of the mentee is essential. The Mentor Coordinator should express to parents/guardians the ways in which they can contribute to the success of the program and be sensitive to their needs and concerns regarding the relationship. Both the Mentor Coordinator and the mentor should work to develop trust with the parent/guardian.

⌘ Assistant to the Mentor Coordinator ⌘

The facility should handle all staffing issues and use its discretion in the determination of the staff needed to implement the program. The staffing needs are dependent upon the number of juveniles seeking mentors, human capital utilized through volunteers and available funding for paid staff positions. The job of the Mentor Coordinator is a very demanding position; therefore, the use of at least one support staff person is highly recommended. If a lack of resources prohibits the employment of an assistant to the coordinator, the number of matches must be kept low enough to maintain close supervision.

The Assistant's primary job responsibility shall be the paperwork and the daily tasks associated with the operation of the program. Resultantly, the Mentor Coordinator shall have more time and energy to focus on the supervision and support of the mentoring

relationships. The Mentor Coordinator shall keep abreast of all issues relating to matches—even if other staff and volunteers assume roles that involve mentors and mentees.

⌘ Mentor ⌘

Rationale

The following qualifications, responsibilities and qualities for mentors were based on the research of effective program practices to ensure the safety and overall development of the juvenile. Evaluative studies of the impact of mentoring demonstrate that finding and utilizing the right types of mentors and the relationships that ensue are important measures that can affect the juvenile in profound ways (Morrows & Styles 1995).

Components

The qualifications, qualities and duties set forth in this manual should be implemented to supplement any existing local policy that addresses citizen involvement and volunteers.

General Purpose

The mentor shall meet on a regularly scheduled and consistent basis with the assigned mentee to encourage personal growth, offer supportive friendship, act as a positive role model and promote a constructive attitude and law-abiding behavior. The mentor shall work under the general supervision of the Mentor Coordinator.

Minimum Qualifications

Potential mentors shall possess the following minimum qualifications:

- ✓ be at least 21 years of age;
- ✓ not have been convicted of a felony or placed on deferred adjudication for a felony offense within ten years, not currently be on felony probation or parole and never have

- been convicted of a sex offense or be registered as a sex offender;
- ✓ possess a valid driver’s license or other form of valid identification;
- ✓ have reliable transportation and proof of liability insurance;
- ✓ possess a reasonably flexible schedule with the ability to maintain a long-term, one-on-one commitment; and
- ✓ possess and be able to relate experiences, which will enhance the mentoring relationship.

Responsibilities

The mentor shall:

- ✓ nurture a relationship with the mentee that promotes emotional, educational and vocational growth;
- ✓ promote the goals and visions of the mentoring program;
- ✓ notify program staff immediately of problems or concerns that arise;
- ✓ observe all facility and program policies and procedures;
- ✓ fulfill all meeting requirements with the mentee for the specified time period;
- ✓ be willing to meet and work with the parent/guardian of the mentee;
- ✓ fulfill all orientation and training requirements as established in the program policies and procedures;
- ✓ complete and submit monthly evaluation reports during the mentee’s participation in the program;
- ✓ sign a release of liability form;
- ✓ follow policies and procedures so that the safety of all parties is ensured;
- ✓ use good judgment when making decisions regarding the mentee and activities;
- ✓ confront inappropriate behavior in appropriate ways;
- ✓ be dependable and punctual for all meetings with the mentee and training sessions;
- ✓ provide solid guidance and direction; and
- ✓ offer the mentee a wide range of experiences and opportunities.

Qualities

The mentor shall possess the following qualities:

- ✓ personal commitment and devotion to the mentee, first and foremost, and the program;
- ✓ respect for individuals and the law;
- ✓ ability to listen to and accept different points of view;
- ✓ ability to empathize;
- ✓ flexibility and openness;
- ✓ ability to see barriers, solutions and opportunities;
- ✓ maturity and trustworthiness;
- ✓ responsibility, honesty and integrity;
- ✓ value system that promotes morality, accountability and service to others;
- ✓ ability to relate personal experiences;
- ✓ ability to relate to juveniles on their level;
- ✓ willingness to be in a secure environment; and
- ✓ ability to actively listen.

Things to Consider

Mentors should possess human development skills and competencies so that the “developmental balance” of the mentee’s life may be restored (TMC Framework 2000, 21). Other mentor qualities that will strengthen the mentoring relationship include self-confidence, reliability, conscientiousness and caring.

The mentor should also ask for help when needed; allow the mentee to make mistakes; not project their personal goals onto the mentee; maintain good yet minimal relations with the parent/guardian; reinforce the mentee’s successes; and demonstrate and communicate positive values. Mentors should be willing to undergo substantial preparation to work with higher risk juveniles. They should attempt to understand their mentees’ life circumstances and cultural orientations in order to better meet their present needs (TMC Framework 2000, 21).

It is the responsibility of the mentor to keep the relationship alive by attending the scheduled meetings and engaging the youth even if the relationship appears to be faltering (Sipe 1996, 7).

Sample job descriptions for the Mentor Coordinator and mentors are located in the *Appendix*.

⌘ Parent/Guardian ⌘

Rationale

The following information provides useful standards and suggestions to outline the role of the parent/guardian in the development and maintenance of an effective mentoring relationship. Additionally, it serves to alleviate any apprehensions of the parent/guardian about the relationship and the role of the mentor and to protect the mentor’s generosity from being used and abused by the mentee’s parent/guardian or family. The level and type of involvement by parents/guardians differ with various mentoring programs. Yet all programs consist of parent/guardian support in order for mentoring to attain its objectives. Communication among all parties—parents/guardians, mentees, mentors, juvenile probation officers, case managers and program staff—is critical.

Components

The parent/guardian shall:

- ✓ complete necessary forms required by the program, including authorization for child participation;
- ✓ attend the orientation session and all meetings required by the Mentor Coordinator (if proximity permits);
- ✓ be supportive of the relationship between the mentor and mentee;

- ✓ maintain regular contact with the Mentor Coordinator; and
- ✓ notify program staff immediately of any problems or concerns that arise.

Things to Consider

Parents/guardians should be assured that the mentor is not meant to replace them, fulfill any of their responsibilities or disempower them. On the other hand, the mentor is not Santa Claus or a bank. The parent/guardian should also understand that the match exists between the mentor and mentee, not the family or other siblings. Parents/ guardians should recognize that abuse of the generosity of mentors on behalf of themselves, their children or other family members may result in the termination of the match.

Parents/guardians should be included in the mentoring process because their input is valuable in meeting the needs of their children and in alleviating potentially problematic situations between the mentor and the mentees. The knowledge parents/guardians possess about their children should be utilized for the sole

benefit of the children. At the onset of the mentoring relationship, the parent/guardian should voice their desires and set forth any “rules” to which he/she wants his/her child to adhere.

Communication among all parties is vital. The parent/guardian should maintain open communication with the mentor concerning any problems the juvenile may be experiencing for the benefit of the juvenile. The parent/guardian and Mentor Coordinator should remain in contact with one another so that both parties stay apprised of the mentoring relationship. Finally, the parent/guardian should discuss the mentoring relationship with his/her child, not only to encourage the relationship but also to stem any problems that may arise.

If the facility is not located in the same county in which the parent/guardian lives, the parent/guardian may not be able to participate in the mentoring relationship on a regular basis. However, the Mentor Coordinator should encourage the involvement of the parent/guardian whenever it is feasible .

Sources: Mentoring Manual: A Guide to Program Development and Implementation (1990); Marcus A. Foster Educational; Institute Mentoring Partnerships; Volunteers in Prevention, Probation and Prisons, Inc. Show Me the Planning and Paperwork (2000); Texas Youth Commission TYC Mentoring Program: A Guideline for Implementation of Volunteer Mentoring Services for TYC

Recruitment

Rationale

The following recruitment strategies were gleaned from several research studies and other relevant literature and represent the ideas of numerous practitioners. Although the general consensus of these researchers and practitioners is that multitudinous approaches should be considered and implemented when recruiting mentors, they all agree that word of mouth is the single, most successful recruitment tool (Grossman 1999; Roaf, Tierney & Hunte 1994).

Components

The Mentor Coordinator shall develop and implement a recruitment plan that details the steps involved in recruiting and retaining volunteers from the community. In this plan, the Mentor Coordinator shall develop a timeline, prioritize portions of the population to target and explain methods of enhancing community awareness. It is imperative for the Mentor Coordinator to find and form community linkages with leaders and organizations in order to garner support for the mentoring program.

Mentors should be recruited from all parts of the community. Areas and segments of the population to target include the following:

- ✓ local service organizations;
- ✓ faith community;
- ✓ business entities;
- ✓ universities;
- ✓ professional associations;
- ✓ local schools;
- ✓ other institutions (e.g., NAACP, Retired Senior Volunteer Program);
- ✓ current and former mentors;
- ✓ elderly;
- ✓ minority populations;

- ✓ those who participate in other community activities; and
- ✓ those who had a mentor growing up.

Different techniques can be used to recruit people, including the following:

- ✓ word of mouth by mentors, other volunteers and staff persons (to friends, family, co-workers and acquaintances);
- ✓ presentations in the community;
- ✓ media coverage (e.g., public service announcements on radio and TV, local newspapers); and
- ✓ brochures and other flyers.

In order to provide an on-going evaluation of recruitment methods, the following data shall be collected on a regular basis by program staff:

- ✓ Number of inquiries;
- ✓ Origins of the inquiries; and
- ✓ Number of inquiries that resulted in mentors.

The Mentor Coordinator can supplement this information, as he/she deems necessary.

An initial orientation session shall be offered at least monthly to individuals who inquire about the program. The purpose of this session is to “sell” the program and its mission, provide information on the types of youths served and give any other information deemed useful for the recruitment of mentors. Because many inquiries will result from word-of-mouth, media coverage or flyers, this meeting allows potential applicants the opportunity to learn more about the program before initiating the screening process. (Ideas for this abbreviated session may be taken from the section entitled *Orientation*.)

Things to Consider

Some simple strategies to consider when recruiting mentors include: informing them of opportunities to positively influence young lives, getting them to see the cause personally, showing them that their involvement will benefit them and ensuring them they will make a difference (Engaging 2000, 2). Remember that the wider you cast your recruiting "net," the more mentor "fishes" you will attract. Do not limit your resource pool. Be persistent and follow up with potential mentors. Recruit actively, not passively. Be careful how your program is marketed because some youths and parents/guardians do not like to be or have their children be labeled as "at-risk."

Although recruiting should be conducted year-round, a formal kick-off event may be a useful tool in the initial recruitment of volunteers for the program. In addition, according to a research study, the most successful recruitment event for two mentoring programs in the juvenile justice system was a feature article about the program that appeared in the local newspaper. Also, Mentor-For-A-Day and other group activities (as discussed in greater detail in the *Matching* section) are good recruitment tools because they enable volunteers who cannot make a long-term commitment to a mentoring relationship the opportunity to work with troubled youths.

Recruiting enough volunteers to be mentors is an obstacle faced by many mentoring programs. It is widely accepted that the demand for mentoring exceeds the pool of available mentors (Roaf, Tierney & Hunte 1994; Sipe 1996). And recruitment for the at-risk youths this program targets is even more difficult (Mecartney, Styles & Morrow 1994).

Recruitment of mentors from minority populations is also difficult. Specialized strategies, such as developing linkages with ethnic professional, social and religious

organizations, diversifying boards and staff, developing culturally relevant materials and targeting newspapers or radio stations with predominantly minority audiences, may be necessary to appeal to these populations (Roafe, Tierney & Hunte 1994, 14).

Elderly populations may also require specialized strategies. Techniques that are useful for recruiting the general public may be unsuccessful for elders (Mecartney, Styles & Morrow 1994, 22-24). Stereotypes must be broken, sufficient resources used and transportation provided (when necessary) to recruit this portion of the population.

A small mentor pool may require alterations to the program. For instance, group activities may be useful for those juveniles who are waiting for a mentor. In areas with limited resources, starting with a small number of matches may be optimal. Positively influencing a few lives is better than an ineffective effort targeting many lives.

Just as important as recruiting volunteers is retaining them. Volunteers should feel a sense of affiliation with the cause and appreciation for their contributions, find meaning and passion in their work and be supported in their volunteerism. The section entitled *Support and Recognition* offers helpful hints in the retention of volunteers.

Some individuals want to make an impact on their communities but may be uncomfortable in a one-on-one mentoring relationship. These potential volunteers should be informed of other volunteer opportunities within the mentoring program, including group mentoring activities, office support, public relations and event planning. Persons who are unable to meet the demands of a mentor should be redirected to other roles. Mentors who are waiting to be matched may be used in a variety of capacities.

College students as mentors present unique challenges and require significant administrative support. According to one evaluative study, programs that utilize college students should explain the time commitment

up front, employ pre-match training and limit the number of programmatic decisions made by college students, thus supplying sizeable structure to the program (Tierney & Branch 1992).

Eligibility Screening

⌘ Mentors ⌘

Rationale

Most programs have similar mechanisms in place for screening adult volunteers. According to researchers, screening is one of the three areas considered vitally important to the success of any mentoring program (Grossman 1999; Sipe 1996). Thorough, effective screening of adult volunteers is critical for protecting the safety of the juveniles and the program's reputation, ascertaining the volunteer's motivation and qualifications for mentoring and determining the suitability of mentors to the goals of the program (Furano et al. 1993, 26). Screening enables the Mentor Coordinator to select sensitive, committed and responsible mentors.

The following procedures have been adapted from the general practices of several programs. Mandatory, minimum procedures are established, but voluntary, supplemental practices are included as well.

Components

The screening process consists of four steps that applicants must successfully complete in order to be eligible for mentoring, including the following:

- ✓ application;
- ✓ three personal references;
- ✓ criminal background check, including a driving records check; and
- ✓ face-to-face interview with the Mentor Coordinator.

At all points in the screening process, the Mentor Coordinator shall use sound judgment and discernment in the determination of which potential mentors actually are chosen to become

mentors. Safety and commitment should be the foci of the intake process.

Step One: Application

The first step of the screening process is the completion of an application, wherein the applicant expresses interest in becoming a mentor. Facility policy regarding hiring practices and procedures should be followed; however, the following suggested items should be included in (or excluded from, as the case may be) any volunteer application used to screen potential mentors.

The application should contain the following components:

- ✓ identification information (name, address, phone, social security number, state of residence for past ten years, education level, driver's license number and copy of automobile insurance information);
- ✓ present and previous employment experience (supervisor, nature of the work performed and contact information);
- ✓ present and previous experience working with youths (supervisor, nature of the work performed and contact information);
- ✓ consent (willingness to contact personal references and conduct criminal background check); and
- ✓ other relevant information (references, emergency notification information, primary motivation for becoming a mentor, date and signature).

The application should also contain the following questions and texts:

- ✓ Are you at least 21 years of age?;
- ✓ Have you ever been convicted of a felony or subjected to a deferred adjudication on a felony charge?;
- ✓ Are you currently on probation or parole?;

- ✓ Are you (or have you ever been) registered as a sex offender?; and
- ✓ If your answer is 'Yes' to any of the last three questions, explain in concise detail on a separate sheet of paper, giving the dates and nature of the offense, the name and location of the court and the disposition of the case(s). A conviction may not disqualify you, but a false statement will.

The application should NOT contain the following elements in order to prevent any form of discrimination: gender, date of birth, age, race and marital status. The application should also contain terminology stating that "The **Bridge the Gap Mentoring Program**, an equal opportunity program, does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in participation in or the provision of services, programs or activities. In compliance with the American with Disabilities Act, this document may be requested in alternative formats by contacting the **Bridge the Gap Mentoring Program** at the above address."

The steps in the screening process, the eligibility criteria and the time commitment should be included at the front of the application packet. The application should also contain a section clearly delineating the responsibilities, expectations, difficulties, frustrations and benefits of mentoring so that the applicant is knowledgeable of this information at the onset.

The applicant should be fully aware of what may be encountered during the course of the relationship as well as what is expected of him/her so that the decision to become a mentor is not taken lightly. For example, the mentee may have been the victim or perpetrator of sexual abuse, or the mentee may not be willing to open up at the onset of the relationship. When applicants are informed of these possible difficulties or frustrations, they can respond in more favorable ways and are willing to remain

in the relationship. The applicant should be informed that he/she may withdraw during any part of the screening process.

Step Two: Personal References

The applicant shall supply three personal references, including their name and contact information, from the following categories: one biological or adoptive relative, one friend of two or more years and one work- or volunteer-related individual. The Mentor Coordinator shall contact the references by phone and gather information relevant to the appropriateness of the applicant for the program. The following list of questions should be used:

1. How long have you known (applicant's name)?
2. What kind of relationship do you share with (applicant's name)?
3. Do you think (applicant's name) is emotionally well suited for working with at-risk youths?
4. Have you personally witnessed (applicant's name) consume alcoholic beverages excessively on a regular basis or use illicit drugs?
5. Would you recommend (applicant's name) becoming involved with our program as a mentor?

During the phone call, the Mentor Coordinator should emphasize to the contact person the confidentiality of the information provided. Also, he/she should pay attention to the tone of voice, level of nervousness and avoidance of the contact person.

Step Three: Criminal Background Check

Upon an initial review of the application and references, the Mentor Coordinator shall determine which applications shall proceed in the screening process. The Mentor Coordinator shall contact the applicant to obtain additional information necessary for conducting a criminal background check. In order to conduct the background check, the date of birth is required.

The criminal background check shall be undertaken according to the procedures outlined in 37 TEX. ADMIN. CODE § 341.40. According to 37 TEX. ADMIN. CODE § 341.40 (b) (16), the TJPC requires all juvenile probation departments and facilities to follow the criminal records checks outlined in 37 TEX. ADMIN. CODE § 341.40. This standard states that the following must be performed:

- ✓ a Texas criminal history background search;
- ✓ a local law enforcement sex offender registration records check in the city or county where the application was made; and
- ✓ a Federal Bureau of Investigation fingerprint based criminal history background search (NCIC) (effective September 2002).

In addition to the above requirements, if the applicant currently resides in one of the following states, or if the applicant resided in one of the following states within the last ten years, a state criminal history background search and sex offender registration check shall also be conducted where available: Hawaii, Kansas, Kentucky, Louisiana, Maine, Massachusetts, New Hampshire, Rhode Island, Tennessee, Vermont and the District of Columbia.

Certain results of this background check, including a felony conviction within the last ten years, felony parole or probation and sex offender registration, shall result in the immediate disqualification of applicants. Inclusion of individuals with DUI offenses shall be determined at the facility level. Each facility shall develop a policy regarding whether to permit these persons into the program.

(Note: The current Texas Juvenile Probation Standards are presently under review. The proposed standards are cited in this manual. Upon their approval, they shall be adopted as part of the **Bridge the Gap Mentoring Program**. Until that time, these standards shall be used.)

Step Four: Personal Interview

After successful completion of the criminal background check, a personal interview shall be conducted. Interviews shall be performed per facility policy. The purpose of the interview is to determine the suitability of the applicant as a mentor, targeting how well the applicant's qualities meet the qualities desired of a mentor and how well the applicant fits the focus of the program. During the interview, the Mentor Coordinator shall use both verbal and non-verbal communication as well as trust his/her intuition.

According to Big Brothers/Big Sisters, a pioneer in the mentoring field, the personal interview is the centerpiece of the screening process and the most important source of information relating to the evaluation of the applicant (Roaf, Tierney & Hunte 1994).

Open-ended interview questions and vignettes both shall be employed and cover areas and issues, such as willingness to commit, willingness to submit monthly reports, environments uncomfortable working in, issues uncomfortable with, willingness to work with juvenile in difficult or stressful situations, willingness to work with different genders, races and ages, willingness to work with homosexual youths, past or present abuse of alcohol or prescription or illegal drugs, methods of response in crisis situations, behavioral expectations of juveniles and methods of response to juveniles displaying difficult behavior. Blatantly judgmental questions should be avoided.

The following is a list of questions to be utilized in the personal interview. Responses are provided in the *Appendix* to help the interviewer better evaluate the applicant's responses. These responses are simply aspects to consider while interviewing applicants and are not exhaustive; they are intended to provide the interviewer with a guideline by which to follow. Throughout the interview, the Mentor

Coordinator shall evaluate the answers at more than just face value and make inferences about the applicant based on these responses.

1. Why do you want to be a mentor?
2. What do you want to get from this relationship?
3. What skills can you bring to the relationship with your mentee and to the program?
4. Remembering your own teenage years, what could a mentor have done that would have been helpful to you?
5. What kind of experience with adolescents have you had in the past?
6. What do you like most about adolescents?
7. What problems might you anticipate with an adolescent?
8. How do you think you will cope with value differences?
9. How long and for how much time are you willing to commit to the relationship?
10. How will your work schedule accommodate your willingness to commit?
11. Are you willing to fulfill the monthly reporting requirements?
12. Are you willing to be matched with a mentee of a different race? Of a different gender? Of any age?
13. Are you comfortable working with homosexual youths? With youths who have committed violent, sexual or substance abuse offenses?
14. Are you willing to work with Describe, if any, past or present personal abuse of alcohol or prescription or illicit drugs.

The following vignettes shall be used in the interview to ascertain how the applicant would respond in different scenarios in the role of mentor. The applicant shall read them and then respond to any four. These vignettes and the appropriate responses shall be covered in a group setting as part of training in order to provide different perspectives and practice in role-playing scenarios. The Mentor Coordinator may supplement these scenarios with others.

1. You are with your mentee, whom you have known for only six weeks. Your mentee reveals he/she has been a victim of sexual abuse since the age of seven and has never told anyone.
2. You and your mentee are at a scheduled meeting at the facility, and he/she makes a sexual advance towards you.
3. Your mentee asks you if he/she can tell you something but asks you to promise not to tell anyone else. He/she then tells you he/she took part in a crime in which no one has been caught.
4. You have been matched with your mentee for about two months. In that time your mentee has been difficult to get along with, rude, hostile and argumentative. You feel like you are not making any progress in the relationship.
5. You find out your mentee's parent/guardian has just been laid off for several weeks. Your mentee then asks you for money because the electric company is about to turn off the power in his/her home.
6. You and your mentee are talking, and your mentee reveals a plan to escape from the facility.
7. Your mentee asks you to bring him/her an item from his/her home.

After the interview questions have been asked and the vignettes addressed, the applicant shall complete a questionnaire outlining personal interests and preferences regarding the match. Preferences may include age, gender or hobbies. The Mentor Coordinator should also take this time to discuss the expectations, requirements (especially the time commitment), difficulties, frustrations and benefits associated with mentoring that were presented as part of the application in more detail, allowing the applicant to voice any questions or concerns.

The Mentor Coordinator shall use each screening component in making his/her decision concerning the suitability of the applicant as a mentor. Not only must the applicant meet the

objective criteria required by the program, but the applicant also must meet subjective criteria that relate to the program's purpose and the needs of the juveniles served.

Things to Consider

If the facility has a Human Resources division, it should be consulted before beginning the screening process. Again, facility policy should be followed in all instances with the understanding that the information presented in this manual should supplement any existing policy in order to facilitate effective mentoring relationships. Although applicants should be treated as non-paid employees, they should be of the same caliber as paid staff and be screened more thoroughly because of the sensitive work they perform and the time they spend with juveniles. Naturally, with more information, a more informed judgment can be made concerning the appropriateness of an applicant as a mentor. Conducting home visits and contacting additional references may be useful tools for acquiring further information but should not be substitutes for the required screening mechanisms (Screening Volunteers).

In addition to the disqualifiers already mentioned, failure to complete the screening process or past history of sexual abuse of children immediately disqualifies an applicant from becoming a mentor. An applicant can also be screened out for the following reasons: does not have enough time to commit to the program; seems to be volunteering for status reasons; holds rigid opinions and does not seem open to new ideas; seems too concerned about what the mentee can do for him/her; does not have skills to match the needs of the program; or wants to be a mentor to work out problems from his/her own past (Mentoring Manual 1990).

During the screening process, the Mentor Coordinator should look for the characteristics of child perpetrators in order to protect the

youths served in the program. These 'red flags' include the following:

- ✓ offenders usually prefer to have contact with one gender, as well as a particular age or developmental range;
- ✓ offenders often say they relate better to children than adults; and
- ✓ offenders are often very active on the internet, which has become a huge resource for offenders to expand their networking.

(Note: These characteristics were extracted from the December 2000 Newsletter of the Silicon Valley Mentoring Coalition.)

The Mentor Coordinator should notify applicants by letter if they are not selected as mentors. Documentation of the application process should be collected for all applicants.

On-going monitoring, which is discussed in a subsequent section entitled *Monitoring the Match*, is also part of the screening process. Making contacts, noticing any behavioral changes, and observing the pair during group activities can provide important information regarding the continued appropriateness of the relationship.

⌘ Mentees ⌘

Rationale

Gathering information relating to the juvenile is crucial in facilitating the best possible match for that juvenile. The following screening procedures were developed in order to determine why the juvenile wants a mentor, how the mentor can best serve the juvenile and what kind of mentor is most suitable for the juvenile based on his or her needs and interests.

Components

Juveniles who are court ordered into a secure, post-adjudication facility and desire to

be a part of the program must complete several requirements before becoming eligible for the mentoring program. These requirements include:

- ✓ referral by assigned juvenile probation officer or case manager;
- ✓ intake interview with assigned juvenile probation officer or case manager;
- ✓ personal interview with the Mentor Coordinator;
- ✓ statement (or letter) explaining reason(s) for wanting a mentor, anticipated benefits from a mentoring relationship and level of commitment to the program; and
- ✓ signed consent form by parent/guardian.

A referral by the assigned probation officer or case manager shall be based upon his/her perception that the juvenile will be committed to the program and will benefit from a mentoring relationship.

The interviewer shall obtain and document on a mentee information sheet specific data concerning the juvenile, including:

- ✓ youth demographics (name, address, phone, date of birth, gender, race, living situation, family information);
- ✓ family issues (divorce, parental incarceration, parental alcohol or drug use, domestic violence);
- ✓ social/peer issues (negative peer influences, difficulty keeping friends);
- ✓ medical/mental health issues, if known and/or the youth wishes to disclose this information (medical problems, depression, physical disability, pregnancy);
- ✓ vocational issues (lack of educational goals, need for employment training);
- ✓ youth academic information, if known and/or the youth wishes to disclose this information (enrollment in school, highest grade completed, typical grades, repetition of grade, enrollment in non-traditional school or program, enrollment in special

education program, number of absences, disciplinary referral history, detention and suspension); and

- ✓ youth involvement with law enforcement (gang affiliation, nature of contacts).

The juvenile probation officer or case manager will have collected some of this information already. It is important that the Mentor Coordinator be given as much information as possible to use in making a suitable match.

A personal interview between the Mentor Coordinator and the juvenile is essential. Interaction between the pair shall facilitate a better match. During the interview, the Mentor Coordinator shall determine the youth's preferences for a mentor regarding race, gender, age and sexual orientation. A mentee interest inventory can be completed during this time in order to gather additional information regarding youth preferences. The inventory may include such areas and subjects of interest as: sports, school/education, hobbies, city/local attractions, seasonal/annual activities and career professions. Examples of interest inventories for both mentors and mentees are located in the *Appendix*. (Note: Information was extracted from Volunteers in Prevention, Probation and Prisons, Inc. Mentee Interest Form and the Nueces County Juvenile Justice Center Youth Participation Application in the compilation of these inventories.)

A statement by the juvenile explaining why he/she wants a mentor, what he/she hopes to gain from the mentoring relationship and how committed he/she is to the program shall be submitted. This statement can also be incorporated into the interview or obtained earlier through interaction with the juvenile probation officer or case manager.

In order for the juvenile to participate in the program, his/her parent/guardian must give consent.

The mentee shall fulfill the following responsibilities: attend the orientation session with a parent/guardian (if available); meet regularly with his/her mentor; abide by all rules of the program and the facility; and notify program staff immediately of any problems or concerns that arise.

Things to Consider

Juvenile probation officers and case managers shall examine the life circumstances of youths to ascertain who should be referred to the mentoring program. In our estimation, the types of juveniles who would most benefit from having a mentor are those who:

- ✓ come from single-parent homes;
- ✓ experience social isolation from friends and family;
- ✓ are considered "latch-key kids";

- ✓ have been deemed loners (not by choice);
- ✓ have used drugs or alcohol;
- ✓ demonstrate problems with authority figures;
- ✓ receive little attention or guidance at home;
- ✓ are easily influenced by negative peers and surroundings;
- ✓ are attracted to the easy way out;
- ✓ have experienced racial or gender discrimination; or
- ✓ have experienced difficulties at school.

The number of youths targeted for the mentoring program is a decision that should be made by the facility based on their needs and the resources available to meet those needs. Again, it is strongly encouraged that programs start small, building a few effective relationships, rather than start large, building ineffective ones.

Sources: Austin Metropolitan Ministries Community Mentoring Network Process; Mentoring Manual: A Guide to Program Development and Implementation (1990); Volunteers in Prevention, Probation and Prisons, Inc. Show Me the Planning and Paperwork (2000); Texas Youth Commission TYC Mentoring Program: A Guideline for Implementation of Volunteer Mentoring Services for TYC;

Orientation

Rationale

Orientation sessions are critical in order to provide information about the mentoring program to all relevant parties—mentors, mentees and parents/guardians. Researchers agree that orientation (along with training) is one of the three essential elements of an effective mentoring program (Grossman 1999; Sipe 1996). Successful, long-lasting relationships are more likely to occur when information is disseminated and comfort levels of all participants are considered. The following components of the orientation session were determined by exploring other effective mentoring programs and then determining which methods would optimally fulfill the objectives of the orientation.

Components

The Session

Orientation is a necessary first step after eligible mentors and mentees have been located so that the program can be discussed at length. Two separate orientation sessions shall be held—one for mentors and one for mentees and their parents/guardians. By holding two separate sessions, both groups can discuss their questions and fears openly. Orientation is required for mentors, mentees and their parents/guardians (if available).

The two-hour orientation session, shall consist of three components: a lecture by the Mentor Coordinator that covers material found in this manual; a question-answer session with the audience; and a concluding social activity. For mentors, this session shall be considered part of the four-hour training requirement.

The Mentor Coordinator shall address the following questions in relation to the mentoring

program and the mentoring relationship in each of the sessions:

- ✓ Why does this program exist in general? (purpose and goals of the program)
- ✓ What has happened so far in the process? How did I get here? (referral of juveniles, selection of the mentors)
- ✓ What will happen next in the process? Where do I go from here? (mentor training, matching, supervision, support, evaluation)
- ✓ What are the rules of the game? (the policies and procedures to follow)
- ✓ What are the requirements regarding paperwork that must be completed?
- ✓ What is my role? What expectations do you have of me?
- ✓ What benefits can I (mentor and mentee) expect from this program?
- ✓ What difficulties or frustrations may I (mentor and mentee) encounter in the mentoring relationship?
- ✓ What do I need to do to be a successful mentor or mentee?

After discussing the responses to these questions from all relevant perspectives (e.g., mentors, mentees and parents/guardians), the participants shall be given the opportunity to ask any questions regarding the program. The Mentor Coordinator shall address these questions to the best of his/her ability. This time should not be abbreviated for any reason in order to sufficiently address any questions and concerns.

Finally, the orientation shall conclude with a social activity, thereby allowing the participants to visit informally with one another as well as with the Mentor Coordinator.

During the course of the orientation session, handouts should be disseminated to the participants. Mentors should receive a Mentor Handbook, which contains the goals, benefits

and purposes of the program, policies and procedures to be followed, facility rules, expectations of participants, relevant contact numbers, sample forms to complete (e.g., monthly report form) and any other information deemed appropriate by the Mentor Coordinator. Mentees and parents/guardians should receive a packet of information relating to the program as well, including the goals, benefits and purposes of the program, policies and procedures to be followed, facility rules, expectations of participants, relevant contact numbers and any other information deemed appropriate by the Mentor Coordinator.

Policies

Several policies shall be discussed as part of the orientation session. These include gift giving, confidentiality, reporting child abuse and neglect, liability, duty to inform, grievances and other relevant facility policies. These policies exist for the protection of all parties—mentors, mentees, facilities and program staff. The Mentor Coordinator can develop other policies that he/she deems appropriate.

Gift Giving. Mentors shall be allowed to give gifts to and receive gifts from their mentees if permissible by the facility. However, they shall be cautioned about the potential interpretations and expectations associated with such gift giving. Although mentors are under no obligation to spend money on their mentees, they can if they so choose.

Confidentiality. Mentors/volunteers are responsible for maintaining the confidentiality of all privileged information to which they are exposed while serving as a mentor/volunteer. All mentee information is considered confidential; it is imperative that the mentor/volunteer commits to this confidentiality agreement. The only times when breaking confidentiality is appropriate are in the following cases: suicidal thoughts or tendencies, any type of abuse or safety of the mentee(s) or mentors/volunteers is at stake. Mentors/

volunteers should, at once, report these types of issues to the juvenile’s probation officer or case manager and the Mentor Coordinator (adapted from the Texas Youth Commission Brownwood Volunteer Mentor Program).

The laws of confidentiality according to the Family Code bind the department in regards to releasing information about the mentee to the mentor. (See TEX. FAM. CODE ANN. §§ 58.005, 58.007, 58.106). Information about the juvenile can be released for professional purposes only.

If the facility chooses to include juveniles in the mentoring program who have been adjudicated for violent, sexual or substance abuse offenses, a court order must be obtained in order to release that information to the mentor. If the mentor voluntarily enters into a mentoring relationship with a juvenile who has been adjudicated for one of these offenses, the facility shall develop safety parameters that the mentor must follow. If informed consent does not exist, a mentor shall not be paired with a juvenile adjudicated for any of these offenses. If the Mentor Coordinator believes a court order will help facilitate a better mentoring relationship, then it should be obtained.

For all other offenses, a court order must be obtained in order to release information to the mentor.

Reporting Child Abuse and Neglect. The facility is responsible for developing a policy that mentors/volunteers shall follow regarding reporting allegations of abuse and neglect. Facilities shall adhere to the TJPC standards as stated in the grievances section below regarding these allegations. The policy shall include:

- ✓ the Abuse Hotline number, 1-800-252-5400, as provided by the Texas Department of Protective & Regulatory Services; and
- ✓ notification by the mentor to the juvenile’s probation officer or case manager and the Mentor Coordinator.

Physical Contact. Inappropriate physical contact, that is, any contact aside from handshakes and hugs, between the mentor and mentee at the initiation of either party shall not be tolerated, shall result in immediate dismissal from the program and may result in criminal charges.

Liability. The facility shall develop a policy regarding the assumption of liability for the facility, mentors/volunteers and mentees. The facility shall include all mentors and other volunteers of the mentoring program in their insurance policy. At the conclusion of the mentee's participation in the program, the facility shall not assume further liability.

The facility shall have the mentor sign a release of liability relinquishing the facility, juvenile probation officer or case manager and parent/guardian of any responsibility regarding injury to and/or death of the mentor.

The facility shall have the parent/guardian sign a release of liability relinquishing the facility, juvenile probation officer or case manager and mentor of any responsibility regarding injury to and/or death of the juvenile.

The Volunteer Protection Act, a federal law that outlines the liability protection of volunteers, can be found in the *Appendix*.

Duty to Inform. It is the responsibility of the facility to establish guidelines for the mentor regarding reporting criminal acts the mentee may divulge during the course of the mentoring relationship. The mentor is under no legal obligation to report to the juvenile probation department, facility or law enforcement agency knowledge of a criminal act the mentee has committed or intends to commit.

Grievances. Grievances against mentors, mentees or parents/guardians shall be brought to the attention of the Mentor Coordinator in some form—verbal or written. The Mentor

Coordinator shall investigate these grievances and handle them with proper care and confidentiality. Grievances against the Mentor Coordinator should be brought to the attention of the facility designee. The Mentor Coordinator should develop a grievance policy, including time lines and procedures, at the local level.

If the parent/guardian suspects abuse by any individual affiliated with the program or the facility, the procedures outlined in 37 TEX. ADMIN. CODE § 341.16 must be followed. The parent/guardian must report the abuse allegation to the Mentor Coordinator so that an internal investigation can be performed. The Mentor Coordinator must notify local law enforcement and complete and forward to the TJPC an incident report within 24 hours. (An incident report form is located in the *Appendix*.) The standards set forth by the TJPC for such an investigation must be upheld, including suspension of contact between the juvenile and the alleged perpetrator during the facility's internal investigation. In the event of finding abuse, the relationship shall be terminated immediately, and the mentor shall be removed from the program.

Things to Consider

The orientation should be a time when information is relayed in an inviting and creative way as well as a time when significant interest is sparked in the program. Recall that the orientation session is an opportunity not only to provide necessary information but also to put everyone at ease. Resultantly, the Mentor Coordinator may consider opening the orientation session with an icebreaker activity and offering refreshments to encourage an informal, active atmosphere.

During orientation, the Mentor Coordinator should stress that having fun, being a reliable presence and providing companionship are critical components of an effective mentoring relationship (Furano et al. 1993).

It is the responsibility of the facility to protect the mentors as well as the mentees. As such, careful explanation of the program's policies and the rationale behind them is crucial.

A list of all forms related to the mentoring program is located in the *Appendix*.

Sources: Mentoring Manual: A Guide to Program Development and Implementation (1990); Volunteers in Prevention, Probation and Prisons, Inc. Show Me the Planning and Paperwork (2000); The Mentoring Center The Mentoring Center's Framework for Mentorology (2000); Texas Youth Commission TYC Mentoring Program: A Guideline for Implementation of Volunteer Mentoring Services for TYC

Training

Rationale

Research has shown that training is an essential component of a successful mentoring program. According to the Marcus A. Foster Institute, “mounting research indicates that untrained participants are the primary cause of unsuccessful mentoring” (9). Mentors must be trained about the basic parameters and rules of the program but also about the in’s and out’s of actually being a mentor.

The number of training hours and content varies greatly depending on the program. In a nationwide survey by the Commonwealth Fund, researchers (McLearn et al. 1998) found that on average mentors receive sixteen hours of training in such areas as program rules, communications skills, relationship building, listening skills, adolescent development and recognition of child abuse and neglect.

The number of hours selected for the initial training session for this program was based on the minimum number of hours believed to be necessary for covering vital information about the program and the nature of mentoring relationships as well as the minimum number of hours believed to fit practically into a volunteer’s already demanding schedule. The Mentor Coordinator has the flexibility to adjust the number of training hours above and beyond the minimum established in this manual.

Components

Mentors shall complete four hours of training emphasizing practical matters applicable in the mentoring relationship. If the potential mentor is unable to complete the training requirements, they shall be excluded from the program. These four hours shall be completed in two separate sessions, which shall be conducted on an as-needed basis.

The first two-hour training session shall occur as part of the orientation, which was addressed in a previous section. Program rules, policies and procedures are discussed with the mentors. During this time, mentors also should be informed explicitly of the expectations, requirements, difficulties, frustrations and benefits associated with mentoring.

The second two-hour training session shall relate a variety of information useful to a successful mentoring relationship and may include topics such as:

- ✓ understanding of the mentor role;
- ✓ realistic expectations;
- ✓ adolescent development;
- ✓ behavior modification skills;
- ✓ listening skills;
- ✓ mediation;
- ✓ anger management;
- ✓ communications skills;
- ✓ relationship building;
- ✓ crisis management;
- ✓ problem solving;
- ✓ cultural or heritage sensitivity and appreciation;
- ✓ stages of mentoring relationships;
- ✓ identification of drugs and drug use;
- ✓ recognition of child abuse and neglect;
- ✓ juvenile justice system;
- ✓ facility rules and philosophy/mission;
- ✓ role of the juvenile correctional officer
- ✓ examples of activities;
- ✓ closure; and
- ✓ other general guidelines.

Throughout the training, the do’s and don’ts of mentoring shall be emphasized.

Specialized training shall be given to all mentors who are paired with specific populations, including substance abusers, sex offenders and violent offenders. These

populations require the mentor to possess special knowledge and relational techniques.

The Mentor Coordinator shall design the training after determining which subjects are of most importance for mentors as they begin their mentoring relationship. Various teaching methods and training materials should be considered in this design.

In addition to the two initial training sessions, mentors shall participate in on-going training sessions, which shall be offered at least quarterly. The Mentor Coordinator or outside experts can conduct these sessions, discuss any of the aforementioned topics, cover new subjects and problems as they arise in mentoring relationships, utilize case histories or role play. A case history is the discussion of an example taken from a mentoring relationship; the example could be a problem or crisis or a favorable experience.

Other topics that may be discussed as a part of on-going training and development include information about community resources; information on human sexuality; discussion of values and differences related to teen problems; family involvement; empowering the mentor; and methods of strengthening the relationship. The Mentor Coordinator can also use on-going training as a monitoring mechanism. (See the section entitled *Monitoring the Match*.)

A resource list is located in the appendix of this manual. Information may be obtained through the TJPC website (www.tjpc.state.tx.us) or by contacting the agency directly. In addition to these resources, the Mentor Coordinator shall create and maintain a mentor resource library. The library should consist of a variety of tools, such as books, articles, web sites, manuals and activities that will aid the mentor in developing a stronger, more effective mentoring relationship. A mentor resource handbook shall also be made available to mentors to consult for additional information as well as examples of

suitable activities in which the pair can participate.

In order to assist the Mentor Coordinator in determining areas of strength and weakness, participants shall evaluate each training session upon completion. A general training evaluation form is located in the *Appendix*.

Things to Consider

During the course of the training sessions, mentors should be reminded about the following issues. First, activities should be driven by the needs of the youths and should attempt to address these needs and problems. The juvenile always comes first. It is important to have fun with the juvenile, but over time he/she should also develop holistically as a result of this relationship. Second, the goals set by the mentee at the beginning of the mentoring relationship should be kept "light" so that mentees will not feel like the relationship is merely another set of "have-to's." Third, youths may still display negative attitudes and behaviors throughout the course of the relationship but should not be dismissed from the program because they are still learning how to reverse their old ways.

The Mentor Coordinator should exercise discretion concerning training for parents/guardians beyond the initial orientation session. Recall that this program requires minimal parental involvement. Still, some parents/guardians may require additional attention in order to support the mentoring relationships of their children.

The training sessions also offer the Mentor Coordinator an opportunity to discuss the numerous facets of effective and ineffective mentoring relationships. Research shows that the following practices build successful, sustained relationships:

- ✓ promoting youths' autonomy;

- ✓ valuing youths' input and ideas in decision-making (youth-driven);
- ✓ understanding youths' reluctance to trust;
- ✓ listening actively and non-judgmentally;
- ✓ focusing on the construction and maintenance of trust (early on);
- ✓ recognizing the importance of fun;
- ✓ respecting youths' boundaries of disclosing information;
- ✓ relating to the youths' experiences and empathizing with them;
- ✓ negotiating and setting limits within the relationship; and
- ✓ maintaining minimal involvement with youths' family members (Morrow & Styles 1995; Styles & Morrow 1992).

- Research also demonstrates ineffective practices that can be detrimental to the mentoring relationship. Such practices include:
- ✓ dictating activities;
 - ✓ ignoring youths' preferences in decision-making;
 - ✓ misinterpreting youths' reticence as an indication of indifference or lack of interest;
 - ✓ lecturing and pushing for disclosure;
 - ✓ failing to establish trust;
 - ✓ becoming too involved in familial relations;
 - ✓ not taking direct responsibility for the maintenance of meetings;
 - ✓ not understanding youths' experiences or background; and
 - ✓ criticizing youths (Morrow & Styles 1995; Styles & Morrow 1992).

Sources: Mentoring Manual: A Guide to Program Development and Implementation (1990); Marcus A. Foster Educational Institute Mentoring Partnerships: A Program Manual; Texas Youth Commission TYC Mentoring Program: A Guideline for Implementation of Volunteer Mentoring Services for TYC

Matching

Rationale

Making a good match—a ‘good fit’—is crucial to the success of a mentoring relationship. A debate, however, exists concerning which matching criteria—objective or subjective—are most important, if any at all.

A sizable portion of the literature on mentoring practices states that the specific matching criteria used are not as critical as other program components, such as screening, training, orientation, support, supervision or even the mentor’s approach to mentoring (Grossman 1999). In general, “it is not important to ensure same gender or same race matches in order to produce effective mentoring relationships” (Sipe 1996, 11).

Specific matching criteria aside, what has been learned from research is that effective matches take into account both mentee and mentor preferences regarding demographics and/or activities which likely facilitate the best match (Grossman 1999; Mecartney, Styles & Morrow 1994; Sipe 1996).

Components

The Mentor Coordinator shall make every attempt to match potential mentees from the pool of mentors as soon as possible without sacrificing the quality of the mentoring relationship. A waiting list of mentees shall be kept and prioritized according to the level of need and the availability within the mentor pool. Those juveniles with the greatest need should be matched before others if and only if a suitable mentor is available. Various strategies shall be employed to limit the number of youths on waiting lists, such as streamlining the screening process or not requesting juveniles until a pool of mentors is available (Furano et al. 1993, 30). When making a match, the following

components shall be considered: matching criteria, the match agreement, the first two match meetings and the match itself.

Matching Criteria

The Mentor Coordinator can use several different criteria in making a match between the mentee and mentor such as language, availability, needs, interests, personality, cultural background or preferences (of mentor and mentee). Interests and preferences shall be obtained from applications and interest inventories completed by both parties during the screening process. In making matches, the Mentor Coordinator may also consider specific skills, access to job opportunities, strengths of the mentor or career aspirations.

The Mentor Coordinator shall use discretion in determining the most suitable and appropriate matches, for these matches are crucial in the development of lasting, effective mentoring relationships. The Mentor Coordinator should realize that matching is not an exact science. The process relies on preferences, needs and interests of the participants as well as the Mentor Coordinator’s instincts (Tierney and Branch 1992). Although preferences of mentors and mentees shall be considered, the Mentor Coordinator shall have the final say in the determination of the match.

The Match Agreement

All parties, including the mentor, mentee, parent/guardian, Mentor Coordinator, and referring juvenile probation officer or case manager, shall sign a statement of understanding confirming agreement to the conditions of the match and the mentoring relationship during the initial meeting. This agreement shall include the following parts: a brief summary of program rules, policies and procedures; expectations of each party; the time commitment agreed upon; and the conditions

for closure. (For more information, see the section entitled *Closure*.)

The Match Meetings

The Mentor Coordinator shall be present at the first two match meetings in order to establish a level of safety and security and to evaluate the initial interaction between the matches. The first match meeting shall include the mentor, mentee, parent/guardian of the mentee, Mentor Coordinator, juvenile probation officer (if possible) and case manager. At this meeting, introductions shall be made, the match agreement signed, all remaining questions raised and answered and the pair informed of their second match meeting. Mentors should defuse any concerns the parent/guardian may have about his/her role and motivations for becoming a mentor.

Within two weeks, the second match meeting shall be held with the Mentor Coordinator present but not directly involved in order to observe interactions between the pair. If a number of new matches exist, the second meeting can be held in a group setting. At this meeting, the mentor and mentee shall have an opportunity to become better acquainted and set goals for the relationship. If no problems are evident after the second meeting, the relationship shall proceed according to program guidelines.

At any point (even after the match agreement has been signed or the match meetings have occurred), any party can decide to terminate the relationship.

The Match Relationship

The meeting requirement for the program is a minimum of eight hours of in-person contact each month, preferably maintaining weekly contact. The schedule shall be determined by the facility. It is the responsibility of the mentor to inform the mentee if he/she cannot make a scheduled meeting. If the mentee is unable to meet with the mentor at the appointed time, the

Mentor Coordinator shall be notified and inform the mentor in advance. It is important to note that meetings the mentor has missed do not go unnoticed by mentees and may be construed as a form of rejection (Mecartney, Styles & Morrow 1994).

The length of the relationship shall adhere to the previously outlined guidelines. Researchers and practitioners alike maintain that longer relationships, which develop consistently over time, are the most effective for juveniles. It is recognized that most juveniles will not be court-ordered into secure environments for one year or more; however, one recent study revealed that youths who were in relationships lasting one year or more showed improvements in academic, psychosocial and behavioral outcomes whereas youths in relationships terminating in less than one year demonstrated declines in self-worth and perceived scholastic competence (Grossman and Rhodes 1999). In addition, Big Brothers/Big Sisters, which has been pairing adults with children for almost a century and was the subject of a rigorous research study that unearthed positive mentoring results, advocates relationships lasting at least one year (Grossman 1999; Tierney & Branch 1992).

In addition to the length of the relationship, the role of the juvenile shall not be understated. Studies show that relationships that are youth-driven are more likely to grow, develop and ultimately positively impact the juvenile (Styles & Morrow 1992; Tierney & Grossman 2000).

Things to Consider

The number of matches that can be realistically supported and maintained shall be determined at the local level. Again, the quality of matches is more important than the quantity of these matches. Experts agree that because this program targets high-risk youths no more than 20 mentees should be supervised by a single person.

Moreover, research shows that matches are wide ranging in cost--anywhere from \$1000 to \$5000 per match per year (Grossman 1999). The facility must be able to support the matches; otherwise, the positive impacts of mentoring will be undermined. (A list of costs associated with the upstart and maintenance of a mentoring program is found in the section entitled *Budgetary Considerations*.)

While mentors and mentees are waiting to be matched, group activities are encouraged. Group activities may retain the interests of mentors and mentees them until they get matched. Activities, such as Mentor-For-A-Day, wherein mentors not presently matched or other non-mentor volunteers are paired with juveniles awaiting mentors, or quarterly group events can also be used. These group activities are

beneficial for mentors who cannot make the time commitment to be a full-time mentor. These activities will be dependent on the availability of human and financial resources.

In addition, group mentoring, which is simply one adult mentor teaming up with a group of juveniles instead of forming a one-on-one relationship, can be utilized. Group mentoring should be used only in instances of juveniles awaiting a mentor or the lack of available mentors to fill the need.

When a group activity or group mentoring is utilized, the same rules and policies for regular mentors apply to short-term mentors.

Sources: Mentoring Manual: A Guide to Program Development and Implementation (1990); Marcus A. Foster Educational Institute Mentoring Partnerships: A Program Manual; Volunteers in Prevention, Probation and Prisons, Inc. Show Me the Planning and Paperwork (2000); Texas Youth Commission TYC Mentoring Program: A Guideline for Implementation of Volunteer Mentoring Services for TYC

Monitoring the Match

Rationale

Experts state that monitoring the mentoring relationship, which involves close supervision from various perspectives, is a critical piece of program infrastructure (Grossman 1999; Sipe 1996; Tierney & Grossman 2000). Supervision of the relationship allows the mentors to receive feedback on their mentees and their personal performance in the mentor role; gives mentors increased knowledge, advice and skills in better addressing the needs of their mentees; provides the staff with updates on the mentees' progress; and permits the staff to verify the amount of contact the mentor and mentee have (Mentoring Manual 1990). The following practices are based on the general procedures followed by a number of programs in operation.

Components

Monitoring the match consists of two primary components--contact with mentors, mentees, parents/guardians, juvenile probation officers and case managers and monthly reports by mentors for assessment of the juvenile and the relationship. Using these two methods, the Mentor Coordinator shall be able to assess the match and insure that the relationship is developing properly.

Contacts

The Mentor Coordinator shall maintain weekly contact by phone or in-person with the mentor for the first three months of the relationship and bimonthly thereafter. The Mentor Coordinator shall contact the mentee, parent/guardian, juvenile probation officer and case manager monthly by phone or in-person. These contacts shall be documented (date, time, type of contact and comments). If a party cannot be reached after several attempts, the Mentor Coordinator shall document the attempted contacts and not spend additional

time trying to contact the individual during that period. Serious consideration to continued participation in the program shall be given if a recurring pattern develops.

The Mentor Coordinator shall ask open-ended questions in order to gather information about the relationship, gauge its effectiveness and offer assistance. Questions directed to the mentors and mentee should establish whether the relationship is progressing, what problems may exist, the level of contact shared between the pair and the types of activities in which the pair engages. Questions directed to the parent/guardian, juvenile probation officer and case manager shall address changes in the juvenile's behavior and attitude, if any. The Mentor Coordinator can supplement these topics as he/she deems appropriate.

In addition to being monitoring mechanisms, these contacts are also mechanisms of support so that mentors, mentees and parents/guardians can voice their concerns and opinions about the relationship specifically and the program generally. The Mentor Coordinator can then act on these issues—either on a one-on-one basis or in ongoing group training sessions. Because the mentor may not always receive feedback from the mentee, it is important for the Mentor Coordinator to offer consistent feedback to him/her.

The mentor should notify the Mentor Coordinator of any meetings the mentee has missed so that he/she can identify any developing patterns. If the pair is unable to meet for an extended period of time, the Mentor Coordinator should also be contacted.

Monthly Reports

The mentor shall complete, sign, date and submit a monthly report for ongoing assessment based on the meetings shared with the mentee. The items to include on this form are: match

data (names of mentor and mentee); mentee contact and attempted mentee contact information (date contacted, type of contact, person contacted, topics discussed); indication of changes seen in different areas (family, school, peers, mentoring relationship, other); goals and/or milestones reached; indication of level of personal interaction between mentor and mentee (very personal to impersonal); and general comments. In sum, the monthly reports shall be a general description of the relationship and shall include the number of contact hours during the month. These forms can be submitted via email, mail or in-person.

Things to Consider

The Mentor Coordinator should use the information gathered from these contacts to better serve the mentees and mentors in the program. In addition, the information can be utilized in the evaluation of the program. (For a

more detailed explanation, see the section entitled *Evaluation Process*.)

As a part of supervision (and support), the Mentor Coordinator may encounter the need to act as a mediator between the mentor and the family of the mentee as well as the mentor and mentee. Close supervisions of the relationships enable the Mentor Coordinator to know when such mediation is necessary.

The importance of monitoring mentoring relationships cannot be understated. In one evaluative study of mentoring programs in the juvenile justice system, the lack of supervision contributed to the decline in the frequency of meetings between matches (Mecartney, Styles & Morrow 1994).

Sources: Austin Metropolitan Ministries Community Mentoring Network Process; Mentoring Manual: A Guide to Program Development and Implementation (1990); Volunteers in Prevention, Probation and Prisons, Inc. Show Me the Planning and Paperwork (2000); Texas Youth Commission TYC Mentoring Program: A Guideline for Implementation of Volunteer Mentoring Services for TYC

Support and Recognition

Rationale

Support and recognition of all participants are important aspects of a mentoring program (Grossman 1999; Sipe 1996). Supporting mentors entails giving them additional knowledge, advice and skills in better addressing the needs of their mentees as well as assistance with problems faced throughout the course of the mentoring relationship (Mentoring Manual 1990). Recognizing mentors (and other volunteers) involves showing them appreciation for the contributions they are making to youths' lives. Volunteers who believe they are supported, appreciated and making a difference are more likely to continue their participation in the program.

Components

A variety of techniques can be used to offer support to and recognition of mentors. These may include support groups, ongoing training, social gatherings, networking, regular contacts by the Mentor Coordinator, appreciation banquets and newsletters. The Mentor Coordinator should use every available opportunity to nurture mentors in their relationships with their mentees. Especially after completing orientation and training, mentors may experience isolation.

Support

On-going mentor support groups are useful mechanisms of support. Mentor support groups are opportunities for mentors to relay positive advancements, share trials and ways to overcome them, offer experiential advice to one another and encourage each other through the stages of the mentoring relationship. Mentors can benefit greatly from idea exchange and feedback in a group setting such as this. The Mentor Coordinator should encourage the development and facilitation of mentor support

groups. However, his/her participation should not be intrusive so that a rich, free discussion results. On-going training and development is another mechanism of support. As relevant issues are discussed, information is disseminated and obstacles are addressed, mentors feel better able to handle the difficulties often faced in mentoring relationships.

Social gatherings of and events for all mentor/mentee pairs may also provide some support to mentors. By interacting with other adult/juvenile matches, mentors may receive the encouragement, reprieve or tips needed to advance the relationship.

By networking with appropriate departments and agencies, the Mentor Coordinator can offer mentors direction and outlets when needs and problems arise during the mentoring relationship. The Mentor Coordinator can also provide assistance concerning the special needs of the relationship by locating resources or handling problems effectively as a result of the monthly contacts with mentors. The Mentor Coordinator is an important source for community support services.

After the program has been in operation for a time, a program community advisory committee made up of mentors, mentees, parents/guardians, program staff, community leaders and citizens may be formed in order to assist in decision-making and policy formulation. This committee can be a valuable source of support for mentors and other program participants and tie the program to the community.

Recognition

Newsletters or other mailings can both support and recognize mentors and other volunteers in the program. The Mentor Coordinator may develop a newsletter as a

creative outlet in order to disseminate information to mentors, mentees, parents/guardians, volunteers, funding sources and other interested citizens. The newsletter may contain articles on a variety of issues, mentoring tips, upcoming events, training issues, a 'spotlight' section highlighting a successful match and other relevant material. The Mentor Coordinator, mentors, mentees, parents/guardians, juvenile probation officers and case managers may all contribute to the newsletter, thus sharing ownership in the program.

Annual recognition and appreciation events can be used to recognize the time, effort and

energy the mentors have given on behalf of the juveniles, if resources permit. Hosting special events such as these demonstrate how valued the volunteers truly are. Certificates of appreciation are appropriate symbols of the value of mentors and other volunteers and can be distributed at any time.

Mentor Coordinators should offer deserved praise in meaningful ways to all involved parties on a continual basis, including the youths. Awards of completion to juveniles who finish the program can be used in recognition of their commitment to the mentoring relationship.

Closure

Rationale

Upon completion of placement or when any party decides to dissolve the relationship, the match formally comes to a close. Having a mechanism in place for closure is essential so that the Mentor Coordinator can provide formal closure for all parties. Closure is important because the manner in which a relationship ends can shape how the individual views the entire experience. An especially crucial part of closure is the transition of the mentee away from the presence of a mentor in his/her life. The juveniles should be prepared to handle the circumstances of their life with their families and learn how to solve problems without their mentors (Mentoring Manual 1990).

Components

Strategies for planned and premature terminations shall be employed. Closure shall be treated like “graduation,” wherein mentees have progressed in such a way that the relationships’ purposes have been achieved and they are ready to move into other areas independently.

Planned

A strategy for closure shall include the following components: exit interviews (mentee and Mentor Coordinator, mentor and Mentor Coordinator, parent/guardian and Mentor Coordinator, mentor and mentee); policy for future contacts between mentor and mentee; and definition of the next steps and transitioning for the mentee.

Exit interviews shall allow the participants to offer overall evaluations of the program, express their ideas and opinions and share their perspectives. Information such as the utility of the program, plans to continue the relationship, degree of helpfulness of and level of closeness in

the relationship and advancements made as a result of the program should be collected. The section *Evaluation Process* contains examples of information that can be collected from these meetings and used in the evaluation of the program.

As part of the exit interviews, the policy regarding future contacts shall be disclosed to the mentor and mentee. Although the facility cannot prohibit or mandate relationships to continue beyond the period of placement, it assumes no supervisory responsibility or liability for such a relationship. Research shows that relationships which persist for long periods of time have better results (Grossman 1999; Grossman and Rhodes 1999; Tierney & Branch 1992). Unfortunately, the reality of the situation faced by facilities does not always allow the opportunity for these longer-lasting relationships.

If the mentee and mentor do not reside within the same jurisdiction, the mentoring relationship cannot continue. If the pair resides within the same community, the department must either follow the guidelines set forth by the TJPC in the community-based **Bridge the Gap Mentoring Program** model or develop their own guidelines for the supervision of the relationship.

The mentor shall use the weeks leading up to closure to help the mentee transition back to a life without the mentor. Mentors should adhere to the following suggestions, which shall be covered as part of training, in the termination process:

- ✓ alert mentees well in advance about the ending of the relationship;
- ✓ be prepared for mentees’ anger or denial and the manifestations of those feelings;
- ✓ monitor their own feelings;

- ✓ use closure as means to revisit mentee's strengths and progress in the program;
- ✓ reassure mentees of what they have learned;
- ✓ discuss positive future steps and direction;
- ✓ reassure mentees of confidence in them;
- ✓ plan a final activity of fun together;
- ✓ determine mutually if and then how and when the relationship will continue; and
- ✓ follow through on that commitment.

(These guidelines were extracted from the Mentoring Manual 1990.)

Premature

The possibility of premature closure shall be anticipated. Any party—mentee, mentor, Mentor Coordinator, parent/guardian, juvenile probation officer or case manager—can bring the relationship to an end for any reason. Examples of reasons include moving to another location, not liking the program, experiencing family pressures, missing meetings, not following through on commitments, violating program rules and guidelines or exhibiting inappropriate behavior. Both parties shall realize that consequences exist for termination of the relationship for frivolous reasons (e.g., they didn't "like" one another).

Mentees shall not be allowed to use the mentoring program as an excuse for violating facility rules. If a mentee is experiencing difficulties in this area, steps should be taken by the Mentor Coordinator and the juvenile probation officer or case manager to reach a suitable solution. Correctional officers may also be able to provide insight in this area. If a mentee is dismissed from the mentoring program for violating rules, policies or procedures, he/she will not be allowed back into the program.

If the mentee remains in the program after his/her mentor has terminated the relationship for a reason beyond either party's control, upon willingness he/she should be placed on the waiting list and be matched with another

mentor as soon as possible. The mentee should understand that this is a new relationship and it may differ from that of his/her original mentor.

If the mentor remains in the program after the mentee has terminated the relationship for a reason beyond either party's control, upon willingness he/she should be matched with another mentee. In both circumstances, both parties may need time to think and recover before rematching occurs.

Before allowing mentees to leave by choice, the Mentor Coordinator shall discuss their reasons for wanting to leave; assess the seriousness of their intentions; try to determine any underlying reasons for the termination; and determine if a way exists to help them remain in the program.

The Mentor Coordinator shall be sensitive to the mentees who are asked to leave the program prematurely and help alleviate any feelings of failure they may have by discussing the problem with the mentee, asking the mentees' views about the situation, working together for a possible solution, helping the mentees maintain positive self-esteem or suggesting an alternative program and areas to improve in the future.

If the relationship is ended prematurely by the mentor, parent/guardian, juvenile probation officer or case manager, the reason(s) for the termination should be explained to the Mentor Coordinator. This explanation is vital, especially if it relates to the program.

Things to Consider

The method of closure used depends on the intensity and length of the relationship. Termination should take place gradually over time because endings of relationships move through stages. The mentee and mentor should be encouraged to share their feelings as the time to terminate the relationship draws near.

Remember to be sensitive to the fact that ending the relationship may involve grieving for some mentees (and mentors). Termination is more difficult for juveniles who have experienced other disappointments in their lives. The feelings associated with the

termination must be dealt with before letting the juvenile go. The Mentor Coordinator may also wish to meet with the parent/guardian as a matter of closure.

Evaluation Process

Rationale

Although the evaluation process of mentoring programs is often undervalued, it is critical in assessing its operation and effectiveness (TMC Framework 2000, 22). Evaluations provide information about which program components have been implemented properly and thus have contributed to the accomplishment of goals as well as which areas need improvement. Periodic assessment of objectives supplies useful programmatic information to implementers (Mentoring Manual 1990).

Components

The mentoring program shall be evaluated along two dynamics. Formative evaluations examine the process and/or level of activity within the program, providing output measures. Summative evaluations explore the impact of the program, providing outcome measures. Output and outcome measures are crucial to the evaluation of the program and should be derived directly from program goals. Objectives should be measurable, specific, time-limited, realistic, meaningful and related to the program. These objectives should be pursuant to local needs taking into account available resources.

Although goals may be long-term in nature, intermediate objectives should be developed in order to track progress toward these goals. For instance, some goals can be met early on, whereas others can be met only in the middle or at the end of the program. Moreover, community and individual outcomes shall be written. Community objectives target the broad impacts of the program on the community at large. Individual objectives target the effects of the program on specific participants. For each type of objective and each measure, target levels that should be attained as a result of the program and the method of tracking progress

toward these levels should be part of the evaluation process. Target levels enable implementers to determine which areas need improvement.

Formative

Formative evaluations examine the processes, methods and inputs of the mentoring program objectively and subjectively in order to determine areas of improvement in the operation of the program. These evaluations help the implementer know whether the program is operating as it was intended.

Summative

Summative evaluations examine the outcomes and results of the program in order to ascertain whether program goals and objectives have been achieved as the result of the program. The following two questions are answered with such evaluations: "Are the juveniles different in some way after a period of exposure to the program? Are they different because of their exposure to the program?" Outcome measures can target various aspects of juveniles' lives: delinquency, academia, family relationships and self-concept (Juvenile Mentoring Program 1998).

The perspectives of various participants, including mentors, mentees, parents/guardians, juvenile probation officers, case managers and correctional officers, shall be utilized in the formative and summative evaluations upon completion of the program.

Things to Consider

It is important to keep in mind the purpose and goal of the program when evaluating it. The effectiveness or success of the program should be measured using multiple indicators and comprehensive assessments. The Mentor Coordinator shall receive additional training on the development and evaluation of objectives if necessary.

Examples of objective outputs that can be collected as part of the formative evaluation include the following:

- ✓ number of mentors;
- ✓ number of active matches;
- ✓ average length of mentoring relationships;
- ✓ number of non-mentor volunteers;
- ✓ frequency and length of training sessions per month;
- ✓ number of orientation sessions;
- ✓ number of mentors at quarterly training sessions;
- ✓ number of contacts made (Mentor Coordinator/ parent/guardian, Mentor Coordinator/ mentor, Mentor Coordinator/ mentee, Mentor Coordinator/ juvenile probation officer and Mentor Coordinator/case manager); and
- ✓ frequency and type of mentor/mentee contacts.

Examples of subjective outputs obtained through formative evaluations include the following:

Mentors

- ✓ overall assessment of the program;
- ✓ level of satisfaction with match;
- ✓ quality of the relationship (closeness, youth-centered, emotional engagement and communication shared);
- ✓ quality of mentor support/ assistance by program staff;
- ✓ additional assistance that would have been helpful;
- ✓ likes and dislikes of being a mentor;
- ✓ general recommendations for improvement;
- ✓ adequacy of orientation (quality and type of information provided);
- ✓ adequacy of training (areas most helpful and additional topics that would have been helpful);
- ✓ sufficiency of and ability to keep commitment requirements;
- ✓ recommendation of program to others;
- ✓ effectiveness as a mentor;

- ✓ most effective activities or strategies;
- ✓ willingness to mentor again;
- ✓ level of enjoyment working as a mentor;
- ✓ acceptance by staff;
- ✓ worthwhile contribution made; and
- ✓ interesting and challenging experience.

Mentees

- ✓ enjoyment of relationship with mentor;
- ✓ level of trust shared with mentor;
- ✓ ways mentor encouraged/helped (setting and reaching goals, making good decisions, maintaining self-control, feeling better about self, getting better grades, opening up more, etc.);
- ✓ likes and dislikes of program;
- ✓ recommendation to friends;
- ✓ desire for another mentor in the future;
- ✓ accomplishments resulting from program;
- ✓ ways in which attitude has changed; and
- ✓ helpfulness of mentoring.

Parents/Guardians

- ✓ helpfulness of sessions and relationship to child;
- ✓ discussions with child of activities and accomplishments resulting from mentoring;
- ✓ likes and dislikes about program;
- ✓ belief that child learned something;
- ✓ success of program in relation to child;
- ✓ adequacy of information received about program; and
- ✓ adequacy of staff in addressing needs and problems.

Examples of outcomes that can be collected to be used as part of the summative evaluation include the following:

Delinquent or negative behavior measures

- ✓ physical aggression;
- ✓ stealing;
- ✓ damaging property; and
- ✓ violation of facility rules.

Academic outcomes

- ✓ grade point average; and
- ✓ perceived ability to complete schoolwork.

Family relationships

- ✓ level of trust in parents/guardians;
- ✓ lying to parents/guardians; and
- ✓ communication with parents/guardians.

Self-concept

- ✓ self-confidence; and
- ✓ social acceptance levels.

Sources: Mentoring Manual: A Guide to Program Development and Implementation (1990); Marcus A. Foster Educational Institute Mentoring Partnerships: A Program Manual; Volunteers in Prevention, Probation and Prisons, Inc. Show Me the Planning and Paperwork (2000); The Mentoring Center The Mentoring Center's Framework for Mentorology (2000); Understanding Outcomes: A Handbook for Understanding, Developing, and Evaluating Outcomes (1995)

Budgetary Considerations

The following table presents a list of guidelines to consider when developing the budget for a mentoring program. These guidelines are simply suggestions; the facility has full discretion to determine the budget for this program. To the right of each item, “Yes” signifies that the cost is not new and is likely consumed in the facility budget already, whereas “No” signifies a new cost that should be considered when implementing the mentoring program.

In all budgetary matters, coordination with the Facility Administrator and/or the local juvenile board is essential. The facility should

be aware that costs across all budgetary categories will increase with the addition of staff. Moreover, certain expenses may increase at greater rates as a result of the mentoring program, including postage, supplies and copying.

Depending on facility policies, fundraisers may be used to generate additional funds for programmatic operations and activities. Counties should check with their respective county auditors to determine if such fundraising is permissible and, if so, ways in which the money raised could be used.

Costs Associated with the Upstart and Maintenance of Bridge the Gap Mentoring Program

Category	Examples	Cost Already Covered?
Personnel		
Salary and fringe benefits	Full-time Mentor Coordinator	No
	Part-time Administrative Assistant	No
Travel	Mileage	Yes
Recruitment		
Supplies & printing	Paper, printing services, postage, etc. for flyers, posters and newsletters	Yes
Other marketing strategies	Media (TV, radio, newspapers, etc.)	No
Training/Technical Assistance		
Materials	Books, videos, booklets, etc.	Yes
Visiting experts	Presentations	No
Conference fees and associated costs	For Mentor Coordinator, key volunteers	No
Administration		
Office equipment	Fax, phone, computer, copier	Yes
Office supplies	Paper, envelopes, pencils, etc.	Yes
Office space	Rent, utilities, etc.	Yes
Miscellaneous		
Liability insurance	For volunteers	No
Support	Refreshments for meetings, recognition awards, etc.	No

Sources: Big Sisters of Philadelphia Inc. Division of Juvenile Justice Court and Community Services Program Summary Form (2000); Volunteers in Prevention, Probation and Prisons, Inc. Show Me the Money: Grant-Seeking & Proposal-Writing for Justice Volunteer Programs-Part II (2000); The Mentoring Center The Mentoring Center’s Best Practices

Alter, Jonathan. Mentoring works. [Special Edition] Newsweek, 2-4.

Austin Metropolitan Ministries.
Community Mentoring Network Process. [Brochure]. Austin, TX: Author.

Big Sisters of Philadelphia, Inc. 2000. Division of Juvenile Justice Court and Community Services Program Summary Form. [Organization form]. Philadelphia, PA: Author.

Dawson, Robert O. 2000. Texas Juvenile Law: 5th Edition Statutory Supplement. Austin: Texas Juvenile Probation Commission.

Engaging the Next Generation: How Nonprofits Can Reach Young People. 2000. New York, NY: The Advertising Council.

Fabelo, Tony. 2001. Summary of Juvenile Crime, Juvenile Justice. The National Research Council, National Academy of Sciences. National Academy Press.

Furano, Kathryn, Phoebe A. Roaf, Melanie B. Styles and Alvia Y. Branch. 1993. Big Brothers/Big Sisters: A Study of Program Practices. Philadelphia: Public/Private Ventures.

FY 1998 OJJDP Discretionary Program Announcement: Juvenile Mentoring Program. 1998. Washington, DC: United States Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Governor's Mentor Initiative of the Texas Commission on Volunteerism and Community Service. [On-line]. Available: www.governor.state.tx.us/mentoring.

Greim, Jeffrey L. 1995. Adult/Youth Relationships Pilot Project: Initial Implementation Report. Philadelphia: Public/Private Ventures.

Grossman, Jean Baldwin (ed). 1999. Contemporary Issues in Mentoring. Philadelphia, PA: Public/Private Ventures.

Grossman, Jean B. and Jean E. Rhodes. 1999. The test of time: predictors and effects of duration in youth mentoring relationships. [Unpublished manuscript].

Juvenile Mentoring Program: 1998 Report to Congress. 1998. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Marcus A. Foster Educational Institute. Mentoring Partnerships: A Program Manual. Oakland, CA: Author.

McLearn, Kathryn Taafe, Diane Colasanto, and Cathy Schoen. 1998. Mentoring Makes a Difference: Findings from The Commonwealth Fund 1998 Survey of Adults Mentoring Young People. The Commonwealth Fund.

Mecartney, Crystal A., Melanie B. Styles and Kristine V. Morrow. 1994. Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs. Philadelphia: Public/Private Ventures.

Mentoring Manual: A Guide to Program Development and Implementation. 1990. Baltimore: The Abell Foundation, Inc.

Morrow, Kristine V. and Melanie B. Styles. 1995. Building Relationships With Youth in Program Settings: A Study of Big Brothers/Big Sisters. Philadelphia: Public/Private Ventures.

Roaf, Phoebe A., Joseph P. Tierney and Danista E. I. Hunte. 1994. Big Brothers/Big Sisters: A Study of Volunteer Recruitment and Screening. Philadelphia: Public/Private Ventures.

Sad but true: teen motherhood is as American as apple pie. (2001, March 5). US

News & World Report. [On-line]. Available: www.usnews.com.

Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organizations. [On-line.] Available: www.mentoring.org.

Sipe, Cynthia L. 1996. Mentoring: A Synthesis of P/PV's Research: 1988-1995. Philadelphia, PA: Public/Private Ventures.

Sipe, Cynthia L. and Anne E. Roder. 1999. Mentoring School-Age Children: A Classification of Programs. Philadelphia, PA: Public/Private Ventures.

Styles, Melanie B. and Kristine V. Morrow. 1992. Understanding How Youth and Elders Form Relationships: A Study of Four Linking Lifetimes Programs. Philadelphia: Public/Private Ventures.

"Taking Steps to Prevent Abuse." 2000. Los Altos, CA: Silicon Valley Mentoring Coalition.

TEX. FAMILY CODE ANN. § 32.001 (a) (5) (Vernon 1996).

TEX. FAM. CODE ANN. §§ 58.005, 58.007, 58.106).

Texas Juvenile Probation Commission standard, 37 TEX. ADMIN. CODE § 341.16 (2001).

Texas Juvenile Probation Commission standard, 37 TEX. ADMIN. CODE § 341.40 (b) (16) (2001).

Texas Juvenile Probation Commission standard, Texas Juvenile Probation Commission standard, 37 TEX. ADMIN. CODE § 341.40 (2001).

Texas Juvenile Probation Commission standard, 37 TEX. ADMIN. CODE § 341.41 (2001).

Texas Youth Commission. Texas Youth Commission Mentoring Program: A Guideline for Implementation of Volunteer Mentoring Services for TYC. Austin, TX: Author.

The First Tee of Greater Austin. Welcome. [On-line]. Available: www.austinfirsttee.com.

The Mentoring Center. Mentoring Planner. 2000. Oakland, CA: Author.

The Mentoring Center. The Mentoring Center's Best Practices. [Brochure].

The Mentoring Center. 2000. The Mentoring Center's Framework for Mentorology. Oakland, CA: Author.

The Mentoring Center. 2000. The Mentoring Center's Philosophy and Opinions. Oakland, CA: Author.

Tierney, Joseph P. and Alvia Y. Branch. 1992. College Students as Mentors for At-Risk Youth: A Study of Six Campus Partners in Learning Programs. Philadelphia: Public/Private Ventures.

Tierney, Joseph and Jean Baldwin Grossman with Nancy L. Resch. 2000. Making a Difference: An Impact Study of Big Brothers/Big Sisters. Philadelphia, PA: Public/Private Ventures.

Understanding Outcomes: A Handbook for Understanding, Developing, and Evaluating Outcomes. 1995. San Francisco: Northern California Community Services Council, Inc.

U.S. Census Bureau, Statistical Abstract of the United States: 1999 (119th edition) Washington, DC, 1999.

Volunteer Protection Act, 42 USC § 14503 (2001).

Volunteers in Prevention, Probation and Prisons, Inc. 'Show Me the Money': Grant-

Seeking & Proposal-Writing for Justice
Volunteer Programs-Part II. Detroit: Author.

Volunteers in Prevention, Probation and Prisons, Inc. 2000. 'Show Me' The Planning and Paperwork. Detroit: Author.

Volunteers in Prevention, Probation and Prisons, Inc. VIP Mentoring Program Family Orientation. Detroit: Author.

Weinberger, Susan G. The Mentor Handbook. [Brochure].

Contents of Appendices

Glossary

Mentor Coordinator Job Description

Mentor Job Description

Interview Questions and Responses

Vignettes

Mentor Interest Inventory

Mentee Interest Inventory

Policies

Form Checklist

Resources

Training Evaluation Form

United States Code – Limitation on Liability for Volunteers

Incident Report Form



GLOSSARY

Mentor—a mature, trustworthy, and more experienced individual who encourages personal growth, offers supportive friendship, acts as a positive role model and promotes a constructive attitude and law-abiding behavior

Mentoring—one-on-one relationship in which an emotional bond is formed through a mutual commitment between an adult and a juvenile

Match—the pairing of an adult mentor and juvenile mentee

Transformative Mentoring—“designed and utilized to assist youth who have no intrusive attitudinal and behavioral issues that would inhibit and/or serve as an obstacle to receiving basic assistance in academics, career/job counseling, leadership/conflict resolution skills, social recreation activities, minor self-esteem issues, etc...for youth who have not been deeply affected by societal, community and/or family risk factors” (*TMC Framework for Mentorology 2000*, 31)

Assistance Mentoring—“designed to deliberately address and/or affect change of negative/anti-social self-esteem, attitude and behavior in youth who have been profoundly affected by societal risk factors...necessary prerequisite in order for most youth in this category to benefit from an assistance mentoring process...for youth, because of their current attitudes/behavior, would not be receptive to assistance mentoring...and expression of profound empathy, sensitivity, compassion and love” (*TMC Framework for Mentorology 2000*, 30)

Developmental Relationship—adult volunteers [hold] expectations that [vary] over time in relation to their perception of the needs of the youth; incorporate youth and their preferences into decision-making process; demonstrated attachment and commitment between adult and youth; purpose is to provide opportunities and supports the youth [do] not have; early goal of relationship-building [Morrow and Styles’ study (as cited in Sipe, 1996)]

Prescriptive Relationship—adult volunteers [view] as primary their goals for the match rather than the youth’s; adults set the goals, pace, and rules for the relationship; primary purpose is to guide the youth toward embracing values, attitudes and behaviors the adults identify as positive; early goal of transformation of the youth [Morrow and Styles’ study (as cited in Sipe, 1996)]

Closure—the termination of a mentoring relationship for either voluntary or involuntary reasons

MENTOR COORDINATOR JOB DESCRIPTION

General Purpose

The Mentor Coordinator shall be responsible for the administration and oversight of the mentoring program. The Mentor Coordinator reports to the designee of the facility.

Minimum Qualifications

The Mentor Coordinator shall possess the following minimum qualifications:

- ✓ experience in community or group work in a social service, community corrections or juvenile agency that deals with offenders or at-risk persons;
- ✓ BA/BS from an accredited college or university in the areas of criminology, counseling, law, social work, psychology, sociology, education, public administration or other related field of instruction;
- ✓ experience working with delinquent or at-risk youths;
- ✓ experience working with a mentoring program or as a mentor;
- ✓ written and verbal communication skills;
- ✓ well-developed organizational skills
- ✓ managerial or supervisory experience (preferred); and
- ✓ public relations experience (preferred).

Responsibilities

The Mentor Coordinator shall:

- ✓ screen and match potential mentors and mentees;
- ✓ supervise and support the mentoring relationship;
- ✓ maintain regular contact with the mentor, mentee, parent/guardian, juvenile probation officer and case manager;
- ✓ develop and implement a plan to recruit and retain volunteers;
- ✓ coordinate and/or conduct all program-related trainings;
- ✓ maintain a resource library for mentors;
- ✓ compile a mentor handbook containing all program policies and procedures;
- ✓ act as a liaison between the mentor, mentee, parent/guardian, community, juvenile probation personnel and facility;
- ✓ develop and implement policies and program guidelines;
- ✓ develop and implement an evaluation plan and modify the program as necessary; and
- ✓ perform other duties as assigned.

Qualities

The Mentor Coordinator shall possess the following qualities:

- ✓ ability to work well with others;
- ✓ ability to provide guidance and direction to volunteers;
- ✓ self-motivation and innovation;
- ✓ high tolerance for working in an emotionally demanding, stressful environment; and
- ✓ ability to adapt to a flexible work schedule.

MENTOR JOB DESCRIPTION

General Purpose

The Mentor shall meet on a regularly scheduled and consistent basis with the assigned mentee to encourage personal growth, offer supportive friendship, act as a positive role model and promote a constructive attitude and law-abiding behavior. The Mentor shall work under the general supervision of the Mentor Coordinator.

Minimum Qualifications

The mentor shall possess the following minimum qualifications:

- ✓ be at least 21 years of age;
- ✓ not have been convicted of a felony or placed on deferred adjudication for a felony offense within ten years, not currently be on felony probation or parole and never have been convicted of a sex offense or be registered as a sex offender;
- ✓ possess a valid driver's license or other form of valid identification;
- ✓ have reliable transportation and proof of liability insurance;
- ✓ possess a reasonably flexible schedule with the ability to maintain a long-term, one-on-one commitment; and
- ✓ possess and be able to relate experiences, which will enhance the mentoring relationship.

Responsibilities

The mentor shall:

- ✓ nurture a relationship with the mentee that promotes emotional, educational and vocational growth;
- ✓ promote the goals and visions of the mentoring program;
- ✓ notify program staff immediately of problems or concerns that arise;
- ✓ observe all facility and program policies and procedures;
- ✓ fulfill all meeting requirements with the mentee for the specified time period;
- ✓ be willing to meet and work with the parent/guardian of the mentee;
- ✓ fulfill all orientation and training requirements as established in the program policies and procedures;
- ✓ complete and submit monthly evaluation reports during the mentee's participation in the program;
- ✓ sign a release of liability form;
- ✓ ensure the safety of all parties;
- ✓ use good judgment when making decisions regarding the mentee and activities;
- ✓ confront inappropriate behavior in appropriate ways;
- ✓ be dependable and punctual for all meetings with the mentee and training sessions;
- ✓ provide solid guidance and direction; and
- ✓ offer the mentee a wide range of experiences and opportunities.

Qualities

The mentor shall possess the following qualities:

- ✓ personal commitment and devotion to the mentee, first and foremost, and the program;
- ✓ respect for individuals and the law;
- ✓ ability to listen to and accept different points of view;
- ✓ ability to empathize;
- ✓ flexibility and openness;
- ✓ ability to see barriers, solutions and opportunities;
- ✓ maturity and trustworthiness;
- ✓ responsibility, honesty and integrity;
- ✓ value system that promotes morality, accountability and service to others;
- ✓ ability to relate personal experiences;
- ✓ ability to relate to juveniles on their level;
- ✓ willingness to be in a secure environment; and
- ✓ ability to actively listen.

INTERVIEW QUESTIONS AND RESPONSES

1. Why do you want to be a mentor?

Responses should include statements that relate a desire to improve the community or to give back to the community or that the applicant had a mentor as a child, etc.

If the applicant's responses focus on his/her needs rather than the juvenile's, the interviewer should use follow-up questions in order to determine if the applicant understands that the mentoring relationship will be youth-focused and is not an opportunity for the applicant to fulfill a personal need.

2. What do you want to get from this relationship?

Responses that are "self-focused" are acceptable. However, if the purpose of the applicant's desire to mentor is to fulfill a college requirement, enhance a resume or meet a personal need, the applicant may not possess the level of commitment needed for this particular program.

3. What skills can you bring to the relationship with your mentee and to the program?

Responses will vary widely. Examples of skills include active listening, knowledge of community resources, previous mentoring experience, innovation, creativity, the ability to involve the mentee in a service organization or introduce him/her to a particular professional field. Any skill that has the potential to positively impact the mentee is desirable.

4. Remembering your own teenage years, what could a mentor have done that would have been helpful to you?

Responses will vary widely. The applicant may not have been in a position in which a mentor would have been helpful, and if so, this should not exclude him/her from mentoring. Applicants may reveal a juvenile criminal record when asked this question. Facility policy should be followed if the applicant reveals such a record.

5. What kind of experience with adolescents have you had in the past?

Responses will vary widely. The applicant may not have prior experience working with adolescents; this should not exclude him/her from becoming a mentor. If the applicant relays only negative experiences with adolescents, relevant follow-up questions may provide further insight as to his/her motivation for becoming a mentor.

6. What do you like most about adolescents?

Responses will vary. The question attempts to determine how much the applicant enjoys being around adolescents, how much time he/she has spent around adolescents and whether he/she is suitable for mentoring.

7. What problems might you anticipate with an adolescent?

The question is intended to gauge the applicant's level of realism. The answer provided will assist the interviewer in further determining the applicant's range of experience with adolescents.

8. **How do you think you will cope with value differences?**

The interviewer should be able to evaluate the applicant's openness and ability to empathize with others. The applicant should not be excluded if he/she prefers to have a mentee of similar values. The answer to this question will be crucial when making matches.

9. **How long and for how much time are you willing to commit to the relationship?**

The program requires at least 8 hours for the time specified by program guidelines. The interviewer should look for indications of the applicant's genuine commitment. The applicant must be clear on the time requirement. If the applicant is unable or unwilling to commit for the specified amount of time, other volunteer options may be available to him/her and should be considered. No qualified applicant should be denied a possibility to contribute in some capacity.

10. **How will your work schedule accommodate your willingness to commit?**

The interviewer should look for a flexible schedule and how the applicant prioritizes his/her commitments. Regular contact (weekly preferred) with the mentee is crucial for the success of the program.

11. **Are you willing to fulfill the monthly reporting requirements?**

The only acceptable answer is "yes".

12. **Are you willing to be matched with a mentee of a different race? Of a different gender? Of any age?**

Answers may vary, and no applicant should be excluded for any reason he/she provides. This information will be crucial when making matches. Applicants should be reassured they will not be asked to go beyond their comfort levels or intentionally placed in harm's way.

13. **Are you comfortable working with homosexual youths? With youths who have committed violent, sexual or substance abuse offenses?**

Same as #12

14. **Describe, if any, past or present personal abuse of alcohol or prescription or illicit drugs.**

A history of abuse will not necessarily disqualify someone unless required by the facility's policy; however, a number of factors should be considered before allowing someone with this history to be a mentor. The interviewer should take into consideration the amount of time since the onset of the abuse and the last incidence of abuse, the severity of the abuse and any treatment that may have occurred. Follow-up questions will help to clarify the circumstances. The interviewer should also consider how a person with a history of substance abuse could be beneficial to the mentee and the program.

VIGNETTES

Please read each of the following situations to yourself.
Select four of the situations and then explain how you would respond as a mentor to each.

1. You are with your mentee, whom you have known for only six weeks. Your mentee reveals he/she has been a victim of sexual abuse since the age of seven and has never told anyone.
2. You and your mentee are at a scheduled meeting at the facility, and he/she makes a sexual advance towards you.
3. Your mentee asks you if he/she can tell you something but asks you to promise not to tell anyone else. He/she then tells you he/she took part in a crime in which no one has been caught.
4. You have been matched with your mentee for about two months. In that time your mentee has been difficult to get along with, rude, hostile and argumentative. You feel like you are not making any progress in the relationship.
5. You find out your mentee's parent/guardian has just been laid off for several weeks. Your mentee then asks you for money because the electric company is about to turn off the power in his/her home.
6. You and your mentee are talking, and your mentee reveals a plan to escape from the facility.
7. Your mentee asks you to bring him/her an item from his/her home.

MENTOR INTEREST INVENTORY

NAME _____ DATE _____ AGE _____ GENDER _____

1) List any activities (sports, clubs, etc.) you participate in:

2) List other clubs or organizations you belong to:

3) List your hobbies or special interests:

4) List the 3 things you enjoy doing most:

- 1) _____
- 2) _____
- 3) _____

5) List any special talents you have (drawing, painting, singing, playing musical instruments, etc.):

6) Circle the type of music you like to listen to:

- | | |
|-------------------|-------------|
| Classical | Folk |
| Country & Western | Pop |
| Soul | Tejano |
| R & B | Rap |
| Rock | Other _____ |

7) What else would you like for your mentee to know about you?

8) What would you like your mentee to be like?

9) What do you want to get out of the **Bridge the Gap Mentoring Program**?

10) Please check all that you think describe your personality:

- | | | | |
|-----------------------------------|--|---------------------------------------|------------------------------------|
| <input type="checkbox"/> quiet | <input type="checkbox"/> outgoing | <input type="checkbox"/> happy | <input type="checkbox"/> loving |
| <input type="checkbox"/> shy | <input type="checkbox"/> talkative | <input type="checkbox"/> moody | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> nervous | <input type="checkbox"/> friendly | <input type="checkbox"/> withdrawn | <input type="checkbox"/> energetic |
| <input type="checkbox"/> insecure | <input type="checkbox"/> a leader | <input type="checkbox"/> bored | <input type="checkbox"/> loyal |
| <input type="checkbox"/> lonely | <input type="checkbox"/> honest | <input type="checkbox"/> athletic | <input type="checkbox"/> smart |
| <input type="checkbox"/> confused | <input type="checkbox"/> dumb | <input type="checkbox"/> wonderful | <input type="checkbox"/> talented |
| <input type="checkbox"/> upset | <input type="checkbox"/> hardworking | <input type="checkbox"/> serious | <input type="checkbox"/> musical |
| <input type="checkbox"/> clumsy | <input type="checkbox"/> dependable | <input type="checkbox"/> a follower | <input type="checkbox"/> confident |
| <input type="checkbox"/> lazy | <input type="checkbox"/> a listener | <input type="checkbox"/> timid | <input type="checkbox"/> silly |
| <input type="checkbox"/> average | <input type="checkbox"/> over-achiever | <input type="checkbox"/> other: _____ | |

Check all items below that you enjoy, or you think you might enjoy. They will help in matching you with someone with the same interests.

Indoor Activities

- Arts & Crafts
- Auto Mechanics
- Bowling
- Boxing
- Building Models
- Card Games
- Ceramics
- Checkers
- Chess
- Collecting (stamps, coins, etc.)
- Computers
- Computer Games
- Concerts
- Cooking
- Cosmetology (hairstyling, make-up, etc.)
- Dancing
- Dominoes
- Drawing
- Martial Arts
- Museums
- Painting
- Ping Pong
- Pottery
- Racquetball
- Reading
- Sculpting
- Sewing
- Shooting Pool
- Shopping
- Singing
- Spending Time with Friends
- Theater (Plays, etc.)
- Video Games
- Wood Working
- Wrestling
- Writing
- Other:

Outdoor Activities

- Archery
- Backpacking
- Badminton
- Baseball
- Basketball
- Bicycle Riding
- Boating
- Camping
- Canoeing
- Car Races
- Dirt Bikes
- Fishing
- Football
- Gardening
- Go Karts
- Golf
- Hiking
- Horseback Riding
- Hunting
- Ice Hockey
- Ice Skating
- Jogging
- Kites
- Miniature Golf
- Motorcycles
- River Rafting
- Roller Blading/Skating
- Sailing
- Scuba Diving
- Soccer
- Softball
- Special Events (Circus, Rodeo, etc.)
- Surfing
- Swimming
- Tennis
- Track
- Volleyball
- Water Skiing
- Other:

MENTEE INTEREST INVENTORY

NAME _____ DATE _____ AGE _____ GENDER _____

1) List any activities (sports, clubs, etc.) you participate in:

2) List other clubs or organizations you belong to:

3) List your hobbies or special interests:

4) List the 3 things you enjoy doing most:

- 1) _____
- 2) _____
- 3) _____

5) List any special talents you have (drawing, painting, singing, playing musical instruments, etc.):

6) Circle the type of music you like to listen to:

- | | |
|-------------------|-------------|
| Classical | Folk |
| Country & Western | Pop |
| Soul | Tejano |
| R & B | Rap |
| Rock | Other _____ |

7) What do you plan to do after you finish high school?

- Work _____ Military Service _____ Vocational School _____ College _____
- Other (please explain) _____

8) What else would you like for your mentor to know about you?

10) What would you like your mentor to be like?

11) What do you want to get out of the **Bridge the Gap Mentoring Program**?

12) Please check all that you think describe your personality:

- | | | | |
|-----------------------------------|--|---------------------------------------|------------------------------------|
| <input type="checkbox"/> quiet | <input type="checkbox"/> outgoing | <input type="checkbox"/> happy | <input type="checkbox"/> loving |
| <input type="checkbox"/> shy | <input type="checkbox"/> talkative | <input type="checkbox"/> moody | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> nervous | <input type="checkbox"/> friendly | <input type="checkbox"/> withdrawn | <input type="checkbox"/> energetic |
| <input type="checkbox"/> insecure | <input type="checkbox"/> a leader | <input type="checkbox"/> bored | <input type="checkbox"/> loyal |
| <input type="checkbox"/> lonely | <input type="checkbox"/> honest | <input type="checkbox"/> athletic | <input type="checkbox"/> smart |
| <input type="checkbox"/> confused | <input type="checkbox"/> dumb | <input type="checkbox"/> wonderful | <input type="checkbox"/> talented |
| <input type="checkbox"/> upset | <input type="checkbox"/> hardworking | <input type="checkbox"/> serious | <input type="checkbox"/> musical |
| <input type="checkbox"/> clumsy | <input type="checkbox"/> dependable | <input type="checkbox"/> a follower | <input type="checkbox"/> confident |
| <input type="checkbox"/> lazy | <input type="checkbox"/> a listener | <input type="checkbox"/> timid | <input type="checkbox"/> silly |
| <input type="checkbox"/> average | <input type="checkbox"/> over-achiever | <input type="checkbox"/> other: _____ | |

Check all items below that you enjoy, or you think you might enjoy. They will help in matching you with someone with the same interests.

Indoor Activities

- Arts & Crafts
- Auto Mechanics
- Bowling
- Boxing
- Building Models
- Card Games
- Ceramics
- Checkers
- Chess
- Collecting (stamps, coins, etc.)
- Computers
- Computer Games
- Concerts
- Cooking
- Cosmetology (hairstyling, make-up, etc.)
- Dancing
- Dominoes
- Drawing
- Martial Arts
- Museums
- Painting
- Ping Pong
- Pottery
- Racquetball
- Reading
- Sculpting
- Sewing
- Shooting Pool
- Shopping
- Singing
- Spending Time with Friends
- Theater (Plays, etc.)
- Video Games
- Wood Working
- Wrestling
- Writing
- Other:

Outdoor Activities

- Archery
- Backpacking
- Badminton
- Baseball
- Basketball
- Bicycle Riding
- Boating
- Camping
- Canoeing
- Car Races
- Dirt Bikes
- Fishing
- Football
- Gardening
- Go Karts
- Golf
- Hiking
- Horseback Riding
- Hunting
- Ice Hockey
- Ice Skating
- Jogging
- Kites
- Miniature Golf
- Motorcycles
- River Rafting
- Roller Blading/Skating
- Sailing
- Scuba Diving
- Soccer
- Softball
- Special Events (Circus, Rodeo, etc.)
- Surfing
- Swimming
- Tennis
- Track
- Volleyball
- Water Skiing
- Other:

POLICIES

The following policies can be found on pages 22-23 of this manual.

- ✓ Gift Giving
- ✓ Confidentiality
- ✓ Reporting Abuse and Neglect
- ✓ Physical Contact
- ✓ Liability
- ✓ Duty to Inform
- ✓ Grievances

FORM CHECKLIST

Role Descriptions

- Mentor Coordinator
- Mentor

Eligibility Screening

- Mentor application
- Personal reference check question form
- Personal interview question form
- Mentor Interest Inventory

- Mentee information sheet
- Authorization for child participation
- Mentee Interest Inventory

Orientation

- Mentor handbook
- Mentee and parent/guardian information packet
- Release of liability forms

Training

- Training evaluation form

Matching

- Match agreement form

Monitoring the Match

- Contact forms (use by Mentor Coordinator)
Mentor, mentee, parent/guardian, juvenile probation officer, case manager
- Monthly report form (use by mentor)

Closure

- Exit interview forms
Mentee and Mentor Coordinator
Mentor and Mentor Coordinator
Parent/guardian and Mentor Coordinator
Juvenile probation officer/Mentor Coordinator
Case manager/Mentor Coordinator
Mentee and mentor

Evaluation

- Evaluation forms
Mentor
Mentee
Parent/guardian
Juvenile probation officer
Case manager
Correctional officers

RESOURCES

Funding

Funding sources, such as grants and awards, are available to supplement funds in order to maintain a successful mentoring program. The following is a list of these sources that can be consulted for additional funding should the need arise.

<u>Organization</u>	<u>Web Site</u>
Communities Foundation of Texas	www.cftexas.org/
The Foundation Center	www.mfi.org/
Kronkosky Charitable Foundation	www.kronkosky.org/pages/program_index.htm
Meadows Foundation	www.mfi.org/
Office of the Governor (Texas)	www.governor.state.tx.us/Grants/index.html
Office of Juvenile Justice and Delinquency Prevention	ojjdp.ncjrs.org/grants/grants.html
Robert Wood Johnson Foundation	www.rwjf.org/index.jsp

Mentoring

The following resources for mentoring may be useful as you begin your **Bridge the Gap Mentoring Program**.

<u>Organization</u>	<u>Phone</u>	<u>Web Site</u>
Big Brothers Big Sisters of America	(215) 567-7000	www.bbbsa.org
California Mentor Initiative Peer Resources	NA	www.peer.ca/mentor.html
Friends for Youth Mentoring Institute	(650) 559-0200	www.mentoringinstitute.org
National Mentoring Center	1-800-547-6339 (503) 275-0135	www.nwrel.org/mentoring
The National Mentoring Partnership	(202) 729-4345	www.mentoring.org
Public /Private Ventures	(215) 557-4400	www.ppv.org
Seaborne Challenge Corps	1-800-SEAWOKR	www.tamug.tamu.edu/seaborne
Silicon Valley Mentoring Coalition	(650) 559-7862	www.svmentoring.org
Texas Governor's Mentoring Initiative	NA	www.governor.state.tx.us/mentoring/
Texas Commission on Volunteerism & Community Service	1-800-489-2627 (512) 936-9282	www.txserve.org
Volunteers in Prevention, Inc.	(313) 964-1110	www.vipmentoring.org

Bridge the Gap Mentoring Program Training

(date of training)

OVERALL EVALUATION

To determine whether or not the training session met your needs and our objectives, we are asking you to give us your honest opinion of the design, presentation and value of this class. Please circle the number that best expresses your reaction to each of the following items. The scale is divided as such:

	Excellent - 5	Good - 4	Average - 3	Fair - 2	Poor - 1
1. The relevance of the information presented was:	5	4	3	2	1
<u>Comments:</u>					
2. The ideas and activities were:	5	4	3	2	1
<u>Comments:</u>					
3. The opportunity to express my own ideas and to discuss the views of others was:	5	4	3	2	1
<u>Comments:</u>					
4. The overall presentation was:	5	4	3	2	1
<u>Comments:</u>					
5. Comments and suggestions for future training sessions:					

United States Code
Title 42 The Public Health and Welfare Chapter 139-Volunteer
14503 Limitation on liability for volunteers

(a) Liability protection for volunteers

Except as provided in subsections (b) and (d) of this section, no volunteer of a nonprofit organization or governmental entity shall be liable for harm caused by an act or omission of the volunteer on behalf of the organization or entity if--

(1) the volunteer was acting within the scope of the volunteer's responsibilities in the nonprofit organization or governmental entity at the time of the act or omission;

(2) if appropriate or required, the volunteer was properly licensed, certified, or authorized by the appropriate authorities for the activities or practice in the State in which the harm occurred, where the activities were or practice was undertaken within the scope of the volunteer's responsibilities in the nonprofit organization or governmental entity;

(3) the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the volunteer; and

(4) the harm was not caused by the volunteer operating a motor vehicle, vessel, aircraft, or other vehicle for which the State requires the operator or the owner of the vehicle, craft, or vessel to--

(A) possess an operator's license; or

(B) maintain insurance.

(b) Concerning responsibility of volunteers to organizations and entities

Nothing in this section shall be construed to affect any civil action brought by any nonprofit organization or any governmental entity against any volunteer of such organization or entity.

(c) No effect on liability of organization or entity

Nothing in this section shall be construed to affect the liability of any nonprofit organization or governmental entity with respect to harm caused to any person.

(d) Exceptions to volunteer liability protection

If the laws of a State limit volunteer liability subject to one or more of the following conditions, such conditions shall not be construed as inconsistent with this section:

(1) A State law that requires a nonprofit organization or governmental entity to adhere to risk management procedures, including mandatory training of volunteers.

(2) A State law that makes the organization or entity liable for the acts or omissions of its volunteers to the same extent as an employer is liable for the acts or omissions of its employees.

(3) A State law that makes a limitation of liability inapplicable if the civil action was brought by an officer of a State or local government pursuant to State or local law.

(4) A State law that makes a limitation of liability applicable only if the nonprofit organization or governmental entity

provides a financially secure source of recovery for individuals who suffer harm as a result of actions taken by a volunteer on behalf of the organization or entity. A financially secure source of recovery may be an insurance policy within specified limits, comparable coverage from a risk pooling mechanism, equivalent assets, or alternative arrangements that satisfy the State that the organization or entity will be able to pay for losses up to a specified amount. Separate standards for different types of liability exposure may be specified.

(e) Limitation on punitive damages based on the actions of volunteers

(1) General rule

Punitive damages may not be awarded against a volunteer in an action brought for harm based on the action of a volunteer acting within the scope of the volunteer's responsibilities to a nonprofit organization or governmental entity unless the claimant establishes by clear and convincing evidence that the harm was proximately caused by an action of such volunteer which constitutes willful or criminal misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed.

(2) Construction

Paragraph (1) does not create a cause of action for punitive damages and does not preempt or supersede any Federal or State law to the extent that such law would further limit the award of punitive damages.

(f) Exceptions to limitations on liability

(1) In general

The limitations on the liability of a volunteer under this chapter shall not apply to any misconduct that--

(A) constitutes a crime of violence (as that term is defined in section 16 of Title 18) or act of international terrorism (as that term is defined in section 2331 of Title 18) for which the defendant has been convicted in any court;

(B) constitutes a hate crime (as that term is used in the Hate Crime Statistics Act (28 U.S.C. 534 note));

(C) involves a sexual offense, as defined by applicable State law, for which the defendant has been convicted in any court;

(D) involves misconduct for which the defendant has been found to have violated a Federal or State civil rights law; or

(E) where the defendant was under the influence (as determined pursuant to applicable State law) of intoxicating alcohol or any drug at the time of the misconduct.

(2) Rule of construction

Nothing in this subsection shall be construed to effect subsection (a)(3) or (e) of this section.



**TEXAS JUVENILE PROBATION COMMISSION
INCIDENT REPORT FORM FISCAL YEAR 2001**

In accordance with Chapter 261.101 of the Texas Family Code, please complete this form in its entirety, otherwise it may be returned to the Facility Administrator for more information. In addition, TJPC may return the report if has not been filled out legibly. Please fax this form along with any applicable documentation to: *Texas Juvenile Probation Commission, c/o Kristy M. Carr, at (512) 424-6718*. If you have any questions, please contact the TJPC at (512) 424-6700.

Completed By:		Title:	
Telephone:	Fax:	Date:	
Date Incident Occurred:	Time Incident Occurred:	Date Law Enforcement Notified:	Time Law Enforcement Notified:
Name of Law Enforcement Agency Notified:			Incident Number:
Name of Law Enforcement Contact Person:		Title:	Phone: ()

INCIDENT (Check One)

<input type="checkbox"/> Death - Reported Within 24 Hours	<input type="checkbox"/> Suicide - Reported Within 24 Hours
<input type="checkbox"/> Abuse - Reported Within 24 Hours	<input type="checkbox"/> Attempted Suicide - Reported Within 24 Hours
<input type="checkbox"/> Neglect - Reported Within 24 Hours	<input type="checkbox"/> Serious Injury - Reported Within 24 Hours
<input type="checkbox"/>	<input type="checkbox"/> Escape - Reported Within 6 Hours

DEPARTMENT RELATED INFORMATION

Department/Facility:			
Program: ~ Secure ~ Non-Secure	Program Type: ~ Detention ~ ISP ~ JJAEP ~ Day Bootcamp ~ Post-Adjudication Bootcamp ~ Post-Adjudication Non-Bootcamp ~ Other (please specify)	Operated By: ~ Private ~ Public	
Facility Address:		City/State:	Zip:
County:	Chief Administrator:	Phone: ()	Fax: ()

VICTIM INFORMATION

Juvenile's Name:		SS#:	Age:	DOB:	Race:
PID#:	TYC#:	Current Location of Victim: ~ Facility ~ Residence ~ Other		Current Address of Victim:	
Placing County:		Has county probation officer been notified? ~ Yes ~ No	Is victim a TYC youth? ~ Yes ~ No	If yes, name of TYC official notified:	

PERPETRATOR INFORMATION

Name:		Title:	Sex:	DOB:
Employment Status: ~ Suspended ~ Reassigned ~ Terminated ~ Other (please specify)				Has the alleged perpetrator been involved with any prior allegations? ~ Yes ~ No

DETAILS OF INCIDENT

(Use additional pages if necessary)

I _____, _____ of
(printed name) (job title)

_____ in completing the Incident
(facility name)

Report Form do hereby acknowledge the following:

- ❖ TJPC's receipt of the Incident Report Form will result in the initiation of an abuse and neglect investigation.
- ❖ TJPC's investigation is governed by Title 37 Texas Administrative Code Chapter 349 in conjunction with Chapter 261 of the Texas Family Code.

Signed: _____ Date: _____