

1. Mentor / Volunteer Programs

- a. *Research Review of volunteering effects on the young volunteer*: Reviews some of the best researched volunteer service programs for adolescents and addresses three major questions: (1) What do existing data tell us about the effectiveness of community volunteer service programs in positively influencing the lives of the participants? (2) What do we know about why such programs work? (3) What are the most promising directions for future research and programming efforts to pursue? The review suggests that diverse, successful volunteer programs for adolescents, along with school-based support, are related to improvements in both the academic and social arenas. Specifically, volunteering relates to reduced rates of course failure, suspension from school, school dropout, improvement in reading grades, a reduction in teen pregnancy, and improved self-concept and attitudes toward society. The conditions under which the volunteering occurs, such as number of hours and the type of volunteer work, seem in some cases to be important to these outcomes, as does the age of the student volunteer.

For more information, see:

Moore, C. & Allen, J. (1996). The effects of volunteering on the young volunteer. *Journal of Primary Prevention*, 17 (2), 231-258.

- b. *Big Brothers / Big Sisters of America*: The Nation's oldest mentoring program provides screening and training to volunteer mentors matching them with "little brothers" and "little sisters" in need of guidance. Public/Private Ventures (P/PV) performed an 18 month experimental evaluation of eight of the programs focusing on social activities, academic performance, attitudes and behaviors, relationships with family and friends, self-concept, and social and cultural enrichment. The study reports that mentored youth were less likely to engage in drug or alcohol use, resort to violence, or skip school. In addition, mentored youth were more likely to improve their grades and their relationships with family and friends. The 1995 P/PV evaluation suggests that, compared to controls, participants were 70% less likely to initiate drug use, one-third less likely to hit someone, skipped fewer classes and half as many days of school, felt more competent about doing schoolwork, showed modest gains in their grade point averages (with strongest gains among the Little Sisters), and improved their relationships with both parents and peers.

For more information, see:

Grossman, J.B. & Garry, E.M. (1997). *Mentoring -- A Proven Delinquency Prevention Strategy*; U.S. Department of Justice - Office of Justice Program - Office of Juvenile Justice and Delinquency Prevention; <http://www.ncjrs.org/txtfiles/164834.txt>

Davis, N. (1999). *Resilience: Status of the research and research-based programs*. Substance Abuse and Mental Health Administration Center for Mental Health Services Division of Program Development, Special Populations & Projects Special Programs Development Branch. Phone: 301/443-2844.

Public/Private Ventures (1994). *Big Brothers / Big Sisters: A study of volunteer recruitment and screening*. Philadelphia: Public/Private Ventures.

- c. *Juvenile Mentoring Program (JUMP)*: This program administered by the federal Office of Juvenile Justice and Delinquency Prevention is designed to reduce juvenile delinquency and gang participation, improve academic performance, and reduce school dropout rates. It brings together caring, responsible adults and at-risk young people in need of positive role models. A 2 year evaluation suggests that strengthening the role of mentoring as a component of a youth program can pay dividends in improved school performance and reduced anti-social behavior, including alcohol and other drug abuse. According to parents and teachers familiar with the program, 30% of the youth who participated showed improvement in their school attendance, 30% showed academic improvement, 35% showed improvement in their general behavior, and 48% increased the frequency of appropriate interactions with peers.

For more information, see:

Grossman, J.B. & Garry, E.M. (1997). *Mentoring -- A Proven Delinquency Prevention Strategy*; U.S. Dept. of Justice, Office of Justice Program, <http://www.ncjrs.org/txtfiles/164834.txt>.

For program information, contact:

S. Bilchik, Administrator - Office of Juvenile Justice and Delinquency Prevention - 1998 Report to Congress.

Appendix F: Community Outreach for Involvement & Support

- d. *Volunteers in Maryland's Schools*: Community education programs sponsored by the Maryland State Department of Education were evaluated based on questionnaires completed by school principals and program coordinators on volunteer services to schools in Maryland. Results indicate that volunteer services were widely used throughout the school system in various ways, such as assisting teachers, providing support for administrative and clerical services, and tutoring students. School programs have been impacted positively by volunteer services, including an increase in resources for instructional programs, improvement in students' behavior, and more use of school facilities after regular school hours. Volunteer services were perceived as making a significant contribution to school programs.

For more information, see:

Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC.

Vassil, T.V., Harris, O.C. & Fandetti, D.V. (1988). The perception of public school administrators regarding community education programs sponsored by the Maryland State Department of Education. Baltimore, MD: Maryland State Department of Education.

e. *Volunteer Projects in San Francisco*

- e-1 *Project Book Your Time*: This is a volunteer immigrant literacy project in which volunteers supplemented classroom activities by reading and listening to students. Some reading tutors were 5th grade students, others were adults. Test score data, as measure by the California Test of Basic Skills, showed that students in a school where the literacy project was implemented school wide (grades K-5) achieved greater gains in reading and language arts than students in a school in which only a few teachers participated. Both schools scored higher than control schools that did not have the program. Questionnaires showed positive reactions to the program by teachers and volunteers.
- e-2 *Project Interconnections II*: This volunteer program is designed to increase high school students' oral proficiency in a foreign language by using volunteer college students in conversation. An independent evaluation indicated that the high school students were more confident and fluent in the foreign language at the end of the program and the college students were more likely to enter a career of foreign-language teaching.
- e-3 *Project Math in Action*: Math in Action is a 3 year volunteer demonstration project where college students helped teachers implement cooperative learning and the use of manipulatives in mathematics. Improvements were seen in student problem-solving performance and attitudes toward mathematics.
- e-4 *Project Think/Write*: Teachers and volunteers from businesses attend workshops taught by the Bay Area Writing Project. Business volunteers go into classrooms to help improve critical thinking and writing skills of middle and high school students as preparation for future employment. Data indicate positive impacts on students, volunteers, and teachers.

For more information, see:

Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC.

Armstrong, P.M., Davis, P. & Northcutt, C. *Year end and final evaluation reports, Project years 1985-1986 and 1986-1987*. San Francisco School Volunteers, San Francisco Unified School District, San Francisco, California.

- f. *Senior citizen volunteers in the schools*: A grandparents' program of senior citizen volunteers designed to provide elementary school children access to caring, supportive senior citizens and provide opportunities for older adults to engage in meaningful activities in a school setting. Results reported support the value of for both children and adults.

For more information, see:

Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC.

Carney, J.M., Dobson, J.E. & Dobson, R.L. (1987). Using senior citizen volunteers in the schools. *Journal of Humanistic Education and Development*, 25 (3), 136-143.

- g. *Adopt-A-Grandparent Program*: This volunteer program in Miami, Florida involves local senior citizens and Dade County Public School students. Evaluation of the 1985-1986 program year reports that a favorable impact on all participating students' self-concepts and at-risk students' attitudes toward the elderly. Some positive impact was noted in senior citizen participants, particularly with respects to levels of depression, but these changes were not as consistently positive as were those noted for students.

For more information, see:

Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC.

Dade County Public Schools. (1987). *Evaluation of Adopt-A-Grandparent Program*. Miami, FL: Dade County Public Schools.

- h. *Teen Line*: This teen-to-teen telephone counseling service focuses on troubled youth through peer counseling. Problems addressed include gang participation, use of weapons, youth arrests, AIDS, teen pregnancy, teen suicide, among others. Teen Line provides outreach, volunteer services, training programs, and statistics on service utilization. Between 1981 and 1992, the hot line serviced over 127,000 calls (in 1991 and 1992, over 33,000 calls were answered). When compared to a matched, non-volunteer peer group, Teen Line volunteers' level of social concern and empathy was significantly higher.

For more information, see:

Leader, E. (1996). Teen Line: A listening post for troubled youth. IN: *Group therapy with children and adolescents*. 311-328. Paul Kymissis & David Halperin (Eds.) American Psychiatric Press, Inc.: Washington DC.

- i. *Teen Outreach Program (TOP)*: This school-based program is designed for young people between the ages of 12-17 and is aimed at fostering positive youth development. Strives to create a non-threatening environment with the guidance of a caring adult to help young people thrive and develop positive self-images, learn valuable life skills, and establish future goals. In a ten-year evaluation of the program conducted by Philliber Research Associates, participants (compared with a comparison sample) demonstrated 8% lower rate of course failure, 18% lower rate of suspension, 33% lower rate of pregnancy, and 60% lower school dropout rate.

For more information, see:

Philliber, S. & Allen, J. (1992). Life options and community service: Teen Outreach program. IN: *Preventing adolescent pregnancy: Model programs and evaluations*. Brent C. Miller & Josefina J. Card (Eds.) 139-155. Sage Publications, Inc.: Newbury Park, CA.

For program information, contact:

Cornerstone Consulting Group, P.O. Box 710082, Houston, Texas 77271-0082, (215) 572-9463.

- j. *DAYS La Familia Community Drug and Alcohol Prevention Programs*: This is a community-based alcohol, tobacco, and other drug (ATOD) prevention program that targets Hispanic families with high-risk youth from 6 to 11 years old. It attempts to reduce identified risk factors while building on culturally relevant protective factors. During its first year, the program enrolled 219 youths and their families using existing community network and aggressive outreach. Reported results indicate a 92% retention rate and over 80% attendance per session; in addition, families became more willing to discuss ATOD issues openly and made positive steps toward empowerment.

For more information, see:

Hernandez, L. & Lucero, E. (1996). DAYS La Familia community Drug and Alcohol Prevention Program: Family centered model for working with inner-city Hispanic families. *Journal of Primary Prevention*, 16 (3), 255-272.