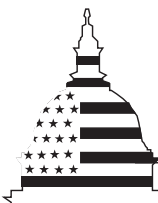June 2004

STUDENT MENTORING PROGRAMS

Education's Monitoring and Information Sharing Could Be Improved

GAO

Accountability ★ Integrity ★ Reliability

STUDENT MENTORING PROGRAMS

Education's Monitoring and Information Sharing Could Be Improved

Highlights of GAO-04-581, a report to congressional requesters

Why GAO Did This Study

As part of the No Child Left Behind Act (NCLBA) of 2001, the Congress authorized a 3-year, $17 million per year school-based mentoring grant program. For fiscal year 2004, Congress has increased funding to about $50 million to fund additional mentoring efforts. Congress requested that GAO provide information on the student mentoring program. To do this, GAO answered the following questions:

(1) What are the basic elements, policies, and procedures of successful mentoring programs? (2) What are the key characteristics of NCLBA-funded mentoring efforts, including the extent to which they have the basic elements, policies, and procedures of successful mentoring programs? (3) How does the Department of Education monitor program implementation? (4) What are Education's and grantees' plans to assess program outcomes?

What GAO Recommends

GAO is recommending that Education

- explore ways to facilitate the sharing of successful practices and lessons learned,
- ensure that the office monitoring mentoring grantees uses grantees' single audit reports, and
- undertake a national study of its mentoring program outcomes.

www.gao.gov/cgi-bin/getrpt?GAO-04-581.

To view the full product, including the scope and methodology, click on the link above. For more information, contact Marnie S. Shaul at (202) 512-7215 or shaulm@gao.gov.

What GAO Found

According to the literature GAO reviewed, successful mentoring programs (1) plan their programs carefully prior to implementation; (2) develop policies and procedures to effectively manage their programs, including mentor screening and training; (3) ensure program sustainability through marketing; and (4) evaluate program outcomes and disseminate their evaluation findings.

Most of the 121 mentoring grantees that Education funded shared many characteristics--most had 5 years or more of experience mentoring youth, had similar goals, and offered "one-to-one" mentoring. All mentoring grantees listed in their applications that they had some elements of successful programs, but established grantees GAO visited reported fewer implementation challenges, such as problems recruiting mentors, than did newer grantees. Most of the 11 grantees GAO visited said they would benefit from learning about other implementation strategies through information sharing. However, Education has not facilitated information sharing among mentoring grantees, although it is considering doing so.

School-age mentoring

Source: Digial Vision.

Education used multiple methods to monitor grantees, including expenditure tracking, but the office responsible for monitoring mentoring grants did not review single audit reports as required by its guidance. Education's Chief Financial Officer reviewed the audits but did not forward audits to the office overseeing the mentoring grants because findings did not pertain to these new grants. However, GAO found that 8 percent of the mentoring grantees had audit findings related to how well they handled other Education grants.

Education is currently assessing whether it will conduct an overall evaluation of its mentoring program. Education required that all grantees have evaluation plans, and most plan to report on youth outcomes related to academic achievement and attendance. However, grantees plan to use different methodologies, making it difficult for Education to have a cohesive picture of its mentoring program as a whole.

United States General Accounting Office

Contents

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Abbreviations

CFO	Chief Financial Officer
NCLBA	No Child Left Behind Act of 2001
OMB	Office of Management and Budget
OSDFS	Office of Safe and Drug Free Schools

United States General Accounting Office
Washington, DC 20548

June 25, 2004

The Honorable Judd Gregg
Chairman
The Honorable Edward M. Kennedy
Ranking Minority Member
Committee on Health, Education,
  Labor, and Pensions
United States Senate

The Honorable John A. Boehner
Chairman
The Honorable George Miller
Ranking Minority Member
Committee on Education and the Workforce
House of Representatives

Children who have mentors are more likely to earn higher grades in
school, develop healthier social relationships, and are less likely to miss
school and initiate the use of drugs and alcohol compared with similar
children who do not have mentors, according to a 1995 study on
mentoring.[1] In passing the No Child Left Behind Act (NCLBA) of 2001, the
Congress sought to improve the outcomes of our nation's school age
children by authorizing a broad range of programs and services for them.
As part of this effort, the Congress authorized mentoring grants for
children who have the "greatest need." In establishing the student
mentoring program, the Congress authorized grants to organizations to
achieve one or more goals for participating children, including improved
academic outcomes; reduced incidence of school dropout, juvenile
delinquency, and alcohol and drug use; and lower involvement in gangs.
The Department of Education's (Education) Office of Safe and Drug Free
Schools (OSDFS), which administers the mentoring grant, funded
122 grantees for a 3-year period ending in 2004, at $17 million a year. The
average grant amount is about $140,000 each year. As the current wave of
mentoring funding is set to end, Congress has appropriated funding for
additional mentoring efforts. The fiscal year 2004 appropriation of about

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[1]Tierney and Grossman, *Making A Difference, An Impact Study of Big Brothers Big
Sisters* (Philadelphia, PA: 1995).

$50 million is expected to fund about 200 new grantees and the last year of the current wave of mentoring grantees.

As part of our ongoing work on NCLBA implementation, you asked us to provide you with information on school-based mentoring. In response, we answered the following questions: (1) What are the basic elements, policies, and procedures associated with successful mentoring programs? (2) What are the key characteristics of NCLBA-funded mentoring efforts, including the extent to which they have the basic elements, policies, and procedures associated with successful mentoring programs? (3) How does Education monitor program implementation? (4) What are Education's and grantees' plans to assess program outcomes?

To answer these questions, we reviewed the literature on the elements, policies, and procedures associated with successful mentoring. For this report, we are defining successful mentoring as those efforts that have the elements needed to establish, operate, and sustain mentoring. We relied heavily on a 2003 publication developed by an expert panel that described the elements of effective mentoring and reviewed several studies upon which the publication was based.[2] We found that these studies generally supported the elements identified in the 2003 publication. However, the rigor of these studies varied, ranging from studies that included random assignment of participants to control groups, to more descriptive case studies. See appendix I for a list of studies that discuss the elements of successful mentoring. We also reviewed the grant applications of the 121 mentoring grantees Education currently funds to determine the extent to which the program descriptions contained in applications aligned with the elements, policies, and procedures associated with successful programs.

To better understand how grantees implemented such elements, we visited 11 grantees. We selected these grantees to reflect a diversity of mentoring approaches and geographic areas. Our initial work led us to explore whether established and new grantees approached implementation differently and whether lessons could be learned from their experiences. As a result, we ensured that the 11 grantees we visited also included a mixture of relatively new mentoring efforts—6 grantees with fewer than 5 years of experience mentoring youth and 5 established grantees that had

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[2]See *Elements of Effective Practice*, 2nd Edition, Mentor/National Mentoring Partnership (Alexandria, VA: 2003).

been operating for 5 years or more. We visited one grantee in California, Delaware, Florida, Georgia, Idaho, Illinois, Nebraska, New Mexico, New York, Ohio, and Wisconsin.

During our visits with grantee staff, we covered a range of topics, including mentor recruitment, screening, and training; mentoring approach; goals for youth; plans for evaluation; and Education's monitoring of its programs. In most instances, we spoke with mentors about their mentoring experiences and the kinds of support and training they received. We also observed mentoring, noting the nature of the interaction between mentors and youth, including the kinds of activities and discussions that occurred between them.

In addition, we reviewed Education's monitoring policies and procedures and interviewed Education officials about how they monitor the mentoring grantees. We also reviewed the monitoring documentation that Education maintains on grantees and discussed Education's monitoring with the grantees that we visited. Using the online Single Audit Act database, we compiled summary reports of audit findings on all mentoring grantees that had fiscal years 2001 and 2002 audits. Such audits contain information on a grantees use of federal funds. Finally, we interviewed Education officials about their plans for evaluating the mentoring program, and we reviewed the evaluation plans of individual grantees. We conducted our work between June 2003 and May 2004 in accordance with generally accepted government auditing standards.

Results in Brief

According to the literature that we reviewed, successful student mentoring programs carefully plan their programs, develop policies and procedures to effectively manage their programs, ensure program sustainability through marketing, and evaluate program outcomes. First, in planning their programs, successful mentoring programs make many decisions, including the number of youth they can realistically serve and what kinds of services they will offer and expected outcomes. The program will also determine where and when mentoring will take place, what types of individuals program staff will recruit as mentors, and how staff will fund and manage the program. Second, successful mentoring programs develop policies and processes to screen and train mentors to better ensure that they are committed to mentoring and understand the needs of youth. The programs also establish data collection procedures to facilitate program monitoring and assessment. Third, successful programs have marketing and sustainability strategies in place that help them retain the support of current funders and garner financial backing from new sources. Finally,

successful student mentoring programs evaluate program outcomes and broadly disseminate their evaluation findings.

Most of the student mentoring efforts that Education funded shared many characteristics—most had 5 or more years of experience mentoring youth, had similar goals, and offered "one-to-one" mentoring. Grantees did differ somewhat in their program design, such as the number and characteristics of at-risk youth they planned to serve and the services offered them. All mentoring efforts had some elements of successful programs, but we found that established grantees reported fewer implementation challenges, such as difficulties recruiting mentors, than did newer grantees. Some of the established grantees we visited told us that they had experienced some implementation difficulties when they began mentoring youth and that they had refined their programs over the early years. Many of these grantees also told us that they benefited from learning about implementation strategies from other more experienced mentoring programs. Most of the new grantees reported that this type of information would help them to better implement their programs. However, Education has not facilitated information sharing among mentoring grantees, although it is considering such an effort.

To monitor grantees, Education officials regularly contacted them by telephone, examined grantee performance reports, visited a limited number of grantees annually, and monitored the amount grantees spent, according to Education documents and interviews with officials. Such monitoring revealed, for example, that one grantee had spent mentoring funds even though the grantee was not yet operational. That grantee voluntarily relinquished its mentoring grant. Although Education used multiple methods to monitor grantees, OSDFS, which is responsible for monitoring mentoring grants, did not review grantees' single audit reports as part of its monitoring, although its guidance states that it review readily available information, including information from single audits. Instead, according to Education officials, the Office of the Chief Financial Officer within Education reviewed these reports, but did not provide the OSDFS with information about audit findings because none of the audit findings pertained to the mentoring grants. Because mentoring grants were relatively new, we did not expect to find information pertaining to grantees' handling of mentoring grants when we reviewed their online single audit summary reports. Rather, we wanted to determine if there were problems in these same grantees' handling of other Education grant funds they received before or around the time Education awarded them mentoring grants. How well these grantees handled other funds they received from Education may suggest how well they would manage their

mentoring grant funds. Our review of all 121 mentoring grantees revealed that about 8 percent of them had an audit that identified problems, such as cash management and procurement issues, with respect to other Education grants they received substantially enough to be reported as audit findings.

Education does not have plans to assess the mentoring program's outcomes or effectiveness but is currently discussing the possibility of doing so. No timeframes have been established for making a determination. While collecting outcome data would provide a descriptive study of youth outcomes, an effectiveness study, which involves the use of comparison groups, would allow Education to determine whether the mentoring program, rather than other factors, caused any improvement in youth outcomes. While the agency's plans for an evaluation are undefined, it has required that individual grantees provide final evaluation reports when their 3-year grants end. Grantees' evaluation plans show that they intend to report a range of youth outcomes, such as information on academic achievement and school attendance. Grantee evaluation plans also reflect variation in data collection strategies. Such variations were most apparent between new and established grantees. Specifically, the more established grantees more often reported that they planned to use data, such as grades and attendance information to report student outcomes, while newer programs more often reported that they would rely on self-reported data to measure youth outcomes, such as surveys of teachers. Because of different data collection methods, taken together these grantee evaluations cannot provide a cohesive national picture of mentoring program outcomes.

To improve the mentoring program and provide essential information about its operations and outcomes, we are recommending that the Department of Education explore ways to facilitate the sharing of successful practices and lessons learned, ensure that the Office of Safe and Drug Free Schools use grantees' single audit reports, and undertake a national study of its mentoring program's outcomes.

Background

According to a 1995 effectiveness study of the Big Brothers Big Sisters Program, children who participated in this mentoring program achieved higher grades in school, skipped school less frequently, developed closer relationships with parents and peers, and were less likely to initiate the

use of drugs and alcohol than were similar children who were not enrolled in the program.[3]

Mentoring is often defined as a sustained relationship between a youth and an older person, typically an adult, in which the adult provides the younger person with support, guidance, and assistance. Mentoring is based on the premise that if young people have access to caring, concerned adults, they will be more likely to become successful adults themselves. Historically, mentoring has meant that one volunteer commits to mentoring one child at a time. More recently, mentoring has moved beyond this traditional relationship to encompass other formats, including group and e-mail mentoring.

Mentoring programs are established in many communities. Programs like the Big Brothers Big Sisters Program, a national program operating in every state, have a long history of mentoring neighborhood youth. In community-based programs, youth are often referred for mentoring by family members. Potential mentors often submit to extensive background checks and trained mentors are often allowed to engage in unsupervised activities with the youth. School-based mentoring, as its name implies, takes place on school grounds. Given their location in the school, program staff in school-based mentoring programs can easily meet with teachers. Often teachers refer youth for mentoring whom they believe could benefit from additional attention and guidance. In school-based mentoring programs, volunteers typically meet with the youth during or after school and their interactions are typically supervised. Mentors and youth can spend time on schoolwork, but also engage in other activities, including playing sports, attending a concert, reading, eating lunch together, or just "hanging out together."

To improve the outcomes of our nation's school age children, Congress passed NCLBA. Among other things, this act authorized 3-year grants for student mentoring programs. NCLBA required that selected programs serve children with the greatest need, that is, children most at risk of failing school, dropping out of school, or being involved in criminal or delinquent activity, as well as those lacking strong positive role models.

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[3]See Tierney and Grossman, *Making A Difference, An Impact Study of Big Brothers Big Sisters* (Philadelphia, PA: 1995). For this study, researchers randomly assigned eligible youth to either a treatment or control group and compared outcomes for these two groups. This study provided information on the effectiveness of the Big Brothers Big Sisters model, which provides one-on-one mentoring.

NCLBA also authorized grants to entities to achieve one or more goals for participating children, including improved academic achievement and reduced delinquent behavior and involvement in gangs. (See table 1.)

Table 1: Legislative Requirements for Mentoring Programs

Aspect	Requirement
Purpose	Make assistance available to promote mentoring program for children with greatest need to assist such children in receiving support and guidance from a mentor; improve the academic achievement of such children; improve interpersonal relationships between such children and their peers, teachers, other adults, and family members; reduce the dropout rate of such children; and reduce juvenile delinquency and involvement in gangs by such children.
Program goals	Provide general guidance; promote personal and social responsibility; increase participation in, and enhance the ability to benefit from elementary and secondary education; discourage illegal use of drugs and alcohol, violence, the use of dangerous weapons, promiscuous behavior, and other criminal, harmful, or potentially harmful activities; encourage participation in community service and activities; encourage goal setting and planning for the future, including encouragement of graduation from secondary school and planning for postsecondary education or training; and discourage involvement in gangs.
Entities eligible to serve as grantees	Local educational agencies; nonprofit, community-based organizations; and partnerships between local educational agencies and nonprofit, community-based organizations.
Target population	School age children who are at risk of educational failure, dropping out of school, or involved in criminal or delinquent behavior, or who lack strong positive role models. Priority for funding given to programs that serve children living in rural areas, high-crime areas, troubled home environments, and children experiencing educational failure.
Application and selection criteria	Applicants are required to provide the following: • Description of the mentoring program. • Information on the children to be served. • Description of the mechanism that will be used to match children with mentors. • Information on how mentors and children will be recruited to the program. • Information on how prospective mentors will be screened. • Information on the training that will be provided to mentors. • Information on the capability of the applicant to effectively implement a mentoring program.

Source: GAO analysis of NCLBA requirements.

Note: We did not provide an exhaustive list of the target population or application and selection criteria, which can be found in NCLBA.

A number of types of organizations are eligible to receive funding under the program, including local educational agencies, nonprofit, community-based organizations, and partnerships between a local educational agency and a nonprofit, community-based organization. NCLBA requires that applicants demonstrate that they meet a number of criteria, which Education in turn required be detailed in their grant applications.

Specifically, Education required applicants to demonstrate that mentors would receive training and support and would be screened using appropriate references and background checks. The agency also required applicants to meet criteria that are not specifically outlined in NCLBA. For example, the agency required that applicants outline how they intended to achieve performance goals, such as improved academic achievement among participating children, or reduced incidences of involvement in gangs, illegal drugs, and alcohol. Grant recipients can use the funding for activities to establish or implement a mentoring program. For example, grants may use funds to hire mentor coordinators and support staff; recruit, screen and train mentors; and disseminate recruiting materials.

In fiscal year 2002, Education awarded competitive grants to 122[4] grantees from a pool of nearly 1,300 applicants. Education funded at least one grantee in every state, with grant amounts ranging from about $39,000 to nearly $500,000 in both fiscal years 2002 and 2003.[5] (See app. II for a list of grantees by state.) Funding for these grantees ends in fiscal year 2004; funding for the mentoring program over the 3 years will total about $50 million. Congress has increased funding for fiscal year 2004. According to Education, these funds will be used to fund an additional 200 grantees and the last year of the current wave of mentoring grantees.

Education has a number of responsibilities regarding administration and oversight of the mentoring program. The agency oversees program implementation, provides technical assistance, and disseminates information on best practices. With respect to monitoring, Education, like other federal agencies, is required as part of its monitoring responsibilities to review grantees' single audit reports if they contain findings.[6] The Single Audit Act requires state and local governments and nonprofit organizations that expend $300,000 or more in federal awards in a fiscal year to have either a single audit or program-specific audit conducted for

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[4]Education initially funded 122 grantees, but one voluntarily relinquished its grant after Education discovered that the grantee had spent funds, even though it had not yet begun operations.

[5]Fiscal year 2004 grant awards will be made in July or August of 2004 totaling about $17 million.

[6]Office of Management and Budget Circular A-133 requires federal agencies to issue written management decisions on the audit findings contained in single audit reports within 6 months of receiving the recipient's single audit report.

that year.[7] Audit findings from such reports can include problems such as internal control weaknesses; material noncompliance with the provisions of laws, regulations, or grant agreements; and fraud affecting a federal award. Education receives a copy of the audit report if it contains findings relevant to an Education program.[8]

Key Elements of Successful Mentoring Programs Are Planning, Management, Sustainability, and Evaluation

According to the literature we reviewed,[9] prior to implementation, successful mentoring programs make key decisions about which youth they will serve and expected outcomes, how they will recruit mentors, and how the program will be funded; put in place management structures, such as screening, training, and recruitment policies and procedures to ensure that the program is well-managed on a daily basis; market their programs and pursue strategies to ensure long-term program viability; and evaluate program outcomes and disseminate outcome information to key stakeholders to further garner and sustain support for their programs. (See fig. 1.)

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[7]This amount was increased to $500,000 for fiscal years ending after December 31, 2003.

[8]The federal clearinghouse receives copies of the single audit reporting package from the audited grantee and forwards it to Education.

[9]See appendix I for a list of the studies that discuss the elements of successful mentoring.

Figure 1: Elements, Policies, and Procedures of Successful Mentoring Programs

Initial plan for program operation				
Funding sources	Youth population to be served	Types of activities to undertake	Youth outcomes expected	Types of mentors to be recruited

Daily program operations and procedures				
Recruitment operations and procedures	Mentor and youth screening procedures	Mentor/youth training requirements and programs	Ongoing support and supervision of match operations and procedures	Data collection procedures

Marketing and program sustainability strategies				
Launch public relations/ communications effort	Seek diversified funding	Implement an advisory board	Marshal support from business and other key stakeholders	Recognize mentor, youth, funders, and other contributors' efforts

Program evaluation component		
Select program outcome indicators and measurement instruments	Assess program outcomes	Disseminate evaluation findings

Source: Graphic rendition of *Elements of Effective Practices,* 2nd Edition, MENTOR/National Mentoring Partnership (2003).

Note: We are defining successful mentoring to mean those efforts that have the basic elements needed to establish, manage and operate, and sustain mentoring.

Successful Student Mentoring Programs Develop Initial Plans for How Their Programs Will Be Designed and Operated

According to the literature that we reviewed, successful student mentoring programs engage in considerable planning prior to launching their efforts. Such planning enables them to assess the need for the services they plan to offer and to determine whether their organizations have the assets they need to be successful. Pre-implementation planning can also help programs determine the extent to which individuals or corporations may be willing to invest in the programs.

Successful mentoring programs make many decisions pertaining to program design and operations as part of their early planning processes. For example, decisions regarding program design may include how many youth a program will serve, what kinds of services it will offer, where and when mentoring will take place, the types of individuals to be recruited as mentors, and expected outcomes. In addition, successful programs often decide whether mentors will meet with youth individually or in groups. Successful programs also determine what function mentors will serve, such as whether they will offer academic support or help to socialize youth.

Successful Student Mentoring Programs Ensure Policies and Procedures Are in Place to Sustain Daily Operations

Research suggests that having policies and procedures in place to sustain and support mentors and youth are critical elements of successful mentoring programs. According to the literature, three elements are particularly critical to the success of a mentor program: (1) mentor screening, (2) orientation and training, and (3) support and supervision.

First, screening procedures provide programs a basis for selecting those adults who are most likely to be successful as mentors. Screening enables programs to better predict how a potential mentor may interact with a mentored youth, such as whether the potential mentor understands the importance of being a caring adult. In addition, screening can help determine whether the volunteer can commit enough time to the youth to build a meaningful relationship. Screening can also help ensure the safety of participating youth and can protect the program's reputation. When screening mentors, many programs interview the potential mentors, review personal references, and check police records.

Second, research indicates that mentor orientation and training experiences are critical to program success, although research has not identified how much training is ideal or what topics such training should cover. Mentor orientation and training experiences can help student mentoring programs succeed in several ways. For example, orientation and training experiences can prepare volunteers to successfully become

mentors and can help ensure that both youth and mentors understand what their roles entail. In addition, orientation and training experiences can help mentors understand what they can reasonably expect to accomplish. Moreover, given that mentors often have very different backgrounds from the youth they mentor, training can help mentors better understand the youth and more effectively work toward building relationships.

Third, while training can prepare mentors for potential challenges, successful programs also provide mentors with ongoing support, either from professional staff or through mentor support groups. Such ongoing support can help mentors continue to invest in their relationships with youth so these relationships can survive and thrive. By supervising and supporting mentor and youth matches, program staff can help ensure that pairs meet regularly over a substantial period of time; such regular interaction is critical to developing positive relationships between mentors and youth. Research suggests that programs in which professional staff provide regular support to volunteers are more likely to have mentor-youth matches that meet regularly. In addition, participants of such programs are more likely to report being satisfied with their mentoring relationships. In contrast, programs in which staff do not regularly contact mentors report more "failed matches"—those that do not meet consistently and, thus, do not develop into relationships.

Successful Student Mentoring Programs Market Their Programs and Develop Strategies to Ensure Long-term Operation

Successful mentoring programs market themselves and establish strategies to ensure long-term program viability, according to the literature. Marketing and sustainability strategies can take several forms. For example, programs may design resource development plans. Such plans may help programs diversify their fundraising by establishing how the programs will seek in-kind gifts, solicit funding from individuals and corporate donors, and apply for government funding. In addition, programs may try to garner private-sector support for mentoring by encouraging leaders in the private sector to make it easier for their employees to mentor youth. For example, program staff may encourage company leaders to allow employees to take time off from work to mentor youth.

Marketing and program sustainability also includes public relations efforts. For example, mentoring programs may develop partnerships and collaborations with other organizations that support similar efforts to improve youth outcomes. Public relations also include recognition of

mentors by providing tangible tokens of appreciations such as plaques or letters to mentors' employers.

Successful Student Mentoring Programs Establish Processes to Measure and Disseminate Program Outcomes

Successful mentoring programs develop plans to measure expected outcomes and systematically examine and disseminate evaluation findings. For example, successful mentoring programs develop plans to measure program outcomes, determine how to measure such outcomes appropriately, and use their planned evaluation designs to assess their successes and areas needing improvement. Successful mentoring programs also disseminate their evaluation findings to volunteers, participants, funders, and the media to garner further support for their programs. Moreover, having information on program outcomes enables these programs to refine program design and operations based on evaluation findings.

Mentoring Grantees Shared Many Characteristics and Had Some Elements of Successful Programs, but Ease of Implementation Differed among New and Established Grantees
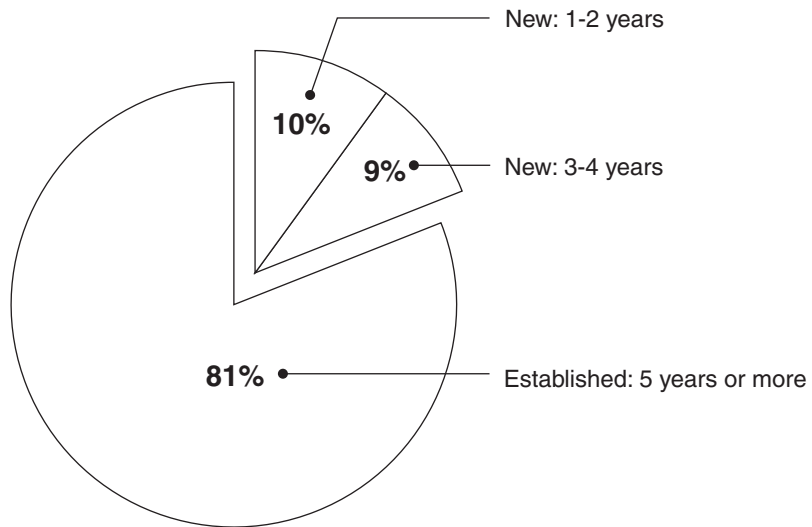
Most of the mentoring grantees Education funded were similar in many respects—most grantees had considerable experience operating mentoring programs, had similar goals for youth, and matched one mentor with one youth. Mentoring programs differed in the number and characteristics of youth served and the services offered them. In addition, all of the mentoring programs Education funded listed some key elements of successful programs in their applications. However, the well-established grantees we visited experienced fewer implementation challenges than did grantees new to mentoring.

Most Mentoring Grantees Shared Many Characteristics Such as Considerable Mentoring Experience and Similar Goals for Youth

Our analyses of grant applications showed that most of the mentoring grantees Education funded were well-established, with considerable mentoring experience. Specifically, 81 percent of the grantees were well-established—with 5 years or more experience operating mentoring programs. For example, one grantee in Florida had mentored youth for over 40 years. Conversely, 19 percent (23) of the grantees Education funded were relatively new, with less than 5 years of experience. (See fig. 2.)

Figure 2: Percent of Mentoring Grantees by Years of Experience with Mentoring

New: 1-2 years

10%

New: 3-4 years

9%

81%

Established: 5 years or more

Source: GAO analysis of experience level for 121 Education-funded mentoring grantees.

In addition, most of the grantees Education funded cited similar goals for youth, reflecting the criteria identified in the application guidance, according to our review of grant applications. Nearly all grantees had goals related to improving academic achievement of participating youth (96 percent) and reducing their involvement in harmful behaviors, such as drug use and violence (87 percent). These goals were consistent with those identified in NCBLA as goals of the mentoring program. (See table 2.)

Table 2: Percentage of Grantees Citing Various Goals

Goals	Percentage citing this goal
Improved academic achievement.	96
Discourage illegal use of drugs and alcohol; violence; the use of dangerous weapons; promiscuous behavior; and other criminal, harmful, or potentially harmful activities.	87
Reduce incidence of school dropout.	50
Improve interpersonal relationships between such children and their peers, teachers, other adults, and family members.	46
Increase participation in and enhance the ability to benefit from post secondary education or training.	46
Increase participation in community service activities.	39
Improved school attendance/reduced truancy.	34

Source: GAO analysis of 121 Education-funded mentoring grant applications.

About three-quarters of all grantees paired each youth to his or her own mentor, while 3 percent of all grantees (3) mentored children exclusively in groups, with 3 or 4 youth meeting at one time with a mentor. (See fig. 3.) Around one-fifth of all grantees provided both individual and group mentoring.

Figure 3: Proportion of Grantees by Type of Mentoring

3%
Group mentoring

22%
Both one-to-one and group mentoring

75%
One-to-one mentoring
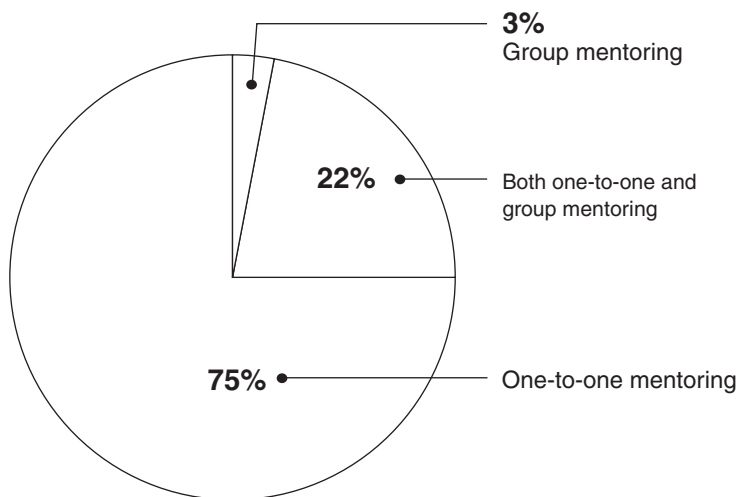
Source: GAO analysis of 121 Education-funded mentoring applications.

About 70 percent of grantees listed in their grant applications that they asked prospective mentors to commit to spending at least 1 hour per week with their youth, and over 60 percent required a commitment of at least
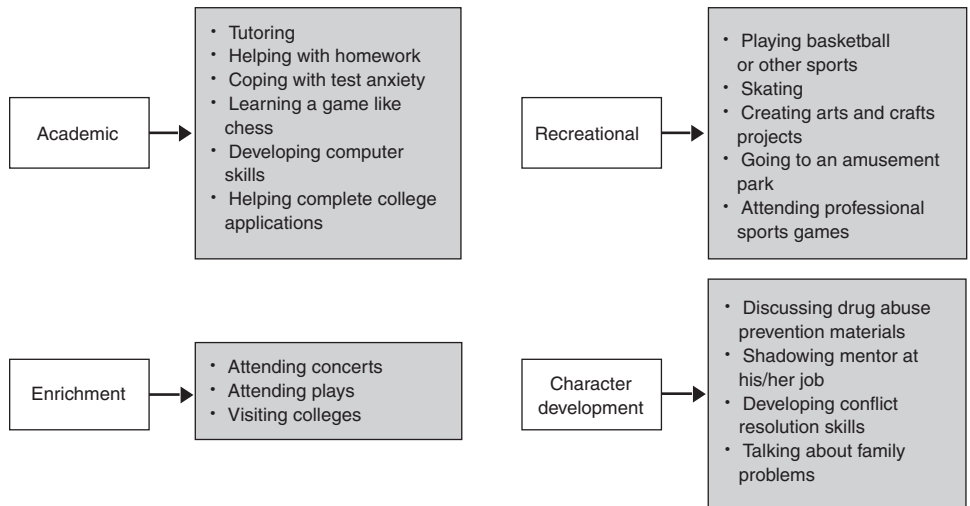
1 school year. Other programs asked prospective mentors for a longer commitment. For example, a Nebraska grantee we visited asked prospective mentors to continue the mentoring relationships until the youth had graduated from high school. A few grantees asked mentors to commit less time than 1 hour a week. For example, one grantee we visited in Illinois asked mentors to meet with their youth for 1 hour a month. However, the mentors told us that they wanted to increase the frequency of the meetings.

Although there were many similarities among grantees, they did differ in some respects, such as the number of youth they planned to serve, how much funding was available to them, and which specific at-risk youth they planned to serve. The number of youth grantees planned to serve in total over the 3-year grant period ranged from 18 in Nebraska to a high of 3,200 youth in New Mexico, according to grantee applications. Grantee award amounts varied from about $39,000 to nearly $500,000, with the average grant amount about $140,000. Although all grantees served at-risk youth, some targeted a specific group of at-risk youth. For example, one grantee in Virginia targeted children of Vietnamese refugees, another grantee in California targeted youth in foster care and residential group homes, and a New York grantee targeted court-involved youth.

Grantees also differed on the types of activities mentors and youth participated in. During our visits, we observed a range of activities, some focused on academics, such as tutoring or playing a game that promoted literacy or math skills—while other activities focused on building relationships. Such activities included playing chess, playing basketball, or just simply talking. In addition, some mentors told us that they engage youth in cultural activities, such as attending a concert. Mentors also reported participating in activities with their youths that supported the youths' communities, such as planting bulbs at a local retirement home or decorating a Christmas tree to be auctioned off at a local charity event. (See fig. 4.)

Figure 4: Types of Mentoring Activities at Selected Grantees

Academic		Recreational	
Academic →	• Tutoring • Helping with homework • Coping with test anxiety • Learning a game like chess • Developing computer skills • Helping complete college applications	Recreational →	• Playing basketball or other sports • Skating • Creating arts and crafts projects • Going to an amusement park • Attending professional sports games
Enrichment →	• Attending concerts • Attending plays • Visiting colleges	Character development →	• Discussing drug abuse prevention materials • Shadowing mentor at his/her job • Developing conflict resolution skills • Talking about family problems

Source: GAO analysis of site visit information from 11 Education-funded mentoring grantees.

Many of these mentoring activities were carried out inside of the school, such as in classrooms, the library, the gym, or in resource centers. Less frequently, mentors met with youth in their community settings, such as in a neighborhood church, community center, or public library.

All Grantees Had Some Elements of Successful Programs, though in General More Established Grantees Reported Fewer Implementation Challenges than Newer Grantees

According to grantee applications, all grantees had some of the key elements of successful programs: initial plans for the program design and operations, including for example the number and characteristics of youth served; policies and procedures for program management such as mentor screening and training; and program evaluation activities that include an assessment of program outcomes. However, during our site visits, we found that established grantees already had fairly well-defined programs, having generally completed most aspects of the first two elements— planning and program management. Thus, these more established grantees encountered fewer implementation challenges, such as problems recruiting mentors, than did newer grantees. However, these established grantees noted the challenges they had faced in starting up their programs initially and the benefits they derived from talking with other more experienced program staff to help them along.

Many of the established grantees we visited often required little additional planning for their mentoring grants. These grantees often used plans and strategies already in place, such as what youth to serve, the types of

services to provide, and how to conduct mentor recruitment and training activities. For example, staff from a well-established Florida grantee that we visited told us they used the Education grant to continue serving the same youth they had served through a mentoring program whose funding had expired. Staff from a California grantee told us they used the Education grant to expand their existing school-based mentoring program into additional schools.

In contrast, some of the newer grantees we visited did not have an existing base upon which to build their mentoring efforts, particularly those that were using grant funds to start a new program. As a necessary step toward implementing successful mentoring programs, these grantees had to take time during the initial part of their grant period to engage in planning activities. This planning involved determining key program design features, such as establishing program outcomes and resolving operational issues such as how to recruit mentors. Sometimes newer grantees had to revise their original plans when they experienced unexpected implementation difficulties. For example, a Delaware grantee new to mentoring had planned to provide one-to-one mentoring at local churches, but encountered difficulties transporting the children to the various locations. Subsequently, the grantee switched to a small-group mentoring approach where mentors met the children at school. Another new grantee that we visited in Nebraska had difficulty recruiting enough mentors and retaining enough youth for their mentoring effort. Moreover, during our visit to a new grantee in Idaho, we observed that some youth did not have mentors and were being randomly assigned to an available mentor on the spot for a group activity.[10]

Our review of grantee applications showed that all grantees had some policies and procedures in place to manage their ongoing operations, such as policies pertaining to mentor recruitment, screening, and training, but during our site visits we found that established and new grantees differed in the extent to which they had been able to implement such policies and procedures. Established grantees we visited already had in-place many of the policies and procedures necessary to operate a mentoring program. For example, these grantees generally had long-standing agreements with organizations in their communities that helped them attract, screen, and

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[10]Education tracks grantee implementation and requires grantees to notify them if they deviate from their original plans. When the Delaware program switched to group mentoring, it notified Education of the change, although Education does not consider this to be a major change requiring prior approval.

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retain mentors. In addition, established grantees had a structure that helped them to begin operations immediately after the grant award. For example, two well-established grantees—one in Florida and the other in Ohio had either staff dedicated to recruiting or had advisory boards made up of community leaders to help them recruit and promote their efforts. In addition, more established grantees were able to retain their mentors by providing appreciation gifts and having mentor appreciation dinners and ceremonies. Some established grantees also gave mentors small gifts such as pins and note pads with the program logo on it. (See fig. 5.)

Figure 5: Examples of Ways Established Programs Showed Appreciation to Mentors
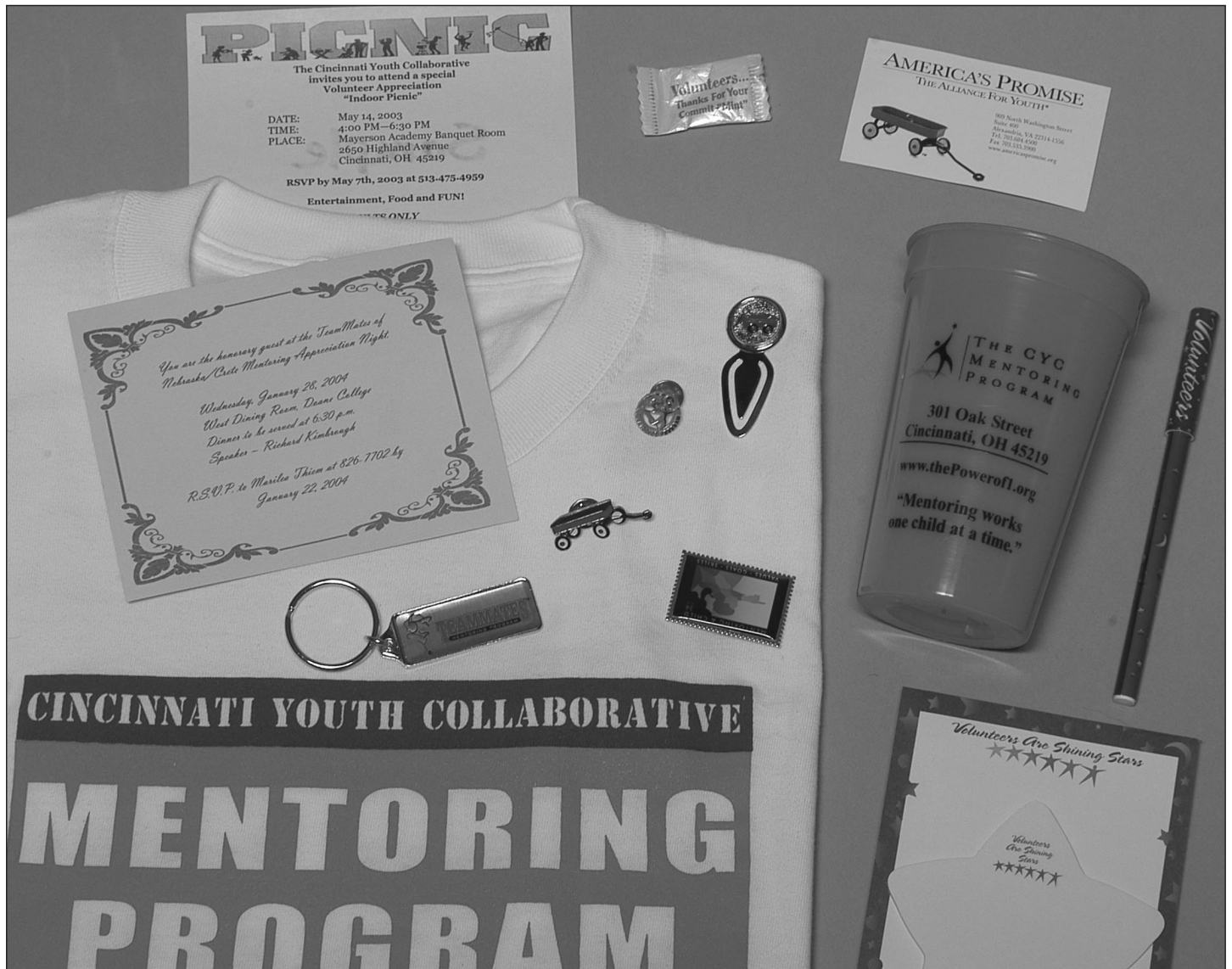
Source: GAO photo.

Note: Photo of mentor gifts and appreciation ceremony announcements provided by grantees.

In contrast, as expected for organizations in the start-up phase of their programs, the newer grantees we visited generally did not have as well-developed policies and procedures, such as those related to mentor training, recruitment, and support, as the established grantees we visited.

For example, a grantee we visited in Illinois had to borrow materials from other programs to develop its training manual. Furthermore, some of the newer grantees we visited had not completed making all of their matches or the mentors and youth had only met a few times.

Established grantees we visited were generally better positioned than newer grantees to market and sustain their mentoring efforts at the end of the Education grant. In particular, because many of the established grantees we visited had secured funding from multiple sources or were part of larger organizations, they were better positioned to sustain their mentoring efforts when the grants ended. For example, an established Florida grantee received funding from multiple sources, including its national affiliate, private foundations, and the United Way. In contrast, the Education mentoring grant was the only source of funding for a new grantee in Georgia. Some established grantees also developed a wide variety of materials to promote their program, including portable presentation packages, colorful, professionally printed brochures and pamphlets, magnets, and promotional videotapes. (See fig. 6.)

Figure 6: Examples of Promotional Materials Used by Mentoring Grantees

Source: GAO photo.

Finally, established grantees often had more experience collecting youth and program outcomes, our site visits showed. For example, some of the established grantees that were affiliated with a national organization, such as Big Brothers Big Sisters of America, already had a set evaluation strategy, including standardized data collection forms and analysis tools. Although new grantees' overall evaluation plans were outlined in their grant applications, some of the newer grantees we visited did not have established data collection processes or evaluation plans. Thus, unlike some of the established grantees we visited, they had to develop such processes and plans.

Grantees Reported Benefits from Learning about Other Mentoring Implementation Strategies

During our site visits, some of the established grantees reported on both the challenges of starting a new program and the benefits of learning about the strategies that other mentoring programs had used to address such challenges. These grantees reported that the start-up process required many different types of activities to establish a structure and operational framework. To facilitate their implementation, they found that discussions with staff from other established mentoring organizations helped them by providing information on program design, such as strategies for recruiting and supporting mentors and program evaluation. For example, staff from an established New York grantee we visited told us they contacted other mentoring organizations for advice on mentor screening, support, and recruitment. These established grantees noted the time and effort it took to get a program operational and that key to their successful efforts was assistance they received from other more experienced programs.

During our site visits, new grantees reported facing start-up difficulties, such as recruiting and retaining potential mentors. Some of the newer grantees reported seeking assistance from more experienced mentoring programs on establishing operational procedures. For example, staff from a new grantee we visited in Georgia noted they were better able to make a realistic estimate of the number of youth they could serve after consulting with an experienced mentoring program.

After the grantee awards were made, Education did not establish a formal process to facilitate information sharing among grantees, although the department acknowledged the importance of information sharing among grantees and is considering such an effort. Many of the grantees we visited acknowledged the need for information sharing on grantees' activities that could provide valuable lessons. Three of the established grantees we visited put processes in place to facilitate information sharing or presented information about their organization at conferences. For example, one grantee in Ohio that we visited developed a regional mentoring institute to share its mentoring experiences and expertise to assist interested school districts and nonprofits throughout a tristate area. To facilitate information sharing among grantees, Education is considering designating some of its fiscal year 2004 funding to develop a technical assistance center.

Education Used Multiple Methods to Monitor Program Implementation, but Monitoring May Not Be Sufficient to Identify Possible Fiscal and Programmatic Weaknesses

Education officials within the OSDFS monitored grantees using multiple methods, including calling grantees regularly, examining annual performance reports, and reviewing grantee expenditure rates. However, officials did not review findings from grantees' single audit reports. Single audit reports provide information on weaknesses related to grantee financial management, internal control, and compliance issues.

Education Used Multiple Methods to Monitor Grantees, Including Review of Performance Reports and Expenditure Tracking

OSDFS's monitoring process included: postaward performance calls to establish progress measures; semiannual calls to grantees to determine implementation progress and issues; reviews of annual grantee performance reports to assess implementation; monitoring of expenditure rates; and visits to a limited number of sites. Based upon grantees' annual performance reports and other data, OSDFS officials determined whether it would continue funding. With one exception, OSDFS determined that mentoring grantees were making adequate progress and warranted continued funding. Table 3 outlines elements of OSDFS's monitoring process, including the purpose of each monitoring tool and how OSDFS provides grantees with feedback after assessing their performance using that particular tool.

Table 3: Elements of OSDFS's Monitoring Process

Monitoring tool	Purpose	Feedback to the grantee
Postaward performance call	Ensures mutual understanding of specific outcomes expected and establishes measures for assessing projects' implementation progress and results.	Grantees receive a performance agreement that outlines the issues discussed during the call.
Semiannual performance call	Ensures implementation is proceeding and allows the agency to provide technical assistance as needed.	Grantees receive written summary of issues discussed, if necessary.
Annual performance report	Ensures grantee is making progress towards meeting its goals and objectives and expenditures are reconciled with budget.	Grantees receive written confirmation that report was received and feedback, if necessary.
Grant Accounts Payment System	Monitor grantee expenditure rates.	Grantees are contacted if grant drawdowns are excessive or funds are not expended within a reasonable time frame.
Site visit	Examine selected number of grantee operations and activities.	Grantees receive a report documenting site visit findings, recommendations, and required actions.

Source: GAO's analysis of Education data.

First, OSDFS' staff made postaward performance telephone calls soon after awarding the mentoring grants to ensure understanding of established outcomes and to offer technical assistance. During these initial telephone contacts, OSDFS staff communicated the specific outcomes the agency expected grantees to achieve and answered grantees' questions. They also discussed measures to assess the grantee's implementation progress.

Second, OSDFS's monitoring process has involved semiannual telephone calls to grantees to ensure that grantees are on track and to provide technical assistance as needed. During these telephone calls, OSDFS monitoring staff asked a set of questions to determine the extent to which grantees are implementing their programs as planned. Agency officials also asked grantees questions to assess the extent to which grantees have hired staff and how much staff turnover they have encountered.

Third, OSDFS examined grantees' annual performance reports. Education requires grantees to provide information in these reports that helps the agency monitor grantees. Such information includes specific examples of

grantee accomplishments as well as any objectives the grantee did not meet. For example, a Florida grantee provided information in the report on the extent to which youth were meeting the program's outcome goals, noted where desired outcomes had not been reached, and explained why. In addition, if grantees have not implemented scheduled activities, OSDFS asks that grantees explain why. OSDFS also asks grantees to describe any corrective actions they have taken or plan to take in response to previous problems OSDFS staff may have identified. Agency officials also used performance reports to ensure that grantees reconciled their expenditures with their budgets and described significant changes to their current or future budgets.

Fourth, OSDFS monitored expenditure rates on a continuous basis through the Grants Accounts Payments System, according to agency staff. Agency staff used such information to identify potential problems, such as if a grantee was not expending funds at an appropriate rate. For example, while monitoring expenditure rates, OSDFS found that one grantee had spent funds, even though it had not yet begun operations. That grantee later voluntarily relinquished its grant.

Fifth, as part of its monitoring process, OSDFS staff has visited a small number of grantees each year to observe how they are implementing their programs. However, because of the limited number of grantees OSDFS visited and the method by which grantees were selected, on-site monitoring is of limited value as a monitoring tool. For example, in fiscal year 2003, OSDFS officials visited three grantees. Two of them were selected because of their proximity to another grantee funded by Education under a different grant. The third program was chosen because it had ties to the program director of the grantee that voluntarily relinquished its grant. During an OSDFS visit with this grantee, agency staff also reviewed the grantee's budget to ensure that proposed costs were allowable. Staff also verified that the grantee was serving the target population described in its application. For all three visits, OSDFS prepared a brief description of the program and the status of program implementation.

The Office Responsible for Monitoring Mentoring Grantees Did Not Review Grantees' Single Audit Act Reports, Creating the Potential for It to Miss Fiscal and Programmatic Weaknesses

Education officials in OSDFS who were directly responsible for monitoring the mentoring grants told us that they did not review grantees' single audit reports, even though the office's own monitoring guidance requires them to do so. Specifically, OSDFS monitoring guidance states that to decrease the likelihood of a grantee from being labeled as high risk, OSDFS should review annual performance reports, evaluation reports, and information from single audit reports, and other information readily available to them. Education officials told us that the Office of the Chief Financial Officer (CFO) within Education receives and reviews single audit reports. According to Education officials, this office did not forward information to the OSDFS officials responsible for monitoring mentoring grants because none of the information in the single audit reports pertained to the mentoring grants. Moreover, Education officials said that CFO does not receive single audit reports in instances where Education does not directly fund the program. For example, CFO would not receive a single audit report for state-administered programs, such as Title I.[11]

Using information readily and easily accessible through the online Single Audit Act database, we reviewed the mentoring grantees' single audit summary reports. In reviewing these summary audit reports, we did not expect to find information pertaining to grantees' handling of mentoring grants, as these were relatively new. Rather, we wanted to determine if there were issues in these same grantees' handling of other Education grant funds they received before or around the time Education awarded them mentoring grants. How well these grantees handled other funds they received from Education could suggest how well they would manage their mentoring grant funds. We found that 8 percent of the mentoring grantees had problems with respect to other Education grants they received that were substantial enough to be reported as audit findings.[12] For example, we found that grantees' audit findings covered problems with cash management, procurement and reporting on Education programs. By using the online Single Audit Act database, we were also able to access information about subgrantees' handling of Education funds.

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[11]Title I is the largest source of federal funding for primary and secondary education.

[12]For this analysis, we examined fiscal years 2001 and 2002 Single Audit Act Summary Reports.

Education Considering Conducting National Study of Mentoring Programs to Augment the Evaluations It Has Required Grantees to Submit

Education is currently considering whether or not it will undertake a study of its mentoring program. Although Education's plans for an evaluation are not defined, it has required grantees to provide an evaluation of their programs at the end of the 3-year grant period. Most grantees plan to do a descriptive evaluation by reporting information on youth outcomes, particularly those related to academic achievement, incidences of harmful behavior, attendance, and drop out rates. However, the grantees varied considerably with respect to how they plan to measure these outcomes. This limits the extent to which Education can use information from the grantees to provide a national perspective on grantee outcomes.

While Education Plans for Mentoring Study Are Not Defined, It Has Required Each Grantee to Provide an Evaluation

Currently, Education does not have plans to conduct a descriptive study to report on mentoring program outcomes or an effectiveness study to establish any linkages between outcomes and youth participation in mentoring programs. Many researchers consider effectiveness studies to be the best method for isolating the program's effect on participants, from other factors, such as schooling, that could also influence participant outcomes. Such studies, which must be carefully planned and executed, are often multiyear, complex, and costly. Education officials said that although discussions are underway on whether the department will conduct a study evaluating the mentoring program, no final decision has been made.

Education has required that all grantees evaluate their programs at the end of their 3-year grants and to describe their evaluation plans in the grant applications. Our review of grantee evaluation plans showed that most grantees plan to compare outcomes of participating youth at the beginning of the programs to their outcomes at the end of the 3-year grant period. In particular, grantees report plans to examine outcomes related to academic achievement, attendance, and criminal and harmful behaviors.

During our site visits, we found that established and new grantees' evaluation plans varied both in what they measured as well as measurement strategies. Newer grantees more often planned to measure program processes, such as the duration of the mentoring relationship, the number of students matched, or the number of mentors recruited. In contrast, established grantees more often had plans to report on student outcomes, such as academic achievement. Moreover, established grantees more often reported plans to use data, such as actual school grades and attendance records to measure outcomes. Newer grantees, however, more often reported plans to survey parents or teachers to gauge the extent to

which outcomes improved. For example, an established grantee in New Mexico reported plans to use data from school records as well as surveys of mentors, youth, and teachers to assess whether attendance, homework completion, relationships with adults and peers, and attitudes toward school had improved. In addition, this program established targets for improvement, such as plans to decrease discipline referrals by 20 percent. In contrast, an Illinois grantee that recently began operating a mentoring program, planned mainly to report how well it complied with its process, rather than how well youth performed on outcome measures. This grantee planned to measure the extent to which its recruitment process generated participants each year and the number of children matched with mentors. Moreover, a new grantee operating in Delaware that we visited said it would report youth outcomes through self-reported information from teachers and youth. Such self-reported information may not be as accurate as that reflected in official school records. Moreover, while these individual grantee evaluations will provide some information about youth enrolled in mentoring, because of the different measures used, Education cannot combine results to provide an overall national picture.

Conclusions

Over the past 3 years, the Congress has invested funds in a mentoring program aimed at helping children who face a significant risk of failing at school or becoming involved in illegal drugs, gangs, or alcohol have a better chance of succeeding. In funding the mentoring program in fiscal year 2004, the Congress significantly expanded the mentoring program, providing $50 million to support the last year of the existing grants as well as about 200 additional grantees. Given the recent program expansion, it will be especially important to address issues that arose during the first 2 years of the mentoring program, for example, challenges new grantees face in starting programs; limited use of monitoring tools, and the absence of a cohesive national picture of program outcomes.

New mentoring grantees are faced with making many decisions about program design and operation, whereas established grantees generally have policies and procedures in place that facilitate implementation. Established mentoring grantees have benefited from consultation with other programs and from lessons learned through years of experience; both helped them operate successful programs. Without a mechanism for new grantees to access program design and implementation information, they are more likely than established grantees to struggle with program start-up and operational issues, such as recruiting and training mentors.

Through its monitoring of grantees, Education has attempted to ensure that programs are managed well. However, Office of Safe and Drug Free Schools staff responsible for monitoring the mentoring grant have not used all of the means available to help it more effectively oversee programs. Findings from audit reports represent an additional monitoring tool that could provide useful information about a grantee's stability and fiscal capacity and that may influence ongoing funding decisions. By not using single audit reports, the office responsible for monitoring the mentoring grant may be lacking information that could help it effectively assess whether programmatic and fiscal problems could weaken a grantee's ability to successfully implement its mentoring program.

Finally, Education will have some information about outcomes of youth participating in mentoring because it has required grantees to provide evaluations of their efforts. However, because these evaluations measure different outcomes and use different methodologies, their results cannot be meaningfully combined to provide a cohesive picture of program outcomes nationally. Lacking such information, Education cannot gauge the extent to which the youth outcomes NCLBA sought to affect through the mentoring grants did indeed improve during the grant period. Furthermore, because Education does not have plans for an effectiveness study, it will not be positioned to determine whether participation in the mentoring program contributes to improved youth outcomes.

Recommendations for Executive Action

We recommend that the Secretary of Education (1) explore ways to facilitate the sharing of successful practices and lessons learned to help new grantees more quickly and effectively implement their programs; (2) ensure that the Office of Safe and Drug Free Schools uses grantees' single audit reports as part of its monitoring process to take advantage of all monitoring tools that could improve the identification of fiscal and programmatic weaknesses; and (3) undertake a national study of mentoring program outcomes and in doing so, explore the feasibility of examining the effectiveness of the mentoring program in improving youth outcomes and consider collecting limited, uniform data on the next wave of mentoring grantees that could be used as the basis for such study.
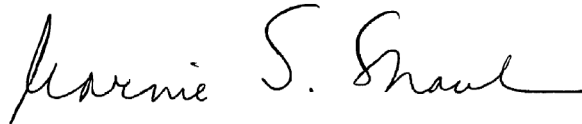
Agency Comments

We provided a draft of this report to the Department of Education for review and comment. Education's Executive Secretariat confirmed that department officials had reviewed the draft and had technical comments. In these comments, Education officials said that there is a mechanism within Education for reviewing and resolving single audit findings.

Specifically, CFO within Education receives and reviews single audit reports on those entities for which the agency makes direct grants. Thus, according to Education, CFO would not receive audit reports for programs for which it does not make direct grants. We have adjusted the report to reflect Education's technical comments.

We are sending copies of this report to the Secretary of Education, relevant congressional committees, and other interested parties. Please contact me on (202) 512-7215 if you or your staffs have any questions about this report. In addition, the report will be made available at no charge on GAO's Web site at http://www.gao.gov. Other GAO contacts and staff acknowledgments are listed in appendix III.

Marnie S. Shaul, Director
Education, Workforce,
  and Income Security Issues

Appendix I: Selected Studies on the Elements of Successful Mentoring

Mentor/National Mentoring Partnership, *Elements of Effective Practice*, 2nd Edition, Alexandria, VA: 2003.

Michael Garringer, with Mark Fulop and Vikki Rennick, *Foundations of Successful Youth Mentoring: A Guidebook for Program Development*, March 2003: Portland, OR. National Mentoring Center, Northwest Regional Laboratory and the Office of Juvenile and Delinquency Prevention.

Susan Jekielek, Kristin Moore, et al, *Mentoring Programs and Youth Development*: *A Synthesis*. Child Trends January 2002: Washington, D.C.

Jean Baldwin Grossman, editor. *Contemporary Issues in Mentoring*, June 1999: Philadelphia, PA, Public/Private Ventures.

David DuBois, Bruce E. Holloway, et al, *Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review* (April, 2002, American Journal of Community Psychology. Vol. 30. No. 2, pp. 157 –197).

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

Carla Herrera, C. Sipe, and et al, *Mentoring School-Age Children: Relationship Development in Community-based and School Based Programs*, April 2000: Philadelphia, PA, Public/Private Ventures (Prepared for the National Mentoring Partnership and funded by the U.S. Department of Education).

Tierney and Grossman, *Making A Difference, An Impact Study of Big Brothers Big Sister*, 1995, Philadelphia, PA.

Appendix II: Characteristics of Education Mentoring Grantees by State

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Big Brothers Big Sisters of Greater Fairbanks	Fairbanks	Alaska	$191,540	Established	One-to-one pairs meeting at school 1-2 hours a week for at least 1 school year.	Academic Character development Recreational	Youth in grades 1-8 experiencing troubled home environments and attending Title I schools.	School-aged Adults
Tuscaloosa County Board of Education	Tuscaloosa	Ala.	$182,485	Established	One-to-one pairs meeting at school 6 hours a week and groups meeting 3 hours a week for at least 4 months.	Academic Character development	Youth in grades 4-9.	College students Adults
Centers for Youth and Families	Little Rock	Ark.	$96,859	Established	One-to-one pairs and groups meeting at school for at least 1 year[e]	Academic Character development Recreational	Youth in grades 4-12.	Adults
Yavapai Big Brothers Big Sisters	Prescott	Ariz.	$145,477	Established	One-to-one pairs meeting at school and in the community; community-based pairs meet 3-5 hours, 2-4 times a month; school-based pairs meet 1 hour a week.[f]	Academic Character development Recreational	Youth in grades 4-12 from Spanish-speaking families.	School-aged Adults
Family Connections El Dorado, Inc.	Placerville	Calif.	$164,341	Established	One-to-one pairs meeting at school 1 week for at least 6 months.	Academic Character development Recreational Enrichment	Youth in grades 4-8 who are Hispanic.	School-aged Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
GLIDE Foundation	San Francisco	Calif.	$149,885	Established	One-to-one pairs meeting in the community for at least 11 months.[e]	Academic Enrichment	Youth in grades 4-12 from immigrant and refugee families, youth with disabilities, or youth in foster care.	Adults
YMCA of San Francisco: Urban Services YMCA	San Francisco	Calif.	$182,250	Established	One-to-one pairs meeting at school.[e,f]	Recreational	Youth living in housing projects, many whose families recently immigrated families from South America or youth from families with drug or alcohol addictions or violence.	Adults
Home Start, Inc.	San Diego	Calif.	$168,530	Established	Groups meeting in the community for at least 6 months.[e]	Academic Character development Recreational Enrichment	Girls in grades 4-8 who are involved in the juvenile justice system.	College students
Oakland Asian Students Educational Services	Oakland	Calif.	$171,185	Established	One-to-one pairs meeting at school 3-6 hours a week.[f]	Academic Character development Recreational Enrichment	Youth in grades 3-12 who are Asian and Pacific Islander immigrants with limited English proficiency.	College students Adults
Norwalk-La Mirada Unified School District	Norwalk	Calif.	$191,540	Established	One-to-one pairs and groups meeting at school for at least 1 hour a week, for at least 1 year.	Academic Enrichment	Youth in grades 4-9 who are deaf or hard of hearing, in foster care, English language learners, or have mental health problems.	School-aged Adults
Big Brothers Big Sisters of Nevada County	Grass Valley	Calif.	$117,448	Established	One-to-one pairs, meeting weekly at school for at least 1 year.[e]	Academic Character development Enrichment	Youth in grades 3-8.	School-aged Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Los Angeles Unified School District	Gardena	Calif.	$184,986	Established	One-to-one pairs meeting 2 hours a week at school and in the community for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-8 who are non-English speaking.	Adults
Comprehensive Youth Services	Fresno	Calif.	$187,562	Established	One-to-one pairs meeting at school.[e,f]	Character development	Youth in grades 4-12 who are involved in criminal or delinquent activities, many of whom are Mexican or non-English speaking immigrants.	School-aged Adults
Students in Business, Inc.	Freemont	Calif.	$95,749	Established	One-to-one pairs and groups meeting in the community 4-6 hours a month for at least a year.	Academic Character development Recreational Enrichment	Youth in grades 4-12 who are highly at-risk, are in foster care, reside in a group home, or have emotional and behavioral problems due to past abuse.	Adults
Big Brothers Big Sisters of Mendocino County	Fort Bragg	Calif.	$178,358	Established	One-to-one pairs meeting at school 1-2 hours twice a week and one-to-one pairs meeting in the community 4-6 hours a week for at least a year.	Academic Recreational Enrichment	Youth who are Spanish speaking, girls, disabled, or Native American.	School-aged Adults
Berkeley Youth Alternatives	Berkeley	Calif.	$122,888	Established	One-to-one pairs meeting at school and in the community 4 hours a week for at least a school year.	Academic Recreational Enrichment	Primarily African-American youth.	College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Boys & Girls Club of Santa Clara	Santa Paula	Calif.	$90,598	Established	One-to-one pairs with adult mentors making weekly contact and meeting at least twice a month and one-to-one pairs with a high school mentor meeting biweekly.[e,f,g]	Academic Character development Enrichment	Youth in grades 4-12 who are most affected by violence.	School-aged Adults
San Diego Youth & Community Services, Inc.	San Diego	Calif.	$149,018	Established	One-to-one pairs meeting in the community for 2 hours a week for at least 1 school year.	Academic Recreational Enrichment	Youth in grades 4-12, many with limited English proficiency, including Hispanic, Asian, and refugee populations.	School-aged College students Adults
Redwood Community Action Agency	Eureka	Calif.	$180,466	Established	One-to-one pairs meeting in the community for 6 hours a month for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-8, middle and high school students in alternative programs such as court and community schools, and homeless and runaway youth.	School-aged Adults
San Dieguito for Drug Free Youth	Del Mar	Calif.	$183,633	Established	One-to-one pairs meeting at school for 1 hour a week for at least 8 weeks (1 school semester).	Academic Recreational Enrichment	Youth in grades 4-8 who are Hispanic, lack adult role models, are socioeconomically disadvantaged, or have significant physical or emotional disabilities.	School-aged

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Fresno Unified School District	Fresno	Calif.	$187,506	Established	One-to-one pairs meeting at school. [e,f]	Academic Character development Enrichment	Youth in grades 4-12 whose families are homeless, who live in poverty (subsidized housing), who have behavior problems, or who are victims of child abuse or domestic violence.	College students Adults
School District #1 City and County of Denver	Denver	Colo.	$91,847	New	One-to-one pairs meeting at school and in the community for 2 hours a week for at least 1 year.	Academic Recreational Enrichment	At-risk 6 grade students who are Latino immigrants, first generation, and are involved with human services or juvenile justice.	Adults
Catholic Charities & Community Services	Denver	Colo.	$133,725	New	One-to-one pairs meeting at school for 1 hour a week for at least 1 school year.	Academic Character development Enrichment	Youth in grades 5-6 who are Latino or bilingual.	Adults
Colorado Christian Home	Denver	Colo.	$140,231	Established	One-to-one pairs meeting for at least 2 hours a week for at least 1 year.[g]	Academic Character development Recreational Enrichment	Youth in grades 4-8, including a considerable population of Hmong and Laotian children.	College students Adults
Community Solutions, Inc.	Hartford	Conn.	$139,766	Established	One-to-one pairs meeting at school.[e,f]	Academic Character development Recreational Enrichment	Court-involved youth making the transition from juvenile justice program back to public schools.	Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Hannah Johnson CDC	Washington	D.C.	$182,538	New	One-to-one pairs and groups meeting in the community 4 contacts a month for at least 1.5 hours, with at least one in person visit lasting at least 1 hour, for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 6-8 who attend SouthEast Academy of Scholastic Excellence and live in the Capitol Hill District.	College students Adults
Linking Communities for Educational Success, Inc.	Washington	D.C.	$106,090	New	One-to-one pairs meeting at school 6 hours a month plus weekly phone contact.[f]	Academic Character development Enrichment	Youth in grades 6-9 most of whom are African American.	College students Adults
Greater Washington Urban League	Washington	D.C.	$173,520	Established	One-to-one pairs.[e,f,g]	Academic Enrichment	Girls in elementary, middle, or high school who are African American or other minorities.	Adults
College Bound, Inc.	Washington	D.C.	$178,565	Established	One-to-one pairs meeting in the community for 2 hours a week for at least 9 months.	Academic Character development Enrichment	Youth in grades 8-12 from public & charter schools with average academic records.	Adults
Professional Counseling Resources, Inc.	Wilmington	Del.	$210,695	New	One-to-one pairs and groups meeting at school and in the community at least twice a month.[e,f]	Academic Character development Recreational	Youth in grades 4-8.	School-aged College students Adults
Jefferson County Bd of Education & Communities In Schools of Jefferson Co.	Monticello	Fla.	$121,927	Established	One-to-one pairs meeting at school for 1 hour a week, for at least 1 school year.	Academic Character development Enrichment	Youth in grades 4-8 who have a history of involvement with juvenile justice system.	School-aged College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Human Services Associates, Inc.	Orlando	Fla.	$138,415	Established	One-to-one pairs meeting at a juvenile assessment center for at least 1 year.[e]	Academic Enrichment	Youth in grades 4-8 who have significant learning or emotional problems, are in an alternate school environment, or have extreme school phobias or related disorders.	College students Adults
Public Education Foundation of Marion County, Inc.	Ocala	Fla.	$65,645	Established	One-to-one pairs meeting at school and in the community 30-45 minutes a week for mentoring and twice a week for tutoring.[f]	Academic Character development Recreational Enrichment	Youth in grades 4-8.	School-aged Adults
Little Haiti Housing Association, Inc.	Miami	Fla.	$185,985	Established	This is a "drop-in" program where youth may work with several mentors during the week on different technology projects. Mentors commit to 2.5 hours a week for 6 months.[e,f]	Academic Character development Enrichment	Girls and Haitian, Central American, and Puerto Rican youth.	College students Adults
Urban League of Broward County, Inc.	Ft. Lauderdale	Fla.	$94,828	Established	One-to-one pairs meeting at school 4 hours a week and groups meeting once a week for at least 1 year.	Academic Character development Enrichment	Youth in grades 6-8 who are African American and reside in the 33311 zip code area.	Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
School Board of Pinellas County	Largo	Fla.	$168,952	Established	One-to-one pairs meeting at school and in the community for a half hour to an hour once week.[f]	Academic Character development Recreational Enrichment	Youth in grades 4-8.	Adults
Big Brothers Big Sisters of Greater Miami	Miami	Fla.	$189,625	Established	One-to-one pairs meeting at school at least 1 hour once a week for at least 1 school year.	Academic Character development Recreational	Youth in grades K-5 who are at risk of not reaching graduation.	School-aged College students Adults
Greene County School District	Greensboro	Ga.	$191,150	New	One-to-one pairs and groups.[e,f,g]	Academic Character development Enrichment	Youth in grades 4-12 with performance, behavior, and attendance problems.	College students Adults
Georgia Community Services Program, Inc.	Morrow	Ga.	$150,893	New	One-to-one pairs meeting at school and in the community for at least 4 hours a month.[f]	Academic Recreational Enrichment	Youth in grades 4-12.	Adults
The Fledglings, Inc.	Stone Mountain	Ga.	$76,902	Established	One-to-one pairs meeting at school 1 hour a week.[f]	Academic Character development Enrichment	Youth in grades 3-5 who consistently exhibit unruly behavior and/or are at risk of academic failure, have special needs, including but not limited to behavioral disorders, or are minority Caucasian and Asian students.	Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
The Boys & Girls Clubs of Augusta, Inc.	Augusta	Ga.	$150,832	Established	One-to-one pairs meeting once a week and groups meeting twice a month in the community for at least 1 year.[e]	Academic Character development Recreational Enrichment	Youth in grades 4-8.	College students Adults
Chamblee-Doraville Ministry Center, Inc.	Doraville	Ga.	$104,367	Established	One-to-one pairs meeting in the community for 2 hours a week for at least 1 year.	Academic Character development Enrichment	Youth in grades 4-8 whose parents are not at home immediately after school to assist with home work or for whom English is not their first language.	College students Adults
Ho'oulu Lahui	Pahoa	Hawaii	$173,392	New	One-to-one pairs meeting at school for 3 hours a month.[f]	Academic Character development Enrichment	Youth in grades 6-8 who are Hawaiian.	School-aged College students Adults
Youth and Shelter, Inc.	Ames	Iowa	$180,699	Established	One-to-one pairs meeting at school for at least 1 year.[e]	Academic Enrichment	Youth 6-14 years old in Story and Boone Counties.	Adults
Independence Community School District	Independence	Iowa	$138,238	Established	One-to-one pairs and groups meeting at school 30 minutes once a week.[f]	Academic Character development Recreational Enrichment	Youth in grades K-12.	School-aged Adults
Dickenson County Kinship, Inc.	Spirit Lake	Iowa	$76,546	Established	One-to-one pairs meeting in the community for 1-5 hours a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-12 who have learning disabilities or behavioral issues, a parent in prison, a parent with an addiction, or who have been in foster care.	Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
West Iowa Community Mental Health Center	Denison	Iowa	$113,651	Established	One-to-one pairs and groups meeting at school and in the community for at least two contacts.[e,f]	Academic Character development Recreational Enrichment	Youth in grades 6-12 who are Hispanic.	School-aged Adults
Blackfoot School District	Blackfoot	Idaho	$150,957	New	One-to-one pairs meeting at school.[e,f]	Academic Character development Recreational Enrichment	Youth in grades 4 and 8-12 who are Native Americans or Hispanic migrants.	School-aged College students Adults
Big Brothers Big Sisters of SW Idaho	Boise	Idaho	$137,086	Established	One-to-one pairs meeting in school for at least 1 hour a week.[f]	Academic Character development Recreational Enrichment	Youth in grades 4-8 who teachers believe are most likely to dropout, especially girls.	School-aged
Board of Trustees - University of Illinois	Champaign	Ill.	$115,750	New	One-to-one pairs and groups meeting at school and in the community for at least 3 years.[e]	Academic Character development Enrichment	Youth in grades 4-8.	College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Communities in Schools in Sangamon County	Springfield	Ill.	$153,874	New	One-to-one pairs meeting at school for at least 4 hours a month for at least 1 year.	Academic Character development Enrichment	Youth in grades 4-8 who are involved in criminal or delinquent activities.	School-aged College students Adults
Big Brothers Big Sisters Sangamon County	Springfield	Ill.	$94,498	Established	One-to-one pairs meeting at school for 4-8 hours a month of mentoring, 12 hours a month of tutoring, 4-8 hours a month of character development, and 30 hours a year of case management services for at least 1 year.	Academic Character development Recreational Enrichment	Youth between the ages of 5 and 14.	School-aged College students Adults
Sinai Community Institute	Chicago	Ill.	$92,837	Established	One-to-one pairs meeting at school and in the community for 1-2 hours a week for at least 1 year.	Academic Enrichment	Youth in grades 4-8 who are African American.	Adults
Big Brothers Big Sisters of Vermillion County	Danville	Ill.	$82,855	Established	One-to-one pairs meeting at school for 1 hour a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-5. In one elementary school, emphasis on serving youth from single-parent households.	Adults
Middle Way House, Inc.	Bloomington	Ind.	$47,145	Established	One-to-one pairs meeting in the community for 3 hours a week for at least 1 year	Academic Character development Recreational Enrichment	Youth who live in domestic violence emergency shelters and transitional housing.	College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Kansas Big Brothers Big Sisters, Inc.	Wichita	Kans.	$185,959	Established	One-to-one pairs meeting at school and in the community.[e,f]	Academic Character development Recreational Enrichment	Youth in grades 4-8.	School-aged College students Adults
Big Brothers Big Sisters of South Central KY	Bowling Green	Ky.	$94,263	Established	One-to-one pairs meeting at school for at least 1-2 hours a week for at least 1 year.	Academic Character development Enrichment	Youth in grades K-8.	School-aged Adults
Old South Baton Rouge Community Revitalization Corporation	Baton Rouge	La.	$111,078	Established	One-to-one pairs and groups meeting at school and in the community for at least a year. Tutor Buddies meet for 1 hour a week. Big Buddies meet for 5-6 hours a month. Enrichment Buddies meet for 1 hour a week.	Academic Character development Recreational Enrichment	Youth in grades K-8.	College students Adults
AFC Mentoring	Boston	Mass.	$85,981	New	One-to-one pairs and groups meeting for at least 1 year.[e,g]	Academic Enrichment	Youth in grades 2-8 who are adopted and out-of-home youth.	College students Adults
Big Brothers Big Sisters of Middlesex	Framingham	Mass.	$126,000	Established	One-to-one pairs meeting at school for 2.5 hours a week for at least 36 weeks.	Academic Character development Recreational Enrichment	Youth in grades 3-5.	School-aged
Hispanic Office of Planning and Evaluation	Boston	Mass.	$143,666	Established	One-to-one pairs and groups meeting at school and in the community.[e,f]	Academic Character development Recreational Enrichment	Youth in grade 9-12 who are Hispanic and who are talented and gifted.	School-aged College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Citizen Schools	Boston	Mass.	$151,696	Established	One-to-one pairs meeting at law firms for 2 hours every other week for at least 1 year.	Academic Enrichment	Youth in 8th grade who are Haitian, African-American, Caribbean, or West Indian.	Adults
Family Learning Solutions, Inc.	Silver Spring	Md.	$160,894	Established	One-to-one pairs and groups meeting in the community for 2 hours twice a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-12 who are African-American or Hispanic, are immigrants, low-income, or have mental health or behavior problems.	School-aged College students Adults
Downeast Health Services	Ellsworth	Maine	$150,510	Established	One-to-one pairs meeting at school for 1 hour a week for at least 1 school year.	Academic Character development Recreational Enrichment	Native American youth in 2 schools.	School-aged College students Adults
Newaygo County Community Services	Freemont	Mich.	$81,731	Established	One-to-one pairs meeting at school and in the community for 4 hours every 2 weeks.[f]	Academic Character development	Youth in grades K-8.	School-aged Adults
Success Through Adults Reaching Students	Alden	Minn.	$39,232	New	One-to-one pairs meeting at school for 1 hour a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-8, primarily boys.	Adults
Bolder Options, Inc.	Minneapolis	Minn.	$162,407	Established	One-to-one pairs meeting in the community for 3 hours a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-9 who are frequently truant.	College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
The Institute for New Americans	Minneapolis	Minn.	$90,925	Established	One-to-one pairs and groups meeting at school for 1-3 hours a week for at least 1 year.	Academic Enrichment	Youth in grades 4-12 who are refugees or are immigrants from Somalia, Mexico, Ethiopia, West Africa, and Latin and Central America.	Adults
CommonBond Communities	St. Paul	Minn.	$111,525	Established	One-to-one pairs meeting in the community for 1 hour a week for at least 1 school year.	Academic Recreational Enrichment	Immigrant youth of Hmong, Vietnamese, Cambodian, Northeast African, and East African (Somali) descent.	School-aged College students Adults
Lamar Community Betterment	Lamar	Mo.	$156,799	New	One-to-one pairs and groups meeting for 1 hour a week for at least 1 year.[g]	Academic Character development Recreational Enrichment	Youth who are Hispanic immigrants, in out-of-home placements or children of a teenage, incarcerated or court-involved parent.	College students Adults
Big Brothers Big Sisters of Eastern Missouri	St. Louis	Mo.	$191,540	Established	One-to-one pairs meeting at school 2-4 times a month for at least 1 year.[e]	Academic Character development Enrichment	Youth in grades 4-8.	College students Adults
Youth Opportunities Unlimited	Marks	Miss.	$157,065	New	One-to-one pairs meeting at school and in the community for 4 times a week.[e,f]	Academic Character development Recreational Enrichment	Youth in grades 4-12.	School-aged College students Adults
Prevent Child Abuse, Inc.	Bozeman	Mont.	$133,476	Established	One-to-one pairs meeting at school for 1 hour a week.[f]	Academic Enrichment	Youth in grades 4-12 who are learning disabled, are emotionally disturbed, have health problems, or receive inadequate support services.	College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Volunteers for Youth, Inc.	Carrboro	N.C.	$95,859	Established	One-to-one pairs meeting at school for 4 hours a week for at least 1 year.	Academic Character development Enrichment	Youth in grades 4-8 who are people of color or are Hispanic.	College students Adults
YMCA of Greater Winston-Salem	Winston-Salem	N.C.	$140,712	Established	One-to-one pairs meeting at school and in the community twice a week for a total of 3 hours a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-8 who are Hispanic and attend English as a Second Language schools.	College students Adults
Columbus County Services Management, Inc.	Whiteville	N.C.	$159,439	Established	One-to-one pairs meeting at school and in the community for 2 hours a week or 8 hours a month for at least 1 year.	Academic Character development Recreational Enrichment	Youth are minority females, mostly African American or Hispanic.	Adults
ReEntry, Inc.	Raleigh	N.C.	$91,461	Established	One-to-one pairs meeting in the community for 3 hours a week for at least 1 year.	Academic Character development Recreational Enrichment	Girls who are involved with the juvenile court, have multiple school suspensions, have experienced school failure, child abuse, poverty, and parental substance abuse, or have mental health problems.	Adults
Mental Health Association in North Dakota	Bismark	N. Dak.	$181,963	New	One-to-one pairs meeting at school and in the community for at least 2 years.[e]	Character development Enrichment	Youth in grades 3-12 who are Native American from rural or reservation settings.	School-aged College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Western Wellness Foundation, Inc.	Dickinson	N. Dak.	$97,169	Established	One-to-one pairs meeting at school for 1 hour a week for at least 1 school year.	Academic Recreational Enrichment	Youth in grades 1-12 with emotional, social, mental, learning, or physical disabilities or those with juvenile offenses.	College students Adults
Crete Public Schools	Crete	Nebr.	$71,753	New	One-to-one pairs meeting at school for at least 1 year.[e]	Academic Character development Enrichment	Hispanic youth in grades 4-12.	School-aged College students Adults
Big Brothers Big Sisters of Greater Nashua, Inc.	Nashua	N.H.	$194,499	Established	One-to-one pairs meeting at school and in the community for 1 hour a week.[f]	Academic Character development Recreational Enrichment	Youth in grades 4-12. One grantee program serves a residential facility for juvenile offenders and another serves a school for disabled children.	College students Adults
Community Empowerment Organization, Inc.	Jersey City	N.J.	$182,250	New	One-to-one pairs meeting at school and in the community with primary mentors 3 hours twice a week and twice a week phone calls, and with secondary mentors 4 hours on weekends, 4 times a month, for at least 1 year.	Academic Character development Enrichment	Youth in grades 4-12 from schools with high minority populations.	College students Adults
San Juan County Partnership	Farmington	N. Mex.	$482,393	Established	One-to-one pairs meeting in the community for at least 1 hour a week for at least 1 school year.	Academic Character development Recreational Enrichment	Mostly Hispanic and recent Mexican immigrant youth in grades 4-8.	School-aged College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Churchill Community Coalition	Fallon	Nev.	$54,732	Established	One-to-one pairs meeting for 2 hours a week for at least 1 year.[g]	Academic Character development Recreational Enrichment	Youth involved with the juvenile justice system.	College students Adults
Research Center on Children & Youth of SUNY	Amherst	N.Y.	$145,229	New	One-to-one pairs and groups meeting at school for 1 hour a week, for at least 1 school year.	Academic Character development Recreational Enrichment	Youth in grades 5-8.	College students Adults
Phoenix Programs of New York	Brooklyn	N.Y.	$186,208	New	One-to-one pairs meeting at school for 2 hours a week for at least 1 year.	Academic Character development	Youth in the Bronx who are bilingual and multicultural.	Adults
Big Brothers Big Sisters of Ulster County	Kingston	N.Y.	$138,049	Established	One-to-one pairs meeting at school for at least 1 year.[e]	Academic Character development Enrichment	Youth in grades 3-5.	School-aged College students Adults
Family and Children's Association	Mineola	N.Y.	$182,648	Established	One-to-one pairs meeting in the community.[e,f]	Academic Character development Recreational Enrichment	Youth in grades 4-8 who are in foster care, group homes, residential mental health programs, or are "at-risk" of removal from their home due to child abuse or neglect.	Adults
Urban Youth Alliance International, Inc.	Bronx	N.Y.	$98,944	Established	One-to-one pairs and groups meeting in the community for 2-4 hours a week, for at least 1 year.	Academic Character development Recreational Enrichment	Court-involved youth from the Bronx.	College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Children's Village, Inc.	Dobbs Ferry	N.Y.	$168,742	Established	One-to-one pairs meeting at school for at least 2 hours a month and meeting in the community for at least 10 hours a month, for at least 1 year.	Academic Recreational Enrichment	Boys in grades 4-8, who are in a residential treatment center and require special education, are in foster care, or have serious mental health problems.	School-aged College students Adults
Cayuga/Seneca Community Action Agency, Inc.	Auburn	N.Y.	$52,857	Established	One-to-one pairs meeting once a month with weekly phone contact and groups meeting 3 times a week for at least 1 year.[e,g]	Academic Character development Recreational Enrichment	Boys.	School-aged Adults
Soujourners Care Network	McArthur	Ohio	$180,924	Established	One-to-one pairs meeting at school for a half hour and 1 hour a month, for at least 1 year.	Academic Enrichment	Youth in grades 2-12.	School-aged Adults
The Prevention Council of Central Ohio	Columbus	Ohio	$119,693	Established	One-to-one pairs meeting at school for 1 hour a week and groups meeting in the community twice a month plus 2 other contacts, for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-8 who live in a home environment with alcoholism and/or drug addiction.	School-aged College students Adults
Cincinnati Youth Collaborative	Cincinnati	Ohio	$193,695	Established	One-to-one pairs meeting at school and in the community for at least 1 year.[e]	Academic Character development Enrichment	Youth in grades 4-8 who are first and second generation Urban Appalachians, or are deaf and have special needs.	Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Youth Opportunities Unlimited, Inc.	Cleveland	Ohio	$152,632	Established	One-to-one pairs and groups meeting at school and in the community for 1 hour a week, for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-6.	Adults
Tulsa County Independent School District 1	Tulsa	Okla.	$136,602	Established	One-to-one pairs meeting at school for 1 hour a week for at least 1 school year.	Academic Character development Enrichment	Very high-risk youth in grades 4-8, including those from alternative schools.	Adults
Medford School District #549-C	Medford	Ore.	$181,719	Established	One-to-one pairs meeting at school and in the community for 4 hours a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth are Hispanic, Native American, or African American.	College students
Connect, Inc.	Washington	Pa.	$108,332	New	One-to-one pairs meeting at school and in the community for at least 4 hours a week.[f]	Academic Character development Recreational Enrichment	Youth in grades 3-8.	School-aged College students Adults
French Creek Christian Center	Franklin	Pa.	$131,205	New	One-to-one pairs and groups meeting in the community for 1 hour a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-8 who are high-risk, nonadjudicated, are adjudicated juvenile delinquents, or are adjudicated court-dependent.	School-aged College students Adults
YWCA of Greater Pittsburgh	Pittsburgh	Pa.	$102,501	Established	One-to-one pairs meeting at school once a month and groups meeting in the community bimonthly for at least 1 year.[e]	Enrichment	Girls in grades 6-8.	School-aged College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Mt. Ararat Community Activity Center	Pittsburgh	Pa.	$181,963	Established	One-to-one pairs and groups of three mentors/youth meeting in the community 2 days a week.[e,f]	Academic Character development Enrichment	Boys in 6th grade.	Adults
Concerned Black Men, Inc. of Philadelphia	Philadelphia	Pa.	$177,274	Established	One-to-one pairs and groups meeting at school and in the community for 2 hours a week for at least 1 school year.	Academic Character development Recreational Enrichment	Minority youth (mostly boys) in grades 6-9 who are at risk of juvenile delinquency.	Adults
Centre County Youth Service Bureau	State College	Pa.	$78,677	Established	One-to-one pairs meeting for 1-2 hours a week for at least 1 year.[g]	Academic Character development Recreational Enrichment	Youth are grade 4-8.	College students Adults
Rhode Islanders Sponsoring Education	Providence	R.I.	$96,726	Established	One-to-one pairs meeting for 6 hours a month for at least 1 school year.[g]	Academic Character development Recreational Enrichment	Youth are grades 2-12 with parents having a history of incarceration, addiction, or involvement with child welfare agencies.	College students Adults
Anderson School District Five	Anderson	S.C.	$140,303	Established	One-to-one pairs meeting at school for at least 1 hour a week for at least 1 school year.	Academic Character development Recreational Enrichment	Youth in grades K-12. Also focus on 9th grade at-risk and English as a Second Language students.	College students Adults
Big Brothers Big Sisters of the Black Hills	Rapid City	S. Dak.	$97,478	Established	One-to-one pairs meeting at school for 1 hour a week for at least 1 school year.	Academic Recreational Enrichment	Youth in grades 1-12.	College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Families of Incarcerated Individuals, Inc.	Memphis	Tenn.	$180,214	Established	One-to-one pairs meeting for 2 hours a week.[f,g]	Academic Recreational Enrichment	Youth in grades 4-8, many of whom are at-risk African American youth with an incarcerated family member or with involvment in the juvenile justice system.	Adults
I Have a Dream - Houston	Houston	Tex.	$123,923	Established	One-to-one pairs meeting for at least 1 hour a week and groups meeting monthly at school.[f]	Academic Character development Recreational Enrichment	Youth in grades 3-12 who are Hispanic or African-American.	College students Adults
Families Under Urban and Social Attack, Inc.	Houston	Tex.	$191,540	Established	One-to-one pairs meeting in the community for 4 hours a week.[f]	Academic Character development Recreational Enrichment	Youth in grades 4-8.	Adults
Fort Worth Independent School District	Fort Worth	Tex.	$183,437	Established	One-to-one pairs and groups meeting at school once a week.[e,f]	Academic Character development Recreational Enrichment	Youth in grades 4-8.	College students Adults
Big Brothers Big Sisters of Arlington	Arlington	Tex.	$121,501	Established	One-to-one pairs meeting at school for 1 hour a week for at least 1 school year.	Academic Character development Recreational	Youth in grades 4-6.	College students Adults
Communities in Schools - Dallas	Dallas	Tex.	$59,171	Established	One-to-one pairs meeting at school for 1 hour a week for at least 2 years.	Academic Character development Recreational Enrichment	Youth who live in high crime areas and/or have experienced violence at home and are having mild behavior problems in school. Over half school population is Hispanic.	College students Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Lincoln Center Boys & Girls Club and Association	Brigham City	Utah	$142,105	Established	One-to-one pairs meeting in the community for 2 hours a week.[f]	Academic Character development Recreational Enrichment	Hispanic youth in grades 4-8.	College students Adults
Boat People SOS	Falls Church	Va.	$143,245	Established	One-to-one pairs meeting at school and in the community for at least 4 hours a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth are Vietnamese immigrants and refugees.	College students Adults
Alliance for Lifelong Learning	Brattleboro	Vt.	$102,579	Established	One-to-one pairs meeting at school and in the community for at least 4 hours a month.[f]	Character development	Youth in grades 4-8 or 9-12.	School-aged College students Adults
Strategic Learning Center	Seattle	Wash.	$190,121	Established	One-to-one pairs meeting at school and in the community for at least 1 year.[e]	Academic Recreational Enrichment	Youth in grades 4-12 who are English as a Second Language students—mostly Spanish speaking or Vietnamese, Somali, Cambodian, or Russian/Ukrainian immigrants.	School-aged Adults
Madison Metropolitan School District	Madison	Wisc.	$110,068	New	One-to-one pairs meeting in the community at least twice a month.[e,f]	Academic Character development Recreational Enrichment	Youth in grades 4-8 from 3 local schools, with significant Latino and English as a Second Language students.	Adults

Name	City	State	Amount	Experience level[a]	Type and freqency of mentoring	Type of activities[b]	Targeted group(s)[c]	Types of mentors[d]
Atwood Community Center	Madison	Wisc.	$179,023	New	One-to-one pairs meeting at school and in the community for at least 1 hour a week.[f]	Academic Character development Enrichment	Youth in grades 4-8.	School-aged College students
Wisconsin Coulee Region Community Action Program, Inc.	Westby	Wisc.	$117,797	Established	One-to-one pairs and groups meeting in the community for 2 hours a week for at least 1 year.	Academic Character development Recreational Enrichment	Youth in grades 4-12 who are exhibiting predelinquent behaviors and who are involved with child protective services.	School-aged College students Adults
Big Brothers Big Sisters of the Tri-State	Huntington	W. Va.	$112,363	Established	One-to-one pairs meeting at school for 1 hour a week for in school program and 90 minutes a week for the after school program.[f]	Academic Character development Recreational Enrichment	Youth in grades 4-8.	Adults
Big Brothers Big Sisters of Southeast Wyoming	Laramie	Wyo.	$191,540	Established	One-to-one pairs.[e,f,g]	Academic Recreational Enrichment	Youth in grades K-12.	Adults

Source: GAO analysis of grant applications for 121 Education-funded mentoring grantees.

[a]For this report, we considered programs that began mentoring in 2000 or later as new programs and those starting in or before 1999 as established

[b]The types of activities mentors and youth participated in may include academic (such as tutoring and homework help), character development (such as drug abuse prevention materials and job shadowing), recreational (such as playing basketball and skating), and enrichment (such as attending concerts and plays).

[c]Education's mentoring grant program targeted children who are at risk of educational failure, dropping out of school, or involved in criminal or delinquent behavior, or who lack strong positive role models. Priority for funding was given to programs that serve children living in rural areas, high-crime areas, troubled home environments, and children experiencing educational failure. Within this population, many grantees identified a specific target group.

[d]The types of mentors grantees used include school-aged mentors such as middle and high school students, college students from local universities and colleges, and adults from the community.

[e]Amount of time spent mentoring not specified in grant application.

[f]Length of mentoring commitment not specified in grant application.

[g]Unable to determine location in which mentoring occurs from grant application.

Appendix III: GAO Contacts and Staff Acknowledgments

GAO Contacts	Harriet Ganson, (202) 512-7042, gansonh@gao.gov Sherri K. Doughty, (202) 512-7273, doughtys@gao.gov
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Related GAO Products

No Child Left Behind Act: More information Would Help States Determine Which Teachers Are Highly Qualified. GAO-03-631. Washington, D.C.: July 17, 2003.

Flexibility Demonstration Programs: Education Needs to Better Target Program Information. GAO-03-691. Washington, D.C.: June 9, 2003.

Title I: Characteristics of Tests Will Influence Expenses: Information Sharing May Help States Realize Efficiencies. GAO-03-389. Washington, D.C.: May 8, 2003.