

In September 2012, The Governor's Prevention Partnership (The Partnership), through its Connecticut Mentoring Partnership Initiative, implemented a survey of organizations operating mentoring programs in New Haven, Connecticut. To ensure the study was comprehensive the survey was sent to all identified New Haven involved mentoring programs; this includes programs registered in The Partnership database as well as programs associated with the New Haven United Way. Of the 15 identified programs, 9 completed the survey and 2 programs no longer provide mentoring services; this is a response rate of 60%.

To ensure we have a body of knowledge to guide strategic decision-making for mentoring program development, service delivery and new initiatives this study is comprised of three major components:

- Executive Summary
- Mentoring Program Survey Results
 - Survey Background, Objectives and Methods
 - Scope and Nature of Mentoring in New Haven
 - Profile of Organizations Providing Mentoring Services
- New Haven Demographic

I. Executive Summary

There are a total of 22,697 children ranging from the ages of 5-17 in New Haven, Connecticut. Based on MENTOR/National Mentoring Partnership's calculation it is estimated that at least 25% of the total youth population in New Haven could benefit from having an additional caring adult in their life to advocate for them. However, of that 25% only 12% are in a formal mentoring program. New Haven mentoring organizations are comprised of major long standing organizations such as Big Brothers and Big Sisters and newer organizations such as The Future Project. These programs have the same mission, to target moderate risk youth in New Haven.

There is also a smaller population of high risk youth that can benefit from having a mentor. High risk youth is defined as youth that are at risk of hurting themselves or to others, mentally unstable, and are truant. Currently there are no long-standing programs that provide mentoring services for this segment of the population.

However, mentoring organizations in New Haven have recently shown enthusiasm and innovation. New organizations such as Ice the Beef, KOYOT (Keep Our Youth On Track), led by a motivated ex-offender targets youth currently at risk of truancy, this is a modern program that can prove to be far more effective than traditional mentoring. Unfortunately, for a younger innovative organization such as Ice the Beef there are a few challenges that historically have shown to be too great for these newer organizations to succeed. These challenges include; lack of funding, support for leadership and a misunderstanding of the value and impact of quality mentoring.

While its important to understand what's currently happening it is equally important to understand the history so that we can build upon our successes and learn from the

challenges. In 2006 there was an Urban Mentoring Initiative (UMI) that was awarded to the New Haven Public Schools Fund as well as 3 other Connecticut cities. This initial collaboration included programs such as Children's Community Organizations of CT, School Volunteers for New Haven Inc., Summerbidge New Haven, Best Buddies CT and Covenant to care for Children. While this grant allowed New Haven to provide funding for mentors and staff to support mentors after the funding was exhausted the collaboration fizzled.

The second contributor to the strain incurred by UMI was the lack of consistent support and ownership for mentoring in New Haven. During the time of mentoring revival in 2006 there was leadership present in programs like New Haven Public Schools Fund, but they did not have full community support necessary to meet the demand for quality mentoring.

Lastly there is now more scientific evidence to support the affects and implementation of quality mentoring and positive youth outcomes. While there were strong efforts in 2006 to help programs implement the Elements of Effective Practice™ there was not a clear distinction at a program level between mentoring and the criteria of quality mentoring. Currently in New Haven over 22% of students lack parents or caregivers that are informed, involved and supportive of their academic success (New Haven Public School Learning Environment survey Report, 2010-2011). A quality mentor will provide stability and support to these children.

Based on our gap analysis as well as our work throughout the state building mentoring collaborations (hubs) it is recommended that the city of New Haven once again embrace the concept of creating a mentoring collaboration. To ensure sustainability the following key factors should be incorporated into both the collaboration as well as mentoring programs:

- Continuous efforts should be placed on funding. The Partnership will work with area agencies to identify funding opportunities;
- The Partnership is dedicated and equipped to provide support for programs that show leadership in the mentoring field. The Partnership can offer strategic planning, staff support, training and evaluations to further improve and sustain these programs. However the collaboration should be led by a New Haven based agency with the resources, support and long term desire to facilitate the collaboration;
- Current best practice research on quality mentoring covers effective ways to recruit mentors, make matches, sustain relationships, track outcomes and evaluate programs. The Partnership would support the education of mentoring programs and the involvement in Quality Based Mentoring.

Once these key factors are incorporated into mentoring the collaboration will need to focus on combating their greatest challenge in New Haven. They will need to address male mentor recruitment that better matches the demographics of New Haven's youth population. The current makeup of the mentored population is 42% Hispanic and 37% African American. Presently 86% of mentors are Caucasian. The ethnicity of the mentor is an important matching criteria because it is often more effective if mentees can relate culturally to their mentor. Another challenge is the gender of mentors in New Haven. The majority of youth that need mentors are male; however, there are primarily female mentors. Consequently the call to action should be a strong male mentor recruitment among Hispanics and African Americans in New Haven.

II. Mentoring Program Survey Results

Survey Background, Objectives, and Methods

A primary purpose of the survey is to understand both the capacity and gaps of mentoring and mentoring programs in New Haven. Key objectives include:

- Identify, count, describe and track mentoring organizations, programs, mentors and children served.
- Understand program strengths, resources and needs.
- Create a body of knowledge that can be shared with funders and policymakers to increase financial resources and other support for mentoring within New Haven.

The survey was administered electronically and included 41 questions. Follow-up calls and e-mails were sent to a majority of programs to confirm that the survey had been received. Programs were also offered the option to submit their survey in a written format via fax or mail. In addition, Connecticut Mentoring Partnership staff offered to interview program coordinators and then complete the survey on their behalf. Of those surveyed a total of 9 programs responded; the response rate is 60%.

Survey questions were organized into the following sections:

- Program Overview
- Programs Description
- Youth Participants (Mentees)
- Waiting List
- Mentors
- Mentoring Program Management
- Mentoring Budget (sustainability)
- Additional Information

For ease of completing the survey, it was suggested that respondents gather the following information before taking the survey, which took on average 20 minutes to complete:

- Number of mentors and youth in the mentoring program(s)
- Ages of youth served
- Referral sources for youth

- Waiting list numbers for youth and mentors
- Budget information
- Outcomes for program participants

The Scope and Nature of Mentoring in New Haven

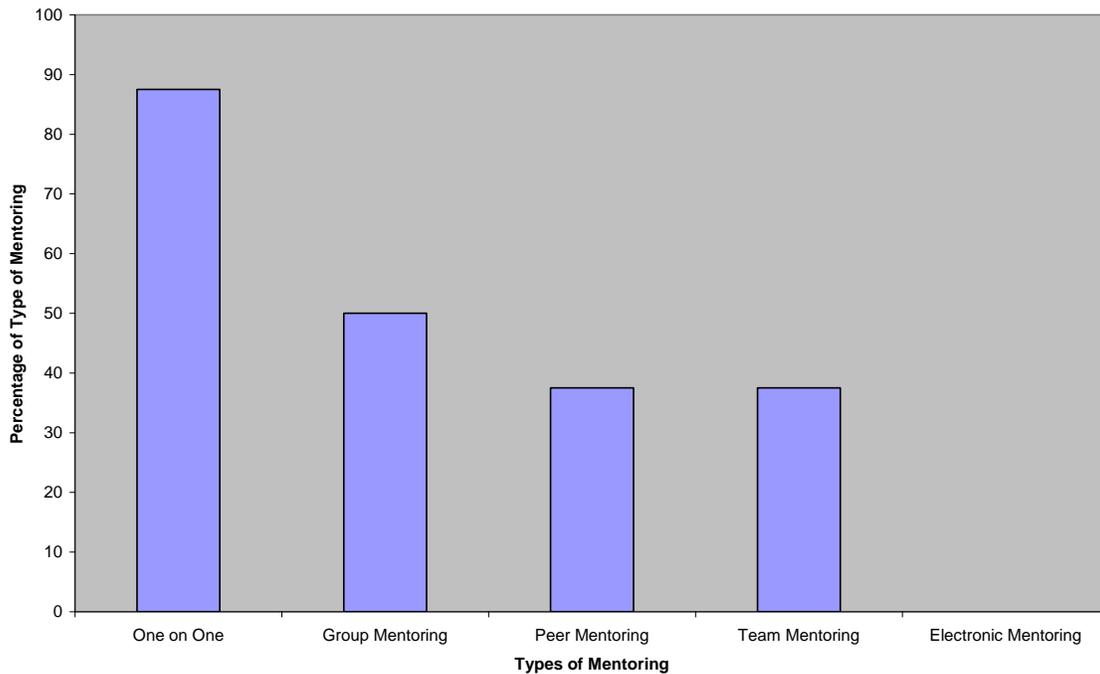
Results indicate that a majority of mentoring programs in New Haven serve not just New Haven but the greater New Haven area; this is consistent with operating practices of programs throughout Connecticut. In addition there is currently a mix of start-up organizations (Gear-Up New Haven) as well as long standing programs such as Big Brother Big Sisters Southwest.

Analysis indicates that a diverse group of young people were served in a mentoring relationship in New Haven in the last 12 months. Currently there are 9 quality mentoring organizations registered with the Connecticut Mentoring Partnership, and on average mentoring programs in New Haven serve an average of 689. Mentors serve approximately 3% of the total youth population.

A total of 553 people served as mentors for youth in need of guidance and support throughout New Haven. The same analysis used to estimate the number of mentees was also used to understand how many adults served as mentors.

One adult mentoring one child is the most common form of mentoring in New Haven, with 87.5% of the programs reporting using this form of mentoring. Group mentoring, one adult with up to four children (50%); peer mentoring, in which caring youth mentor other youth (37.5%); team mentoring, where several adults mentor small groups of youth, (37.5%); and electronic mentoring was not practiced by any of the participants.

Forms of Mentoring



The majority of programs (87.5%) are part of a larger organization. The typical mentoring program has 4 or less dedicated to running a quality mentoring program, and 25% of the programs that responded have annual budgets of \$5,000 or less (4 of the 8 programs declined so share information about their annual budget).. ***Data used from the average number of full-time employees***

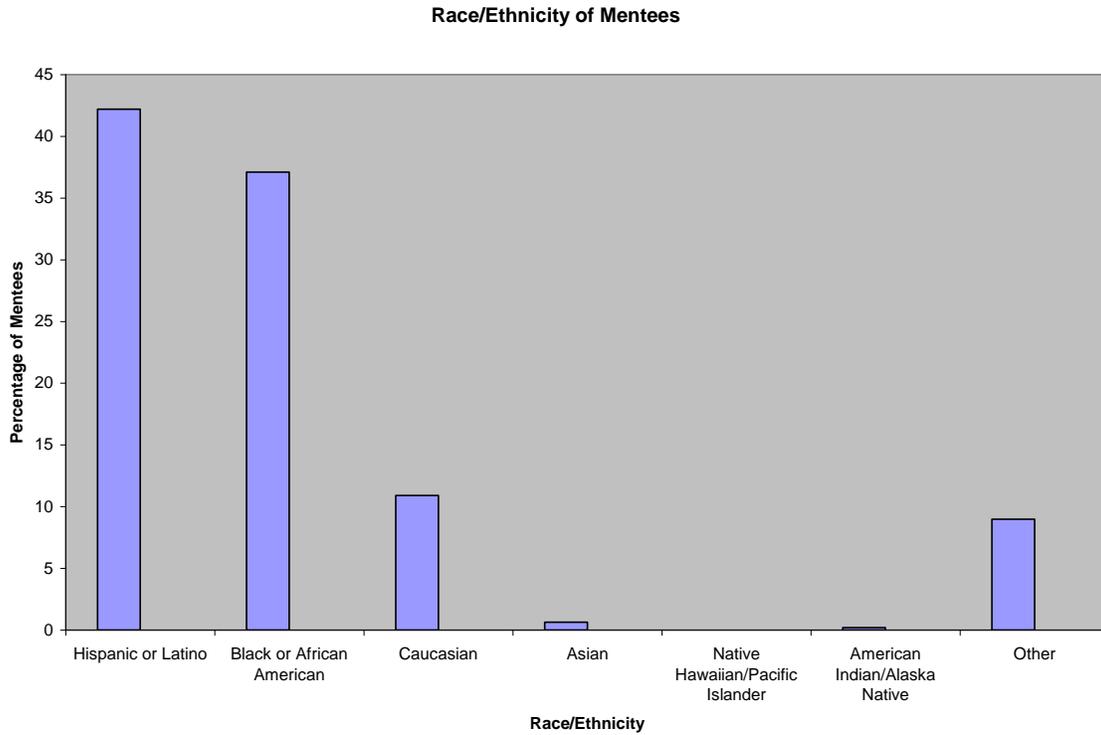
Demographics and Children Served

In total, males and females are being served almost equally. Our survey found that 52.4% of the youth in mentoring programs are male, and 47.6% are female. Similarly, men are more likely than women to volunteer as mentors, with 51% being reported as male and 49% female.

Children age 10 to 14 were the more frequently served by mentoring programs: 75% of all children served are in this age group. The remaining youth served by mentoring programs were: 5 to 9 year olds (50%); 15 to 17 year olds (50%); 18 to 19 year olds (37.5%); and no programs mentored individuals 20 + year olds. Please note that data may be slightly skewed due to selecting multiple responses.

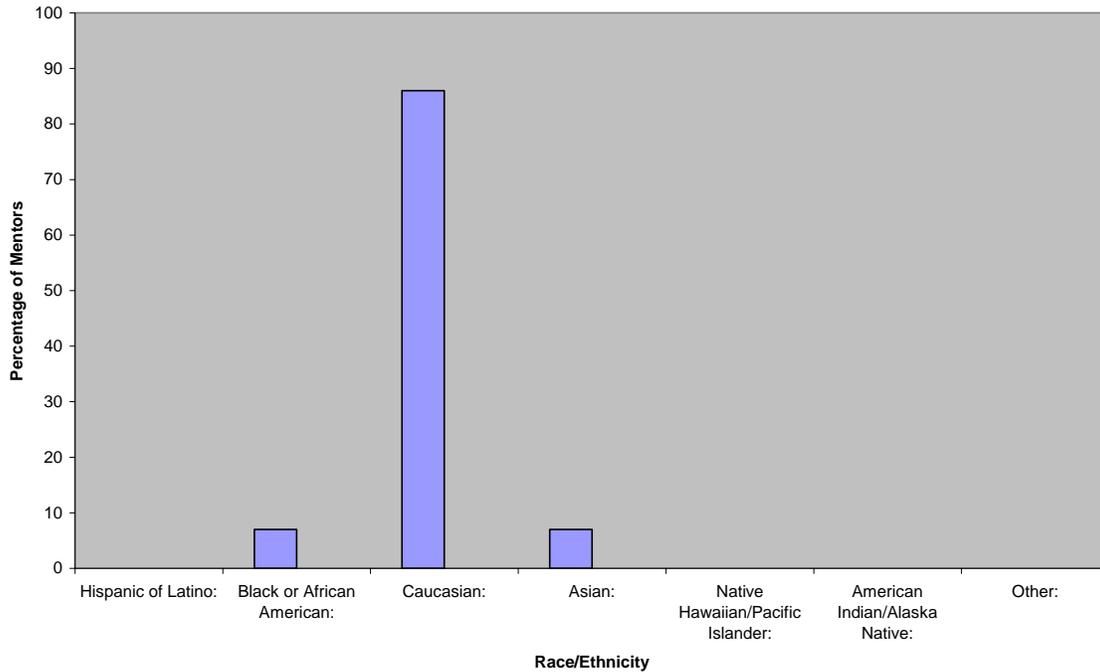
Majority of the mentored youth are of Hispanic or Latino background. 37.1% of mentees are Black or African American, 42.2% are Hispanic or Latino, 10.9% are Caucasian, .63% are Asian, .2% are American Indian/Alaska Native, 0.0% are Native Hawaiian/Pacific Islander, and 8.97% are other. Please note that data may be slightly

skewed due to putting in exact numbers and not percentages. ***3 don't track this data, 1 not sure, and 1 no response***



86% of the mentors in New Haven's programs are Caucasian. 7% are Black or African America, 0% are Hispanic or Latino, 0 are other, 7% are Asian, 0% are American Indian/Alaska Native, and 0% are Native Hawaiian/Pacific Islander. Please note that data may be slightly skewed due to putting in exact numbers and not percentages. ***4 don't keep track, 1 unsure, and 2 no response – only 1 response***

Race/Ethnicity of Mentors



The primary focus of the mentoring programs in New Haven is social/character development (75%); 62.5% focus on general academic support; 37.5% focus on school to work preparedness, and 12.5% focus on juvenile justice. Please note that data may be slightly skewed due to selecting multiple responses.

Profile of Organizations Providing Mentoring Services

Most mentoring programs in New Haven are site-based. Schools were the most common site for mentoring programs (50% during school and 50% after school). 50% of programs reported being community based, 50% are agency-based, and 12.5% are work-site based. Please note that data may be slightly skewed due to selecting multiple responses.

Number of youth served by a mentoring program ranged from fewer than 10 to more than 325 in the largest program. 2 of the programs who completed the questionnaire have enrollments of 300 or more. On the other end of the spectrum, 5 mentoring programs with enrollments of 100 or fewer serve 104 young people, or 11.1% of the total youth served.

Majority of the youth in New Haven were referred to the mentoring programs by social workers (50%) and other professionals (37.5%). Parents/guardians, teachers, self-referrals, and court-ordered were other individuals that referred the youth for services. Please note that data may be slightly skewed due to selecting multiple responses.

The mentoring programs incorporated a variety of mentee intake practices, including: parent/guardian permission form (62.5%), youth application form (62.5%), youth interview (37.5%), youth orientation training (25%), home visit with youth and parent/guardian (25%), and parent orientation training (37.5%). Please note that data may be slightly skewed due to selecting multiple responses.

Match frequency (how often the mentor meets with his/her young person) is high among the surveyed programs, with 62.5% of the programs reporting that mentors and mentees meet at least once a week. Further, majority of the mentors and mentees spent approximately 1 hour together per meeting (50%).

The mentor/mentee matches met at a variety of locations, the most common being at a school (62.5%). The matches also met out in the community (37.5%), at a community-based organization (25%), and at a business (12.5%). Additionally, the mentor/mentee matches participated in both structure and unstructured activities equally. Please note that data may be slightly skewed due to selecting multiple responses.

75% structured, 75% unstructured, 50% both structured and unstructured.

There were a variety of criterion for matching mentors and mentees, with the most common being shared interests, gender, and preferences (each 75%). Availability (50%), needs (62.5%), temperament (62.5%), life experiences (62.5%), and age and language requirements (both 50%) were also factors when matching mentors and mentees. Please note that data may be slightly skewed due to selecting multiple responses.

37.5% of the mentoring programs reported their expected length of commitment for mentors and mentees as a school year. A full calendar year was expected by 37.5% of the programs and less than a year (6 months or less) was expected by 25%.

28.5 of the mentoring programs utilized a mentee waiting list, while 37.5% used a mentor waiting list. Mentees were provided orientation by 42.8% of the mentoring programs. However, mentor orientation, where program overview and goals were presented, were provided by all of the participating mentoring programs. 71.4% of the programs reported their orientation process being 2 or more hours in length.

Most mentoring programs are meeting quality standards. The most common mentor screening reported by the surveyed programs was written mentor application (100%). Other types of mentor screening process incorporated are: mentor face to face interview (75%); reference checks (2) conducted by program staff (62.5%); state criminal background check (75%); sexual offender registry (SORI) (75%); child abuse registry (62.5%); federal criminal background check (50%); fingerprint background check (25%); driver's license and proof of insurance (62.5%); and home visit (12.5%). Please note that data may be slightly skewed due to selecting multiple responses.

Evaluation is conducted in 66.7% of mentoring Programs. The evaluation information was collected via: mentor survey/questionnaire (83.3%); mentee survey/questionnaire

(66.7%): parent survey/questionnaire (50%); mentor interview/observation (66.7%); mentee interview/observation (50%); and parent interview/observation (33.3%). 50% of programs utilized a written outline of expected youth outcomes in their evaluation process. Please note that data may be slightly skewed due to selecting multiple responses.

Additional Information From Survey Monkey Data Analysis

The mentoring programs of New Haven have on average 4.4 full-time staff, 4.6 part-time staff, and 4.9 unpaid/volunteer staff. Only 2 of the mentoring programs in New Haven reported having open positions.

62.5% of the mentoring programs surveyed reported being in existence five or more years, 12.5% between 1 and 5 years, and 25% less than 1 year.

The programs were asked to estimate their annual operating budget: unknown/don't wish to disclose (50%); under \$5,000 (25%); \$25,001- \$50,000 (12.5%); and \$250,001-\$500,000 (12.5%).

Not sure about the 250,001-500,000 – Big Brothers Big Sisters – not sure which one is in N.H. so I used the Bridgeport data

75% of the mentoring programs used businesses for mentor recruitment and/or funding. Other groups that were using for mentor recruitment and/or funding included: schools (62.5%), civic groups (50%), faith-based organizations (50%), Youth Service Bureau (25%), and senior citizens groups (12.5%). Please note that data may be slightly skewed due to selecting multiple responses.

A majority of the mentoring programs did not pay their mentors a stipend (86.5%), while 12.5% paid a stipend to their mentors. Further, 89.9% of the programs that completed the survey did not charge their mentors an application or screening fee.

87.5% of the mentoring programs promoted family involvement.

Having a formal Advisory Group or Board of Directors was reported by 42.9% of the mentoring programs. One of the programs stated that they are in the process of developing such a group.

III. New Haven Demographics

The city of New Haven is 20 square miles with a population of 129,779, making it the state's second-largest city and the sixth-largest in New England. New Haven is a diverse city comprised of almost 60% minorities; over 27% are of Hispanic ethnicity. Almost one-third of New Haven residents speak a language other than English in their household. Among New Haven households, 29% have children under the age of 18 living with them. Almost 23% are single-parent households with no husband present and an additional 45% are comprised of non-families. Connecticut is a state of great economic disparity; the

median income for a household in New Haven is approximately \$39,000, compared to the median income for a family in Connecticut at \$67,700. New Haven is described as one of the poorest cities in not only the state, but also the nation, and over 25% of New Haven residents live below the poverty line, compared to 9.2% statewide (New York Times, 2006; US Census Bureau, 2010).

New Haven has the nation's fourth-largest violent crime to population ratio and is ranked eighteenth in violent crime among the nation's most dangerous cities, according to 2010 crime statistics data compiled by the Federal Bureau of Investigation (Rosenfeld, 2011). A 2009 report on youth violence cited gun violence as one of the most urgent public health concerns in the city of New Haven. Between 2005 and 2008, among the 500 victims of shootings in New Haven, 25 were between the ages of 10 and 24 (New Haven Family Alliance and Robert Wood Johnson Clinical Scholars Yale University School of Medicine, 2009). Crime, violence and overall student safety are concerns not only in the community, but also in the school setting. 44% of students in grades 9-12 at Wilbur Cross High School report feeling unsafe in their school (New Haven Public Schools School Learning Environment Survey Report, 2010-2011).

New Haven Mayor John DeStefano has publicly stated that while there are 9,000 teenagers in New Haven, the majority are not involved in criminal activity. Mayor DeStefano claims that the "few hundred" who cause problems often lack structure at home, have increased access to guns and are unable to control their behaviors. Some of the most distressing shootings have involved teenagers clashing over trivial reasons (New York Times, 2006). New Haven youth may turn to violent crime when presented with limited options for normal adolescent development. Unsafe environments may foster risky behaviors as teens struggle for status and respect. In addition, youth require safety and belonging, and may seek this family structure on the street (New Haven Family Alliance and Robert Wood Johnson Clinical Scholars Yale University School of Medicine, 2009).

Connecticut has the nation's largest achievement gap when measured by students' socioeconomic status (Bitrymowicz, 2011). Given the overall economic conditions in New Haven it is not surprising to learn that their schools mirror the same achievement gap. The New Haven Public School District consists of 31 public elementary and middle schools, 9 public high schools, and 4 transitional schools with a total student enrollment of 20,759. Within the public schools, the total minority population is almost 90% of PK-12 enrollment (New Haven Public Schools, 2012). Over 73% of New Haven students qualify for free or reduced lunch, compared to 30.3% throughout the state (Connecticut Association for Human Services, 2008). In 2011, New Haven Public Schools had a graduation rate of 64.5% and drop-out rate of 25%, compared to the average in Connecticut of 82% and 12%, respectively (Bailey, 2012).

Teacher surveys indicate that the violence and criminal activity seen in the community are also seen within the school walls. In particular, Wilbur Cross High School staff note that student misbehavior and crime often disrupt the school environment. 79% report that

gang activity among students is a problem at the school at least some of the time. Over 70% state that criminal activity among students occurs just as often. More than 80% of high school teachers report that student use of alcohol and illegal drugs in school is a problem (New Haven Public Schools School Learning Environment Survey Report, 2010-2011).

A substantial number of high school students reportedly lack adult role models at school and at home. Over 30% could not identify at least one adult in the school that they could trust and nearly 49% of students would not consider their teachers role models. At home, over 22% of students lack parents or caregivers that are informed, involved and supportive of their academic success (New Haven Public Schools School Learning Environment Survey Report, 2010-2011).

In addition to the need for supportive adult figures, New Haven youth between the ages of 10 and 16 surveyed through Connecticut Afterschool Network identified additional issues that students face in their community. New Haven youth are most concerned with the need for more life skills education in school (89%), the lack of positive programming and activities in the community (86%), the lack of safety in the community (80%), gun violence (73%) and underage drinking (69%). New Haven students are looking for additional opportunities to gain self-confidence (84%), set goals (91%), and learn life skills that will guide them beyond high school (93%) (Connecticut After School Network, 2012).

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