



Amachi Pittsburgh

Years 8 to 10

Evaluation Report

Lisa Werder Brown, Evaluator

Jamie Clearfield, Evaluator

Dr. Cynthia Tananis, Director

Dr. Keith Trahan, Assistant Director

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Executive Summary

In 2003 the Pittsburgh Leadership Foundation (PLF) established **Amachi Pittsburgh** with the mission of empowering children of incarcerated parents to overcome associated challenges, and to grow to realize their full potential. PLF convened seven founding collaborative partners including Pittsburgh Child Guidance Foundation, Allegheny County Jail, University of Pittsburgh (Office of Child Development), The Mentoring Partnership of Southwestern PA, Project Angel Tree, Mid-Atlantic Network of Youth & Families, and Family Guidance, most of which remain involved in a formal or informal capacity. In keeping with PLF's commitment to incubate and spin off programs, Amachi Pittsburgh established its independence and began operating under the fiscal sponsorship of POISE Foundation in 2012.

Based on the national, evidence-based Amachi model developed under the leadership of Rev. Dr. Wilson Goode, Sr. in Philadelphia, Amachi Pittsburgh mobilizes volunteers through faith- and community-based partners to work strategically in providing encouragement, guidance, and support to children and their families, both during the time of incarceration and through the transition period following a parent's release. Amachi Pittsburgh matches children and youth, ages 4-18, with positive adult mentors to help them develop a sense of competence, usefulness, belonging, and power. The unique challenges and needs of this population lead Amachi Pittsburgh to incorporate ancillary services in recent years to complement mentoring. These include family strengthening and reunification support, and youth leadership development, both of which are carried out in collaboration with other agencies. Since inception, Amachi Pittsburgh has reached more than 1200 children and their families with over 900 having received one-on-one mentoring.

The Collaborative for Evaluation and Assessment Capacity (CEAC) at the University of Pittsburgh conducted an evaluation of Amachi Pittsburgh's mentor program from 2010-2013 (i.e., years 8, 9, and 10). This report summarizes the data collected during the period with some comparative analysis to previous years. The report includes demographic information on mentors and mentees, data from Behavior Checklists (a tool completed by mentees' parents/guardians to provide insight into their perceptions of mentees' academic performance and behaviors), a 10-year follow-up on former mentees, a survey of mentees' perceptions, mentor activity reports and Case Alerts (records of incidents requiring intervention from the Amachi Pittsburgh mentoring support staff). During this same period, Amachi Pittsburgh experienced significant organizational transitions-- beyond its spin-off from PLF-- as a result of the elimination of federal funding, which accounted for a substantial portion of revenues. This critical

funding deficiency extended throughout years 8, 9 and 10 in which Amachi Pittsburgh reported addressing a number of concomitant challenges: downsizing of staff, office relocation, stabilizing operations at a reduced budget, and retooling strategies for recovery and long-term sustainability. Accordingly, this evaluation report includes recommendations to improve processes for data collection and outcomes tracking with consideration for limitations in available resources.

Major Findings

- **Mentee Demographics:** As in previous years, the overwhelming majority of mentees were African American (88.5%; n=85) and female (57.3% n=55) (Table 15). Mentees ranged in age from 7 to 18, with the majority (67.7%; n=65) of both males and females between the ages of 10 and 15. Most mentees live with one biological parent (72.9%, n= 70). More than a third (39.6%; n=38) of mentees resided in Pittsburgh’s central neighborhoods, while 27.1% (n=26) lived in the distressed former steel mill towns and neighborhoods along the Monongahela (Mon Valley) and Ohio Rivers, and another 30.2% (n= 29) lived in older first tier suburbs, characterized by significant economic and social challenges. With few exceptions, mentors lived in close proximity to mentee neighborhoods.
- **Behavior Checklists:** Behavioral Checklists were primarily used to characterize Amachi mentees. Parents and guardians reported that, overall, Amachi Pittsburgh mentees are faring well academically and socially. Specifically, parents reported that mentees are regularly attending school, succeeding academically, are kind and considerate to peers and other adults, and do not engage in negative behaviors such as bullying.
- **Former Mentees:** In 2013, CEAC examined the records of 50 former Amachi Pittsburgh mentees (29 females and 21 males) that are now over the age of 18 (i.e., were born between 1989 and 1995). Seventy-eight percent of these mentees were part of Amachi mentoring relationships that lasted for multiple years. Of the 29 females included in the sample, 1 (2.0%) had a criminal record. Of the males, 3 (6.0%) had criminal records.
- **Mentor Demographics:** Amachi Pittsburgh mentors report many of the same demographic characteristics as their mentees. The majority (72.5%; n=66) are African American and female (64.8%; n= 57). Seventy-seven mentors provided information about their highest level of education; all 77 graduated from high

school, 40.3% (n=31) had a bachelor's degree, 26.0% (n=20) had some college and 14.3% (n=11) had a graduate degree.

- **Mentee Survey:** In 2011, CEAC conducted a survey of 21 mentees; 10 males and 9 females responded to the survey (2 respondents did not report gender). Mentee responses were mostly positive. Some notable findings include: 90.0% to 100.0% of males responded *Very True* to the questions: *My mentor has lots of good ideas about how to solve a problem*, *When I'm with my mentor, I feel important* and *When I'm with my mentor I feel happy*.¹ Males (100.0%; n=10) also cited as *Very True* the following: *My mentor is always interested in what I want to do* and *When something is bugging me, my mentor listens while I talk about it*. Almost 90.0% (n= 8) of females responded to the above questions as *Sort of True* and *Very True*.
- **Activity Reports:** Amachi Pittsburgh provided Match Activity reports from April to October of 2013. During that period, 37 mentors reported over 1,400 hours spent with mentees, with an average of 4 hours per visit. In spite of this strong time commitment, mentors reported the biggest challenge they faced was finding the time to meet with their mentee. All 37 mentors who completed activity reports listed *meet more regularly* as a major goal moving forward for the match.
- **Case Alerts:** CEAC analyzed data from Case Alerts (i.e., records of matches at risk of premature closure) from May 2013 through November 2013. Over the 6-month period, 16 Case Alerts were filed for 6 (6.3%) of the matched mentees. Considering that Amachi serves a high number of mentees (n=96 during that period) and the many challenges faced by children experiencing parental incarceration, 16 Case Alerts over a period of 6 months is encouraging and suggests that most mentor/mentee matches are able to develop successful relationships.
- **Match Support:** In order to preserve and maintain the mentee/mentor relationship and address any match difficulties or concerns, Amachi Pittsburgh provides support through e-mail, phone, or in-person contact with a mentor, mentee and/or mentee's family. From May 2013 through November 2013, matches received 192 match support contacts. Of the 102 matches that received support throughout the project year, 86% completed the full, one-year

¹ *Italics indicate survey responses*

commitment, 4% closed prematurely and 10% had not yet reached the one-year mark.

This evidence suggests that the mentor/mentee relationship is a stabilizing influence in the lives of mentees, providing additional support for children of the incarcerated. Mentees do not appear to be experiencing serious or extreme changes in behaviors or academic performance. Although additional data would need to be collected to determine absolute causation, the information summarized in this report speaks to Amachi Pittsburgh's ability to create successful mentoring relationships, to equip volunteers to be strong mentors, and to provide useful technical assistance – all of which have the potential to contribute to long-term positive effects.

Introduction

Across the United States more than 2.4 million people are incarcerated. These alarming numbers prompted law professor Rosa Brooks (2014) to describe the United States as “Incarceration Nation”. In addition, this dramatic rise in the prison population includes parents. In its 2010 report on the incidence and effects of parental incarceration in the US, the Pew Charitable Trust estimated that “over 1.2 million people, or more than half of the prison population, are parents of children under the age of eighteen.” This translates into more than 2.7 million (3.6%) of children in the United States growing up with a parent in prison – and this figure has been steadily rising since the 1980's. Importantly, African American children and their families are disproportionately affected, with 11.4% having an incarcerated parent (The Pew Charitable Trusts, 2010).

In Allegheny County, over 8,500 youth have a parent in jail or prison (Walker, 2012). In 2006, more than half of the inmates in the region reported being a parent of a minor child (Allegheny County Correctional Health Services, Inc., Intake surveys, 2006), which demonstrates the compelling need to provide services for these youth and families in the Pittsburgh area, specifically.

Parental incarceration hinders a child's ability to thrive. Compared to their counterparts who are not experiencing parental incarceration, children of imprisoned parents are considered to be at a greater risk of mental health issues that stem from many factors related to their parents' incarceration, including the trauma of separation, disruption in family living arrangements, change in school, decline in family income and the stigma of having an incarcerated parent (Murray, et al., 2010). Children whose parents are incarcerated are at greater risk of developmental delays, emotional distress, substance abuse, academic disadvantage, early sexual activity and acts of delinquency (LaVigne,

Davis & Brazell, 2008). Families in which one or more parents are incarcerated experience economic distress because of the loss of income, which impacts children. Furthermore, parental criminality is linked to adolescent antisocial behaviors (e.g., disobedience, aggression, temper tantrums, lying, stealing, and violence; Manza, Wiley & Borden, 2007). Children of prisoners are 6 times more likely than other children to be incarcerated as adults. Other challenges that are associated with parental incarceration, such as poverty, may exacerbate the link between parental and adolescent unwanted behavior (Christian, 2009).

The many disadvantages and vulnerabilities faced by youth with incarcerated parents necessitate the increased development of community support structures for these children. One option is structured youth mentoring programs, which formally place a child in a one-on-one relationship with a caring adult. In order for mentoring to result in positive growth and development for mentees, mentors must be attuned to the needs of this population and must develop confidence and trust with their mentee through empathy, authenticity, sensitivity, and mutual respect (Allen & Eby, 2003; Collins & Miller, 1994). National studies have shown that mentoring is most successful when adult mentors spend at least one hour per week with their mentee for at least one year. The benefits of mentoring include increased self-confidence and better school performance and behavior (Manza, Wiley, & Borden, 2007), a reduction in feelings of hopelessness (Keating, Tomishima, & Alessandri, 2001), and decreased delinquent behaviors such as skipping school and using drugs and alcohol (Grossman & Rhodes, 2002). Therefore, to address these issues on a more local level, Amachi Pittsburgh was established in 2003 to equip and train faith-based and secular organizational partners and volunteers to engage in mentoring relationships that are mutually enjoyable and involve social and growth activities that provide youth with guidance, companionship, and support.

Amachi Pittsburgh's Stated Goals

During the first 10 years of Amachi Pittsburgh's operations, its goals were:

- Through mentoring, to reach children and youth (ages 4-18) in Allegheny County with one or both parents in a correctional facility to reduce the likelihood of these young people perpetuating the cycle of imprisonment either as adults or juveniles.
- Through capacity building, to equip, train and support local faith and community-based organizations in their vital roles of community outreach, intervention and impact.

In light of research demonstrating that early termination of matches can actually harm youth (National Mentoring Partnership, 2014), Amachi Pittsburgh engages in proactive monitoring of matches as well as extensive screening and training of new mentors to facilitate healthy, long-term matches. New mentors go through an application process that includes criminal and child abuse background clearances and reference checks. Both prospective mentors and mentees receive a home visit and individual interviews. Mentors are trained using “The Elements of Effective Practice” mentor-training curriculum, which is delivered by program staff and The Mentoring Partnership of Southwestern PA.

Children of incarcerated parents (i.e., potential mentees) are identified through inmates at various correctional facilities through the work of Project Angel Tree (a program of Prison Fellowship Ministries), at community events, local congregations, and other social service agencies that provide services to families of prisoners. Children and custodial parents/caregivers go through an enrollment process before the mentor match is established.

After a prospective mentor and mentee have been identified, screened, and trained, they are introduced in a supervised initial match meeting. Mentors are required to make a one-year commitment to meet with their mentee at least one hour per week – consistent with best practices (National Mentoring Partnership, 2014). Additionally, mentors are responsible for tracking the activities as well as the amount of time they spend with their mentee monthly and reporting it to Amachi Pittsburgh staff. At the end of the year, the mentor and mentee are given the option to continue the relationship, to be assigned to a new partner or to conclude participation in the program.

“WHO KNOWS WHAT GOD HAS BROUGHT US THROUGH THIS CHILD?” IS THE ENGLISH TRANSLATION OF THE NIGERIAN IBO WORD, “AMACHI” AND IT FORMS THE CENTERPIECE AMACHI PITTSBURGH’S MISSION TO EMPOWER YOUNG MINDS TO OVERCOME THE CHALLENGES OF PARENTAL INCARCERATION, AND REALIZE THEIR FULL POTENTIAL.

Structure of the Report

In 2012, the Collaborative for Evaluation and Assessment Capacity (CEAC), within the University of Pittsburgh, was contracted by Amachi Pittsburgh to conduct an evaluation of Amachi Pittsburgh’s programming for the years 2010 through 2013. This report

summarizes the data collected during this period and also includes some comparative analysis to previous years. Data described in this report includes the following:

- Demographic information on mentors and mentees
- Behavior Checklists, which are completed by mentees' parents/guardians regarding their perceptions of mentee social and emotional well-being and academic performance
- 10-year follow-up on former mentees
- Mentee perception survey
- Mentor activity reports
- Case Alert files
- Match Support

The purpose of this report is to analyze and synthesize the data, to present information on Amachi Pittsburgh's operations and on mentor and mentee characteristics, and to provide a contextual understanding of the mentor/mentee relationship. This report will first describe background on Amachi Pittsburgh, including information on its funding and community partners. Demographic information and Behavior Checklist data are used to describe Amachi Pittsburgh mentees. The Behavior Checklist offers insight into parent/guardians' perceptions of their child's academic performance, emotional stability, self-control and social adjustment. The Behavior Checklist includes questions about the mentees' state of mind (i.e., are they depressed or worried), their social network (i.e., are they having problems relating to peers), and whether they exhibit self-control (i.e., are they overactive or temperamental). Ideally, checklists are completed when a mentee is first matched with a mentor and then again one year post-match, and again at each anniversary from the match date. The quality of the mentor/mentee relationship is characterized by analyzing Behavior Checklists, Activity Reports, the Mentee Perception Survey, Case Alerts, and match support data. Demographic information is also used to provide a picture of who becomes an Amachi Pittsburgh mentor.

The ultimate purpose of the report is to provide Amachi Pittsburgh and its partners with practical conclusions and recommendations for program improvement. This report will synthesize the lessons learned via conducting program evaluation and the actual data garnered from evaluation into plans for continuing to grow and improve the program and its evaluation methods.

Amachi Pittsburgh Funding and Community Partners

Strong and sustainable programs require strong and sustained partnerships; Amachi Pittsburgh has established a lasting mentoring program by developing a solid base of community partners and capitalizing on community resources.

Towards the end of 2011, Amachi Pittsburgh's primary source of funding, the federal Mentoring Children of Prisoners program was eliminated. This drastic cut in funding could have proven fatal for Amachi Pittsburgh as it accounted for roughly 75% of the organization's annual budget. While a number of mentoring programs across the nation ended as a result, Amachi Pittsburgh's leadership was able to allay the crisis through previously established strategic partnerships. These collaborations provided access to alternate funding sources, which enabled programming to continue without interruption, albeit significantly reduced. Securing more than 10 new sources of funding, Amachi Pittsburgh's budget was reduced overall by approximately 35% versus 75%. Among those most notable are United Way of Allegheny County, Heinz Endowments, and the Leadership Foundations of America. In addition to the vital financial support from these sources, Amachi Pittsburgh has received donations from individuals and local churches.

Strong and sustainable programs require strong and sustained partnerships and Amachi Pittsburgh has worked to establish a lasting program by developing a solid base of partners and funders. The Amachi model by design is collaborative; thus, faith- and community-based partners are a fundamental component of service delivery, helping Amachi Pittsburgh fulfill its mission. The organization has worked in collaboration with several of the same agency partners since inception such as Project Angel Tree, the Mentoring Partnership of Southwestern Pennsylvania, Mid-Atlantic Network for Youth and Families, and Family Services of Western Pennsylvania. Amachi Pittsburgh partnered with 24 community organizations that help support mentoring and families in various ways. Most of these community partners are churches that are located in the communities in which mentees live, making support accessible within their own neighborhoods.

The following is a list of some of Amachi Pittsburgh's community partners and a description of their involvement.

- Tickets for Kids Charities provides organizations with free tickets for fun and educational events, allowing Amachi Pittsburgh to give mentors, mentees, and mentees' families opportunities to engage in a variety of local activities from sporting events to cultural experiences.
- The Mentoring Partnership of Southwestern Pennsylvania provides training, resources and technical assistance for Amachi Pittsburgh mentors and staff.

- Holy Family Institute is a collaborating partner in the SNAP in Schools Initiative, which stands for Stop Now and Plan, and promotes behavior modification.
- The Mid Atlantic Network of Youth & Family Services provides staff training and development and technical support.

In addition to the regional collaborators mentioned above, The Collaborative for Evaluation and Assessment Capacity (CEAC) at the University of Pittsburgh evaluates Amachi Pittsburgh’s programs and offers support and assistance in refining data collection and analysis efforts.

Amachi Pittsburgh Funding and Community Partners

<p>Regional Collaborating Agencies</p> <p>Family Services of Western PA Holy Family Institute Lydia’s Place The Mentoring Partnership of Southwestern PA Tickets for Kids Charities Mid Atlantic Network of Youth & Family Services Project Angel Tree University of Pittsburgh CEAC</p>		
<p style="text-align: center;">Revenue Sources</p> <p>Allegheny County Jail (via Family Services of Western PA) Birmingham Foundation Buhl Foundation H. Glenn Sample Jr. MD, Memorial Fund through PNC Charitable Trusts Heinz Endowments Highmark, Inc. Leadership Foundations of America Pennsylvania Department of Corrections Program to Aid Citizen Enterprise (PACE) Pitcairn-Crabbe Foundation Pittsburgh Child Guidance Foundation Social Venture Partners Pittsburgh University of Pittsburgh Student Philanthropy United Way of Allegheny County Donations from churches and individuals including Amachi Pittsburgh Advisory Board</p>		<p style="text-align: center;">Community Partners</p> <p>Bidwell Presbyterian Church Center of Life Children 2 Champions Community Baptist Church Covenant Church on the Hill Emmanuel Baptist Church Greater Allen AME Church First Baptist of West Mifflin Iota Phi Theta Fraternity, Inc. Macedonia Baptist Church Metropolitan Baptist, Rodman Mt. Ararat Baptist Church Morningstar Baptist Church Morningside C.O.G.I.C Mt. Caramel Baptist Church North Side Church of God St. Gabriel's Church Saints John & Paul Catholic Church St. Paul AME Second Baptist of Homestead Shiloh Missionary Baptist Steel City Sports World Unity Baptist Church Union Baptist Church</p>

Amachi Pittsburgh Mentees

From 2010 to 2012, Amachi Pittsburgh made 152 mentor/mentee matches. Table 1 shows the number of completed matches made each year over the 3-year period. For instance, the number of matches completed in 2011 was 26 and the active matches totaled 113, bringing the total number of matched mentees to 139. Notably, these numbers also reflect program attrition. Program attrition can occur in a number of ways: mentees or their caregivers choose not to continue in the program, mentors choose to leave the program, or a child ages out of the program. Importantly, the total number of matches is significantly higher than the number of completed matches per year, indicating that most of the matches have remained intact from the previous year.

Table 1: Match Statistics

Year	2010	2011	2012
Continuing Matches	114	113	109
New Matches	1	26	16
Total Matches	115	139	125
Cumulative Total	115	140	152

The structure of Amachi Pittsburgh’s mentorship program is designed to support an ongoing and constantly changing mentee cohort. This design makes it difficult to have complete data on any single set of mentees. Consequently, at any point throughout the calendar year, Amachi Pittsburgh has a variable cohort of mentees, making it difficult to perform an analysis on a specific group of children over a set period of time. Therefore, data was captured for those Amachi Pittsburgh mentees who were actively matched in the spring of 2013.

Demographic information was analyzed on 96 matched mentees participating in Amachi Pittsburgh. These 96 mentees represent a snapshot of mentee matches, taken at a specific moment in time. As in previous years, the overwhelming majority of mentees were African American (88.5%; n=85), 10 mentees were Multiracial/Other, and 1

mentee was Caucasian.² Females continued to represent a slight majority, (57.3% n=55); 42.7% (n=41) of mentees were male. Mentees ranged in age from 7 to 18, with the majority (67.7%; n=65) of both males and females between the ages of 10 and 15 – a similar age breakdown when compared to past years. See Table 15 in the Appendix for multi-year demographic data.

Table 2: Mentee Race

Race	Number	Percentage
African American	85	88.5
Multi Racial	10	10.4
Caucasian	1	1.0

Table 3: Mentee Gender

Gender	Number	Percentage
Female	55	57.3
Male	41	42.7

Table 4: Mentee Age

Age	Number	Percentage
7 to 9 Years old	13	13.5
10 to 12 years old	33	34.4
13 to 15 years old	32	33.3
16 to 18 years old	16	16.7
Missing age data	2	

Most mentees live with one biological parent (72.9%, n= 70). A small percentage of mentees (14.6%, n=14) live with a relative other than a parent, such as a grandparent or aunt. Three mentees (3.2%) live with an adoptive or foster parent. Information on living situations for 9 mentees (9.3%) was unavailable.

Mentee’s Relationship with Their Incarcerated Parent

Most mentees (60.4%; n=58) were aware of their parent’s incarceration, while only 9.4% (n=9) were unaware. Information on awareness about parental incarceration was unavailable for 29 (30.2%) of the mentees. Information on which parent was incarcerated was given for 66 (68.7%) mentees. The overwhelming majority (92.4%;

¹ Some instruments listed Multiracial and some listed Other

n=61) had fathers who were incarcerated, while only 4 (.6%) children had mothers who were incarcerated. One child had both parents in prison.

Parental incarceration is a major obstacle for maintaining a strong parent/child relationship. Prison facilities are often located away from populous areas and major urban centers, making it difficult for families with limited access to transportation to visit. Scheduling conflicts between a child's school and the prison facility can also limit visitation opportunities. Amachi Pittsburgh mentees are typical in this respect. Of the 96 mentees, 55 custodial parents/guardians provided information about visitation practices. Of these, 27.3% (n=15) reported that the mentee visited their incarcerated parent *often* or *sometimes*, while 67.3% (n=37) never visited. Information about visitation was unavailable for 41 mentees. Almost half (49.1%; n= 27) of respondents indicated that the mentee *often* or *sometimes* had phone conversations with their incarcerated parent and 67.3% (n=37) indicated that the mentee *often* or *sometimes* corresponded with their parent by mail. This data suggests that it is difficult for Amachi Pittsburgh mentees to maintain contact with their incarcerated parent, or perhaps that they choose not to communicate with them or not to report their communication to Amachi Pittsburgh for some reason. For those mentees who never have contact with their incarcerated parent, or have minimal contact with their incarcerated parent, a strong mentor/mentee relationship could provide much needed stability, guidance, and support.

Mentee Communities

In the past 10 years, partnerships with local churches have been an invaluable asset to Amachi Pittsburgh's programming, providing mentor recruitment opportunities and offering support for mentees and their families. One concern voiced in prior years was whether or not community partners were located close to mentee neighborhoods. Thus, previous evaluations examined the geographic location of mentees and the Amachi Pittsburgh community partners. Amachi Pittsburgh used this comparison data to address concerns by creating a network of organizations that are geographically situated to provide close support for mentees and their families. In the period between 2010 - 2012, more than a third (39.6%; n=38) of mentees resided in neighborhoods within the city of Pittsburgh, while 27.1% (n=26) lived in neighborhoods and communities along the Monongahela Mon Valley and Ohio Rivers, and another 30.2% (n= 29) lived in older first tier suburbs – areas characterized by significant economic and social challenges. With few exceptions, community partners were located in close proximity to mentee's neighborhoods. See Tables 5 - 7.

Table 5: Mentee and Congregation Pittsburgh Neighborhoods by Zip Code

Zip code	Neighborhood	Number of Mentees	Congregation ³
15201	Lawrenceville, Stanton Heights	1	Greater Allen
15204	Sheridan	1	
15206	East Liberty, Highland Park	7	Mt. Ararat Baptist Church
15207	Lincoln Place, Hays	1	St. Gabriel's Church
15208	Homewood, Point Breeze	2	Shiloh Missionary Baptist
15210	Carrick, Knoxville, St Claire	11	St. Paul AME
15212	North Side Neighborhoods	1	Mt. Caramel
15213	Oakland	3	
15214	Perry North, South, Hilltop	2	Metropolitan Baptist
15219	Hill District, Bluff, Polish Hill	3	Covenant Church on the Hill
15224	Garfield	1	Morningside C.O.G.I.C
15233	Manchester, Chateau	4	North Side Church of God, Children 2 Champions, Bidwell Presbyterian

Table 6: Mentee and Congregation Mon and Ohio River Valley Neighborhoods by Zip Code

Zip Code	Neighborhood	Number of Mentees	Congregations
15104	Braddock, North Braddock, Rankin	4	Emmanuel Baptist
15110	Duquesne	2	
15120	Homestead	9	Second Baptist of Homestead
15122	West Mifflin	4	First Baptist of West Mifflin
15132	McKeesport	5	
15136	Mckees Rocks	1	Sts. John & Paul Catholic Church
15148	Wilmerding	1	

Table 7: Mentee and Congregation First Tier Suburban Neighborhoods by Zip Code

Zip Code	Neighborhood	Number of Mentees	Congregations
15202	Bellevue, Emsworth, Avalon	1	Sts. John & Paul Catholic Church
15137	Verona	3	
15147	North Versailles	4	
15218	Swissvale	6	Emmanuel Baptist
15221	Wilkinsburg	11	Mt. Ararat Baptist Church
15235	Penn Hills	3	Mt. Ararat Baptist Church

³ Blank sections indicate that no Amachi Pittsburgh partner is located in that zip code.

Mentee Academic Performance and Behavior

Behavioral Checklists offer insight into parent/guardians' perceptions of their child's academic performance, emotional stability, self-control and social adjustment. Ideally, checklists are completed when a mentee is first matched with a mentor (i.e., initial Behavior Checklist), one year after being matched with a mentor, and again at each anniversary from the match date. Unfortunately, with limited staff and frequent intern turnover, collecting continuous and complete data for each mentee has proven difficult. For the period between 2010 and 2013, 139 checklists from 92 mentees were analyzed⁴.

Parents were asked to rate their child's academic performance on a 4-point scale: *excellent, good, not very good or poor*.

Approximately 87.8% (n=122) of responses indicated that the child's school attendance was *excellent* or *good*. No parents rated attendance as *poor*. In major academic areas, 80.6% (n=112) of responses rated the mentee as performing either *excellent* or *good*, while only 9.0% (n=13) rated the child as *not very good* or *poor*. Overall academic performance was rated as *excellent* or *good* in 82.7% (n=115) of responses.

Behavioral indices, used to gauge mentee's social well being, were rated on a 3-point scale, of *certainly true, sometimes true, or not true*. The majority of Amachi Pittsburgh mentees appear to have healthy, positive social relationships: 96.4% (n=134) of responses reported *certainly true* or *somewhat true* when asked whether the mentee *is generally liked by other youth* and 93.5% (n=130) reported *certainly true* or *somewhat true* when asked whether the mentee *has at least one good friend or more*.

Additionally, responses suggested that most mentees are kind, with 92.1% (n= 128) of the responses as *certainly true* or *somewhat true* for *is the mentee considerate of other people's feelings*, while 96.4% (n=134) of responses indicated *certainly true* or *somewhat true* for the mentee *is helpful if someone is hurt, upset, or feeling ill and is kind to younger children*. Only 5.6% (n=8) of parent/guardian responses indicated *certainly true* for *often fights or bullies other youth and steals from home, school or elsewhere*. Additionally, only 13.8% (n=19) of parents reported that their child *often lies or cheats*.

⁴ Percentages for Behavior Checklist analysis are given as Cumulative Frequency Percentages.

When asked whether their child *is easily distracted, concentration wanders*, 75.5% (n=89) of parents/guardians reported *certainly true* or *somewhat true*. This indicates an area for potential improvement in mentee development.

However, this did not appear to be connected to issues of self-control, as over 75% (n=105) of responses stated *not true* or *somewhat true* for the mentee *is restless, overactive, cannot stay still for long*. Additionally, most responses (74.8%; n=41) did not agree with the statement describing the mentee as *constantly fidgeting or squirming*. Moreover, mentees do not appear to have issues with controlling their temper, as a

A Step in the Right Direction

Recently, Amachi Pittsburgh was granted access to academic information on mentees who attend Pittsburgh Public Schools. This information could help support and validate the parent/guardian-reported data provided on the Behavior Checklists.

Data on 24 mentees in grades 1 through 9 for the first quarter of the 2013 – 2014 school year showed an average GPA of 3.19, with a range of 1.96 to 4.00. Mentees missed an average 2.25 days and were tardy an average 1.88 days. The overall attendance rate was 98.3. One out-of-school suspension was reported and mentees did not have any in-school suspensions.

Ideally, to follow mentees' progress over time, data from schools should be matched to individual mentees. Unfortunately, confidentiality laws require that student data be de-identified and therefore cannot be matched to a specific mentee. However, Amachi Pittsburgh is working with CEAC to find an acceptable solution to this dilemma, which may include having an intern develop an ID-number system to track student grades alongside Behavior Checklists and other mentee data.

Importantly, the mentee student data available thus far is encouraging and shows that Amachi Pittsburgh mentees are generally performing well academically.

majority of parents (80.0%; n=111) disagreed with the statement *often loses temper*.

Concerning emotional stability and confidence, a small majority of responses (54.7%; n=76) reported that the mentee did *not worry often*. The majority of responses (61.2%; n=85) indicated that the mentee was happy and well adjusted as they disagreed with the statements: *was unhappy, depressed, or tearful; had many fears; or is easily scared*.

A significant majority of parents (84.7%) did not perceive that their child was involved with *drugs, alcohol, tobacco, sexual activity or vandalism*. Many parents (57.0%; n=79) reported that their child had religious or spiritual interests.

The Behavior Checklist – used by Amachi Pittsburgh to gauge mentee social and emotional well being, academic achievement, and behavior – was developed at the inception of Amachi Pittsburgh in 2003 by the University of Pittsburgh

Office of Child Development. Over the years, Amachi Pittsburgh and CEAC have learned that we need to supplement data garnered from the Behavior Checklist with additional qualitative and quantitative data.

Behavior Checklist data is self-reported and as such it is subjective, making it difficult to measure the quality of the mentor/mentee relationship and the success of Amachi Pittsburgh's programming using only this data. However, as reported by parents and guardians, mentees are regularly attending school and meeting academic expectations. Parents and guardians also report that mentees are kind and considerate of peers and other adults, and very few engage in bullying behaviors. In addition, most mentees exhibit self-control and are emotionally stable. This data may reflect the positive impact of the mentor/mentee relationship and of Amachi Pittsburgh programming.

A number of parents used the Behavior Checklist as an opportunity to provide feedback on the program and to alert Amachi Pittsburgh staff of their concerns and needs. One parent wrote that the mentor "goes beyond the call of duty to keep my family aware of great opportunities I honestly could not expect better." Another parent noted that, "only been 1 ½ months, he enjoys being with him, a male figure to look up to since his dad is gone." And one parent believes the mentor is having a positive impact on her son stating, "He is brightening his awareness to many things and helping him be a better person." Although this data is not quantified, it is of particular importance; anecdotal evidence from mentors, mentees, and parents/guardians that the program is positively impacting youth experiencing parental incarceration is a key measure of success for Amachi Pittsburgh.

Ten Years Later

Amachi Pittsburgh defines the success of its flagship mentoring program as the growth and thriving of its mentees. Amachi Pittsburgh's hope and mission is that mentees grow into responsible adults who live happy and productive lives. Unfortunately, research has shown that children of incarcerated parents, especially boys, have a greater chance of being incarcerated as an adult than do children without incarcerated parents (Murray, et al., 2010). Thus, a strong measure of success for Amachi Pittsburgh is that mentees will avoid involvement with the criminal justice system as adults, avoiding the cycle of intergenerational incarceration.

In 2013, CEAC looked at the records of 50 former Amachi Pittsburgh mentees over the age of 18 (i.e., born between 1989 and 1995). The sample consisted of 29 females and 21 males with complete data on the length of their match. Match length ranged from 1 month (i.e., premature closure) to over 60 months. Using VineLink.com, an online

database connected to the criminal justice system, we looked for arrest records linked to the 50 former mentees in the sample. Four former mentees had criminal records; all 4 were African American.

Table 8: Length of Match for Former Mentees Over Eighteen

Length of Match	Males	Females	of Total	of Males	of Females
1-12 Months	4	7	22.0 %	8.0%	14.0%
13-24 Months	3	7	20.0%	6.0%	14.0%
25-36 Months	6	5	22.0%	12.0%	10.0%
37-48 Months	2	5	14.0%	4.0%	10.0%
49-60 Months	4	1	10.0%	8.0%	2.0%
Greater than 60 Months	2	4	12.0%	4.0%	8.0%
Total	21	29	100.0%	42.0%	58.0%

Of the 29 females, one (2.0%) ended up in the criminal justice system and is currently out on bond. Her match length was 40 months (3 years, 4 months). Of the males, 3 (6.0%) were found to have criminal records: 2 are currently in custody, and 1 is on parole. Match length for males was 3 months, 30 months and 58 months, respectively.

We do not compare the data on Amachi Pittsburgh former mentees to benchmark data because the evaluation design did not include a comparison group (i.e., a group of 18-year olds who grew up in Allegheny County with incarcerated parents but were not in Amachi Pittsburgh). However, the analysis on the current sample is encouraging; a very small number of former Amachi Pittsburgh mentees were found to be involved in the criminal justice system. This may indicate program effectiveness. More extensive follow-up data collection would be helpful in the future.

As previously stated, the current sample of former Amachi Pittsburgh mentees included matches that lasted between one and 60 months. Thus, the sample included matches that ended prematurely as well as matches that lasted well beyond the one-year minimum commitment required by national mentoring standards. However, without additional information, it is difficult to extract from the data provided in the current sample whether the length of the mentor/mentee match is a significant factor in preventing adult incarceration. Simply knowing the match length does not provide information on the actual amount of time the mentor and mentee spent together. We cannot tell how often they met, what kinds of activities they engaged in, or if there were any issues within the match. Most likely, the quality of the mentor/mentee relationship had a greater influence on the mentee’s outcomes than did the length of the match.

Future program evaluation efforts should examine what factors impact match length as well as what factors, such as match length, which may impact long-term outcomes for mentees. For example, match length may be predicted by family structure, family support, quality of the mentor, ties with the church, mental health, etc. – all of which may also predict short- and long-term outcomes for mentees. In order to clarify the effect that Amachi Pittsburgh participation has on mentees, Amachi Pittsburgh and CEAC can: 1) track matches more closely, 2) examine Case Alert, Activity Report, and Behavior Checklist data, 3) collect and analyze supporting information from school districts, and 4) contact former mentees to conduct in-depth interviews about their experiences. It may be necessary to find a more appropriate case management tool than what is currently used by Amachi Pittsburgh in order to track long-term outcomes for mentees.

Amachi Pittsburgh Mentors

Demographic data on 91 mentors⁵ who were active with Amachi Pittsburgh between 2010 and 2012 was analyzed. Generally, demographic characteristics of Amachi Pittsburgh mentors are similar to that of mentees: the majority (72.5%; n=66) were African American and female (64.8%; n= 57). However, unlike the mentees (the majority of whom are African American), a greater percentage (20.9%; n= 19) of mentors were Caucasian and only 3.3% were Multiracial/Other races. Of the 91 mentors, 77 provided information about their highest level of education. All 77 were high school graduates; most mentors (40.3%; n=31) had a bachelor’s degree, 26.0% (n=20) had some college and 14.3% (n=11) had a graduate degree. See Table 9.

Table 9: Mentor Highest Level of Education

Highest Level of Education	Number	Percent
High School Diploma	11	14.3
Some College	20	26.0
Associate Degree	4	5.2
Bachelor’s Degree	31	40.3
Graduate School	11	14.3

Eighty-eight mentors provided information on their marital status. The majority of mentors (43.2%; n=38) indicated that they were single, 39.8% (n=35) were married,

⁵ Some mentors were matched with more than one mentee

13.6% (n=12) were divorced and a small minority (3.4%; n=3) identified themselves as widowed. See Table 15 in the Appendix for mentor demographics since 2003.

Mentor Communities

Amachi Pittsburgh mentors live in many of the same neighborhoods as mentees, with 38.5% (n=35) living in the City of Pittsburgh and 19.8% (n= 18) living in Monongahela and Ohio River Valley communities. 6.6% (n=6) of mentors live in Penn Hills and the remaining 19.6 % (n=18) live in second-tier affluent suburbs located outside the urban core. See Tables 9 through 11.

Table 10: Mentor Pittsburgh Neighborhood by Zip Code

Zip code	Neighborhood	Number of Mentors
15201	Lawrenceville, Stanton Heights	1
15202	Bellvue, Emsworth	1
15203	South Side Flats	1
15204	Sheridan	1
15205	Westwood	1
15206	East Liberty, Highland Park	5
15207	Lincoln Place, Hays	1
15208	Homewood, Point Breeze	3
15210	Carrick, Knoxville, St Claire	2
15212	North Side Neighborhoods	2
15213	Oakland	1
15214	Perry North, South, Hilltop	2
15219	Hill District, Bluff, Polish Hill	1
15221	Regent Square	9
15232	Shady Side	1
15233	Manchester, Chateau	1

Table 11: Mentor Mon and Ohio River Valley Neighborhoods by Zip Code

Zip Code	Neighborhood	Number of Mentors
15001	Aliquippa	1
15037	Elizabeth	1
15104	Braddock, North Braddock, Rankin	1
15106	Carnegie	1
15110	Duquesne	2
15112	East Pittsburgh	2
15132	McKeesport	2
15137	North Versailles	3
15147	Verona	3
15218	Swissvale	2

Table 12: Mentor Suburban Neighborhood by Zip Code

Zip code	Neighborhood	Number of Mentors
15005	Baden	1
15042	Irwin	1
15090	Wexford	5
15116	Glenshaw	1
15143	Sewickley	1
15146	Monroeville	3
15235	Penn Hills	6
15236	Baldwin	3
15237	McCandless	2
16046	Mars	1

The Amachi Pittsburgh Mentor /Mentee Relationship

Mentee Perception Survey

In order to characterize the mentor/mentee relationship, CEAC conducted a survey of 21 mentees in years 2011 and 2012. 10 males and 9 females responded to the survey; 2 respondents did not provide gender. The average age for females was 13.6 ($SD=2.6$) years old and the average age for males was 13.4 ($SD=2.6$) years old. Mentees were asked to gauge their feelings about their mentors using a 4-point scale: *Very True*, *Sort of True*, *Not Very True* and *Not True at All*. Consistent with previous years, mentees generally reported positive views of their mentors. See Table 16 in the Appendix for a comparison of survey responses across years.

Consistent with previous years, male mentees reported more positive attitudes about their mentors than did females. Although female mentees responded less uniformly than males, their responses were mostly positive. Some notable findings include: 90.0% (n=9) and 100.0% (n=10) of male mentees responded *Very True* to the statements, *My mentor has lots of good ideas about how to solve a problem*, *When I'm with my mentor, I feel important* and *When I'm with my mentor I feel happy*. Males (100.0%; n=10) also reported *Very True* to the statements, *My mentor is always interested in what I want to do* and *When something is bugging me, my mentor listens while I talk about it*. Almost 90.0% (n=8) of females responded to the above statements as *Sort of True* and *Very True*.

Additionally, mentees responded *Not True at All* to statements that explored negative aspects associated with mentor/mentee relationships. 100.0% of Males responded *Not True at All* to the following statements: *When I'm with my mentor I feel ignored, I wish my mentor was different* and *When I'm with my mentor I feel bored*. Males and females, 100.0% and 90.0% respectively, agreed that the following statements were *Not Very True*: *My mentor makes fun of me in ways I don't like* and *When I'm with my mentor, I feel disappointed*. While 90.0% of males responded *Not True at All* to the statement, *Sometimes my mentor promises we will do something, then we don't do it*, 50.0% of females felt that this statement was *Very true* or *Sort of True*. 40.0% of males and 70.0% of females wished their *mentor spent more time with them* - a sentiment echoed by the mentors in their activity reports (see the following section).

Although respondents' perceptions of the mentor/mentee relationship were generally positive, there was a notable difference in the answer patterns of males and female mentees to certain survey items. Future evaluations could explore these differences, perhaps via a survey designed to investigate gendered response patterns. This could provide insight into what constitutes a successful mentorship relationship for each gender, thus allowing Amachi Pittsburgh to refine and enhance their mentor-training program. Additionally, this survey elucidated some areas in which Amachi Pittsburgh could improve its match support efforts. Specifically, some mentees reported a desire to spend more time with their mentor and that their mentor at times did not always follow through on promised activities. These issues may result from scheduling difficulties between the mentor and mentee, a lack of transportation to activities, or a lack of ideas of what to do together. Thus, future evaluations should aim to clarify this issue. The Amachi Pittsburgh match support staff should enhance match tracking and should equip mentors with resources to provide additional activities for mentees.

Activity Reports

Monthly activity reports from April 2013 to October 2013 from 37 (41.0%) mentors for 43 (44.8%) mentees⁶ were documented. During this 7-month period, mentors reported over 1,400 hours spent with mentees, with an average of 4 hours per visit. One mentor spent over 40 hours per month with 3 mentees. The range of activities was diverse and included the following: trips to Cedar Point, visits to the Pittsburgh Zoo, volunteer work, sporting events, yoga classes, movies, playing basketball, eating out, talking on the phone and doing chores together.

For the most part, mentors and mentees planned activities that reflected the child's interests. However, many mentors also purposely planned activities that exposed their mentee to something new that the mentee may not have otherwise had an opportunity to experience. These types of activities are of particular importance to help mentees grow and develop, and included a Pasta Festival in West Virginia, an Eastern Orthodox Easter dinner, a climbing wall outing, Bocce and geocaching.

Amachi Pittsburgh sponsors monthly community activities that are free for mentors, mentees, and other program participants; these events are often held via in-kind ticket donations from Tickets For Kids Charities. Mentors frequently reported attending community activities with their mentees, including:

- Amachi Pittsburgh Community Conversation
- Annual "Christmas in July" party
- Annual Backpack Giveaway
- Annual Holiday party
- Annual MLK Volunteer Day
- Annual Toy Giveaway
- Benedetti & Tchaikovsky show
- "Bubble Time" play
- Carnegie Museums of Natural History & Art
- Carnegie Science Center and Sportsworks
- Children's Museum of Pittsburgh
- "Cinderella" play
- Fashion Show Fundraising event
- Games N' At game night
- Idina Menzel with the Pittsburgh Symphony Orchestra

⁶ Some mentors are matched with more than one mentee.

- Kopit & Yeston's Phantom
- Lion King musical
- “Martha Speaks” play
- Meet Ms. America event
- Meet Olympian Lolo Jones event
- Phipps Conservatory
- Pittsburgh Penguins
- Pittsburgh Pirates
- Pittsburgh Zoo & PPG Aquarium
- Pittsburgh's PA Motor Speedway
- RMU Island Sports Center ice skating
- Romp N' Roll roller skating
- Steelers pre-season game
- “The Girl Who Forgot to Sing Badly” play
- Zoo Hop Into Spring at the Pittsburgh Zoo

Amachi Pittsburgh sponsored events were quite popular as they did not involve significant expense on the part of the mentor. In addition, community events allowed mentees to participate in an activity with other mentees, thus providing an opportunity to bond not only with their mentor but also with their fellow mentees.

As in previous years, mentors reported that the biggest challenge they faced was finding the time to meet with their mentee. Mentors’ work and family commitments often clashed with their mentee’s school and activity schedules. One mentor lamented, “I am always challenged by the amount of time she wants to spend together.” Another mentor reported the following scheduling issues: “Finding time that matches with her other activities. Being able to have consistent communication” and also noted that, “scheduling is again a challenge, she started her cheerleading activities and we have had some trouble getting dates together that work for both of us.” All 37 mentors who completed activity reports listed *meet more regularly* as a major goal for the match.

In addition to their concerns about meeting more often, mentors cited *deepen relationship/earn trust* and *improve behaviors* as match goals more than 60 times in their activity reports. Mentors also felt that helping the mentee *plan for the future* (mentioned 33 times) was important. Amachi Pittsburgh can use this information to enhance mentor training and support by including tips on issues such as battling scheduling difficulties, building trust, and deciding on activities that promote future academic and career development.

Case Alerts

Case Alerts – instances in which Amachi Pittsburgh has been contacted by the mentor or parent/guardian of a mentee regarding an issue that requires intervention – are another way to gauge the success of the mentor/mentee relationship, to ensure that program participants are satisfied, and to assess their changing needs. Case Alert issues are potentially solvable by mediation from Amachi Pittsburgh staff or may be serious enough to terminate the mentorship. Although the Amachi Pittsburgh match support staff has been fielding such concerns from mentors, mentees, and parents/guardians since the inception of the program, tracking and analyzing Case Alert data is a new evaluation tool developed by Amachi Pittsburgh and CEAC in 2013. It will be valuable to enhance these tracking efforts in the future by making them more systematic and efficient, which may require an intern or staff-person devoted to collecting and recording information.

Amachi Pittsburgh provided CEAC with Case Alert data from May 2013 through November 2013. Because tracking Case Alert data was a new venture for Amachi Pittsburgh in its 10th year, the data reported here is not extensive and only covered 6 months. However, this data can offer insight into some of the issues that mentors and mentees grapple with and can also be used to estimate the quality of Amachi Pittsburgh matches.

Over this 6-month period, sixteen Case Alerts were filed for 6 mentees (6.3%). Only one Case Alert resulted in match termination. Most alerts (n= 10) were concerns about changes in the mentee's home situation due to custody issues or issues with the incarcerated parent. Three alerts were filed because mentors were experiencing life changes that interfered with their commitment to Amachi Pittsburgh and their mentee. One alert was filed because the parent disliked the mentor and 2 alerts were filed because of issues with the mentee. The Case Alerts that did not result in match termination (n=15) were handled by the Amachi Pittsburgh staff through phone call and email communication or through an in-person meeting if necessary.

Considering the high number of matched mentees (n=96) and the many challenges faced by children experiencing parental incarceration (i.e., mental health issues, low income status, changing home and school environments), 16 Case Alerts over a period of 6 months is encouraging news. Although the data set is small, it suggests that most mentor/mentee matches are successful, especially since only 2 of the Case Alerts were due to problems between the mentor and mentee. The practice of tracking Case Alerts represents the ongoing support required when serving children and families struggling with parental incarceration, as well as demonstrates the value of that support. Amachi

Pittsburgh does not simply create mentor/mentee matches; they provide crucial support throughout the match to everyone involved by tracking, analyzing, and guiding matches in order to facilitate healthy, long-term matches consistent with national mentoring standards.

In the future, following Case Alert data over a longer period of time may prove to be a useful measure of success for Amachi Pittsburgh. Comparing the long-term success of mentees with Case Alerts to mentees without Case Alerts may help to characterize what factors influence the impact of the mentor/mentee relationship in a mentee’s life as well as what factors impact the quality of the match itself.

Match Support

In conjunction with Case Alerts and in an effort to preserve and maintain the relationship between the mentor and mentee, Amachi Pittsburgh provides support for mentor/mentee matches. Match support is defined by Amachi Pittsburgh as an e-mail, phone, or in-person contact with a mentor, mentee and/or mentee’s family to: monitor match activity; collect match activity data; participate in group match support events/activities; address match difficulties, discord, or concerns; and close matches (when necessary).

Table 13: Match Support

Type of Support	Total
Total number of matches that received match support	102
Number of matches that avoided premature closure due to match support	15
Number of matches we attempted to save, were unsuccessful, but able to rematch mentee with new mentor	6
Number of newly recruited mentors that received pre-match support (training)	57
Number of group match support events/activities	30

Of the 102 matches that received support throughout the project year, 86% completed the full, one-year commitment, which is remarkable in light of the fact that only 45% of matches nationally make it to a full year. Of the 14% remaining, 4% closed prematurely and 10% have not yet reached the one-year mark. Although only around 40% of parents/caregivers completed behavior assessments, 100% of those reported stable or improved attitudes and behaviors of mentees. Collecting data from parents/caregivers has been an ongoing challenge for Amachi Pittsburgh, particularly in light of limited staff. While they were adequately equipped to conduct match support, they lack the resources to collect data, an equally important component of their work. Amachi

Pittsburgh and CEAC will continue to work to implement new strategies for collecting data.

To help matches fulfill their commitment, Amachi Pittsburgh staff addressed a number of barriers and challenges over the project year:

- Difficulty maintaining routine communication between parents/caregivers, mentors and Amachi Pittsburgh staff.
- Family needs outside the general scope of mentoring (resulting in referrals when necessary).
 - Financial/housing/basic needs assistance
 - Emotional and mental stress of caregivers
 - Mental and behavioral issues of mentees
- Increased need for academic support
 - Advocating on family/mentee's behavior relative to academic support/issues.
 - Attendance (at the request of family) at school-based IEP (Individual Education Plan) meetings.
 - Recommendations/support/referrals in dealing with behavioral issues that impact academic performance.
- Negative interference by family members/caregivers.
 - Incarcerated parent released and re-introduced to family structure.

Conclusions and Recommendations

Although this report summarizes a range of data on Amachi Pittsburgh's mentorship program, a more rigorous data collection system needs to be implemented in order to draw conclusions about the direct impact of the program on the positive mentee outcomes indicated in this report. Additionally, the other positive factors that play a role in mentee development—such as nurturing families, religion or community support—should be included in evaluation activities. For example, parents and guardians who recognize the value of a mentorship program may be more likely to embrace and reinforce Amachi Pittsburgh as a positive facet in their child's life. Generally, while mentees experience major life changes after parental incarceration, they appear to demonstrate resiliency and are not experiencing serious or extreme changes in behaviors or academic performance – which may be a result of quality mentoring, positive family or educational influences, or some combination of such factors. It may be beneficial to obtain additional data to compare the family lives of mentees who are

thriving to those who are struggling, with an eye for changes over time, in order to explore and demonstrate the impact of mentorship more completely. However, the data synthesized in this report signifies encouraging news about Amachi Pittsburgh services; the evidence suggests that the mentor/mentee relationship is a stabilizing influence in the lives of mentees, providing additional support for children caught in a situation beyond their control.

Generally, Amachi Pittsburgh mentees appear to be doing well. Parents/guardians report that mentees are performing well academically, they are kind and considerate to others, and are avoiding bullying and self-destructive behaviors such as engaging in drugs and alcohol or early sexual activity. Parents/guardians report that the mentor/mentee relationship is positive and brings another caring and concerned adult into their children's uncertain worlds. Mentors appear to approach their roles with care and empathy, only wanting what is best for the mentee and are optimistic about developing a closer and more engaged relationship with their mentee—citing it as a major goal. As evidenced by the mentors' objectives reported in their Activity Reports, mentors are concerned about the positive, healthy development of their mentee's future. As stated earlier, all 37 mentors who completed activity reports listed *meeting more regularly* with their mentee as a major goal for the match, despite the tremendous success of logging in over 1,400 hours in 7 months. Mentees develop a sense of trust with their mentor and feel that their mentor treats them with respect, listens to concerns, and provides guidance on how to solve problems. They feel important when with their mentor and enjoy their time together. Similar to feedback from mentors, mentees wish they could spend more time with their mentor. Additional insight into the experiences, thoughts, and hopes of mentees are provided through a special report produced in collaboration with Amachi Ambassadors (high school mentees) entitled, "What We've Learned from the Children", and published in *The Chronicle of Evidence-Based Mentoring*, March 2013.

Former mentees have remained outside of the criminal justice system, suggesting that they have avoided the cycle of incarceration to which children of prisoners are vulnerable, according to research (Christian, 2009). A more in-depth analysis is needed to determine whether or not former mentees have averted any additional long-term negative impacts typically associated with parental incarceration as a result of their participation in Amachi Pittsburgh. A definitive answer to this question is unrealistic, as an experimental design with control group is impractical and beyond the scope of Amachi Pittsburgh's mission and purpose. However, Amachi Pittsburgh and CEAC could utilize alternate methods to help characterize the influence of the mentor/mentee relationship on mentees' lives, such as following former mentees for a period of time and interviewing them about their involvement with Amachi Pittsburgh.

Amachi Pittsburgh has a goal to not only ensure its programs and services are contributing to young people achieving success, but also to substantiate its impact with solid, comprehensive data. Yet, the organization, like most small non-profits, functions with a minimum number of staff—whose energies are devoted to programming—and relies too heavily on in-kind resources such as college interns— whose assignments are transient by nature—to cover the important data tracking component of its work. These vulnerabilities lead to gaps in data. As such, a strong recommendation is for Amachi Pittsburgh to contract with a consultant for an audit of data collection instruments, software and procedures. This should be done with the understanding that the consultant would create a streamlined workable plan that can be implemented quickly, and that requires minimum training for staff. A data collection system that functions effectively will ensure valid and reliable data for future evaluations and research, and can ultimately ensure Amachi Pittsburgh better documents the value of its programming to children, families, and the community.

For questions regarding the evaluation or report, contact the Collaborative for Evaluation and Assessment Capacity (CEAC).

Keith Trahan, PhD, Assistant Director
Collaborative for Evaluation and Assessment Capacity
School of Education
University of Pittsburgh
4139 WWPH
230 S. Bouquet St.
Pittsburgh, PA 15260
(412) 624-7240
ceac@pitt.edu
www.ceac.pitt.edu

For questions regarding Amachi Pittsburgh, contact Anna Hollis.

Anna Hollis, Executive Director
Amachi Pittsburgh
100 W. Station Square Drive, Suite 621
Pittsburgh, PA 15219
412-281-1288
ahollis@AmachiPgh.org
www.AmachiPgh.org

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