# Table 1: Evaluated Mentoring Programs for First-Generation Immigrant and Refugee Youth

<table>
<thead>
<tr>
<th>Program</th>
<th>Structure</th>
<th>Processes/Activities</th>
<th>Methodology</th>
<th>Findings</th>
</tr>
</thead>
</table>
| **Untitled After-School Mentoring Program**<sup>39</sup> | **Goal:** Dropout prevention and improvement of academic self-efficacy for high school (HS) students at risk of dropping out | • Each after-school session had on average 20–25 students and 4–5 mentors.  
• Sessions were held twice a week for 1.5 hours.  
• Program activities included working on homework, tests, school projects, and acculturation issues including increasing student awareness of biculturalism, such as information on Halloween, Spanglish, gangs, and rap culture, and discussion on college life, racism, and social perspective taking. Informal activities included going to parks, hiking, camping, and festivities. | **Pre- and post-comparisons of mentees’ school attendance, GPA, subject-specific grades, and problem behavior from first trimester to third were done, but quantitative significance testing was not reported.**  
• Ethnographic approach using action research, participant observations, interviews, and written reflections of mentors, mentees, and program coordinators was used to examine mentor-mentee relationships and benefits. | **Academic:**  
• Mentees’ average GPA increased (from 1.95 to 2.45 between first and third trimester) and the higher GPA was sustained from one year to the next.  
• An improvement in the subject-specific grades of mentees (Math and English), although not always in a linear fashion.  
• Students failing all or most of their classes started to get passing grades.  
• Youth who stopped attending the program experienced a decline in grades.  
**Social:**  
• Mentees’ reported increased feelings of self-sufficiency and success at school primarily due to completing homework.  
• Mentees’ reported feelings of camaraderie with their mentors and peers in the program.  
• Mentors viewed by mentees as a positive influence on their personal lives and as role models who had made the right choices and had their “lives together.”  
• Mentees expressed that the program kept them from doing “bad things.”  
• Although the mentors also expressed satisfaction with improvement in the student mentees’ grades and school participation, they shared that they felt they were “spoon-feeding” the youth instead of “enabling” them or acting as “guides” because they were too hands-on when it came to homework assistance due to mentees’ limited English competency. |
<table>
<thead>
<tr>
<th>Name</th>
<th>Structure</th>
<th>Processes/Activities</th>
<th>Methodology</th>
<th>Findings</th>
</tr>
</thead>
</table>
| **Untitled School-based Mentoring Program**<sup>®</sup> | **Goal**: Facilitating American acculturation among recent immigrants  
**Setting**: School  
**Duration**: 8 weeks  
**Mentors**: 5 high school students  
**Mentees**: 23 recently arrived (average four months) Chinese immigrant students (13 female) | • Five peer mentors linguistically and culturally matched (in some cases gender matched) with five to six Chinese immigrant mentees.  
• Mentors were trained in active listening skills, mentoring ethics, and relationship building by three graduate students in counseling psychology.  
• Mentors were also supervised by the counseling graduate students.  
• Mentors held weekly one-to-one, small group meetings and lunch-table discussions with mentees.  
• Discussed issues relevant to immigrant adolescents: language acquisition, acculturation to American culture, information on the school system, and resources (i.e., identifying helpful teachers).  
• Meetings conducted in mentee’s choice of language. | • One-group pre-and post-test.  
• Measures used: Academic, college, career help-seeking scale; social connectedness scale; and inventory of parent and peer attachment.  
• Pre-test measures were completed at the orientation party and post-test measures were completed after approximately three months at the culmination of the program. | **Academic**:  
• Mentees’ scores on college and career self-efficacy, academic self-efficacy, and social connectedness did not change significantly from pre- to post-program.  
**Social**:  
• Mentees’ scores increased significantly on two indicators of peer attachment: trust and need for closeness.  
• Mentees reported developing more trust and felt a stronger need for closeness with their same-culture peers after participation in the program. |
<table>
<thead>
<tr>
<th>Name</th>
<th>Structure</th>
<th>Processses/Activities</th>
<th>Methodology</th>
<th>Findings</th>
</tr>
</thead>
</table>
| Untitled School-based Internship Program³²    | **Goal:** Develop culturally relevant school-based intervention for new immigrant students, including a mentoring component that offered academic and career guidance to mentees.  
**Setting:** School  
**Duration:** Unspecified  
**Mentors:** Graduate students in counseling psychology (number and racial/ethnic/cultural background of mentors not specified)  
**Mentees:** 5 Chinese immigrant high school students (3 female) | • Program occurred in context of a larger participatory action research project.  
• Mentoring component was designed to offer academic and career guidance.  
• Mentors trained mentees in research methods (developing research questions, questionnaire design, data collection, analyses, and interpretation) and beginning counseling skills.  
• Mentors provided information on college application process (financial aid, personal statement, resume writing, and visits to the local college). | • Qualitative content analyses of the journal entries that the mentees maintained to track their experiences. | **Academic:**  
• Findings suggested benefits for mentees in the areas of: a) acquiring new skills and knowledge; and b) acclimating to the new school, community, and culture including language acquisition.  
**Social:**  
• Findings suggested benefits for mentees in the areas of: a) identity development and negotiating various social roles and expectations; b) self-confidence and feelings of pride; and c) a desire to provide social support to other newcomer immigrant students by serving as mentors. |
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Structure</th>
<th>Processes/Activities</th>
<th>Methodology</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teen Educators Advocating for Community Health (TEACH)</strong></td>
<td><strong>Goal:</strong> Social affiliation in immigrant youth defined as a “sense of belonging and purpose generated by establishing connections with others and with issues that are important to one’s community and the society at large” (Camras, 2001, p. 21)</td>
<td><strong>Program activities included a mix of peer mentoring and adult-to-peer mentoring.</strong></td>
<td>Qualitative analyses of data gathered from:</td>
<td><strong>Social:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Setting:</strong> School</td>
<td><strong>Activities included community service (e.g., at Boys and Girls Club, churches, a public housing site, and an elementary school), vocational training, and health classes led by mentors.</strong></td>
<td>• Project Director and staff: field notes, teen interviews, and audio recordings of sessions.</td>
<td>• Increased intergenerational contact with people from diverse backgrounds among mentees.</td>
</tr>
<tr>
<td></td>
<td><strong>Duration:</strong> 13-week semester</td>
<td></td>
<td>• Participants: weekly journals, pre-and post-surveys, weekly HW assignments, and leadership questionnaires.</td>
<td>• Enhanced knowledge of people of different origins, backgrounds, and histories and motivation to bond with these diverse others among mentees.</td>
</tr>
<tr>
<td></td>
<td><strong>Mentors:</strong> University undergraduates who worked on campus as Student Health Advocates (SHAs)</td>
<td></td>
<td></td>
<td>• Increased sense of responsibility to others and a sense of belonging and heightened awareness of their role in the community (civic involvement) among mentees.</td>
</tr>
<tr>
<td></td>
<td><strong>Mentees:</strong> 64 teens (age range, grade level, gender breakdown and generational status not given) recruited from sheltered and/or bilingual or ESL classes (hence, most are likely to be first-generation IRY); 42 were Hispanic, 17 were Asian, 2 were Persian, 1 was Turkish, and 2 self-identified as mixed race (These last 2, and 3 others, were the only non immigrant participants.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Evaluation</td>
<td>Methodology</td>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Untitled School-based Cross-Age Peer Mentoring Program</strong>&lt;sup&gt;43&lt;/sup&gt;</td>
<td></td>
<td>• Qualitative data from observations of mentor-mentee interactions, formal and informal interviews with both mentors and mentees, interviews with mentees’ teachers, and a focus group with mentees’ parents.</td>
<td>Social:&lt;br&gt;• Mentees experienced newfound desire to come to school, to make friends, increased self-confidence, and decreased traumatic memories of their transition&lt;br&gt;• Parents of mentees commented that their children talked more in English after participating in the mentoring program.&lt;br&gt;• Mentors reported learning about the importance and benefits of helping others, increased self-confidence, and improved public speaking skills.&lt;br&gt;• All mentors cited learning about newcomers’ experiences immigrating to the United States as one of the best aspects of the program.&lt;br&gt;• Mentors reported becoming more patient and sensitive to each other and feeling a sense of pride derived from the creation and guidance of the program.&lt;br&gt;• Mentors and mentees both cited the relationships/friendships they formed as one of the most important benefits of participating in the program.</td>
<td></td>
</tr>
<tr>
<td><strong>Goal:</strong> Ease the transitions of newcomer immigrant students (in the United States for one year or less) into their elementary schools in the United States and foster a sense of attachment to their new schools.</td>
<td><strong>Setting:</strong> School</td>
<td>- Mentors and mentees met three days a week at a large elementary school close to downtown Los Angeles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Setting:</strong> School</td>
<td><strong>Duration:</strong> 6 weeks</td>
<td>- Mentors collaborated with the researcher in designing and modifying the program. Mentors and mentees took part in a variety of activities: writing, planning, and implementing a service project, and playing games together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mentors:</strong> 5 “off-track” (apparently indicating being on vacation) middle school and high school students</td>
<td><strong>Mentees:</strong> 9 third-, fourth-, and fifth-grade newcomer students</td>
<td>- Mentors and protégés went on a weekly “walking” field trip after school to the local public library, department store, and to the Salvation Army (a recreation center with many after-school offerings for kids) to show the kids the resources available in their community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The peer mentoring program hinged on the strategy of “accommodation without assimilation,” that is, “the mentors strengthen and validate the newcomers’ home culture while helping them navigate their new American cultural experiences. This was accomplished through activities where the newcomers and mentors had chances to share and present different aspects of their cultures.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Structure</td>
<td>Processes/Activities</td>
<td>Methodology</td>
<td>Findings</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>---------------------</td>
<td>-------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| The Multicultural Youth Program: Faces Around Us | **Goal:** Address acculturation needs of newcomer middle school immigrant and refugee youth and provide the youth and their families with a road map of resources available in the community.  
**Setting:** After school (two elementary schools and one middle school) and during nonschool hours at a community recreation center and a local church in North Carolina  
**Duration:** Unspecified  
**Mentors:** Culturally different (mainstream American) than mentees, a mix of paid staff, AmeriCorps members, nonpaid volunteers, and, mostly, service learning undergraduates from neighboring universities and colleges (number not specified)  
**Mentees:** Hispanic/Latino, African, Southeast Asian, and Eastern European IRY (number not specified) | • Mentors and mentees were matched by shared interests and talents.  
• Pre-match, cultural competency training was provided to all mentors to enhance their understanding of needs of diverse immigrant and refugee children.  
• Mentors were required to participate in interpreter training and were provided policies regarding number of children each mentor could serve, type of services expected, and minimum number of hours expected.  
• Ongoing support was provided to mentors from professional staff or through mentor support groups.  
• Four program components: Acculturation trainings; a mentoring and tutoring program incorporating community volunteers and community college and university students; enrichment and recreational activities in the community and on the school campuses; and parental engagement in academics and health of their children.  
• Mentors participated in tutoring, assisting with homework, information on healthy lifestyle, acculturation tips, and enrichment and/or recreational activities, such as exercise and sports, with their mentees. | • Qualitative data from focus groups, interviews, and daily journal reflections were used to examine the effectiveness of the program in enhancing the acculturation and academic performance of the first-generation immigrant and refugee mentees. | **Academic:**  
• Mentees reported the program improved their overall grades and ability to read and speak English.  
**Social:**  
• Mentees reported enhanced understanding of American culture, the differences between healthy and unhealthy foods, and how to play different Western/American sports.  
• Mentees reported experiencing mentors as very friendly, helpful, and always available.  
• Mentor-mentee relationships were observed to extend beyond the set meetings.  
• Mentors and service learning students reported increased knowledge about other cultures, an enhancement in ability to work with students of other cultures, and an empathy toward the experiences of the mentees. |