Featured Program: Check & Connect Plus Truancy Board

Type of Program:
- School-based program that integrates case-management framework to provide social support to truant youth within a restorative justice framework
- Program participants are students who have been referred to a community truancy board or had a petition filed in juvenile court for truancy
- Program goals: improve school attendance and renew progress to graduation

Key features of program:
- Truancy board made up of 5-10 members, including school administrators, volunteers from social service agencies and local businesses, and a juvenile court probation counselor
- Eligible students have option of coming before the truancy board to have a "stay" placed on their juvenile court petition and are assessed for level of risk
- Board seeks to collaboratively engage youth and their family in accessing a range of school, court, and community resources to improve school attendance, promote school attachment, and enhance academic achievement
- Truancy specialists meet individually with students, beginning in 9th grade and following to graduation with type and frequency of contact varying by risk level of individual students (monthly 1-hour check-ins for low risk and biweekly for intermediate and high risk); intermediate and high-risk students also receive supplemental weekly phone contacts and/or home visits

Mentor training and support:
- Truancy specialists are probation counselors from county juvenile court contracted to provide case management services to youth

Mentor skills needed:
- Familiarity with and access to school, community, and court resources
- Willingness to persist in working with youth and believe that all students have abilities; willingness to work closely with families and school staff
- Advocacy, communication, and conflict resolution skills

Featured Program: Eisenhower Quantum Opportunities

Type of Program:
- Intensive, year-round, multicomponent intervention for high-risk minority students from inner-city neighborhoods identified as being at risk of academic failure
- Programming is provided throughout all 4 years of high school

Key features of mentoring:
- Program consists of tutoring, individual and group mentoring, life skills training, college preparation, youth leadership training and modest financial stipends
- Youth are matched with a mentor in 9th grade and remain matched with the same mentor throughout the program
- Mentors build relationships not only with assigned youth, but with their friends and family members, and the youth's teachers and school counselors if necessary

Other program elements
- Skills training includes life skills such as social awareness, decision-making, personal and family responsibility, health awareness, cultural awareness, civic responsibility, and job readiness
- Skills are taught via facilitated discussion, structured small group activities, role-playing, and team-building exercises
- Youth participate in leadership training, in which each participating youth works to achieve both a personal and community outcome, personal outcomes are focused on pursuing postsecondary education; community outcomes involve mentees participating in a youth-led project to improve their community or school.

Featured Program: Academic Mentoring Program for Educational Development (AMPED)

Type of Program:
- School-based one-on-one mentoring program with goal of improving academic performance and life satisfaction and reducing absences and behavioral infractions
- Program designed for middle school students

Key features of mentoring:
- Program consists of eight 45-minute mentoring sessions that take place during nonacademic periods in the school day once per week
- Mentors implement curriculum via direct instruction, role playing, performance feedback, and use of motivational interviewing following a program manual

Mentor Support and Training:
- Mentors are undergraduate students in helping professions (e.g., social work, human development, family studies, psychology)
- Site supervisors are doctoral students in school psychology (and former mentors in the program); supervisors conduct matching process and lead all training and supervision sessions with mentors
- Mentors receive online and in-person training on how to implement the curriculum; mentors meet weekly (one-on-one or in small groups) with site supervisors

Curriculum:
- Mentoring curriculum targets four sources of self-efficacy (mastery experiences, social persuasion, vicarious experience, and positive affective states) and behavioral change through cognitive dissonance and using motivational interviewing (MI) techniques
- Specific elements include identification of youth values, examining consistency between values and behavior, and setting and working towards achievement of goals