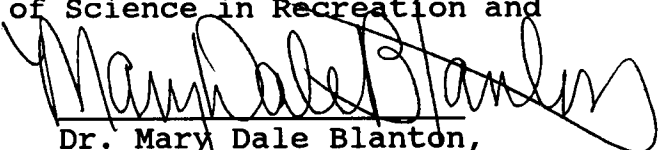


To the Graduate Council:

I am submitting herewith a thesis written by Troy A. Breitmann entitled "Assessment of Role Modeling and/or Mentoring Programs for Minority Youth in the Knoxville Metropolitan Statistical Area." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Recreation and Leisure Studies.


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**ASSESSMENT OF ROLE MODELING AND/OR MENTORING PROGRAMS IN
THE KNOXVILLE METROPOLITAN STATISTICAL AREA**

**A THESIS PRESENTED FOR THE
MASTER OF SCIENCE DEGREE
THE UNIVERSITY OF TENNESSEE, KNOXVILLE**

TROY A. BREITMANN

DECEMBER 1995

Dedication

This thesis is dedicated to my family.

ACKNOWLEDGEMENTS

The completion of this thesis would not have been possible without the help and support of many wonderful people.

I would like to thank my committee chairperson and major advisor Dr. Mary Dale Blanton. She has shown me guidance, encouragement, and patience throughout the entire process. Her support is greatly appreciated. The other committee members have each made great contributions to the completion of this thesis as well as my overall experience at The University of Tennessee. Dr. Pat Beitel shared her expertise in research and Dr. Joy DeSensi offered her tremendous knowledge of multiculturalism to the process.

This thesis would never have begun without Jack Bender, CEO of the Knoxville Metropolitan YMCA, who offered me the opportunity to take part in developing the Black Achiever's Program here in Knoxville. Many thanks to all of the dedicated people involved in that process, including Robert Sherrod, Dr. Ronald McFadden and the rest of the Black Achiever's Steering Committee

Thanks to all of the people with whom I have shared classes with and become friends. Their support has helped in many ways while here at The University of Tennessee. Finally, I would like to offer the most heartfelt thanks to my parents for whom I owe everything, and my wife, Amy who has always provided me with encouragement and support in everything I do.

ABSTRACT

The purpose of this study was to investigate the role of mentoring and/or role-modeling programs for inner-city youth in the Knoxville Metropolitan Statistical Area. In the course of the research agencies, organizations, and groups in the Knoxville Metropolitan Statistical Area who offered mentoring programs were identified. The programs they offered were examined to determine the criteria of mentor and protege eligibility as well as the overall scope of the program.

A questionnaire was developed using the Total Design Method (TDM) and validated with a jury of experts. The questionnaire was delivered via mail to 116 agencies, organizations, and groups identified by an additional jury of experts as offering mentoring programs in the Knoxville Metropolitan Statistical Area. Those who did not respond before the deadline given, received the questionnaire again with a follow-up letter

The Minitab Statistical Analysis computer program was used to analyze descriptive statistics and produce graphic representations of the data. WordPerfect 6.0 was used to develop the Figures to graphically represent the data.

It was found that the majority of programs serve the Knox County area. Over half of the respondents indicated that they have been in existence for between 1 and 5 years. Most curriculums offered were available year around to the youths. All of the programs sought to improve the academics, behavior, and self-esteem of the youth involved. Slightly less than half of the programs used their own facilities. The most

commonly given goal of the curriculum was to provide exposure to positive role models for the youth. Over one-half of the mentoring programs in the Knoxville Metropolitan Statistical Area did not elicit the help of expert counsel in developing their program curriculum. The majority of the respondents indicated that they will offer mentoring programs for five or more years. All of the programs served at least the 10 to 18 year old age group, and more than half served 26 to 50 youth. Slightly more than two-thirds of the programs served both boys and girls. The most commonly given criteria for eligibility for both youth and mentor, was an interest in participation. Less than 25% of the programs had organized recruiting plans for mentors. The top priority of responsibility for a mentor given was to be a significant presence in the life of the youth. Most of the programs relied on some supervision of the mentors by the director of the program. Only 4.2% of the programs relied solely on government funding, and most did not require a cost to the youth. The majority of the programs had a staff of 1 to 5 persons.

In the course of this study, other areas of research have presented themselves. Additional research to provide more detailed information of the day to day operations of the mentoring programs to possibly provide a link between the larger, better funded programs to the smaller community programs may enhance the overall effects of mentoring programs in the Knoxville Metropolitan Area.

Given the fact that the YMCA Black Achiever's Program is a first time program in the Knoxville Metropolitan area, it presents a unique opportunity to assess the effects of a mentoring program. A longitudinal study to identify and track the youth

involved in the YMCA Black Achiever's Program may be developed. The information that could be obtained by this type of study might be used to not only improve the YMCA Black Achiever's Program, but other mentoring programs as well.

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CHAPTER I

INTRODUCTION

In order to adequately understand the importance of role models and mentor relationships to youth, one must first understand the powerful role that modeling plays in human development. This form of social learning is instrumental in one's behavior and development (Blackwell, 1985). We learn in many different ways, but it can be said that much of our learning experiences occur on a vicarious basis by observing others (Clark, 1989). Reliance on modeling begins at the earliest stages of our development and continues throughout our lives. Very few individuals will attempt something completely new that they have never witnessed before at any age. According to Taylor (1989) all children learn through modeling and this type of learning can establish negative or positive patterns early in a child's development as they often imitate almost everything they see in their environment before they begin to distinguish between right and wrong (Wilson, 1987).

As a child ages, many learning experiences involve making decisions about new situations in which they have had no prior experiences. Along with these new experiences comes the possibility of mistakes, and mistakes made in life can be costly. The greater the possible cost, the more one relies on observational learning from those they perceive to be accomplished role models (Bandura & Walters, 1963b). Observational learning and modeling plays an important role in these

situations by allowing individuals to be more efficient and successful in their development. An individual can acquire patterns of behavior without having to use the longer, and often painful, process of trial and error (Hale-Benson, 1982).

Relying heavily on the basis of this learning phenomenon, many believe that a child will reflect the environment in which they have been raised (Amuleru-Marshall, 1990, Comer, 1980, Green, 1989, McAdoo, 1990, Turner, 1993). This has specific relevance to black youth because the environment in which many are raised is worsening in many respects. Over the past 20 years the economic situation for the black community has become worse. Nationally, the proportion of whites living below the poverty line has slightly declined while poverty among blacks has increased (Congressional Task Force, 1988; National Urban League, 1988, Jaynes & Williams, 1988).

In the Knoxville Metropolitan Statistical Area, 30.6% of black families are living below the poverty level (U.S. Bureau of the Census 1990). There is a disproportionate representation of black Americans within the class spectrum: the majority in the working class, little in the middle class, and nearly absent in the capitalist class (Boston, 1988). The current trend is for these gaps to grow. Between 1973 and 1984 the real median income of 20-24 year old black males fell from \$10,369 to \$8,768. During that same period, the number of black men reporting no income rose from 8% to 20% (McFadden, 1990).

Educationally, the situation for blacks is equally troubling. While certain segments of black youth are showing improvement, a closer look at education

statistics show an overall lack of achievement. According to The National Assessment of Educational Progress (Stern & Williams, 1986), while black 9 and 13 year old students showed larger gains in mathematics and reading than their white counterparts, their absolute performance was still behind that of whites. Additionally, the sample of 17 year old black students showed a decline in mathematics and no gains in reading. Their overall performance was lower than that of the 13 year old white sample. These results for black 17 year old students may be even worse than it might appear given the high dropout rate for black students. Those students who remain in school until the age of 17 may have already been separated from lower achievers (Amuleru-Marshall 1990). The percentage of blacks within higher education decreases with each higher degree. In 1972, blacks comprised 12.7% of 18 year olds, 10.5% of high school graduates, 8.7% of students enrolling in college, 6.5% of college graduates, and 4% of graduates from professional and doctoral programs (College Board, 1985).

These realities of the black community are likely to mean that black youth are less likely to see themselves reflected in those who are succeeding by participating in mainstream society (Amuleru-Marshall, 1990). They are more likely, given the current state of the black community in America and Knoxville, to see themselves among the unemployed and incarcerated, rather than the successful (Larson, 1988) . Many who study the problem of the poor status of black Americans are beginning to cite the lack of exposure to successful role models as one of the many responsible variables (Collison, 1987).

Within recent years there has been an abandonment of the inner cities by the successful stable segment of the black community that can provide positive role models and mentors. For the black community as a whole, not just the inner city communities, there is a growing distance between successful middle class blacks and lower income blacks (Poussaint, 1987). According to Poussaint (1987) this distance may, in many cases be psychological. He states that there may exist a wish to not be associated with the more antisocial aspects of the black community. Many other middle class blacks may experience an underlying anger that is inappropriately placed on the black community rather than the oppression of the dominant culture with which they feel they must identify to succeed. Poussaint (1987) believes this entire process leads some middle class blacks to reject the black community as a whole. With the emergence of the new black middle class, the important foundations of the black church, social organizations, and fraternal organization that have historically provided support for the achievement of black youth have been seriously eroded (Comer, 1987). This has left many communities, especially those in the inner city, void of job networks and role models (Wilson, 1978, Collison, 1987). It is essential that there are specific efforts to provide positive role models for black youth to emulate in order to achieve success in today's society (McAdoo, 1990).

There is a growing interest in organized efforts to increase the number of opportunities for inner city minority youth to become better socialized and increase the chances to enter and succeed in post secondary education (McFadden, 1990). Several national programs sponsored by the One Hundred Black Men organizations

have been developed to meet these needs in New York, Chicago, Los Angeles, and Atlanta. The I Have a Dream Foundation sponsors fifty programs in twenty three cities to aid in dropout prevention and provide academic, cultural, and social activities (McFadden, 1990). The YMCA of North America has a strong tradition of providing programs that serve troubled youth. YMCA's in many American cities currently sponsor mentoring programs to address many of these issues known as the Black Achievers program (National Black Achievers Program Handbook & Operational Guidelines, 1993, Appendix A, Black Achievers Program Orientation Guide, Shreveport-Bossier YMCA, 1991). The program was originally developed by Dr. Leo B. Marsh and Ms. Carrie Turrell of the Harlem Branch YMCA in New York City in 1971. Its purpose is to create a forum that would provide for interaction between black youth and black adult role models.

The Black Achievers Program to be established here in Knoxville will be based at the East Side Family YMCA Center and target youth who attend Vine and Holston Middle school as well as Austin East and Fulton High School. The goals set forth for the Knoxville Black Achievers Program are to promote the attainment of educational goals such as completion of high school and college with emphasis in the areas of mathematics and science. The program further seeks to encourage youth to develop strong civic, economic, and spiritual values. To achieve these goals, a consortium of business, educational, political, and civic leaders will provide for guidance of the program and act as role models and mentors to the youth involved in the program (YMCA Black Achiever's Program Prospectus, 1994, Knoxville YMCA East Side

Family YMCA Achiever's Program Prospectus, 1993).

Problem Statement

The purpose of the study was to investigate the role of mentoring and/or role modeling programs for inner-city minority youth in the Knoxville Metropolitan Area.

The following sub-problems will be included:

1. To identify agencies, organizations, and groups in the Metropolitan Knoxville Area that sponsor role modeling and/or mentoring programs to inner city minority youth.
2. To examine the criteria such programs use to determine eligibility for both mentors and minority youth.
3. To assess the scope of programs offered.

Delimitations

The study was delimited to the following parameters:

1. Only the Metro Knoxville area was surveyed.

2. The survey mailing list was limited to those agencies, organizations and groups the researcher was able to identify as offering mentoring programs for minority youth in the Knoxville Metropolitan Area.

Limitations

The following limitations were encountered in this study: (a) the ability to locate all agencies, organizations and groups who provide mentoring programs for minorities in the Knoxville Metropolitan Statistical Area, and (b) the assessment of respondents opinions.

Assumptions of the Study

The assumptions of the study were:

1. The respondents completed the survey instrument honestly and correctly.
2. The respondents understood the terms and definitions used in the survey.
3. The respondents were the best qualified individuals to complete the survey.

Rationale for the Study

The Knoxville Metro YMCA will be implementing a Black Achievers Program in 1995. There exists a great deal of information that points to a definite need for programs that seek to assist black youth in social and educational development both nationally and locally. There is, however, no research as to programs that are already in place to provide mentoring for black youth in the Knoxville Metropolitan Statistical Area. This study seeks to identify these mentoring programs and assess the scope of their service. The information gathered will be used for the purpose of defining the need for the Black Achievers Program in Knoxville and the direction of that program's services.

Definitions of Terms

To facilitate a better understanding of this study, the following terms are included:

At-Risk Youth. Any child under the age of 18 who is considered to be at a high risk for failure in school due to factors related to race and socioeconomic status.

Metropolitan Statistical Area. The areas surrounding a city that the United States Census Bureau surveys for inclusion within that city.

Knoxville Statistical Area. Includes all of Anderson, Blount, Grainger, Jefferson, Knox, Sevier, and Union counties.

Mentor. “A trusted and experienced supervisor or adviser who has personal and direct interest in the development and/or education of younger or less experienced individuals” (Amuleru-Marshall pg 14).

Metro-Knoxville Minority Youth. Any black individual between the ages of 12 and 18 who is currently living within the Metro Knoxville Statistical Area.

Protégé. A youth who is involved in a mentor and/or role model relationship

Role Model. “A person who is consciously or unconsciously perceived as being a standard for emulation in one or more of his/her roles” (Amuleru-Marshall pg. 15).

Professional. Anyone who is employed with a secondary or post-secondary degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study was concerned with identifying and assessing programs that provide role models and mentors for black youth in the Knoxville Metropolitan Area for use in development of the Metropolitan Knoxville YMCA Black Achievers Program. In this chapter the following topics were reviewed: (a) the effects of modeling on the development of a sense of self-efficacy and behavior in black youth, (b) effects of modeling on improving academic achievement in black youth, (c) factors influencing the presence and effectiveness of role models in the lives of black youth, and (d) factors contributing to developing successful mentoring relationships.

Effects of Modeling on the Development of a Sense of Self-Efficacy and Behavior in Black Youth

The literature suggest that mentors and role models are effective in other areas besides increasing academic achievement. Role models and mentors can assist black youth in enhancing feelings of self-worth and confidence. Bush (1993) studied a mentor program for at-risk fourth and fifth grade black male students at Lake Park Elementary school in Naples, Florida. The program matched children with black male professionals from the surrounding community. The program was studied

during the entire 1991-1992 school year.

The subjects studied by Bush (1993) consisted of eleven boys selected using the following criteria: single-parent homes, standardized test scores, previous repetition of grades, self-concept scores, and presence of social and behavioral problems at school. Observations of the planned relationships and interviews with the youth, mentors and parents were conducted. Bush (1993) administered the Self-Perception Profile for Children to the participating youth to determine any changes in self-concept. A similar group of non-participating youth was identified for comparison purposes. Bush (1993) used narrative descriptions of the mentor/youth matches and a cross-case analysis of the interview data was conducted to determine satisfaction.

The Bush (1993) study revealed that eight of the eleven matches had produced satisfied relationships. This was determined by the frequency of interaction of communication and emotional closeness, as well as the perceived level of shared commitment and trust. With the mentors support, participating youth exhibited better feelings about themselves, their friends and school. Of the youth in satisfied relationships, five of eight showed increased scores in self-worth scores. The self-worth scores decreased in two of three youth with dissatisfied relationships. Also, emotional disappointment occurred in all of the youth involved in dissatisfied relationships. Finally, Bush (1993) found that the academic achievement of the participating youth group did not increase when based on grades. However, their scores on the Stanford Achievement Test did increase.

Increasing a youths self-esteem and confidence shows up in many different ways.

Creating positive behaviors and attitudes are as important as increasing academic competence, given the current status of blacks, primarily the black male, in the United States. Black men comprise only 6% of the nations population, yet they represent 50% of all male prisoners, 35% of all drug and alcohol abusers, 10% of all high school dropouts, and 25% of the victims of AIDS (McFadden, 1990). The justice system in Knox county and the Knoxville Metropolitan Statistical Area has the same type of problems in a disproportionate representation of blacks in the justice system. According to the Knox County Juvenile Court Annual Report for 1989, the number of delinquent charges for black youth were up 62% from the previous year (Appendix B). In the Knoxville Metropolitan Statistical Area, the total black population accounts for 6% of the population (U.S. Bureau of the Census 1990). Despite this, the juvenile arrest records from the Knoxville Police Department for the period of 1988-1989 and 1989-1990 show that both black females and males account for 29% of the arrests in both one year reporting periods (Appendix C). The basics of good behavior and values are usually assumed to be represented at home. This can no longer be assumed, especially for the black male, as they are more likely than not to be raised in a household that does not provide a father to act as a role model/mentor. In the Knoxville Metropolitan Statistical Area , 54% of black families are headed by a single female with children under 18 at home (U.S. Bureau of the Census 1990).

Often the positive changes are obvious, but difficult to measure in a tangible form. The Alpha-Omega Young Men's Association, a high school fraternity at H.D. Woodson Senior High School in the District of Columbia Public Schools,

seeks to provide a father figure for urban black males who lack positive role models in their lives. Davis (1993) studied the effect of the program on the self-esteem of the protégé's, as measured by the Self-Esteem Index, over the course of a school term. 64 students were followed in this study. An 80 item instrument was administered to both the protégé youth group and a control group which measured students' perception of personal traits; perception of familial acceptance; perception of academic competence; perception of peer popularity; and perception of personal security to assess any significant differences in the two groups of the course of the study.

Davis (1993) found that there was no significant difference between the protégé and non-participating groups as measured by the Self-Esteem Index. However, Davis (1993) noted that observed changes in academics, leadership skills, maturity, and self-esteem significantly differentiated the two groups.

Turner (1993) sought to determine the impact that black role models have on the behavior of black youth. Turner (1993) looked at 16 male and 34 female students from a Bronx, New York junior high school. A survey instrument was administered to determine the impact on the students by the role models presented to them. In addition to presenting role models in school, the students were given the opportunity to observe these role models at work and in the community. Turner (1993) determined from the findings, that for the majority of black youth lacking positive role models, schools should offer the opportunities to acquire role models in addition to learning academic skills to compete in today's world.

Hopson (1993) conducted a study to determine the mental health status black males in the public school system, as well as to investigate the factors that shape the self concept of these students. Hopson (1993) specifically studied eight black youths currently enrolled in the public school system. Evidence was obtained in this descriptive, multiple-case study from documents, interviews, unobtrusive observation, participant observation.

Hopson (1993) found that for nearly all of the youth involved, their race and stigma perceptions had a negative effect on their feelings of value within the school system. This was attributed to a conflict between the reality of the black student and the model portrayed in the public school.

Hopson (1993) recommends the following to correct the model of the black male portrayed in the public schools: increasing the pool of black male teachers; a multi-cultural, gender-fair, non-parochial curriculum should be developed to increase academic achievement; and schools should provide opportunities for black male mentors to serve as teaching assistants and provide in service programs.

Effects of Modeling on Improving Academic Achievement in Black Youth

Nasrallah (1991) studied the effects of mentoring on at-risk students. The students for the sample were selected from those who had been enrolled in a Compact Program located in a central Florida public school for two years. The mentors used for the study were selected from the school district's business community. Nasrallah

(1991) was concerned with whether the students in the Compact Program perceived the mentor-protégé relationship as: key to the program; having an effect on remaining in school; and assisting them in the development of greater self-esteem. Nasrallah (1991) asked the protégés and mentors research questions during personal interviews.

Nasrallah (1991) found that all of the protégés were from single parent homes and that they all indicated problems with alienation at home, school or among friends. The protégés reported that they felt their mentors helped them achieve better grades and establish goals and develop self-esteem. All of the mentors reported that by acting as a mentor, they had a positive effect on the lives of their protégés. The mentors further reported the belief that they had taught their protégés lessons for life and felt that similar programs should be established for other schools from elementary through high school. Nasrallah (1991) concluded that the mentors were able to help their protégés by teaching them to believe in themselves and their abilities.

In 1990 Simms examined the factors that enhance and prohibit collegiate academic achievement and completion by black males. Rather than proposing a hypothesis, Simms (1990) questioned to the sample concerning their view on enhancing or prohibiting factors in the areas of academic evaluation, tutorial services, religious life, faculty student interaction, social activities and learning styles. The sample was derived by randomly selecting 75 black males from larger cities whose black population ranged between 20-50%.

Simms (1990) found that most of the respondents exhibited a sense of apathy towards their academic achievement. None of the respondents made use of the tutorial

services offered by their respective universities. Most of those questioned felt that interaction with faculty did not extend outside of the classroom. Beyond academics, many of the respondents felt a lack of a black community outside of the university and looked to the university to provide social diversity. This was something that was felt to be lacking as most of the sample felt the university did not value their social well being as much along with their academic success.

Simms (1990) found the most frequent response to the question of how the university could enhance the rate of success for black males was to hire and retain more minority faculty to act as role models and mentors.

Green (1989) furthered the study by Moyer & Motta (1982) which found that blacks are more likely to have their grades predicted by the level of alienation than whites. Green (1989) also found similarities with the 1971 research of Heussenstamm and Hoepfner who conducted a study to measure the degree of alienation among ethnic groups of adolescents. In the Heussenstamm and Hoepfner study, a sample that included students from predominately white schools and predominately black schools, junior and senior high school students from integrated schools, black male job corp enrollees, and rural Hispanic high school students. What they found was that minority adolescents are more likely than their white cohorts to exhibit alienation. This was found to be true regardless of social class. Hessenstamm and Hoepfner further found that if black adolescents were exposed to positive models in the form of married parents who approved of their child's friends, they showed lower alienation scores. Green (1989) investigated the relationship between the

presence of role models and mentors to a student's experience of alienation and their sense of self-efficacy as these relate to grades of both white black middle class high school students.

Green (1989) chose 578 students from one racially integrated suburban high school for the study. All participants were given two mentor measures, the Scholastic Competence and Global Self-Worth subscales of the Self-Perception Profile for Adolescents, and finally the Adolescent Alienation Index.

Green (1989) found that all of the factors; mentoring, alienation, and a sense of self-efficacy, predicted to the grades of white males and females. This was also true, though to a lesser extent, for black females. None of these variables were predicted to the grades of the black males in the study. Green (1989) concluded that there may be a difference in the variables that predict the grades of black males.

Factors Influencing the Presence and Effectiveness of Role Models in the Lives of Black Youth

Amuleru-Marshall (1990) investigated the effects of living in a community with a powerful and well established black middle class on the role modeling opportunities of black youth. Amuleru-Marshall (1990) sought to answer why black Atlanta youth, with a large pool of positive black role models in the community, mirror the same low performance level of black youth nationally.

Amuleru-Marshall (1990) sampled a total of 309 black high school students in the

Atlanta, Georgia area who were separated into three clusters. The first cluster consisted of high-performing, middle class, college-bound students. In the second cluster were below average, working class students and in the third cluster were incarcerated juvenile offenders. All of the students were given an identification and participation level form, a role model/definer inventory, and two degrees of familiarity grids. Comparisons were made on the basis of cluster, sex, and participation level in role model programs. The analysis of variance and Chi square procedures were used.

Amuleru-Marshall (1990) found differences in role model selection by cluster and sex. A smaller difference was found by level of participation in role model programs. All three of the clusters differed in their familiarity with those blacks who are prominent in the community and any who may be potential occupational role models.

Amuleru-Marshall (1990) contends that living in a community with a powerful and successful black middle class has a differential impact on black youth. She states that, "For black youth who are not alienated from the societal mainstream, role models and definers from this pool are substantial—primarily because they are the parents and relatives of these youth. The more alienated the youth, the less impact is made by this pool." (pg. 6) Amuleru-Marshall (1990) concludes that most black youth are lacking the connection with black professional and non-professional adults.

Factors Contributing to Developing Successful Mentoring Relationships

In order to examine the factors of attraction involved in the formation of mentoring relationships, Wing (1992) studied a stratified sample of 1988 business graduates from California State University, Fresno. Wing (1992) administered a survey instrument employing a Likert scale using gender and ethnicity as independent variables.

Wing (1992) determined that females have greater perceived levels of similarities with their mentors. They further feel their mentors have greater sensitivity to their needs. Ethnic minorities were found to have the lowest level of perceived similarities with their mentors as well as having lower levels of perceived sensitivity from their mentors.

CHAPTER III

METHODOLOGY

This chapter presents the procedures used for this study. This study was conducted for the purpose of identifying agencies, organizations, or groups that provide mentoring/role-modeling programs to minority youth in the Knoxville Metropolitan Statistical Area. The information gathered was used for defining the need for the YMCA's Black Achievers Program in Knoxville and the direction of that program's services. The following subproblems were included:

1. To examine the criteria such programs use to determine eligibility for both mentors and minority youth.
2. To assess the scope of programs offered.

Identifying Subjects

The subjects used in this study were any agency, organization, or institution identified as offering programs that provide modeling opportunities for black youth through the introduction of positive role models and mentors. A list of possible organizations was compiled with the assistance of the University of Tennessee Black

Cultural Center and the Steering Committee for the YMCA Black Achiever's Program. The subjects were limited to having operations within the Knoxville Metropolitan Statistical Area.

Instrumentation

The instrument used in the study was a twenty-two item questionnaire developed by the researcher (Appendix A). The instrument was chosen for reasons of availability and affordability. It was designed using guidelines from the Total Design Method (Dillman, 1978). The instrument used thirteen close-ended questions and twelve open-ended questions developed in conjunction with the Knoxville Metropolitan YMCA. The design was such to limit the responses for questions that may be easily categorized while allowing the respondents the opportunity to offer more information on the questions regarding goals and procedures pertaining to their respective programs. The instrument was divided into six topical areas: (a) demographics, (b) program information, (c) protege information, (d) role-model/mentor information, (e) funding and administration information, (f) additional comments.

Form A, "Certification of Exemption From Review of Research Involving Human Subjects" was filed with and approved by the University of Tennessee, Knoxville. Also, a preliminary instrument was developed and reviewed by a jury consisting of two professionals involved in minority affairs in the Knoxville area, and a

professional in the YMCA. The recommendations of the jury included: (a) adding questions concerning the time the modeling programs are designed to last, (b) adding questions to determine responsibility for curriculum development for the programs, (c) revise seven questions from open-ended to close-ended questions in order to improve ease of responding to the survey and compiling data.

Selection of Jury

The jury was selected to utilize their insights into Knoxville area minority affairs, YMCA program needs, and survey development and research. The jury included Dr. Ronald McFadden, Director, Administrator, Arts and Sciences at the University of Tennessee, Dr. Jane Redmond, Director of Minority Student Affairs at the University of Tennessee, and Jack Bender, CEO/President of Knoxville Metropolitan YMCA.

Method

An initial mail-out was sent to 116 organizations, using a mailing list (Appendix D) compiled by the researcher. The mail-out consisted of the questionnaire instrument (Appendix E) along with a cover letter (Appendix F) detailing for the respondent informed consent and confidentiality. A free one week pass to YMCA facilities was provided by the Knoxville Metropolitan YMCA was included with the mail out as a show of appreciation to the respondents. Finally, a

self-addressed stamped envelope was provided to mail back the completed instrument. A follow up letter (Appendix G) was sent to all those who had failed to respond by the two week deadline date set forth in the original mail-out cover letter. Data was compiled and analyzed from all returned questionnaire instruments.

Evaluation of Information

The data obtained from the questionnaires were analyzed using the Minitab statistical software package primarily using descriptive statistics. Frequencies and percentages were used on all data collected. Graphs were used often given the data's compatibility with descriptive analysis and to make visual assessment of the information easier. The answers to the open-ended questions were recorded and categorized into appropriate sections.

CHAPTER IV

DISCUSSION AND ANALYSIS OF THE DATA

The purpose of the study was to investigate the role of mentoring and/or role modeling programs for inner-city youth in the Knoxville Metropolitan Area.

The following sub-problems were included:

1. To identify agencies, organizations and groups in the Metropolitan Knoxville Area that sponsor role modeling and/or mentoring programs to inner city minority youth.
2. To examine the criteria such programs use to determine eligibility for both mentors and minority youth.
3. To assess the scope of programs offered.

Profile of Sample Population

It is important to note that of the 116 questionnaires mailed, there were 96 returns (82.7%). Fifteen of the respondents (15.6%) stated that they are not connected in any

way to role-modeling and/or mentoring programs. The majority of the respondents (57, 59.3%) stated that they did not administer a structured role-modeling or mentoring program, such that it had a curriculum or any type of structured leadership.

Most described themselves as a group of neighborhood or church affiliated adults who attempt to give area children positive outlets and encouragement to stay out of trouble and succeed academically. The remaining respondents (24, 25%) represented the minority youth mentoring and/or role-modeling programs that offer structured curriculum and staff in the Knoxville Metropolitan Statistical Area.

It is important to point out the difficulty in developing a list of organizations offering this type of program that can be considered completely comprehensive. The researcher must assume that there are many programs that may be administered through local churches, neighborhood associations, or fraternal organizations that may be known only in the general community which it serves. Given the size (96) and quality of the response to this study, the list of organizations (Appendix A) is considered to be representative of most programs in the Knoxville Metropolitan Statistical Area..

Geographic Areas Served

Figure 1 illustrates the distribution of geographic areas served by these programs. Although the fifty-seven respondents who did not offer a structured program could not be included in the analysis of programs, they were included in the geographic

areas served. The immediate Knoxville area dominates the responses. This was somewhat expected given the higher concentration of population. The total number given in Figure 1 (73) differs from the total number of the sample (116). This is due to several factors.

1. The total number of completed questionnaires returned numbered 96 (82.7%).
2. Some of questionnaires (5) were removed from the sample before any of the information was compiled for analysis. The information in these questionnaires were deemed to be unreliable.
3. A small number (3) of the respondents chose not to offer this information.

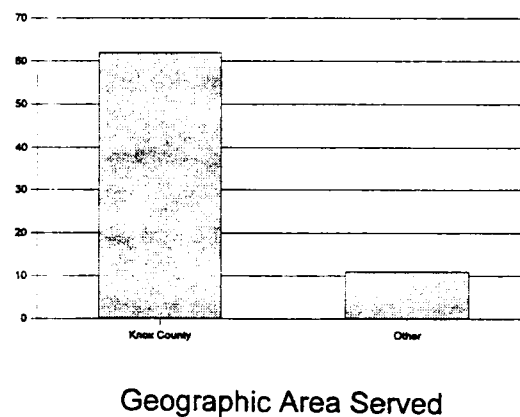
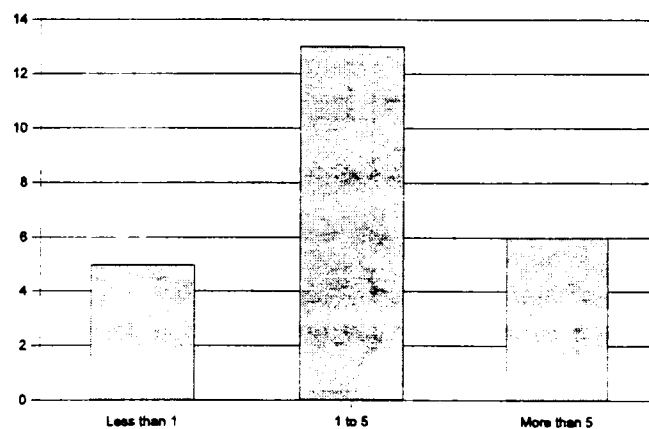


Figure 1

The remainder of the data analysis is focused exclusively on the 24 respondents who offer a structured program with a curriculum.

Years of Experience

This study sought to assess the scope of programs offered in the Knoxville Metropolitan Statistical Area. The number of years a program has been offered may be important in determining any trends for offering such programs. The majority (54.2 %) of the programs have been offered between one and five years. Of the remaining programs, 25 % have been offered for more than five years and (20.8 %) have been in existence less than one year. This information is presented in Figure 2.

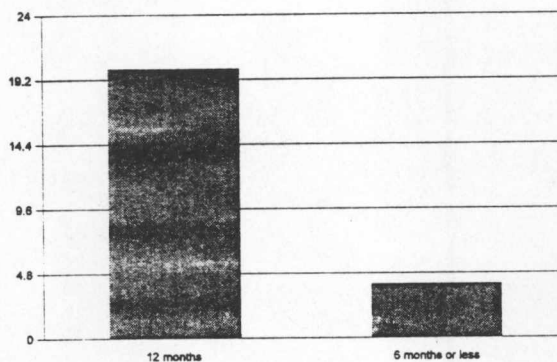


Years of Existence

Figure 2

Length of Program Curriculum

Figure 3 illustrates the length of time during a calendar year the program is offered to youth. It is interesting to note that the vast majority (83.3%) offer 12 month curriculums, with the remaining (16.6%) are offered 6 months or less.

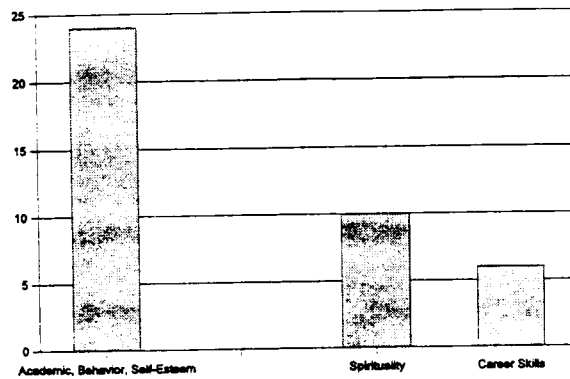


Length of Curriculum

Figure 3

Program Focus

Respondents were asked to identify the areas of the participating youth's lives they sought to improve upon. All of the respondents (100%) were hoping to positively affect the youths academics, behavior, and self-esteem. A few (23) offered other areas, the most common of these (41.6%) was spirituality, followed by career skills (25%). Figure 4.



Program Focus

Figure 4

Facilities Used

The respondents were asked to identify who provided the facilities used by the programs. The categories for response included their own facilities, city/county, private or non-profit. The respondent could offer a response of their choosing. Nearly one-third (8) chose either city/county or non-profit owned facilities. Many (41.6%) indicated their own facilities were being used, and the remaining 25% indicated privately owned facilities. A graphic representation of the data is presented in Figure 5.

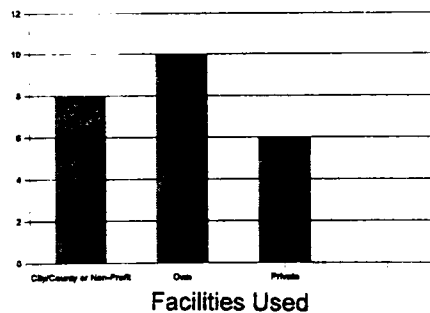


Figure 5

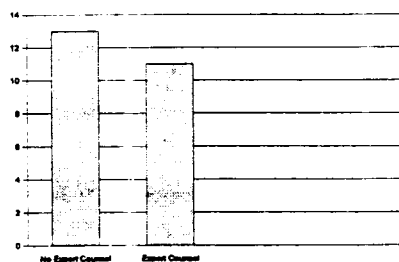
Goals of the Program

An open-ended format was used to provide the respondents with the opportunity to express what they felt the goals of their program should be. The two top responses listed in order of frequency used were:.

1. To provide exposure to positive role models (91.6%).
2. To improve the youth's sense of responsibility and social behavior (75%).

Curriculum

Respondents were asked who developed the curriculum used to administer the mentoring program for the youths. The majority of respondents (54.2%) responded that they developed their curriculum independently of any expert counsel. Only 45.8% responded as having enlisted expert counsel. Figure 6.

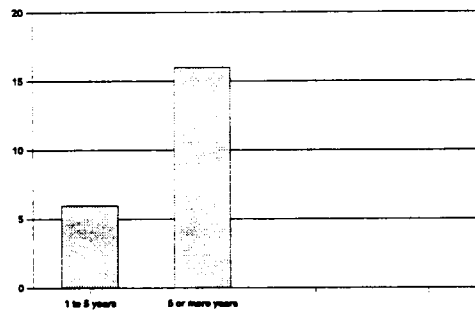


Curriculum

Figure 6

Designed Lifespan of Program

It is apparent that most of the respondents have taken a long term approach to mentoring for minority youth in the Knoxville Metropolitan Statistical Area. Sixty-six percent of the programs were designed to last five years or more while, 25% chose one to five years. Some respondents (8.3%) did not respond to this portion of the questionnaire. Figure 7.



Lifespan of Program

Figure 7

Ages of Youth Served

The respondents were asked to identify the youth age group or groups that their program's curriculums were designed to be targeted to. There were relatively few (16.6 %) that were offered for children under the age of ten. The bulk of the programs (100 %) were targeted at the ten to eighteen year-old youth. A very small

number (8.3 %) have offered services to young adults over the age of eighteen. The percentages total more than 100% in this category because many of the respondents selected more than one age group as being served. This information is present in Figure 8.

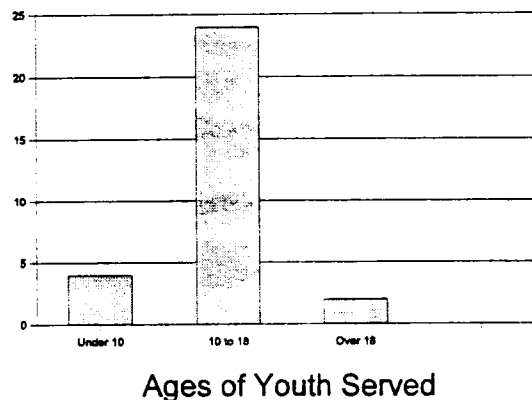
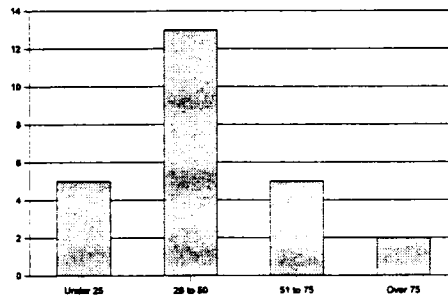


Figure 8

Number of Youth Served

Figure 9 graphically represents the responses to the question of the number of youth served. Respondents were asked to approximate the number of youth their programs served. Most of the programs (54.2 %) served between 26 to 50. The number of programs serving less than 25 youth was smaller with 20.8% having programs of this size. An even smaller percentage (16.6%) indicated having large programs serving more than 75 youth. Only two of the respondents indicated that their program served between 51 to 75.



Number of Youth Served

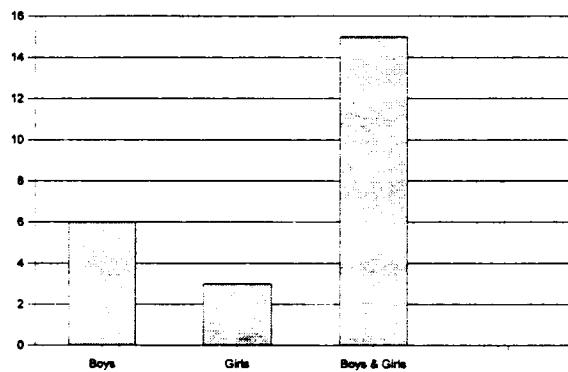
Figure 9

Youth's Eligibility

The respondents were asked to give the criteria that was used to determine a youths eligibility to participate in the program. The format was open-ended so as not to restrict the responses for eligibility. Somewhat surprising, the most popular criteria (50%) that was given was simply the youth displaying interest and making the commitment to attend the program. There were 20.8% requiring an affiliation to the group or association that was administering the program, while 16.6 % used socioeconomic status for determining the need for the youth to take advantage of the program. Only 12.5 % used the absence of parent in the home as the main criteria for using the program.

Gender of Youth Served

The respondents were asked to identify the gender of the youth their programs served. Most (62.5 %) served both male and female, while a few (25 %) were targeted only to males. There were very few programs (12.5 %) limited exclusively to females. The results are presented in Figure 10.



Gender of Youth Served

Figure 10

Mentor Eligibility

In this section respondents were asked to give the criteria that is used to determine whether a volunteer will be asked to mentor or not. The most frequently mentioned criteria (37.5 %) was displaying a willingness and ability to commit the necessary time to be available to be a meaningful role-model to the participating youth.

Twenty-nine point two percent ask that their volunteers be actively involved in the

community while another 20.8 % require the volunteer to be affiliated with the organization that is administering the program. Eight point three percent ask that the volunteer display a strong sense of spirituality. Interestingly, only 4.2 % require the volunteer to be professionally employed. However, this may be implied by some of the more frequently mentioned criteria.

Recruiting Mentors/Role Models

Other than the 20.8 % that required their volunteers to be affiliated with the organization that is administering the program, no other programs responded as having any kind of structured recruiting strategy. They rely on individuals meeting the criteria to volunteer themselves to the program.

Responsibilities of Mentors/Role Models

The respondents were asked what the responsibilities of the volunteers are once they agree to act as mentor/role models. The majority, (79.2 %) listed the top priority as spending time and being a significant presence in the lives of the youths, while 12.5 % indicated "field trip" opportunities and assisting the youths academically were a top responsibility. A small number, 8.3 % required the mentors to report on the progress of the participating youth.

Mentor/Role Model Supervision

Slightly more than half (57.1 %) of the 21 respondents who answered this section replied that the volunteers were supervised in some capacity by a program director. The remaining respondents relied on volunteer self-supervision.

Funding

Respondents were asked how they received funding for their programs. They had the choice of privately donated funds, government funding, providing their own funding or any combination of the three. The most common responses in this category (37.5 %) was a combination of privately donated, government and personal funds. Sixteen point six percent relied on a combination of privately donated funds as well as their own self-funding. Four point two percent relied completely on government funds to facilitate their programs

Cost to Participating Youth

To determine the cost, if any, to participating youth, respondents were asked to indicate whether or not a fee was involved in their programs. Only 8.3 % of the programs responded as having any costs to the youth associated with participation. In

all of these cases the cost was less than ten dollars.

Staffing

Respondents were asked how many persons staffed the program in addition to the Program Director and the Mentor volunteers. The majority, 58.3 % responded as having between one and five persons staffing the program, while 25 % have less than ten persons and 16.6 % indicated that they have more than ten persons staffing their program.

Discussion

Mentoring and role-modeling programs for minority youth in the Knoxville Metropolitan Statistical Area seems to be a relatively new idea given that 54.2 % of the program respondents in this study have been in existence for only one to five years. Although it is new, it does not appear to be a short-lived trend. The majority of programs (66.6%) are designed to be functional for five or more years. It is also encouraging to note that 83.3% of respondents offer a curriculum for the protégé's that is year around. One might have expected more of the programs to offer short curriculums only during the summer break from school.

The curriculums for these programs were mostly, (54.2%) developed without the help of expert counsel. This may be misleading given the respondent's own view of

what constitutes expert counsel in this area. Given the high percentage (41.6%) of respondents indicating spirituality as a program focus, one might assume a high percentage of the programs are being conducted under church supervision. Depending on the respondent's point of view the clergy of the church may or may not be expert counsel in youth development.

There are very few programs (4.2%) that rely solely on government funding to exist. This information may suggest that the majority of programs are independently well-funded and supported, or it may point out that some programs simply lack the resources to develop the connections necessary to receive government funding. Considering that 58.3% of programs have less than a five person staff and 16.6% have a staff of greater than ten, it is probably a combination of well supported programs and those lacking in support. It appears that few programs exist with the funding to provide large staffs.

It may be suggested that given the interest in creating new year around mentoring programs and the apparent existence of some large well funded programs, that a system may be developed that would allow for a sharing of resources. A network of youth-oriented mentoring programs could be set up that could allow for start-up of even more programs and the improvement of existing ones.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to investigate the role of mentoring and/or role modeling programs for inner-city minority youth in the Knoxville Metropolitan Area.

The following sub-problems will be included:

1. To identify agencies, organizations, and groups in the Metropolitan Knoxville Area that sponsor role modeling and/or mentoring programs to inner city minority youth.
2. To examine the criteria such programs use to determine eligibility for both mentors and minority youth.
3. To assess the scope of programs offered.

A questionnaire was developed and validated with a jury of experts using the Total Design Method (TDM). This was used to solicit information from agencies or organizations who administer role model and/or mentoring programs for minority youth in the Knoxville Metropolitan Statistical Area. Those who did not respond to

the initial mailing of 116 received a follow-up letter along with another questionnaire. The response rate for the questionnaire was 82.8 %. The Minitab computer program was used to analyze the descriptive data.

Findings

In review on the analysis of the results presented in Chapter IV, the following findings are identified.

1. Of the 116 agencies and/organizations identified by the jury of experts assisting in the development of the mailing list, only 20.7 % responded as administering a mentoring program.
2. Over one-half of the mentoring programs in the Knoxville Metropolitan Statistical Area have been operating between one and five years.
3. Over one-half of the mentoring programs in the Knoxville Metropolitan Statistical Area did not enlist the help of expert counsel in developing their program curriculum.
4. Slightly more than two-thirds of the programs served both girls and boys.

5. Only 4.2 % of the programs relied solely on government funding.

Conclusions

In examining all data generated by this study the researcher was able to make the following conclusions:

1. There does not appear to be a great number of mentoring programs for minority youth in the Knoxville Metropolitan Statistical Area.
2. Most of the program, 50% for youth and 37.5% for mentors, only required an interest and willingness to participate to take part in the program.
3. Mentoring programs in the Knoxville Metropolitan Statistical Area do not heavily rely on government funding.
4. The focus of the majority of these mentoring programs is on both girls and boys.
5. The scope of the programs offered ranged from improving academics, behavior, and self-esteem, (100%) to developing spirituality (41.6%) and increasing career skills (25%).

Recommendations

In the course of this study, other areas of research have presented themselves. The following recommendations are suggested for further research:

1. To provide more detailed information of the day to day operations of the mentoring programs to possibly provide a link between the larger, better funded programs to the smaller community programs.
2. Design a longitudinal study to identify and track the youth involved in the YMCA Black Achiever's Program to determine the effects of the program on the youth's lives.
3. The establishment of a community network linking mentoring programs together in order to share resources and information.

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APPENDIXES

APPENDIX A:
NATIONAL BLACK ACHIEVER'S PROGRAM HANDBOOK
& OPERATIONAL GUIDELINES

INTRODUCTION

- Mission, Purpose
- Goals & Objectives
- A Historical Sketch
- The N-BAN Organization
- About The Founder
- The Logo
- The Name
- The Program

• A Historical Sketch

What we know today as the Black Achievers Program was started in 1971 by Dr. Leo B. Marsh, a financial consultant with the YMCA of Greater New York.

This program was designed to replace the Annual Century Club Dinner and was originally called "A Salute to Black Achievers in Industry." The intent was to recognize African Americans who held administrative, executive, managerial, or supervisory positions in business and industry.

The salute dinner had three tremendous spinoffs:

- 1) Secured income for the Harlem Branch YMCA;
- 2) Showcased role models for African American youth;
- 3) Provided new leadership for the YMCA.



These salute dinners were very successful i.e., in the first year (1971), the program grossed \$50,084; involved 60 companies; recognized 163 youth and adult achievers and was attended by 910 persons. By the seventh year (1977) the program grossed \$128,761; involved 120 companies; recognized 206 youth and adult achievers and was attended by 1,530 persons.

Two key persons involved in the early developing of the program were board member Carrie Turrell and Henry Lenior, the Executive Director of the Harlem Branch YMCA. The first YMCAs to start the Program were:

Chicago, IL
Detroit, MI
Boston, MA
Cincinnati, OH
Louisville, KY
Milwaukee, WI
Newark, NJ
Hartford, CT*
Pittsburgh, PA*
Los Angeles, CA*

*No longer sponsor the program

In the Spring of 1987, a group of volunteers and staff met in Washington, D.C. to consider the development of a national body for the Black Achievers Program.

From this meeting, the National Black Achievers Network (N-BAN) was born. Jerome Parham from Louisville, KY was selected chairman and Everett Christmas, member of the East Field YMCA staff was named director.

The primary goals of N-BAN were and still are:

- 1) To help improve local programs;
- 2) To help YMCAs start the program;
- 3) To provide program standardization and training for local YMCAs;
- 4) To become the national voice of the

• N-BAN

(National Black Achievers Network)

The first National Black Achievers Network Conference was held in October 1987 in Atlanta, GA and was hosted by the Butler Street YMCA and its President, DeWitt Martin, Jr.



The Black Achievers Program continued to grow and expand in all parts of the country. It has had a tremendous impact on the YMCA as a national movement in that it provided a vehicle for:

- 1) Thousands of African American professionals to relate to the urban community;
- 2) The business and professional community to invest in youth and their own future workforce;
- 3) Motivating youth to set high education and career goals and;
- 4) Improving the image of local YMCAs in their own service areas.

By 1990 over 90 YMCAs had active or developing programs. Black Achievers has been successful in large and small cities. Some YMCAs have included Hispanic and Asian youth in their programs.

Some measures of the success of this Program are:

- 1) One YMCA received a \$100,000 grant to start its program;
- 2) One YMCA had over 1,100 youth enrolled in its program and attracted over 2,100 people to its banquet in 1992;
- 3) One YMCA grossed over \$220,000 from its Salute Banquet in 1993;
- 4) One YMCA has over 500 volunteers related to its program;
- 5) One YMCA annually attracts over 1500 students to its Black College Fair;
- 6) Over 95% of students involved in the program graduate from high school;
- 7) Nationally, over 30,000 persons have been recognized as Youth and Adult Black Achievers.

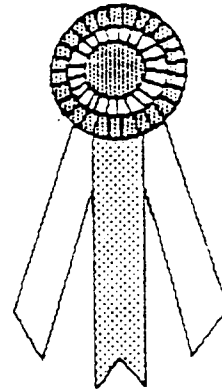


N-BAN continued...

The N-BAN's seventh annual conference held in Milwaukee, WI hosted some 200 volunteers and staff are from all parts of the country.

Major conference concerns included:

- 1) Expanding the Program to reach pre-teen youth;
- 2) Financial development;
- 3) Elevation of the Black Achievers Directors position at the local level;
- 4) Developing the scholarship program component;
- 5) Tracking youth and adult achievers nationwide;



Some people consider the Black Achievers Program to be one of the greatest urban program innovations the YMCA has made this century.

Its the YMCA operating at the very core of its mission. Its a Program where everybody wins and it deserves everyone's support.

Everett T. Christmas, Sr. - August 1993
National Black Achievers Director
YMCA of the USA

• About The Founder



Dr. Leo B. Marsh
1903 to 1979

*Founder of the Black Achievers Program Harlem, NY Branch YMCA 1971.

*YMCA professional for 50 years.

*Member of the YMCA national staff for 26 years.

*The first African American to be named President of the YMCA's Association of Professional Directors (APD).

*A founder and first general Chairman of the National Conference of Black and Non-White YMCA Staff and Volunteers (BAN-WYS) in 1968.

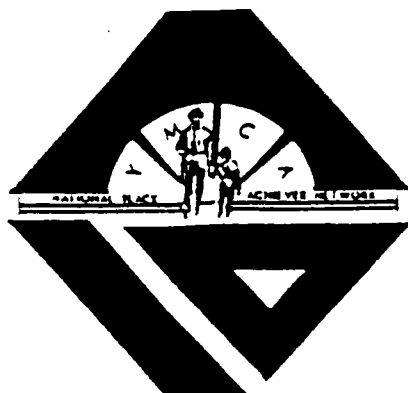
*Born in Camden, Alabama; a graduate of Knoxville College in Tennessee and performed graduate work at George Williams College, Univ. of Chicago, Ohio State and Columbia University.

*Received honorary doctorate degrees from Lincoln University of Pennsylvania and Knoxville College of Tennessee.

The ingeniousness of the Black Achievers program, and one of its unique features, is that it fulfills three distinct, yet related goals. First, it recognizes them both from their peers and the community at large. It gives the adult achiever an outlet for community involvement as a role model for youth.



•Our Logo



Designed by Randall Vaughn
Lexington, KY, 1990

The design of the National Black Achievers Network (N-BAN) conveys the philosophy of the Black Achievers Program and the support provided by the Young Men's Christian Association (YMCA).

The A-formed arch symbolizes achievement and establishes the horizon which welcomes the silhouette of the adult and youth walking hand-in-hand.

This union represents the program's mission to provide youth with adult role models who assist in guiding them to a bright future.

The support from the YMCA is recognized by including a portion of the YMCA's symbol to create the foundation on which the program stands.

•The Name: BLACK ACHIEVERS

The name Black Achievers, represents and describes the historical origin and mission of the program.

The primary purpose of the program was to motivate African-American youth of Harlem, NY to set and pursue high education and career goals by fostering ongoing interaction between African American youth and African American adult role models.

This original mission is unchanged!

The term Black (African-American as defined toay), however, has been expanded to include other racial minorities with at-risk youth in YMCA nationwide.

The Black Achievers Program does not exclude based on race; it is like the YMCA, multi-racial. The program's name relates to its historical origin and mission. The mission of the YMCA is unchanged; to promote Christian principles and values. In carrying out its mission, the YMCA does not exclude Moslems, Jews or persons of other religious groups, nor does it exclude women as the name might suggest.

The Black Achievers Program is a multi-racial effort to help minority youth develop to their fullest capacity.

• The Program

The true source of help is self-help. The BA program reaches into the heart of the community for both its adult achievers and its youth participants. By recognizing, and utilizing the talents of blacks who are successful in their career, the program brings a sorely needed positive influence into the community. And each student involved--each with a different level of scholastic achievement and standard of living --stands to gain something from the program.

The first Black Achievers Program at the Harlem YMCA sought to achieve its goal by creating a forum to foster an ongoing interaction between Black youth and Black adult role models.

Regardless of the make-up of the individual BA programs, each shares the goal of the first program founded in Harlem--to help youth set high educational and career goals through role models and examples of high achieving adults.

Black Achievers programs also attempt to counteract the influence of many of society's ills today--teenage pregnancy, drug-use, violent crime and poverty. BA programs give our young people a chance to challenge themselves, set goals for themselves and work toward a positive future.

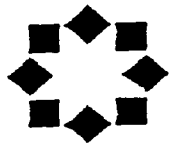
The program offers the local business and professional community an opportunity to contribute directly to the community.

The recognition associated with sponsoring an adult achiever is varied. Often youth achievers return to work for local companies who support the program after they complete their education. A corporate sponsor will benefit from positive public relations within the community, but that's not all. A company that continues its association with a local BA program benefits from its investment by increased employee morale, a source of new employees and enhanced reputation within the community.



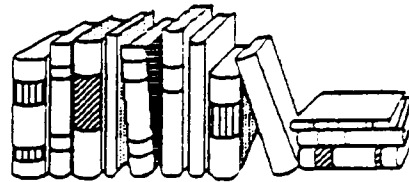
• The Program continued

Most BA programs sponsor an annual fund-raiser. For example, an awards banquet--to showcase its adult achievers and their sponsoring companies. The awards event may also serve as a fund-raising event to help support the youth component of the program and other YMCA programs.



Positive Spinoffs of the BAP

1. The image of the YMCA, especially in the Black community, is enhanced because of its sponsorship of a first class program which addresses the concerns and needs of the community.
2. The image of the corporate community is enhanced through its support of the program. It shows corporate responsibility and their willingness to invest in youth.
3. New resources (human, financial, etc.) become available to the YMCA because of the attractiveness of this



Activities of a Typical BAP

Youth Program

- Tutoring/ Mentoring
- Career Clusters
- Self-Esteem Workshops
- College Tours
- College Scholarships
- College Preparation
- World-of-work Seminars
- Personal Counseling
- Family Activities
- Workplace Tours
- Recognition Events

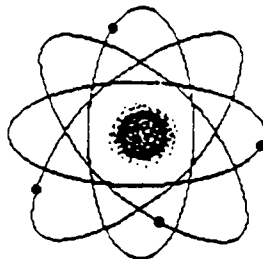
Adult Program

- Career Cluster Leader
- Mentor
- Activity Leader
- Member, BAP Commission
- Member, BA Alumni
- BA Recognition Banquet
- Leadership Development Seminars
- National BA Network
- Parent's Support Group

• The Program continued

Basic Program Resources

1. The business and professional community = financial support and role models.
2. Sources for Youth Participants
 - Schools
 - Churches
 - Community Agencies
 - Participants
3. YMCA = Staff leadership and organizational support.
4. Parents = Program support and promotion.
5. N-BAN = National link and expertise.



"TODAY THE NATION...



"TOMMORROW THE WORLD"

APPENDIX B:
KNOX COUNTY JUVENILE COURT ANNUAL REPORT

ANNUAL REPORT 1989

NOTE: FIGURES IN PARENTHESES ARE FOR 1988 AND ARE INCLUDED FOR COMPARISON)

I. DELINQUENT PETITIONS FILED.....			1981 (1921)
A. AGES			
Age 8	<u>0 (1)</u>	Age 12	<u>91 (73)</u>
Age 9	<u>3 (4)</u>	Age 13	<u>175 (99)</u>
Age 10	<u>9 (3)</u>	Age 14	<u>225 (234)</u>
Age 11	<u>31 (16)</u>	Age 15	<u>358 (345)</u>
B. SEX			
MALE	<u>1636 (1510)</u>	FEMALE	<u>345 (411)</u>
C. RACE			
WHITE	<u>1669 (1728)</u>	BLACK	<u>312 (193)</u>
OTHER	<u>0 (0)</u>		
D. CHARGES			
01 MURDER			<u>1</u>
02 ASSAULT TO MURDER			<u>1</u>
03 MANSLAUGHTER			<u>0</u>
04 ROBBERY WITH A DEADLY WEAPON			<u>12</u>
05 ROBBERY			<u>7</u>
06 AGGRAVATED ASSAULT			<u>49</u>
07 ASSAULT			<u>163</u>
08 RAPE			<u>2</u>
09 ASSAULT TO RAPE			<u>0</u>
10 CHILD SEXUAL ABUSE (VICTIM UNDER 13)			<u>0</u>
11 SEX OFFENSE (EXCEPT RAPE AND PROSTITUTION)			<u>13</u>
12 VEHICULAR HOMICIDE			<u>1</u>
13 BURGLARY			<u>184</u>
14 BURGLARY OF A VEHICLE			<u>34</u>
15 MOTOR VEHICLE THEFT			<u>53</u>
16 GRAND LARCENY			<u>85</u>
17 PETIT LARCENY			<u>68</u>
18 SHOPLIFTING			<u>342</u>
19 ARSON			<u>12</u>
20 RECEIVING AND CONCEALING STOLEN PROPERTY			<u>98</u>
21 VANDALISM/MALICIOUS MISCHIEF			<u>105</u>
22 FORGERY			<u>13</u>
23 JOYRIDING			<u>5</u>
24 ISSUING WORTHLESS CHECKS			<u>7</u>
25 FRAUDULENT USE OF DEBIT/CREDIT CARDS			<u>22</u>
26 CRUELTY TO ANIMALS			<u>1</u>
27 ATTEMPT TO COMMIT A FELONY			<u>2</u>
28 POSSESSION OF MARIJUANA			<u>75</u>
29 SALE OF MARIJUANA			<u>5</u>
30 POSSESSION OF OTHER CONTROLLED SUBSTANCES			<u>27</u>
31 SALE OF OTHER CONTROLLED SUBSTANCES			<u>9</u>
32 OTHER DRUG CHARGES			<u>25</u>
33 DRIVING UNDER INFLUENCE			<u>26</u>
34 CARRYING A DANGEROUS WEAPON			<u>41</u>
35 DRUNKENNESS			<u>75</u>

36	DISORDERLY CONDUCT	32
37	TELEPHONE OFFENSE	5
38	GAMING/GAMBLING	0
39	TRESPASSING	108
40	PROSTITUTION	5
41	RESISTING ARREST	10
42	LOITERING	2
43	ESCAPE	20
44	TRAFFIC	28
45	LOCAL ORDINANCES	5
46	VIOLATION OF HUNTING, FISHING REGULATIONS	0
47	FAILURE TO APPEAR	0
48	CONTEMPT OF COURT	9
49	VIOLATION OF PROBATION	160
50	VIOLATION OF AFTERCARE	21
51	VIOLATION OF A VALID COURT ORDER	12

E.	PETITIONERS	802
01	LAW ENFORCEMENT	33
02	PARENTS	15
03	RELATIVES	0
04	SELF (CHILD)	294
05	SCHOOL	46
06	DOC	17
07	DHS	0
08	DMH/MR	122
09	COURT STAFF	61
10	SOCIAL AGENCY	3
11	OTHER COURT	570
12	VICTIM (IF OTHER THAN ABOVE)	13
13	OTHER	

F.	DISPOSITIONS ON DELINQUENT CASES HEARD DURING THIS REPORTING PERIOD	67
	CONTINUED INDEFINITELY	254
	PROBATION	2
	FINED	66
	COMMITMENT TO CORRECTIONS	70
	COMMITMENT TO CORRECTIONS AND SUSPENDED	10
	OUT OF HOME PLACEMENT ORDERED	14
	TRANSFER TO ANOTHER JUVENILE COURT	1
	TRANSFER TO ADULT COURT	18
	OTHER	61
	DISMISS	

II.	UNRULY (STATUS OFFENDER) PETITIONS FILED	742 (509)
A.	AGES	
	AGE 8 0 (1)	AGE 12 26 (22)
	AGE 9 0 (0)	AGE 13 61 (57)
	AGE 10 1 (0)	AGE 14 127 (76)
	AGE 11 4 (1)	AGE 15 164 (129)
		AGE 16 196 (137)
		AGE 17 163 (86)
B.	SEX	
	MALE 370 (221)	FEMALE 372 (233)

C. RACE
 WHITE 639 (453) BLACK 103 (56) OTHER 0

D. CHARGES
 52 IN-STATE RUNAWAY 370
 53 OUT-OF-STATE RUNAWAY 9
 54 TRUANCY 98
 55 VIOLATION OF CURFEW 17
 56 BEYOND CONTROL 57
 57 POSSESS/DRINK ALCOHOL 134
 99 OTHER 50

E. PETITIONERS
 01 LAW ENFORCEMENT 137
 02 PARENTS 297
 03 RELATIVES 25
 04 SELF (CHILD) 0
 05 SCHOOL 109
 06 DOC 25
 07 DHS 55
 08 DMH/MR 5
 09 COURT STAFF 13
 10 SOCIAL AGENCY 42
 11 OTHER COURT 13
 12 VICTIM (IF OTHER THAN ABOVE) 2
 13 OTHER 19

F. DISPOSITIONS ON UNRULY CASES
 CONTINUED INDEFINITELY 15
 PROBATION 93
 FINED 0
 COMMITMENT TO CORRECTIONS 1
 COMMITMENT TO CORRECTIONS AND SUSPENDED 1
 OUT OF HOME PLACEMENT ORDERED 10
 TRANSFER TO ANOTHER JUVENILE COURT 5
 OTHER 3
 DISMISS 2

III. DEPENDENT AND NEGLECT PETITIONS FILED 973 (874)
 (NUMBER OF CHILDREN = 1230 (1107)). NUMBER OF CHILDREN IS GREATER THAN NUMBER OF
 PETITIONS BECAUSE MULTIPLE CHILDREN ARE OFTEN LISTED ON ONE DEPENDENT AND NEGLECT
 PETITION).

A. AGES
 AGE 1 129 (156) AGE 7 60 (37) AGE 13 61 (62)
 AGE 2 81 (72) AGE 8 54 (61) AGE 14 89 (74)
 AGE 3 73 (58) AGE 9 46 (35) AGE 15 121 (100)
 AGE 4 56 (63) AGE 10 50 (43) AGE 16 82 (82)
 AGE 5 56 (37) AGE 11 65 (35) AGE 17 71 (40)
 AGE 6 63 (65) AGE 12 64 (43)

B. SEX			
MALE	608 (565)	FEMALE	622 (542)
C. RACE			
WHITE	1036 (967)	BLACK	194 (140)
		OTHER	0
D. CHARGES			
58	DEPENDENCY/NEGLECT	270	
59	ABUSED CHILD	12	
60	TERMINATION OF PARENTAL RIGHTS	15	
60A	INTERLOCUTORY ORDER (EMERGENCY REMOVAL)	18	
61	CONSENT TO MARRY	1	
62	SCHOOL EXEMPTION	3	
63	CUSTODY	267	
64	VISITATION	40	
65	PATERNITY/LEGITIMATION	0	
66	FOSTER CARE REVIEW	147	
99	OTHER	41	
68	GUARDIANSHIP	158	
E. PETITIONERS			
01	LAW ENFORCEMENT	0	
02	PARENTS	255	
03	RELATIVES	403	
04	SELF (CHILD)	0	
05	SCHOOL	4	
06	DOC	1	
07	DHS	251	
08	DMH/MR	0	
09	COURT STAFF	1	
10	SOCIAL AGENCY	2	
11	OTHER COURT	3	
12	VICTIM (IF OTHER THAN ABOVE)	8	
13	OTHER	42	
F. DISPOSITION ON DEPENDENT AND NEGLECT CASES			
	CONTINUED INDEFINITELY	7	
	SUPERVISION BY DEPT. OF HUMAN SERVICES	48	
	CUSTODY CHANGED TO DEPT. OF HUMAN SERVICES	39	
	CUSTODY RETURNED TO PARENT	52	
	CUSTODY CHANGED TO OTHER	162	
	TERMINATION OF PARENTAL RIGHTS	6	
	OTHER	97	
	DISMISS	58	
IV. TRAFFIC PETITIONS/CITATIONS FILED		2219 (2430)	
A. AGES			
AGE 12	5 (10)	AGE 15	122 (98)
AGE 13	6 (17)	AGE 16	769 (323)
AGE 14	48 (41)	AGE 17	1269 (1441)

B. SEX
 MALE 1681 (1854) FEMALE 538 (576)

C. RACE
 WHITE 2075 (2316) BLACK 142 (114) OTHER 2 (0)

D. CHARGES

01 SPEEDING 10-15	301	17 IMPROPER LIGHTS	121
02 SPEEDING 16-20	349	18 FAILURE TO YIELD	96
03 SPEEDING 21-35	292	19 FOLLOW TOO CLOSE	84
04 SPEEDING SCHOOL ZONE	5	20 IMPROPER PARK	-
05 PASS STOP SIGN	86	21 NO GLASSES	-
06 PASS RED LIGHT	153	22 FAIL TO OBEY ORDER	0
07 NO DRIVERS LICENSE	245	23 CUT THRU PRIVATE PROPERTY	-
08 IMPROPER U TURN	10	24 FAIL TO OBEY TRAFFIC SIGN	-
09 IMPROPER PASS	27	25 RECKLESS DRIVING	112
10 IMPROPER TURN	16	26 VIOLATION BUMP LAW	17
11 FAIL TO SIGNAL	5	27 IMPROPER LANE CHANGE	18
12 BLOCK TRAFFIC	0	28 VIOLATION STATE REG. LAW	124
13 WRONG ON ONE WAY	21	29 DRAG RACE	1
14 IMPROPER BACK	4	30 IMPROPER CYCLE EQUIPMENT.	20
15 HELMET LAW	12	31 OTHER	30
16 VIOLATION ANTI NOISE	11		

E. DISPOSITION ON TRAFFIC CASES

CONTINUED INDEFINITELY	127
PROBATION	-
FINED	1319
DRIVING PRIVILEGE SUSPENDED	13
PUBLIC SERVICE WORK ORDERED	11
RESTITUTION ORDERED	0
OTHER	131

TRAFFIC FINES COLLECTED 47,985.25 (48,335.5)

V. ADULT CASES FILED (STATE WARRANTS EXCLUDING NON SUPPORT) 39 (39)

A. SEX
 MALE 19 (24) FEMALE 20 (15)

B. RACE
 WHITE 34 (39) BLACK 5 (0) OTHER 0 (0)

C. CHARGES

01 VIOLATION OF COMPULSORY SCHOOL ATTENDANCE	5 (0)
02 CONTRIBUTE TO UNRULY/DELINQUENT CONDUCT	27 (35)
03 CONTRIBUTE TO DEPENDENCY & NEGLECT	5 (4)
04 MISDEMEANOR CHILD ABUSE	1 (0)
05 ALL OTHER STATE WARRANTS	1 (0)

D. DISPOSITION ON ADULT CASES

JAIL ORDERED	1
JAIL ORDERED AND SUSPENDED	5

FINED	2
BOUND TO GRAND JURY	3
OTHER	5
DISMISS	8

VI. SPECIAL PROJECTS

A. PUBLIC SERVICE WORK

YOUTH ORDERED TO DO PUBLIC SERVICE WORK	328 (387)
HOURS OF PUBLIC SERVICE WORK COMPLETED	6724 (9214)

B. RESTITUTION

RESTITUTION PAID BY JUVENILE OFFENDER TO VICTIMS	12,138.43 (12,339.1)
--	----------------------

C. VOLUNTEER PROGRAM

TOTAL ADULT VOLUNTEERS	37 (40)
JUVENILE OFFENDERS SERVICED BY ADULT VOLUNTEERS	42
ADULT VOLUNTEER SERVING IN OTHER CAPACITIES	11 (16)
VOLUNTEER HOURS CONTRIBUTED	4675

VII. DIVERSION ACTIVITIES

A. COMPLAINTS FILED	540 (301)
(A COMPLAINT IS A REQUEST FOR COURT ASSISTANCE WITH A CHILD'S BEHAVIOR WITHOUT FILING A FORMAL PETITION. COMPLAINTS ARE HANDLED BY THE INTAKE DEPARTMENT ON A SHORT TERM COUNSELING BASIS).	
B. PETITIONS HANDLED BY NON JUDICIAL COUNSELING	549 (499)
(SELECTED PETITIONS, USUALLY FOR FIRST TIME MINOR OFFENDERS ARE HANDLED BY THE PROBATION COUNSELORS THROUGH A VOLUNTARY PERIOD OF COUNSELING AND THE YOUTH DOES NOT ACQUIRE AN OFFICIAL RECORD).	
C. PETITIONS HANDLED THROUGH THE FIRST OFFENDER PROGRAM	748 (711)
(SELECTED PETITIONS CHARGING FIRST TIME NON-FELONY OFFENSES ARE HANDLED THROUGH AN ADMINISTRATIVE HEARING AND THE YOUTH DOES NOT ACQUIRE AN OFFICIAL RECORD).	

VIII. SPECIAL COURT ACTIONS

A. COURT ORDERED MENTAL HEALTH EVALUATIONS (JCCO)	34 (43)
B. CUSTODY TO DEPT. OF MENTAL HEALTH	2 (2)
(YOUTH WITH SEVERE MENTAL HEALTH PROBLEMS PLACED IN THE LEGAL CUSTODY OF THE TENNESSEE DEPARTMENT OF MENTAL HEALTH FOR TREATMENT).	
C. REFERRALS TO INTERAGENCY CASE ASSESSMENT AND MANAGEMENT (I-CAM)	63 (32)
REFERRED FOR ASSESSMENT	21 (19)
REFERRED FOR CASE MANAGEMENT	42 (13)

D. GUARDIANSHIP OF THE PERSON GRANTED 115 (117)

IX. COURT HEARINGS

A. HEARINGS BEFORE JUDGE	1043
B. HEARINGS BEFORE REFEREE HUTCHISON	969
C. JUVENILE TRAFFIC COURT AND FIRST OFFENDERS HEARINGS	1020
D. HEARINGS BEFORE IV D REFEREE HARRIS	1598
TOTAL HEARINGS	4630

X. DETENTION CENTER REPORT

A. KNOX COUNTY ADMISSIONS 1623 (1313)

1. DELINQUENT ADMISSIONS

BOYS	1100 (1156)
GIRLS	236 (226)
RELEASED IN LESS THAN 24 HOURS	789 (915)
TOTAL DAYS OF CARE	6283 (4896)
AVERAGE STAY PER CHILD	4.7 (3.2)

2. UNRULY ADMISSIONS

BOYS	122 (142)
GIRLS	164 (139)
RELEASED IN LESS THAN 24 HOURS	137 (227)
TOTAL DAYS OF CARE	200 (273)
AVERAGE STAY PER CHILD	2.2 (2.3)

B. REGIONAL ADMISSIONS 59 (164)

1. ADMISSIONS BY COUNTY

ANDERSON	5 (14)	GRAINGER	0 (0)	MORGAN	0 (2)
BLOUNT	23 (21)	HAMBLETON	1 (2)	ROANE	8 (18)
CAMPBELL	1 (4)	JEFFERSON	3 (17)	SCOTT	0 (0)
CLAIBORNE	0 (0)	LOUDON	5 (7)	SEVIER	32 (32)
COCKE	8 (41)	MONROE	2 (4)	UNION	1 (2)

2. DELINQUENT ADMISSIONS

BOYS	50 (101)
GIRLS	15 (30)
RELEASED IN LESS THAN 24 HOURS	19 (25)
TOTAL DAYS OF CARE	269 (441)
AVERAGE STAY PER CHILD	4.1 (3.4)

3. UNRULY ADMISSIONS

BOYS	6 (11)
GIRLS	13 (22)
RELEASED IN LESS THAN 24 HOURS	13 (21)
TOTAL DAYS OF CARE	31 (30)
AVERAGE STAY PER CHILD	1.3 (0.9)

APPENDIX C:
KNOXVILLE POLICE DEPARTMENT JUVENILE ARREST RECORD

KNOXVILLE POLICE DEPARTMENT
JUVENILE ARREST FOR THE PERIOD
OCTOBER 1 TO SEPTEMBER 30

CHARGES	88/89	89/90
ACCESSORY TO BURGLARY	0	1
AGGRAVATED SEXUAL BATTERY	0	3
ALCOHOL OFFENSE	90	123
ARSON	4	2
ASSAULT	11	34
ASSAULT [AGGRAVATED]	5	10
ASSAULT [ON OFFICER]	1	2
ATTACHEMENT	0	1
BEYOND CONTROL	2	6
BURGLARY	76	47
BURGLARY [AUTO]	14	22
BURGLARY [MACHINE]	2	3
BURGLARY TOOLS [POSS.]	7	1
CAPIAS	3	9
CRUELTY TO ANIMALS	0	1
CURFEW	18	55
DISORDERLY CONDUCT	21	40
DRIVING ON REVOKED LICENSE	0	1
DRIVING WHILE INTOXICATED	9	18
DRIVING WITHOUT A LICENSE	6	15
DRUG PARAPHERNALIA [POSS.]	0	0
DRUG POSS. FOR RESALE	0	3
DRUG SALES	0	12
DRUG USE & POSSESSION	21	11
ESCAPE	0	120
EVADING ARREST	7	1
FAILURE TO OBEY POLICE ORDER	0	0
FIREWORKS	0	1
FORGERY	0	2
FRAUD. USE OF CREDIT CARD	5	2
GAMBLING	0	4
GIVING FALSE INFORMATION	14	1
HARBORING A FUGITIVE	1	1
HUFFING GLUE	1	2
HUFFING PAINT	2	1
IMPROPER EQUIPMENT	0	2
INDECENT EXPOSURE	1	1
JOY RIDING	1	1
KIDNAPPING	1	12
LEAVING SCENE OF ACCIDENT	4	1
LITTERING	0	1
LOITERING	3	2
MALICIOUS MISCHIEF	0	1
MURDER	1	1
OPEN BURNING	0	10
PETITION ON FILE	0	2
PROSTITUTION	0	

PROWLING	10	5
PUBLIC INTOXICATION	9	27
RAPE	1	1
RECKLESS DRIVING	4	8
RECKLESS ENDANGERMENT	0	1
RESISTING ARREST	7	8
REVOKED DRIVER'S LICENSE	0	2
ROBBERY	2	2
ROBBERY [AGGRAVATED]	2	6
RUNAWAY	104	166
SEXUAL BATTERY	0	2
SHOPLIFTING	113	298
THEFT	20	14
THEFT [AUTO]	39	42
THEFT [GRAND]	13	7
THEFT [PETTY]	0	3
THEFT [R.C.S.P.]	45	13
TOBACCO LAW VIOLATIONS	0	1
TRESPASSING	32	16
TRUANCY	3	2
UNRULY	5	2
VANDALISM	14	16
VIOLATION OF AFTERCARE	3	9
VIOLATION OF COURT ORDER	3	2
VIOLATION OF PROBATION	16	24
WEAPONS OFFENSE	11	22

TOTAL NUMBER OF ARRESTS FOR COINCIDING PERIOD

MALES:

BLACK	203	276
WHITE	474	631
TOTAL MALES	<u>677</u>	<u>907</u>

FEMALES:

BLACK	50	80
WHITE	137	240
TOTAL FEMALES	<u>187</u>	<u>320</u>
GRAND TOTALS	=== 864	=== 1227

**APPENDIX D:
LIST OF ORGANIZATIONS**

- | | |
|---|--|
| 1. Boys & Girls Club of Greater Knoxville | 18. Neighborhood Housing & Community Services |
| 2. Big Brothers & Big Sisters | 19. Holston Gases |
| 3. Knoxville Police Department | 20. Chehote District |
| 4. Knoxville Parks & Recreation | 21. East Area Neighborhood Center |
| 5. Boy Scouts of America | 22. Martin Luther King, Jr. Community |
| 6. W.A.V.E. Support Organization | 23. Black Contractors Association |
| 7. Oak Ridge Parks & Recreation | 24. Ketworkers |
| 8. Kappa Alpha Psi | 25. National Organization/Black Chemists |
| 9. College Homes Community Center | 26. Pellissippi State Technical Community College Minority Development |
| 10. Talib Ennaemba | 27. Natchez Social Club |
| 11. Project 2001 | 28. KUUMBA Festival |
| 12. Tribe 1 | 29. Summit Leadership Coalition |
| 13. African-American Community | 30. Rollettes Association |
| 14. Blacks in Government | 31. Acacia Rose Circle |
| 15. East Tennessee Minority Professionals Association | 32. Jazz Exchange Organization |
| 16. Knoxville College Student Services | 33. The Elks |
| 17. University of Tennessee Minority Student Affairs | 34. Amicae Club |
| | 35. Alpha Kappa Alpha |

- | | | | |
|-----|-------------------------------|-----|-------------------------------------|
| 36. | Delta Sigma Theta | 57. | Young Women's Christian Association |
| 37. | Omega Psi Phi | 58. | Young Men's Christian Association |
| 38. | NAACP | 59. | Beck Cultural Exchange Center |
| 39. | Sigma Gamma Rho | 60. | Maynard Elementary School |
| 40. | The Links, Inc. | 61. | Austin-East High School |
| 41. | Zeta Phi Beta | 62. | Knox County Schools |
| 42. | Phi Beta Sigma | 63. | New Hope Community Club |
| 43. | Chi Eta Phi Nursing | 64. | Park Ridge Community |
| 44. | Iota Phi Lambda | 65. | County Inner-City Neighborhood |
| 45. | Jack and Jill Club | 66. | Vine Middle School |
| 46. | Shades of Hope | 67. | Green Elementary School |
| 47. | Top Ladies of Distinction | 68. | Knoxville College |
| 48. | Phi Delta Kappa | 69. | Community Action Committee |
| 49. | KICMA | 70. | Knox County Educators Association |
| 50. | Baptist Ministers Association | 71. | Ritta Elementary School |
| 51. | Eastside Ministers | 72. | Brownlow Elementary School |
| 52. | Knoxville Tenants Council | 73. | West View Elementary School |
| 53. | Unified Optimists Club | 74. | Knoxville Transit Authority |
| 54. | M-L-B Optimist Club | | |
| 55. | Tennessee Valley Association | | |
| 56. | Knoxville Urban League | | |

- | | | | |
|-----|--|------|--|
| 75. | ONXY | 94. | Five Points Club |
| 76. | University of Tennessee
Black Faculty/Staff | 95. | Girls Scout Center |
| 77. | Knoxville Community
Development Corporation | 96. | Eastport Elementary PTA |
| 78. | Appalachian Community
Fund | 97. | Black Educators of
Tomorrow |
| 79. | African-American Lawyers | 100. | Child & Family Services |
| 80. | Knoxville News Sentinel | 101. | Children's Center |
| 81. | WBIR | 102. | East Tennessee Community
Design Center |
| 82. | WIVK | 103. | Florence Crittenton |
| 83. | WUTK | 104. | Goodwill Industries |
| 84. | The Enlightner | 105. | Helen Ross McNabb Center |
| 85. | WDMF | 106. | Sam E. Hill Community
Center |
| 86. | Knoxville City Council | 107. | Wesley House Community
Center |
| 87. | Knox County Commission | 108. | University of Tennessee
Residence Halls |
| 88. | Metropolitan Planning
Commission | 109. | Pilot Corporation |
| 89. | Lonsdale Community
Center | 110. | Mechanicsville Community
Development Center |
| 90. | Dandridge Avenue Group | 111. | Knox County Schools Adopt-
a- School |
| 91. | Morningside Group | 112. | Lonsdale Day-Care |
| 92. | SunTrust Bank | | |
| 93. | Housing and Urban
Development | | |

- 113. University of Tennessee
Athletic Department
- 114. Carson-Newman College
Student Center
- 115. Carson-Newman College
Athletic Department
- 116. Knoxville College Athletic
Department

APPENDIX E:
QUESTIONNAIRE INSTRUMENT

SURVEY OF ROLE MODEL AND MENTORING PROGRAMS IN THE METRO KNOXVILLE AREA

Important: Please check or complete the response for the following questions based on your mentoring/role model program. Confidentiality of your responses will be maintained and only group information will be used in presenting results.

Your participation in this study is completely voluntary. By completing this survey, you are granting your consent to use this information in this research study. You may, at any time, withdraw your response and participation in the study by notification of the researcher at no penalty to yourself or organization. Thank you for your prompt reply and assistance.

A. Demographics:

1. Geographic area(s) served _____
2. Year the program was established _____
3. If program no longer exists, year it ended _____

B. Program Information

4. How long has the program been in existence? (check one)

less than 1 year	1-5 years	more than 5 years
1. ☐	2. ☐	3. ☐
5. What is the length of time the program is offered during the year? (check one)

1-3 months	4-6 months	7-12 months
1. ☐	2. ☐	3. ☐
6. What areas of the youths lives do you seek to improve? (Check all that apply)

1. academic ☐ no ☐ yes	2. behavior ☐ no ☐ yes	3. self-esteem ☐ no ☐ yes
4. Other (specify) _____		
7. What facilities do you use? (Check all that apply)

1. own ☐ no ☐ yes	2. city/county ☐ no ☐ yes	3. private ☐ no ☐ yes	4. non-profit ☐ no ☐ yes
5. Other (specify) _____			
8. What are the goals of your program? _____

9. Who developed the curriculum for your program? _____

10. How long is the program designed to be in existence? (check one)

less than 1 year	1-5 years	more than 5 years
1. ☐	2. ☐	3. ☐

C. Protégé Information

11. What are the ages of the youth served?
(Check all that apply)
- | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| 1. under 10 | 2. 10-15 | 3. 16-18 | 4. over 18 |
| ☐ no | ☐ no | ☐ no | ☐ no |
| ☐ yes | ☐ yes | ☐ yes | ☐ yes |
12. What is the number of youth served?
- | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| under 25 | 26-50 | 51-75 | over 75 |
| 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
13. What is the gender of youth served?
- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| Males | Females | Both |
| 1. ☐ | 2. ☐ | 3. ☐ |
14. What criteria is used to determine a youth's eligibility to participate?
- _____
- _____
- _____

D. Role Model/Mentor Information

15. What criteria is used to determine a mentor's eligibility to participate?
- _____
- _____
- _____
16. Where do you recruit your role models and mentors?
- _____
- _____
17. What are the responsibilities and commitments of the mentors?
- _____
- _____
- _____
18. Who provides supervision of the mentors?
- | | |
|------------------------------|------------------------------|
| 1. Self supervision | 2. Program Director |
| ☐ no | ☐ no |
| ☐ yes | ☐ yes |

E. Funding and Administration Information

19. Where do you get funding for the operating budget?
- | | | |
|------------------------------|------------------------------|------------------------------|
| 1. Private | 2. Government | 3. Own |
| ☐ no | ☐ no | ☐ no |
| ☐ yes | ☐ yes | ☐ yes |
20. Is there a cost to the protégés?
- | | |
|--------------------------|--------------------------|
| no | yes |
| ☐ | ☐ |
21. If yes, how much?
- | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| less than \$10 | \$10-\$15 | \$15-\$20 | more than \$20 |
| 1. ☐ | 2. ☐ | 3. ☐ | 4. ☐ |
22. In addition to the Director and the mentors how many people staff the program?
- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| less than 5 | 5-10 | more than 10 |
| 1. ☐ | 2. ☐ | 3. ☐ |

Additional Comments: _____

**APPENDIX F:
COVER LETTER**



THE YOUNG MEN'S CHRISTIAN ASSOCIATION OF METROPOLITAN KNOXVILLE

METROPOLITAN OFFICE
P.O. Box 2776
Knoxville, TN 37901-2776
615/922-9622
FAX 615/921-7418

THE NEW DOWNTOWN YMCA
305 W. Clinch Avenue
Knoxville, TN 37902
615/922-9622
FAX 615/921-7418

EAST SIDE FAMILY CENTER
2124 Wilson Avenue
Knoxville, TN 37914
615/637-9622

WEST SIDE FAMILY CENTER
410 N. Winstead Rd.
Knoxville, TN 37919
615/690-9622
FAX 615/690-9622

NORTH SIDE FAMILY CENTER
7609 Maryville Hwy.
Knoxville, TN 37938
615/922-9622
FAX 615/922-9017

CAMP MONTVALE
305 W. Clinch Avenue
Knoxville, TN 37902
615/946-0800 (Office)
615/946-3519 (Camp)
FAX 615/921-7418

PRYTANIE TIME SCHOOLAGE
CHILD CARE
605 W. Clinch Avenue
Knoxville, TN 37902
615/946-0800
FAX 615/921-7418

Dear Ms. Johnson:

We need your assistance with an assessment study of role model and mentoring programs for black youth in the Knoxville Metropolitan area. Your insights into this subject are very important in determining the types of role model and mentoring programs available and to whom they are offered.

I am a graduate student at the University of Tennessee conducting this research in conjunction with the Knoxville Metropolitan YMCA who are in the process of developing a role modeling and mentoring program called the Black Achievers Program. The program was developed at the Harlem Branch YMCA in New York City in 1971. This program created a forum that provided for interaction between black youth and black adult role models. The Knoxville program seeks to promote the attainment of educational goals as well as to encourage youth to develop strong civic, economic, and spiritual values. To achieve these goals, a consortium of business, educational, political, and civic leaders will provide for guidance of the program and act as role models and mentors to the youth involved in the program.

If you or your organization are currently involved in a mentoring program, or have been in the past, please take a moment and fill out the enclosed questionnaire. Participation is voluntary and all procedures used in the study adhere to ethical standards of human subjects research at The University of Tennessee. Confidentiality of your responses will be maintained and only group information will be reported when presenting results. The questionnaire should be filled out only by the director or the administrator of the program. After completing the questionnaire, place it in the enclosed self-addressed stamped envelope and mail.

Your expertise in this area is vital to the success of this research. Please forward your completed questionnaire to me by June 19, 1995. If you would like a copy of the results of the research, please enclose your address with the questionnaire. If you have any questions, please contact me at (615) 974-1285. In thanks for your time, please make use of the free one week pass to YMCA facilities.

Sincerely,

Dr. Mary Dale Blanton
Dr. Mary Dale Blanton
University of Tennessee

Troy A. Breitmann
Troy A. Breitmann
Researcher

Jack Bender
Jack Bender
CEO, Knoxville YMCA

Enclosures

APPENDIX G
FOLLOW-UP LETTER



THE YOUNG MEN'S CHRISTIAN ASSOCIATION
OF METROPOLITAN KNOXVILLE

METROPOLITAN OFFICE
P.O. Box 2776
Knoxville, TN 37901-2776
615/522-9825
FAX 615/521-7418

THE NEW DOWNTOWN YMCA
605 W. Clark Avenue
Knoxville, TN 37902
615/522-9822
FAX 615/521-7418

EAST SIDE FAMILY CENTER
1121 Wilson Avenue
Knoxville, TN 37914
615/522-9822

WEST SIDE FAMILY CENTER
410 N. Main St.
Knoxville, TN 37919
615/490-4622
FAX 615/490-4622

NORTH SIDE FAMILY CENTER
1609 Maryemondale Hwy
Knoxville, TN 37938
615/922-9822
FAX 615/922-4017

CAMP MONTVALE
605 W. Clark Avenue
Knoxville, TN 37902
615/546-0600 (Office)
615/984-1519 (Camp)
FAX 615/521-7418

PRYME TIME SCHOOL AGE
CHILD CARE
605 W. Clark Avenue
Knoxville, TN 37902
615/546-0600
FAX 615/521-7418

In June you received a request to complete a questionnaire concerning role-modeling/mentoring programs for minority youth. We understand that your time is short, however, your assistance is vital to this study. Your responses will be used in developing the YMCA Black Achiever's Program here in Knoxville to provide mentoring opportunities to minority youth.

If your organization does not offer, or no longer offers a mentoring program, please state that on the questionnaire and return it as you would a completed form.

Thank you in advance for returning the completed questionnaire by Friday, August 18.

Sincerely,

Troy A. Breitmann
Researcher

Dr. Mary Dale Blanton
University of Tennessee

Jack Bender
Chief Executive Officer
YMCA of Metropolitan Knoxville

TAB:MDB:JMB:pal

enclosure

VITA

Troy A. Breitmann was born in Shelby, Ohio in 1970. He attended primary and high school in Shelby. After graduating from high school in 1988, Troy attended Bowling Green State University in Bowling Green, Ohio from 1989 to 1993. Upon receiving his Bachelors of Science in Sport Administration with an emphasis in Marketing, Troy worked as a Media Buyer for an advertising agency in Toledo, Ohio until moving to Knoxville with his wife Amy in 1994. Troy received his Master's of Science Degree in December of 1995 and is currently employed by the United Way of Greater Knoxville as a fundraiser.