Campus Corps was developed in response to an identified community need to better serve at-risk youth. Through an ideal university-community partnership between Colorado State University and the Northern Colorado community, Campus Corps provides mentoring to youth, ages 10-18, in a structured, intentional multi-level mentoring community. Youth who are at risk of not reaching their full potential due to individual or environmental risk factors are referred to Campus Corps and matched with an undergraduate college student enrolled in a service-learning course. Doctoral-level licensed marriage and family therapists direct and supervise the program along with Masters-level family therapist instructors. Utilizing highly-trained experts in systemic and therapeutic interventions, Campus Corps creates an environment in which each mentor-mentee pair is nested within a small mentoring group, known as a Mentor Family, where the youth are of similar ages. This unique feature of Campus Corps allows youth to positively interact with their peers while benefiting from their primary adult mentor and the community of caring adults within their Mentor Family. Because Campus Corps is located entirely on a college campus, youth experience firsthand the possibilities of education and the importance of learning. Campus Corps is grounded in evidence-based practices for youth mentoring and is conducting rigorous research to maximize the intervention effects. Through this research program, we are developing, testing, and disseminating our unique contributions to youth mentoring nationally.

For more information, please visit our website:
http://www.hdfs.chhs.colostate.edu/students/undergraduate/campuscorps/
Youth Outcomes Rev.1015

**Campus Corps:**
**Therapeutic Mentoring of At-Risk Youth**

Campus Corps is an after-school, one-on-one, therapeutic mentoring program serving nearly 300 disadvantaged and at-risk youth, ages 10-18, each year. Youth are considered at-risk in that they are vulnerable to school dropout, substance use/misuse, and delinquent behavior.

Campus Corps also aims to prepare university students to become highly skilled, civically engaged human service professionals and community leaders. Mentors from over 60 majors are selected through a competitive process, thoroughly trained, and closely supervised to maximize the effectiveness of their mentoring. Mentors can return as a mentor coach, teaching assistant, research assistant, or intern for additional leadership opportunities. CSU student mentors become a part of the Campus Corps learning community to help structure ways of enriching student learning and connect students’ in-and out-of-class experiences.

Mentor-mentee pairs are part of a Mentor Family, embedded in a safe and supportive community, supported by a family therapist. This design provides youth with individualized attention; opportunities to practice social skills and build relationships; a sense of belonging and mattering to a positive community; and access to therapeutic support, when needed.

Parent education and support, referrals to community resources, emergency intervention, and therapy services are readily available.

**Goals of Campus Corps**
- Promote the resilience and life success of at-risk youth through strengthening social bonds, increasing academic engagement and performance, decreasing substance use and delinquent behaviors, and improving sense of self.
- Prepare university students to become highly skilled, civically engaged human service professionals and community leaders
- Respond to community initiatives to strengthen community systems to better serve at-risk youth and their families.

**Campus Corps Design**
- 4 evenings per week from 4 to 8 pm (youth attend one night/week for 12 weeks)
- Mentor-mentee pairs are organized into Mentor Families and are integral members of a larger community (approximately 40 mentor-mentee pairs per evening)
- Instructors are family therapists
- Engaging and effective schedule:
  - 4:00-4:30 pm Walk and Talk
  - 4:30-5:30 pm Supporting School Success (including Job Readiness/Life Skills training)
  - 5:30-6:00 pm Family-style Meal (meal donated by the Foodbank of Larimer County)
  - 6:00-7:00 pm Pro-social Activity 1 (activities are designed and led by mentors)
  - 7:00-8:00 pm Pro-social Activity 2

**Youth Recruitment**
Youth from Larimer County are referred to Campus Corps from a variety of youth and family community agencies, the local School District, DA’s Office, Juvenile Probation, and Department of Human Services. We specifically recruit youth that are at-risk for not reaching one’s full potential due to poverty, involvement in the court system and academic failure, among other barriers.
Campus Corps Participation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Youth</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Mentors, Mentor Coaches, Instructors, TA, &amp; RA)</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>110</td>
<td>130</td>
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<tr>
<td>Spring 2011</td>
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<td>222</td>
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<tr>
<td>Fall 2011</td>
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<td>Spring 2012</td>
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<td>Fall 2012</td>
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<td>169</td>
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<tr>
<td>Spring 2013</td>
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<td>168</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>61</td>
<td>76</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>120</td>
<td>164</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>*<em>992</em></td>
<td><strong>1315</strong>*</td>
</tr>
</tbody>
</table>

*Total number includes individuals that elect to participate in Campus Corps more than one semester

Campus Corps Youth Demographics ($n = 811$)*

- **Age**
  - 11-18 years old ($M = 15$)
- **Gender**
  - 34.6% Female
  - 65.5% Male
- **Ethnicity**
  - 55% Caucasian
  - 28.4% Hispanic or Latino
  - 5.7% American Indian
  - 5% African American
  - 3.5% Other
  - 2.7% Asian American

Juvenile Charge Information

- Alcohol or Drug Charge: 19.80%
- Other Charge: 46.20%
- No Charge: 34%

Youth Referral Source Percentage

- Therapist
- Self
- Probation Officer
- Caseworker (DHS)
- School Social Worker/Counselor/SRO
- Caseworker (Diversion)

*Data does not include 10 year olds, and only includes data from youth’s first semester through Spring 2013
Results of Preliminary Program Evaluation

A series of linear regression models were utilized to assess the effects of Campus Corps on 249 youth participants, as compared to a control group. After controlling for age, gender, presence of behavioral or mental health problems, and pre-intervention levels of the outcome variable, results revealed positive outcomes for Campus Corps youth, including:

- decreased truancy ($b = -3.475, SE = .469, p < .001$)
- increased autonomy from marijuana use ($b = .454, SE = .125, p < .001$)
- more appropriate perceptions of substance use behavior ($b = -.242, SE = .054, p < .001$)
- decreased frequency of substance use ($b = -1.15, SE = .350, p < .001$)
- decreased frequency of problem behavior ($b = - .36, SE = .19, p < .05$)
- improved psychological wellbeing* ($b = .396, SE = .120, p < .001; b = .159, SE = .074, p < .05$)

*Psychological well-being was assessed through measurement of youth happiness and loneliness

Additionally, a series of hierarchical regression models were specified to investigate the important association between the quality of the mentoring relationship and outcome variables of interest among Campus Corps participants. Controlling for age, gender, presence of behavioral and emotional difficulties, and pre-intervention levels of the outcome variable, findings revealed a strong relationship between high quality mentoring and desirable outcomes:

1) Mentoring relationship quality was negatively correlated with
   - problem behavior (partial $r = -.142, p < .05$)
   - favorable attitudes toward problem behavior (partial $r = -.166, p < .05$)
   - substance use (partial $r = -.147, p < .05$)
   - favorable attitudes toward substance use (partial $r = -.217, p < .001$)

2) Mentoring relationship quality was positively associated with
   - autonomy from alcohol (partial $r = .285, p < .001$) & marijuana (partial $r = .246, p < .001$)
   - peer refusal skills regarding substance use (partial $r = .341, p < .001$)
   - parent trust (i.e., extent to which youth trusts his/her parent) (partial $r = .284, p < .001$)
   - presence of a caring adult (partial $r = .172, p < .001$)
   - optimism (partial $r = .182, p < .001$)
   - responsibility (partial $r = .265, p < .001$)
   - social competence (partial $r = .233, p < .001$)
   - empathy (partial $r = .366, p < .001$)
   - self-regulation (partial $r = .167, p < .001$)
   - school behavior (partial $r = .236, p < .001$)
   - belief that school is important (partial $r = .323, p < .001$) & useful (partial $r = .244, p < .001$)

The program evaluation also included a qualitative analysis of 87 individual interviews examining youth’s perceptions of Campus Corps effectiveness during Fall 2010 or Spring 2011. Findings revealed:

1) 87% indicated that Campus Corps had helped them with some aspect of school improvement, such as increasing attendance, improving grades, or improving understanding of schoolwork.
2) 72% stated Campus Corps had positively affected their relationships with others, including peers, family members, and teachers.
3) 54% reported improvements in feelings of self-confidence and self-esteem.
4) 75% expressed improved attitudes about future plans regarding school and career.
5) 76% felt they had gained positive influence from mentorship in the area of delinquency.

**A special thank you to the Larimer County Office of the District Attorney for assisting with data collection**