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ALLIANCE

Thank you for joining! Today's webinar

"My Brother's Keeper Alliance and MENTOR: Review of Elements of Effective Practice"

will begin momentarily

Webinar Logistics:

1. You will be joining the webinar in **listen only mode**
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3. To **submit questions,** please do so **via the Questions Box** located on the control panel. We will do our best to answer all questions during a moderated Q&A throughout the webinar.

February 24, 2016

Mike Garringer, MENTOR
Brian Sales, MENTOR

Review of the *Elements of Effective Practice* for Mentoring Boys and Men of Color

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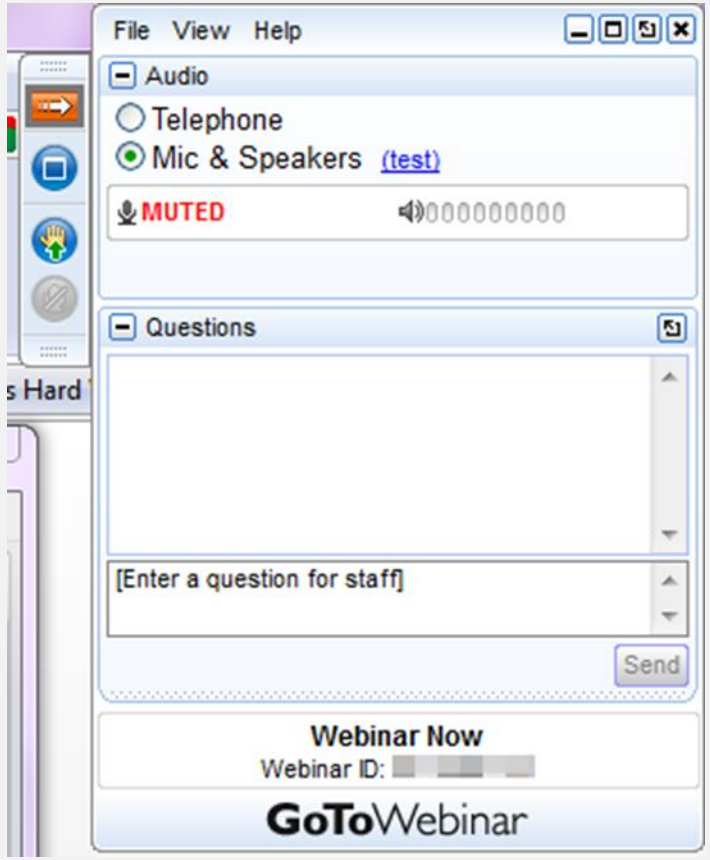
My Brother's Keeper Alliance Webinar Series

- Webinar 1: Cultural and Class Conflicts in Mentor-Mentee Matches
- Webinar 2: Overview of Mentoring Boys and Men of Color and Pathways to the Mentoring Effect
- Virtual Training 1: Knowing Thyself – Must Know Me to Build an Effective We
- Virtual Training 2: Getting to Know You – Let Me Meet You Where You Are
- Access these resources on MENTOR's website: http://www.mentoring.org/program-resources/my-brothers-keeper-webinars/

Participation in Today's Webinar

- All attendees muted for best sound
- Type questions and comments in the question box
- Respond to polls
- Who is with us today?



Today's Webinar

- Mike Garringer, MENTOR
- Brian Sales, MENTOR

Mike Garringer

- Director of Knowledge Management for MENTOR: The National Mentoring Partnership
- Oversees projects related to the translation of mentoring research into program practice

Brian Sales

- Director of Training and Technical Assistance at MENTOR
- 25 years of experience in youth development field
- Experience running school, community and foster care mentoring programs

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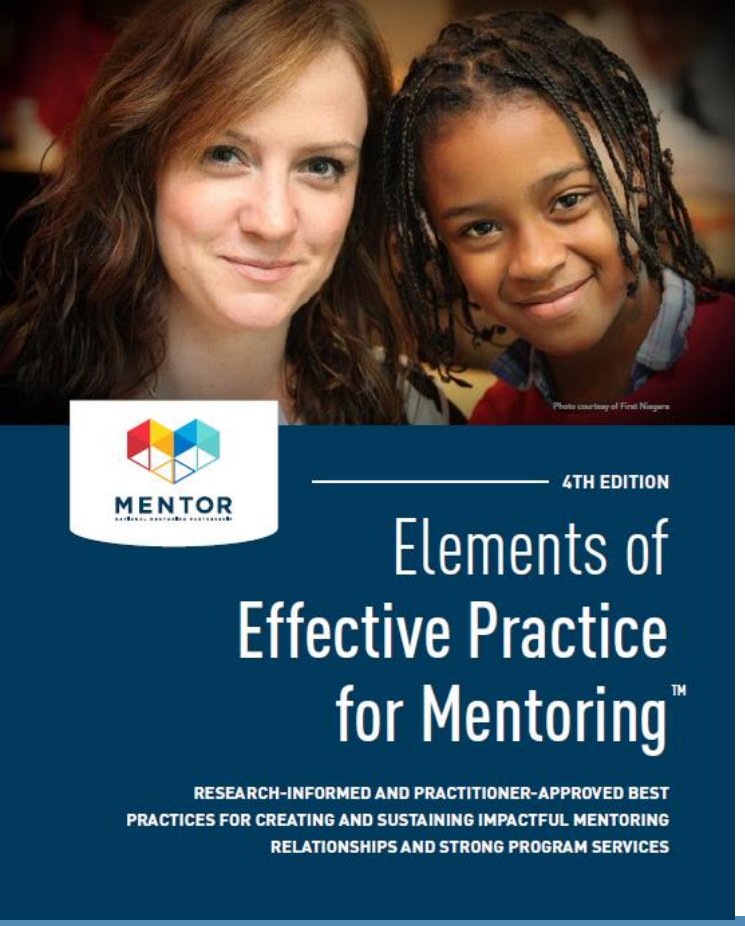

Why proven practices matter for program quality

Section 1 – Overview of the *Elements*

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What are the *Elements of Effective Practice for Mentoring™?*

- A collection of research-informed practices for youth mentoring programs
- Evidence-based Standards with Benchmarks that programs can implement in delivering services
- Additional Enhancements that can promote relationship quality and strong outcomes
- Recommendations on program management, leadership, evaluation, and core principles youth mentoring organizations

Major themes to the 4th Edition

- Empowerment and engagement of mentees and families
- Emphasis on policies and documentation of procedures
- Recognition of innovations in the mentoring field
  - Youth-initiated mentoring
  - Program models besides one-to-one, community-based
  - More consideration of closure practices
  - Emphasis on evaluation
- Expanded program planning and management content

For the MBKA, we are developing…

- A version of this resource that has additional recommended practices for serving BYMOC more effectively
  - Drawing from research on mentoring boys and BYMOC specifically
  - Thinking about how programs can be more culturally responsive
  - Giving mentors insights into key principles that can support relationship development
  - Areas of emphasis for program staffing and client engagement

- Due for release in April

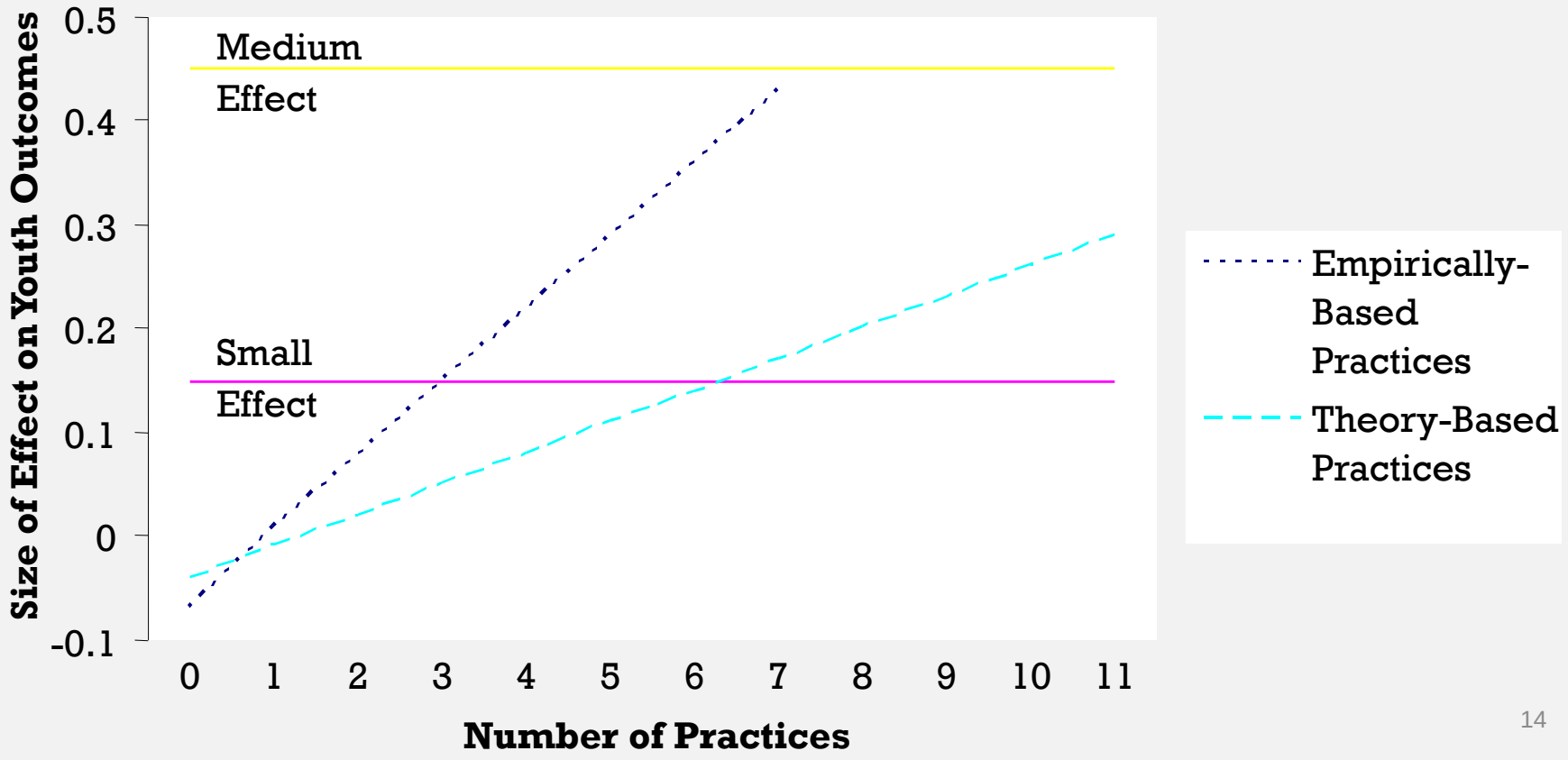
Why are research-informed practices important?

- Lead to more impactful mentoring relationships and program outcomes
- Emphasizes fidelity to program delivery
- Provides a roadmap for others

"My question is: Are we making an impact?"

How you do the work of mentoring matters

- Building off what's proved to work increases your odds of success
- Our field has been evolving on this front for a long time



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Other things matter beyond research

- Not all kids and families come from the same places and perspectives
- Program delivery is influenced heavily by culture, community values, and local circumstances
- Programs serving BYMOC will need to consider other practices that might strengthen outcomes youth and families
- But the original *Elements* are still the starting point

Section 2 – Applying the *Elements* to BYMOC

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1. Recruitment

- Emphasis on targeted strategies and the content of recruitment messages for mentors, youth, and families
- **B.1.3** – Think about how mentors' skills, backgrounds, and motivations relate to how you serve BYMOC
  - How critical are certain things to your success as a program?
- **B.1.6** – What types of youth are you recruiting to the program and what do *they* want/need from a mentoring experience

Additional BYMOC Recruitment Practices

- Target your recruitment efforts to institutions and approaches that will reach men or men of color (if this is important for your model)
  - Key resource: **Black Male Mentoring Handbook**
    - Social marketing campaign tools
    - Checklist for message resonance
  - Key resource: **Men in Mentoring Toolkit**
    - Tools and templates for reaching men more effectively

Additional BYMOC Recruitment Practices

- Consider offering group or team mentoring models
  - Activity-based/recreational
  - Promotes perspective-taking and positive peer interactions
  - Safer environment for opening up and exploring self

- Carefully consider your messaging to parents
  - What is it that your program *does* and is there a fit with parent needs?
  - Let parents know that they have a role in making this work

2. Screening

- Recommended practices around safety
- But also a focus on suitability (building off of recruitment)
- **B.2.6** – This is where you need to get mentors to commit to the frequency, volume, and duration of the mentoring relationship
- **E.2.5** – Use some caution when using college students (or youth of that age) as mentors
  - Shifting lives can lead to many abandoned relationships
  - Students may have skewed incentives for their participation

Additional BYMOC Screening Practices

- For programs that are on a school-year or otherwise cyclical schedule, strongly consider ways for matches to stay in touch
  - Summer learning loss impacts BYMOC disproportionately and mentors can help offset this
  - Prevents *relationship* learning loss too!
- Screen for mentor suitability if your program is emphasizing "conscious" mentoring
  - Can your mentors reflect on their own self and life?
  - Do they have feelings about youth that are compatible with your values?
  - Do they understand PYD or do they seem "prescriptive"?

“It is easier to build strong children than to repair broken men.”

-Frederick Douglass

Culturally Responsive Training Practices

3. Training

- **B.3.1-3.2:** Mentor and Mentee Training
- Research supports the importance of mentor training for mentors (attunement) and positive youth outcomes (mentee grades, emotional well-being and pro-social behavior) DuBois
- Mentor satisfaction/confidence (Martin and Sifers, 2012)

Enhancements

- **E.3.2** Program addresses the following post-match training topics: (*should be integrated into Standards)
- **b.** How culture, gender, race, religion, socioeconomic status, and other demographic characteristics of the mentor and mentee may affect the mentoring relationship
- **c.** Topics tailored to the needs and characteristics of the mentee

African-American Cultural Practices

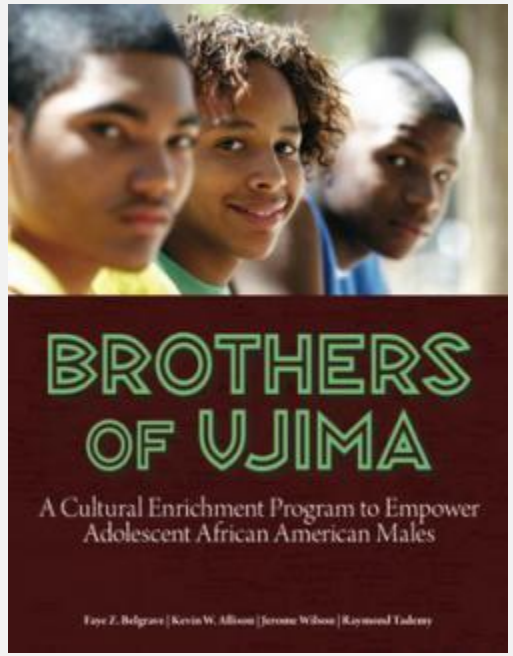
African Americans: Cultural Snapshot

Cultural Strengths

- Extended family and spirituality often provide much support
- Strong belief in the value of education and work
- Strong communities with mutual aid
- Resilience
- Pride
- Mutual respect for people of status (due to gender, age, education, etc.)

Cultural Difficulties

- Frequently discriminated against and scapegoated
- Internalized feelings of oppression can lead to poor self image and increased rates of mental illness and substance abuse
- High unemployment rates
- High rates of violence
- Disproportionate number of men with drug problems and in prison per capita
- Differences in language or behavioral style can be mistaken for resistance or denial



Learning From Natural Mentors

- Noelle Hurd's research is important because it
  - has shown that "Natural Mentors" help African-American youth develop a positive racial identity
  - Natural mentors--teach and model coping skills to deal with oppression and adversity

Latino-American Cultural Practices

Cultural Strengths

- Family-extended family
- Religion
- Culture and tradition
- Education valued
- Gender Roles

Cultural Challenges

- Language barriers, system differences, and financial pressure make focusing on education difficult for parents and children, especially in poverty.

Latinos are not a homogenous group in America

- Majority of that group being of Mexican origin.
- Other national origins include Puerto Rico, Cuba, Colombia, and Brazil among many cultural and ethnic backgrounds of Latinos are also diverse and include Spanish, Aztec, Mayan, Incan, and Caribbean.
- Latinos may be of Native American, white, and African American racial or ethnic background others.

Growing number of Latinos between 16-25

- According to the Pew Hispanic Institute's (2009) *Between two Worlds*
- 2/3rd of young Latinos were born in the United States
- 22% are unauthorized
- 68% are of Mexican ancestry
- 36% are English dominant, 41% bilingual and 23% Spanish dominant

Practice-Based Training Practices

- Teaching relational skills for mentors
- Cultural self-assessments
- Role Plays that deal with specific mentor/mentee relationship issues are vital for mentor-mentee attunement
- Cultural tensions can occur on both individual and systemic levels.
  - For example, mentors who had mentees facing extensive racism, poverty, or violence were more likely to take on crisis management roles, which contributed to rapid mentor burnout, and increased stress in the mentoring relationship (Ginwright, 2005).

4. Matching and Initiation

- **B.4.1** Program considers the characteristics of the mentor and mentee
- (e.g., interests; proximity; availability; age; gender; race; ethnicity; personality; expressed preferences of mentor, mentee, and parent or guardian; goals; strengths; previous experiences) when making

Consider using tools for matching

Oppression

- Consider using the **Cultural Mistrust Inventory** for Adolescents
- Provide Youth & Mentors safe opportunities to explore experiences such as prejudice and discrimination and feelings towards other cultural groups

Ethnic Identity

- Assess youth or racial identity using **Multi-group Ethnic Identity Measure** to inform your program if its promoting healthy ethnic/racial identity among participant youth
- Consider potential benefits of matching youth with weaker ethnic identities with mentors w/ stronger ethnic identities to promote positive identity

Same Race vs. Cross Race

- Research findings on the relative benefits of same-race versus cross-race matches are mixed.
- However, we do know that mentoring outcomes reflect more than the race and ethnicity match between mentor and mentee.
- Rather, they reflect the ways in which mentors respond to multiple characteristics of the mentee, including aspects of a mentee's racial identity and cultural values.
- Furthermore, studies reveal that mentors need to be culturally competent in order to develop a successful cross-race pair (Sanchez & Colon,2005).
- Without training in specific competencies, the most well-intentioned mentors may make critical errors that negatively impact these relationships (Rhodes, 2002).

Same race/culture mentoring programs

- Deliberate focus on changing the trajectory of youth
- Race/ethnicity seen as a strength and celebrated-positive racial/identity
- Focus on educational success, career development, civic engagement, building character and leadership among the youth served by the program.

Cross-Race Program: Rural After School Program for Latinos

- Despite the fact that many matches were cross-race and cross-sex, the Rural After-School Program for Latino(a) youth described by Diversi and Mecham (2005) represents a culturally sensitive program that closely analyzed the potential pitfalls of cross-race matching and worked to integrate cultural values into mentor training and the program curriculum.

Successful Cross Race-Ethnicity Programs

- Mentors were trained in cultural and developmental issues, such as immigration, adolescent development, acculturation, and ethnicity.
- Mentors and mentees not only worked on school projects and tests, but also on acculturation issues, and awareness of biculturalism (e.g., code switching, Spanglish, rap cultures, racism in the community, and social perspective taking).
- Empower Latino(a) students by fostering a bicultural identity (i.e., supporting ties to youths' native language, rituals, and history, while encouraging youth to learn to navigate their host culture, (Phinney, Horenczyk, Liebkind, & Vedder, 2001).

5. Monitoring and Support

- **B.5.1** Program contacts mentors and mentees at a minimum frequency of twice per month for the first month of the match and once a month thereafter.
- **B.5.2*** At each mentor monitoring contact, program staff should ask mentors about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentor and mentee using a standardized procedure.
- **B.5.3*** At each mentee monitoring contact, program should ask mentees about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.

Monitoring and Support

- **B.5.4** Program follows evidence-based protocol to elicit more in-depth assessment from mentors and mentees about the quality of their mentoring relationships, and uses scientifically-tested relationship assessment tools.
- **B.5.5*** Program contacts a responsible adult in each mentee's life (e.g., parent, guardian, or teacher) at a minimum frequency of twice per month for the first month of the match and once a month thereafter.
- **B.5.6*** At each monitoring contact with a responsible adult in the mentee's life, program asks about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.*
- **B.5.7*** Program regularly assesses all matches to determine if they should be closed or encouraged to continue.

Additional Monitoring and Support Practices

- Program Staff
  - Match Support Specialist/Case Managers/Relationship Managers
- Must understand cultural, class, ethnic, and language differences and similarities
- Be culturally competent through education and experiences
  - Don’t rely on experience alone to guide all your decision making
  - Communicate with parents/caregivers
  - Recognize that different isn’t deficient; it’s just different (sometimes)

Community Strengths and Stressors

- It takes a village to raise a child…
- Resiliency
- Grit
- Thrive
- Growth Mindset
- Social Capital

- But, what if the village has some illness?
- Poverty
- Fatherlessness
- Drugs
- Violence
- Unemployment

Environmental influences that impact match support

- Poverty
- Parental age at child's birth
- Documentation Status
- Incarcerated Parent
- Parental death
- Language spoken at home
- Additional supportive persons
- Cultural communication style
- Program engagement with parents/kin/fictive kin

6. Closure

- **B.6.1, B.6.2, B.6.3** – Anticipate all the different ways that your matches could end and close positively in **every** circumstance
  - Mentor issues
  - Youth disengagement
  - Family dissatisfaction
  - Changes in life circumstances
  - Cyclical endings (e.g., school-based programs)
- **B.6.5** – Be careful with rematching youth after their first relationship
  - Not always positive experience
  - Gauge readiness, explore reflections from first match

Additional BYMOC Closure Practices

- Strongly consider a “handoff” to the next mentor(s) for the young person (**B.6.5**)
  - Mapping of caring adults is a major value add for mentoring at any point, but especially at closure
  - Program staff can help with formal initiation of new matches or referrals to other programs
  - Teaching youth skills about how to find, ask, and engage good mentors is perhaps *the most valuable thing your program can do*

Program management and core principles

- Make sure staff have development opportunities to build their skills around:
  - Cultural humility and responsiveness
  - Ability to engage diverse families
  - Implementing effective practices
- Give youth and families a strong voice in how your services are designed and delivered
- Act with integrity towards young people and families
- Consider how your program fits into a larger movement around equity, community building, and social justice

Section 3 – Q&A and Resources to Support this Work

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Key points to remember…

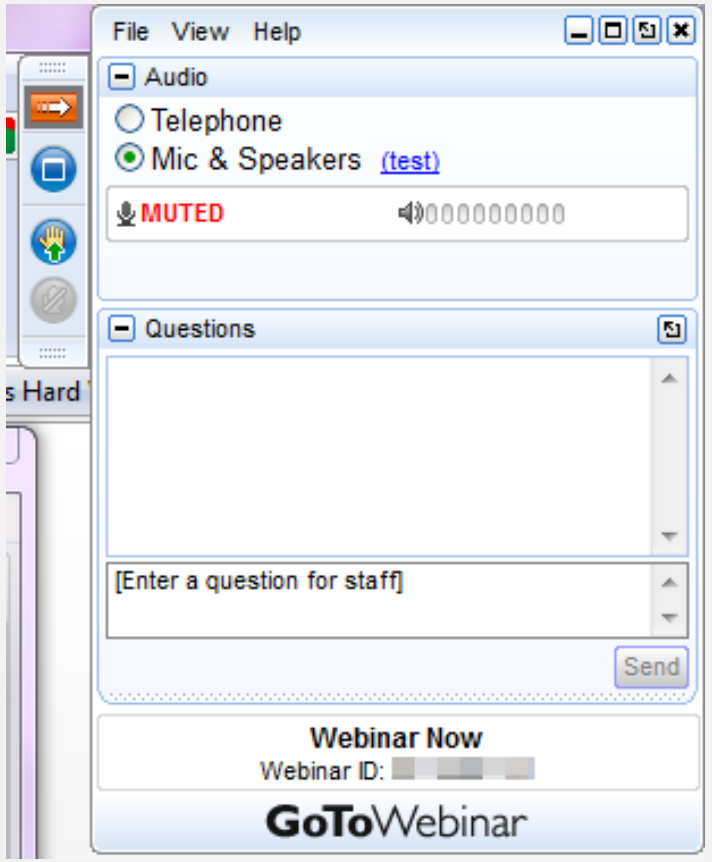
- Make program decisions based on your specific theory of change for youth (and test this theory often!)
- Be curious consumers of mentoring research and research from related fields
- Do small in-house “trial-and-error” evaluations to determine what’s working best and test innovations
- Talk about how you do things with your peers!
- Evaluate your outcomes (but only when you are at peak functioning!)

Resources mentioned in this presentation

- *Elements of Effective Practice for Mentoring*
- Guide to Recruiting Black Men as Mentors for Black Boys
- Men in Mentoring Toolkit
- Evidence Review of Mentoring for Black Males coming soon from NMRC (conducted by Dr. Bernadette Sanchez)

Q&A for all Panelists

Type your questions in the question box:



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Thank you for participating in today's webinar!

- Be on the lookout for a **survey about your experience**. As always, your feedback is greatly appreciated as we work to provide technical assistance that is valuable for your organization and community

- For more information on best practices in foundational mentorship, follow this **link** to access our innovative virtual training, "GETTING TO KNOW YOU, LET ME MEET YOU WHERE YOU ARE" powered by MENTOR: the National Mentoring Partnership

- **For more information**, please contact **esantiago@mentoring.org** or email **info@mbkalliance.org**