



**SUPPORTING AND INSPIRING
NATIVE YOUTH**

August 16, 2018

2018 Collaborative Mentoring Webinar Series Planning Team

The Collaborative Mentoring Webinar Series is funded by the **Office of Juvenile Justice and Delinquency Prevention** through the National Mentoring Resource Center and facilitated in partnership with MENTOR:
The National Mentoring Partnership



Good to Know...

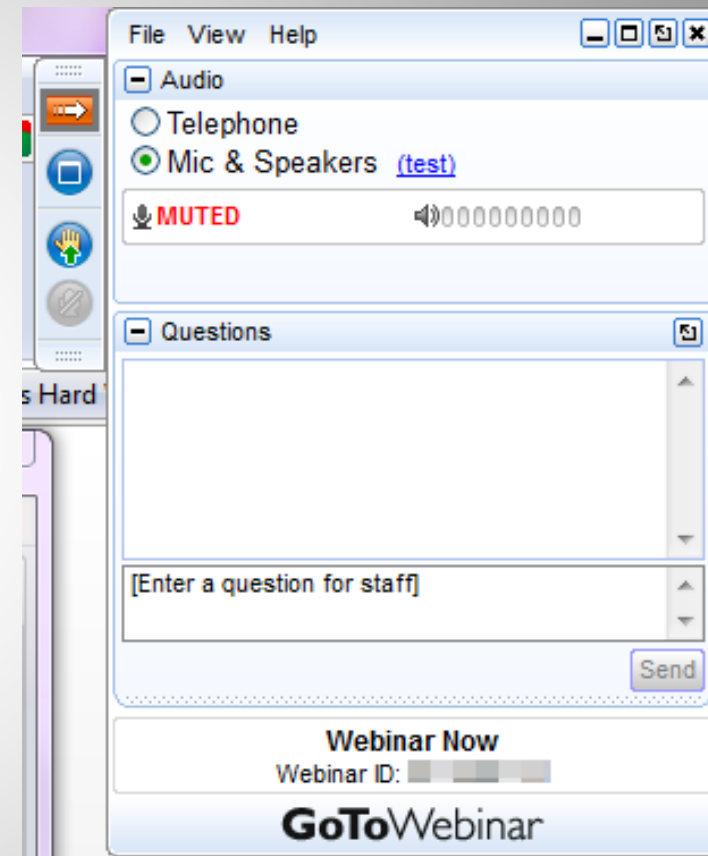
One week after the webinar, all attendees receive an email with:

- Instructions for how to access a PDF of presentation slides and webinar recording
- Link to the Collaborative Mentoring Webinar Series webpage, where all slides, recordings and resources are posted

Please help us out by answering survey questions at the end of the webinar.

Participate 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

- Cortney Yarholar –Program Manager at the OJJDP Tribal Youth TTA Center
- Dr. Crystal Aschenbrenner - Department Chair of Social Work at Alverno College
- Christian Weaver - Director of Organizational Development for the Native Services division of Boys and Girls Clubs of America
- Mike Garringer – MENTOR: The National Mentoring Partnership

**Q & A throughout the presentation
(use the Q & A panel)**

Cortney Yarholar



Cortney Yarholar, MSW is an enrolled member of the Sac & Fox Nation of Oklahoma as well as descendent of the Creek, Pawnee and Otoe Tribes. He is married to Courtney Tsothigh-Yarholar of the Kiowa Tribe and they are the proud parents of two wonderful children.

In 2003 he attained his B.A from the University of Oklahoma, majoring in Native American Studies. In 2006 he attained his Masters in Social Work from Washington University in St. Louis, MO. He currently works as the Division Lead of Trauma Informed Care and Behavioral Health Initiatives with the OJJDP Tribal Youth Training and Technical Assistance Center. He previously worked with the Suicide Prevention Resource Center as a Senior Tribal Prevention Specialist. Prior to that he worked with the State of Oklahoma's department of Mental Health & Substance Abuse Services as the tribal state liaison for community-based services and state transformation efforts.

Dr. Crystal Aschenbrener



Crystal is the department chair of the new social work at Alverno College, which she helped to develop. The effort involved working with national social work accreditation requirements and state licensure processes, with which she has become quite familiar. She began teaching here in 2017, and teaches courses including social work programs and policies, human behavior and the social environment, social work practice courses, and Native American service and research. Her primary goal is to ensure social work majors are successfully able to meet the social justice needs of the Milwaukee and surrounding area. Crystal has been implementing a non-traditional mentoring intervention for 10 years. The current college students are the mentors for the Native Youth.

Christian Weaver



Christian serves as Director of Organizational Development for the Native Services division of Boys and Girls Clubs of America. He is also the founder and CEO of the outdoor apparel company, Eastwoods. Christian has been in the development and strategic planning industry for over 14 years. Prior to joining BGCA, Christian served as the Manager of Corporate and Tribal Relations for the American Indian College Fund. Christian also sits on the board of Natives in Philanthropy, the Denver Facilities and Energy Efficiency Board and has previously served on the economic development committee for Shinnecock, on the board of directors for the Atlanta based not for profit, drawchange, and on the board of the Atlanta Jaycees.

Michael Garringer



Michael Garringer serves as the Director of Research and Evaluation for MENTOR: The National Mentoring Partnership, overseeing original research projects, as well as those related to the translation of mentoring research into program practice. Garringer has worked in the mentoring and education fields for over 17 years, primarily on training and technical assistance projects serving federally- or state-funded mentoring programs. He also leads data collection and evaluation projects in an effort to highlight the prevalence and impact of mentoring across the United States. His role also supports advocacy and policy efforts by identifying and synthesizing research to encourage public and private organizations to make more impactful investments in the youth mentoring field.

Background for Our Review of this Topic

- The Office of Juvenile Justice and Delinquency Prevention has long valued and invested in work in tribal communities across the country
 - Tribal Youth Training and TA Center
 - Tribal Youth Programs
 - Coordinated Tribal Assistance Solicitation
 - A host of other dedicated tribal funds, including youth summits and mentoring-specific funds
- FY 2017 asked the NMRC to focus specifically on the ability of mentoring to support American Indian and Alaska Native youth

Upcoming Publications and Products

- Evidence review for Mentoring American Indian and Alaska Native Youth (September release)
- E-learning Module: A Critical Orientation for Supporting and Inspiring Native Youth (September release)
- Ongoing collaboration between the NMRC and the Tribal Youth Training and TA Center
- Tribal entities and mentoring programs serving AI/AN youth are invited to apply for mentoring-related technical assistance to strengthen services

OJJDP Tribal Youth Training and Technical Assistance Center

Housed at the
Indian Country Child Trauma Center on the campus of The
University of Oklahoma Health Sciences Center

Contact: 405-271-8858

Email: TribalYouthTTACenter@ouhsc.edu

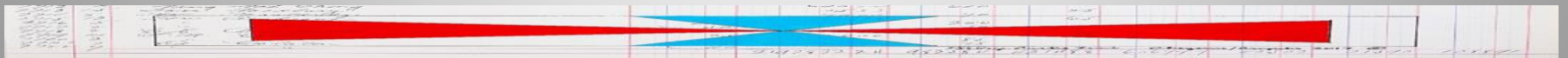


What are OJJDP Tribal Grantees doing?

OJJDP funds allow opportunities to empower youth development and prosocial behaviors through intervention and diversion from the justice system.

Tribal Youth Programs

Juvenile Healing to Wellness Courts



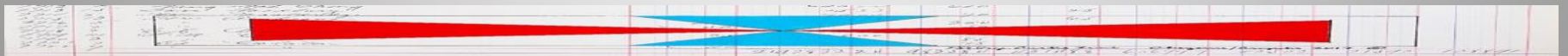
What are the youth telling us? Youth development must be...

Meaningful and Purposeful!

Youth Guided & Youth Lead

Youth Guided means that youth are equal partners in creating systems change in policies and procedures at the individual, community, state, and national levels

Systems of Care, Core Values. TA Partnership for Child and Family Mental Health retrieved from <http://www.tapartnership.org/SOC/SOCvaluesTopics.php?id=topic2>
Dec 1, 2016

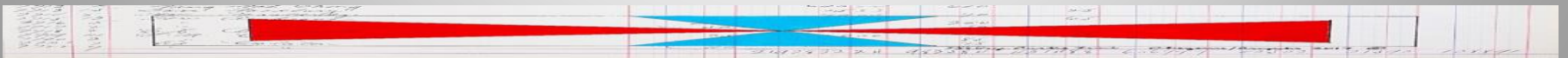


Importance of youth voice

“not just important because it’s a good idea or the right thing to do, its important because it makes services work better!”

Research shows “when young people have a say in what they are doing and when they feel they are a part of a team they are more likely to be interested in the plan and more likely to achieve the goals set forth by the team”

THRIVE Webinar: Creating Trauma-Informed, Youth Guided Systems of Care
<http://thriveinitiative.org/youth-guided-systems-care/>



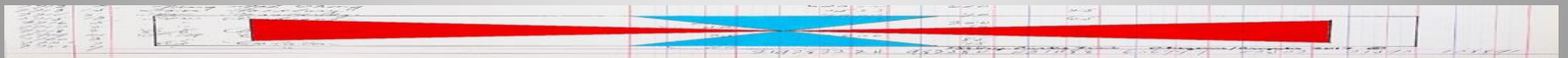
Opportunities for youth guided services

Individual Level

- Youth are at the steering wheel in their own healing
- Person centered – focuses on individual growth
- Self empowering – instills belonging
- Trauma informed
- Sustainable change
- Culturally competent

Community, State & National Levels

- Assist in changes in policy and practice
- Knowledge comes from learned experience
- Contribute to sustainable change: program development, implementation, evaluation
- Culturally competent
- Unique perspectives



Services are youth-guided when you are:

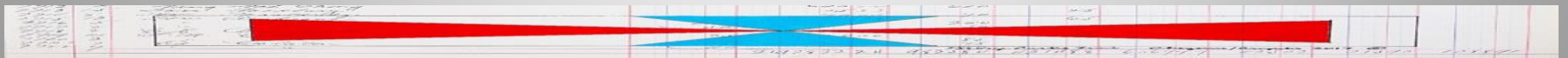
Guided

- Knowledge of services
- Beginning to research & ask questions
- Beginning to understand the process of the system and services
- Involved in identifying needs and supports
- Learning how to self-advocate
- Able to articulate experience and what helps & what harms

Driven

- Initiating, planning, implementing, and evaluating
- Equipped with an expert level of understanding
- Advocating for other young people
- In a safe place (not in continual crisis)
- Taking on decision-making roles
- Developing deeper understanding of systems

What are the protocols to bring them in?



Youth Guided Resources

THRIVE Youth Guided Systems of Care

<http://thriveinitiative.org/youth-guided-systems-care/>

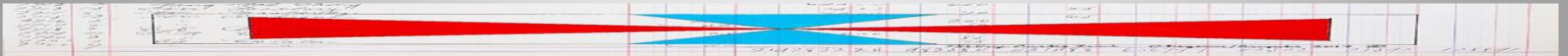
(Check out the Webinar and Youth Guided Quiz)

Oklahoma Dept of Mental Health & Substance Abuse Services SOC Toolkit

<https://www.ok.gov/odmhsas/documents/2009%20SOC%20Toolkit%20-%20Version%202.0.pdf>

Youth.gov is composed of representatives from 19 federal agencies that support programs and services focusing on youth.

<http://youth.gov/>



Where do we go from here?

Recognize the impact of Historical Trauma & daily trauma that may be present, to help heal. However, we must support our AIAN young people in creating a new narrative for Indian Country.



Research in the Field

- Review stated: January 2018; Anticipated Completion: September 2018
- Reviewed research from United States as well as Canada and New Zealand
- Incorporating cultural strengths, values, and spirituality was noted as an essential component. Form partnerships with Native communities. Growth of cultural identity was noted as a benefit.
- Mentoring may look different than traditional one-on-one mentoring; may include family and community; group style; be part of an existing program (tribal school, after school program)

Research in the Field

Limited research suggests that mentoring has potential to have personal and educational benefits. More research is needed. There are significant factors influencing the lack of research, including:

- The relatively small, yet geographically dispersed, population of Native youth.^{i ii}
- The intensity of risks and historical trauma experienced by this group, and the related high risk of harm to Native youth, families, and communities that can be exacerbated by research or interventions that are not culturally attuned and strength-based.^{xix [i]}
- Challenges to trust and relationships development due to historical trauma.^{xxvii xxvi [ii]}
- Often isolated geographic locations of many Native youth communities,^{xxxii ix} which can translate to lack of instrumental resources (i.e., transportation, funding, volunteers) as well as community programs and social services.^{xxvii xlvi}
- The value that the Native culture places on connections to kin. Yet, family members may benefit from additional supports in order to be able to serve as positive role models given the sustained cultural and historical trauma that has affected many Native communities.^{xix xlii}

Application to the Field

- Social problems, risks, and challenges with historical trauma are real.
- Mentoring perspective has proven to help youth overcome similar problems, risks, challenges, and trauma while helping the youth move forward. Plus, mentoring fits well with cultural values.
- Research does not fully capture all that is happening in the field. Many sources provided literature on best practices associated with mentoring Native youth, yet lacked their own research as evidence.
- By incorporating a culture full of strengths, can provide youth an extra bonus with moving in a positive direction. Also, helps a culture move forward.
- Creativity is necessary with this youth group. Example, defining mentors, utilizing natural supports, partnering with existing programs, incorporating the culture, working with rural factors.

Boys and Girls Club of America Native Services

For over 25 years, Boys & Girls Clubs have proudly served American Indian, Alaska Native, Native Hawaiian, and American Samoan youth. The first Boys & Girls Clubs in Indian Country were established by Boys & Girls Clubs of America (BGCA) in 1992. Native Clubs uphold BGCA's mission to enable all people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

For all American Indian, Alaska Native, Native Hawaiian, and American Samoan communities that seek to embrace Boys & Girls Clubs to be provided the opportunity to work in partnership with the entire Boys & Girls Club Movement in achieving our ambitious vision of great futures for all young people, while sustaining and respecting each community's unique cultural values, traditions and ways."

Practices Highlighted in the Review

- Focused on practices for those approaching a tribal community or starting to work with a significant number of indigenous youth for the first time
- Addresses ways of approaching this work at the program leadership and volunteer mentor levels
- Emphasis on cultural attunement

Recommendations for Program Planning and Implementation

- Recognize and respect that each AIAN community is unique
- Recognize the challenges that rural isolation can also bring and choose partnerships accordingly
 - get creative in in how to structure mentor-mentee interactions and in scheduling program activities in order to overcome some of the challenges of rural isolation

Recommendations for Program Planning and Implementation

- Community leadership understanding and buy-in is critical to success
 - Respecting tribal sovereignty and autonomy is key to building these relationships and getting this dialog started on the right foot
- Learn about the community's traditions, culture, and existing relationships
 - Each AIAN community will have its own knowledge, skills, traditions, and ways of finding meaning that can be incorporated into a mentoring program.

Recommendations for Staff and Mentors in Working with AIAN Youth and Families

- Create a safe space within the program and the relationship
 - Engage with the circumstances of the young person's life without judgment or without inadvertently disrespecting the community's values
 - Training can raise awareness of how personal values might come across negatively or be perceived as judgmental, condescending, or antithetical to the youth's culture, ways of knowing, or family structures

Recommendations for Staff and Mentors in Working with AIAN Youth and Families

- Get to know the specific challenges that each mentee is facing and the strengths they bring to the relationship
 - Pay attention to intersectionality
 - Seek elders and others who can collaborate with the role of the program mentor
- Use a variety of strategies for integrating indigenous culture into mentoring activities

Recommendations for Staff and Mentors in Working with AIAN Youth and Families

- Provide exposure to new experiences and opportunities
 - While still honoring the youth's history and culture
 - This is the fine line to walk for mentors, but is essential to making the relationship that safe space for growth

Western notions of the one mentor guiding one youth must be tempered and adapted to communities where the “we” is far more important than the “me”

Upcoming E-Learning Module for Mentoring AI/AN Youth

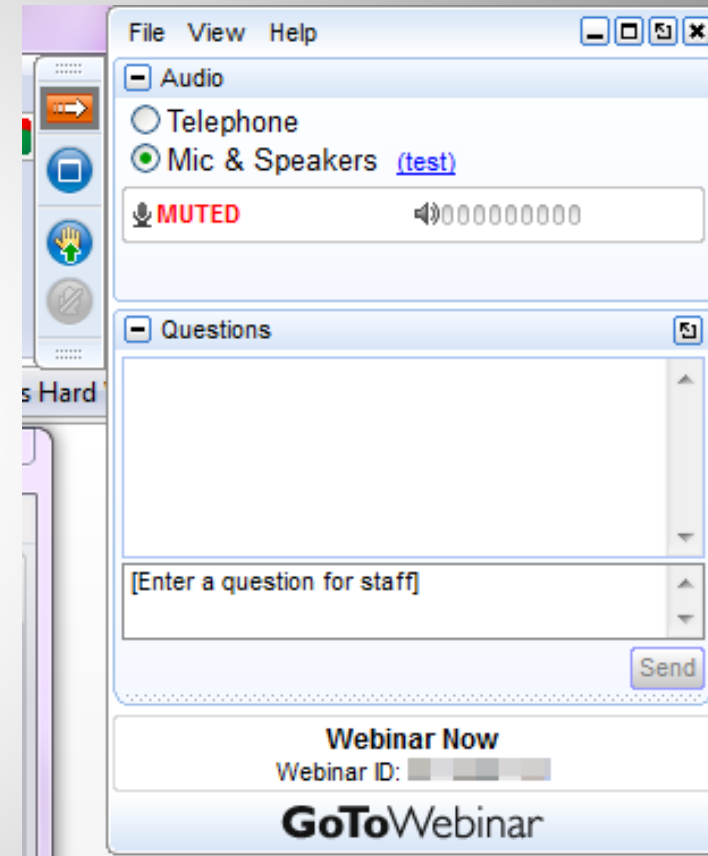
- A Critical Orientation for Supporting and Inspiring Native Youth
- Should be live on the NMRC website in September
 - Mentoring program staff who work with or within American Indian/Alaska Native communities (AI/AN)
 - Formal and informal mentors who work with AI/AN youth
 - Schools and informal mentors who are mentoring and connecting AI/AN youth

A Critical Orientation for Supporting and Inspiring Native Youth

- Learning objectives for the module:
 - Articulate the landscape of AI/AN communities without replicating damaging stereotypes or oppressive structures
 - Recognize the strengths and complexities in Native youth identity
 - Identify challenges and barriers the system creates for AI/AN youth
 - Identify opportunities to support and celebrate youth identity

Q&A

Type your questions in the question box:



Additional Resources

Affiliates

Affiliates serve as a clearinghouse for training, resources, public awareness and advocacy. Find your local affiliate here: <http://www.mentoring.org/our-work/our-affiliates/>

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector <https://connect.mentoring.org/admin>

National Mentoring Resource Center

Check out the [OJJDP National Mentoring Resource Center](#) for no-cost evidence-based mentoring resources



Remember...

After the webinar:

- Please help us out by answering survey questions at the end of the webinar.
- Everyone will get an email with information on how to download the slides, recording, and resources on the CMWS webpage on the MENTOR website:

http://www.mentoring.org/program_resources/training_opportunities/collaborative_mentoring_webinar_series/

Stay Connected

- Email us at collaborativewebinarseries@mentoring.org
- Tweet with hashtag #MentoringWebinar
- Visit our webpage on the MENTOR website for past and upcoming webinars:



The screenshot shows a web browser window displaying the MENTOR website. The URL in the address bar is www.mentoring.org/program-resources/collaborative-mentoring-webinar-series/. The page features a dark blue header with the MENTOR logo (The National Mentoring Partnership) and navigation links: "BECOME A MENTOR", "ADVOCATE", "DONATE", "Why Mentoring", "Get Involved", "Program Resources", "Our Work", and "News". A search bar is also present. The main content area has a large image of four diverse people smiling and talking, with the text "COLLABORATIVE MENTORING WEBINAR SERIES" overlaid in white. Below the image, the word "WEBINARS" is written in bold. The footer contains text about MENTOR's mission and partners, including California Mentoring Partnership, Mentor Colorado, and Illinois Mentoring Partnership. A small red social media icon is visible in the top right corner of the page content.

MENTOR
THE NATIONAL MENTORING PARTNERSHIP

**COLLABORATIVE
MENTORING WEBINAR
SERIES**

WEBINARS

MENTOR: The National Mentoring Partnership (MENTOR) is proud to facilitate the Collaborative Mentoring Webinar Series, supported by The National Mentoring Resource Center, The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and in partnership with the following *Mentoring Partnerships*: **California Mentoring Partnership, Mentor Colorado, Illinois Mentoring Partnership, Mentor**

Mentoring Programs: the *National Mentoring Program Survey* has officially launched.
Stand up and be counted today!

Collaborative Mentoring Webinar Series

Join Us Next Month!



School-Integrated Mentoring
Thursday, September 20, 2018
1 - 2:15 pm Eastern



Collaborative Mentoring Webinar Series