

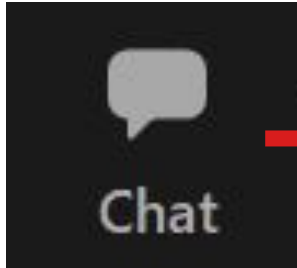
Parent Engagement & Mentoring: Building an Evidence-Based Approach

Part 3
April 24, 2025

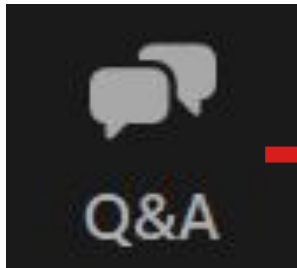


**COLLABORATIVE
MENTORING** 
WEBINAR SERIES

Tips for Engagement



- Introduce yourself!
- Talk with one another
- Share resources
- Respond to presenters



- Ask the presenters questions
- Upvote questions you'd like to see answered

- **Live captions** available in the panel by clicking on the “**CC**” at the bottom of the screen
- Who is with us today?
 - Type in the **Chat** to introduce yourself - name, organization, what do you hope to learn today?
 - For all participants to see your message, change to “All panelists and attendees” in the Chat

*** This webinar is recorded and will be sent out in one week with the slides.**

Zelon Harrison



- **Education Advocate** – Committed to equity and parent engagement in schools
- **Leadership in NAACP** – CA State Parent Council Chair and Richmond Branch Education Committee Chair
- **Black Parallel School Board Chair** – Leads efforts to support Black students and families in Contra Costa County
- **Parent Engagement Champion** – Chairs the District African American Parent Group, co-chairs Black Parent Resource Center
- **Special Education Advocate** – Co-chairs the Special Education Parent District Advisory Committee
- **Bridging Gaps** – Works to empower Black families and improve educational opportunities across California



**Welcome
&
Introductions**

Poll Question 1.

Who is with us today?

- Staff** of mentoring/youth programs
- National or Affiliate organization staff**
- Mentor**
- Educator**
- Technical Assistance Provider**
- Researcher**
- Funder**
- Parent/Caregiver**
- Youth/Mentee**
- Other**

Poll Question 2.

Do you identify as...

- BIPOC (Black, Indigenous, and Person of Color)
- White
- Another identity
- Prefer not to say

The 3rd of a 3-Part Series

Part 1: Parent Engagement: Strengthening Mentoring Through Partnership (February 27)

Part 2: Policy & Practice: Shaping Systems for Family Engagement (March 27)

Part 3: Research & Findings: Building an Evidence-Based Approach (Today)



Where We've Been: Our Conversation So Far

A Key Theme: Exclusion of Parent Engagement

Historical and continuing exclusion / neglect of issue of parent engagement in mentoring

- in programs
- in practice guidelines
- in policy arena



Spoiler: Exclusion in research as well 👎

But Really... How Do We Do It???

*What lived experience, practice wisdom, and research
(can and can't)
tell us about engaging parents in mentoring*

Today's Goals:

- 1) Add research perspectives to policy, practice, and parent perspectives already discussed
- 2) Combine all of these perspectives to get to concrete questions of what programs should **DO NOW** to improve parent engagement
- 3) Engage audience and panelists to develop knowledge together, that will actually be utilized in research and forthcoming for parent engagement



**What We Do and Do Not Know:
Research About Parent Engagement in Mentoring**

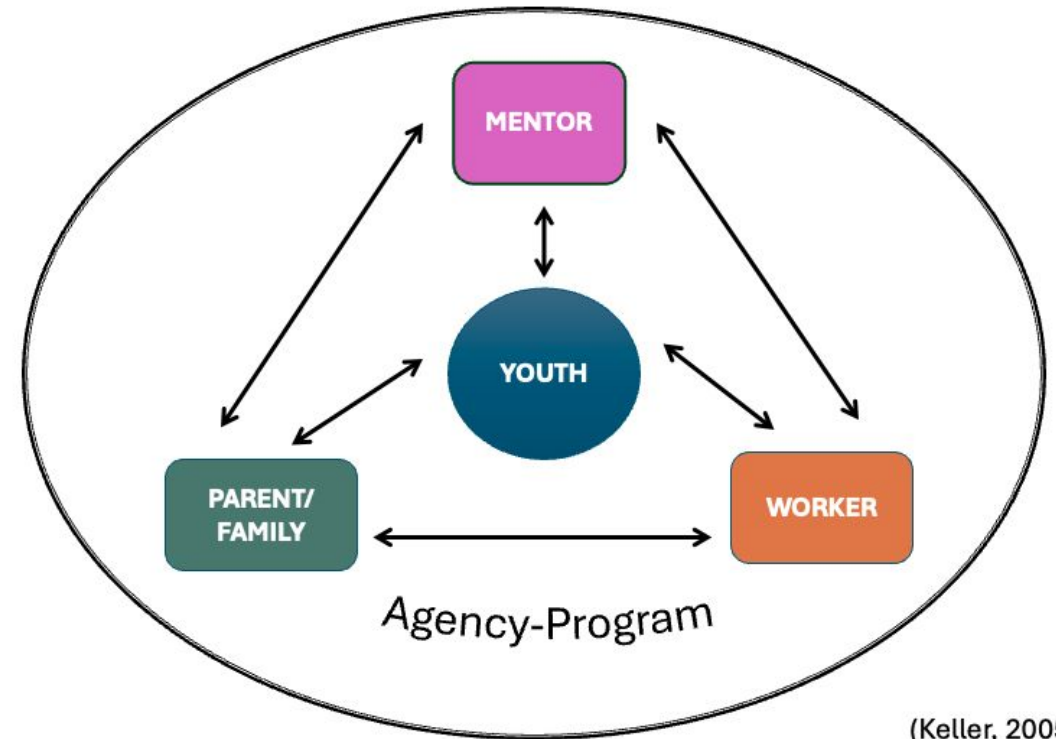
Renée Spencer, EdD, LICSW



- Professor and Associate Dean for Faculty Affairs, Boston University School of Social Work
- Research focuses on identifying factors that promote positive and meaningful mentoring relationships and those that contribute to mentoring going awry
- Fellow of the American Academy of Social Work and Social Welfare and serves on the National Mentoring Resource Center Research Board

Research on Parent Engagement in Mentoring

- Evidence is important
 - Associated with better outcomes
 - Qualitative work centering parent perspectives & identifying different forms of parent engagement
 - Conceptual model with parents as key players
- But uptake limited
 - Surprising in light of recognized importance of engaging parents in education and related fields
 - Implicit bias (race and class) likely at play



Our Strategy To Address Gaps: **Amplify Cultural Knowledge**



Patricia “Karabo” Nunley, Ph.D.

- Tenured professor and teacher-educator with 25 years of experience
- Traditional Afrikan Healer who functions in the tradition of African Teaching Excellence, In this role, her muti or medicine is healthy identity development for children and families.
- Consulting services /professional development training in schools and communities through Nubian Consult, as well as NAACP California & Hawaii, California Head Start Health & Family Engagement, American Education Research Association, California Black Parallel School Board, and First Five.
- Demonstrated scholarship in peer reviewed journal articles
- President of the Bay Area Chapter of the Association of Black Psychologists and actively engaged in projects designed to improve the wellbeing of children, families, and their communities.





Dr. Patricia Nunley
Culture and Interpreting Research

Let's
Take the
Pie Test



“What type of pie is this?”









**Pie
Test
Hints**

“Name the pies above.”



*“Side Dish
or
Main Dish?”*

**“How
many
sides
does a
coin have?”**





I will wait for your answer

**2 sides
are
Heads
or Tails**





**There
is
a
3rd
Side!**

**Your
Answers**



**Your
Worldview**



**All People Groups
Possess A
Worldview
That Determines
Their Basic
Way of Being
(Functioning in life)**



Worldview Components

- **Epistemology** – How you know and understand?
- **Axiology** – What are your values?
- **Ontology** – What is the nature (meaning) of “being”?
- **Cosmology** – How did things come to be and how is it structured?

Surface Culture

language religious rituals Art and folklore
dress deities architecture and artifacts
food holidays system of government

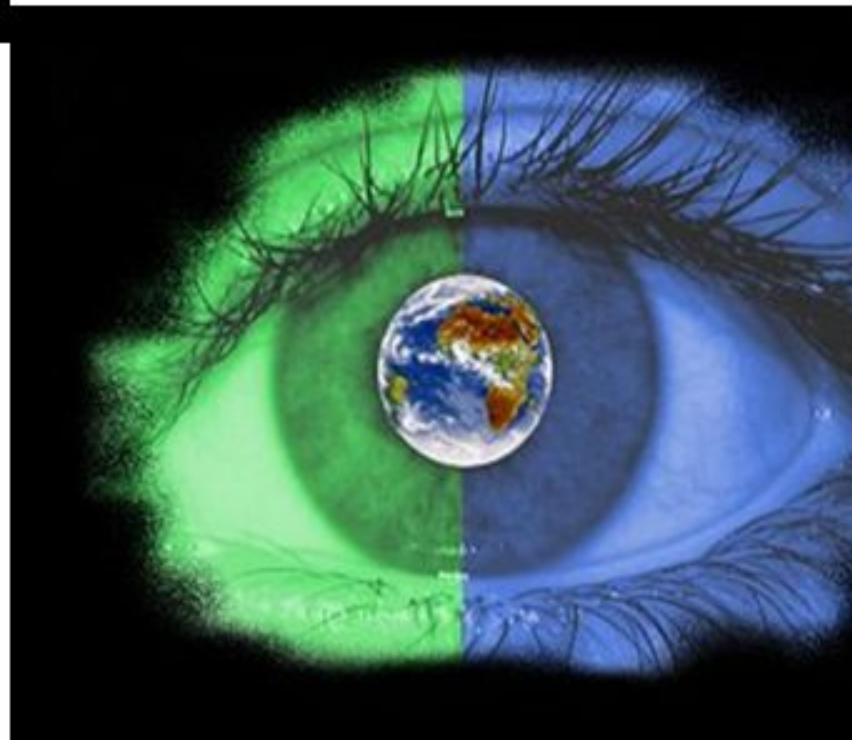
concepts of beauty gender roles cleanliness
humor concepts of power and justice body language
right vs. wrong spiritual beliefs modesty
family values death and afterlife personal space
desirable traits taboos love and friendship

Deep Culture

Culture

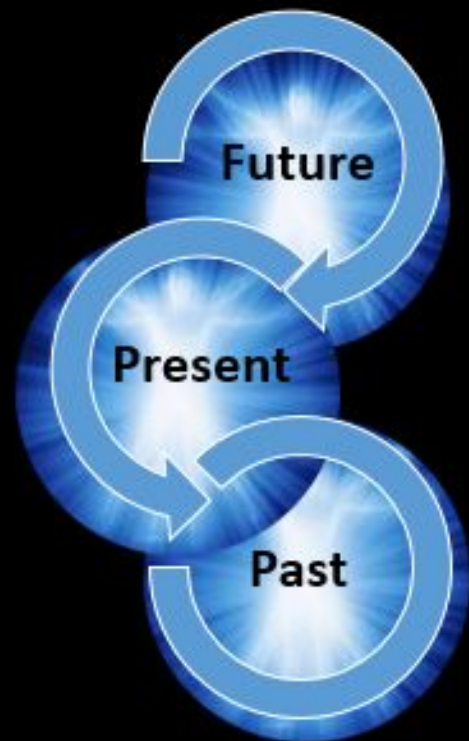
informs

Worldview



Worldview Components

- **Epistemology** – How you know and understand?
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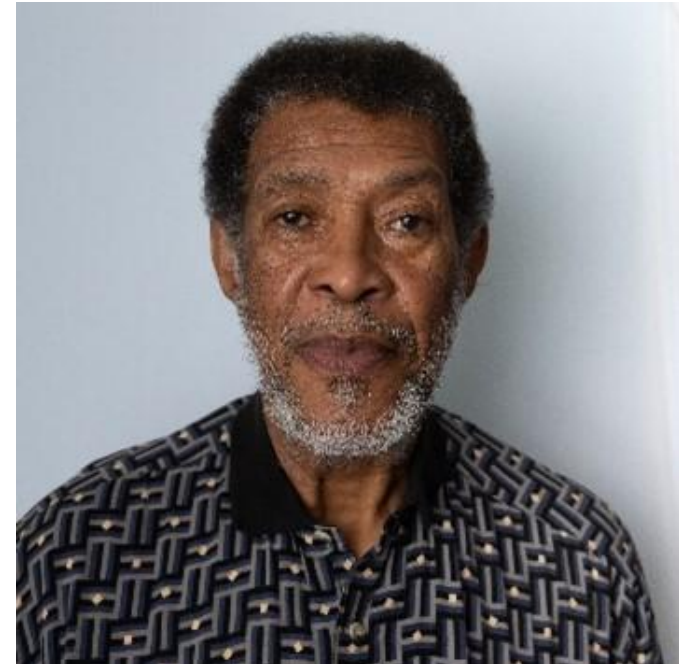
The African Worldview is conceptualized as:

**Not one but two worlds,
the visible and the invisible.**

**Each person is Connected to a single
Energy Source,
that allows us to be in the past,
the present,
and the future,
all at the same time. (Nunley, 2014)**



Lawford L. Goddard, Ph.D



- Born in Trinidad and Tobago, first-generation college graduate educated in Trinidad, Jamaica and the United States.
- Ph.D. from Stanford University; broad multidisciplinary orientation (sociology, demography, psychology, education, history, political economy and cultural pluralism)
- Lecturer Emeritus in Africana Studies at San Francisco State University
- Expert on Black family dynamics, Black culture, youth development programs, suicide among the Black population, and substance abuse and HIV/AIDS education and prevention with over forty years experience as a trainer/educator in these areas.
- Co-founder / Board Member: Institute for the Advanced Study of Black Family Life and Culture, Inc.; The Association of Black Psychologists, the African American Steering Committee for Health and Wellness
- Elder and Wisdom Keeper of the Bay Area Chapter of the ABPsi.
- Co-author of four books and has over twenty book chapters and journal articles.

Dr. Lawford Goddard

The critical task with which we are faced is one of **knowledge production to generate authentic data** that can describe, explain and evaluate the expanded process of mentoring that includes caregiver engagement.

The need for authenticity demands epistemological correction.

Paradigm Shift

Alternate (new) paradigm represents a new conceptualization of the phenomenon:

- 1) It represents a radically new conceptualization of the phenomenon being studied.
- 2) It provides a new research strategy or methodological procedure for gathering empirical evidence.
- 3) It suggests new problems for solution

Application of new paradigm provides more adequate explanation of phenomena or explains phenomena previous paradigms were unable to explain

Research: A Culturally Grounded Framework

Culturally grounded research uses the cultural worldview (standpoint) of both the research participants and the researcher as a framework for the:

research design,

measurement,

data collection,

data analysis,

interpretation, and

dissemination of the findings(i.e., reporting back to the community).

Community Participatory Research

- Community participatory research challenges the power dimension in traditional research.
- It shares power between the researcher and the community (subjects/participants).
- The researcher must be a full, involved participant observer in the community being studied.
- The researcher shares with the community the features of the research process as equal partners.
- The researcher reports back to the community (i.e., dissemination of the findings).
- It ensures that the knowledge base (power) remains within the community.

Culturally Grounded Research & The Rites of Passage Movement

- **Rites of Passage Movement:** early 1990s as an antidote to the triple pandemic of gun violence, drugs, and HIV/AIDS.
- Rites of Passage is an **activity of celebration** marking the **successful transition** from one state of being to a new state of becoming
- They were **culturally grounded interventions** and **family-centered**.
- Most of these programs were effective, but they lacked systematic evaluation.
- Outgrowth of Rites of Passage: the call from practitioners for more structured and systematic evaluation and publication of results in referred-journals to demonstrate the efficacy of their works.

Culturally Grounded Research Publications

An outgrowth of the movement was the need for more structured evaluation and publication of results in referred-journals.

The Healer Women Fighting Disease: A HIV/AIDS Substance Use Prevention Program for African American Women is an Evidence-Based Program listed in SAMHSA's Registry of Effective Programs

Evaluating and Understanding Research

The conceptualization of a scientific problem is always subject to the world view (cultural perspective/values) of the scientist.

All knowledge is rooted in social relations, particularly as they are determined by ethnic/cultural/racial classifications.

What the social scientist perceives as truth or valid knowledge is a function of the ethnic/cultural group s/he belongs to.

Implicit Bias

Implicit bias refers to attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner — without our conscious awareness.

Everyone holds implicit (unconscious) biases. These preconceived ideas or associations are not rooted in fact and often arise from our upbringing, family, social environment, and cultural messages/



**Webinar #2 Polls about opinions of parents/caregivers (implicit bias) –
Have you ever heard a mentor or program staff express the following opinions (directly or indirectly)?:**

1. There must be something wrong with people that live in poverty.

34% yes 58% no 9% Unsure

2. It's best to avoid caregivers that have addiction or mental health issues.

37% yes 50% no 12% unsure

3. It's best to avoid parents who have been incarcerated.

30% yes 58% no 9% unsure 12% did not answer

4. Caregivers from families with a lot of challenges don't want to be involved with their child's mentoring program.

61% yes 27% no 0% unsure 12% did not answer

DuBois et al. identified four factors meriting consideration as **sources of influence on the results of mentoring program evaluations** include:

- (a) features of program design and implementation;
- (b) characteristics of participating youth;
- (c) qualities of the mentor–mentee relationships that are formed; and
- (d) issues relating to the assessment of youth outcomes

Missing: caregiver engagement

Source: DuBois et al., Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review. American Journal of Community Psychology, Vol. 30, No. 2, April 2002



Meta-analyses: Key Factors That Increase Effectiveness

Program Structure & Design

Formal vs. Informal Mentoring: Structured, goal-oriented programs tend to have greater impact than informal mentorship.

One-on-One vs. Group Mentoring: One-on-one mentoring is most effective, but group mentoring can work well for peer support and networking.

Long-Term Mentoring Relationships: Programs lasting 12+ months show stronger effects than short-term mentorships.

Mentor-Mentee Matching

Demographic and Background Similarity: Mentees benefit more when they share gender, race, or similar experiences with mentors.

Personality Fit & Compatibility: Programs that consider interests, values, and career goals in pairing tend to have higher retention rates.

Training & Support for Mentors

Mentor Training: Structured training for mentors improves their effectiveness and mentee satisfaction.

Ongoing Supervision: Programs with regular check-ins, resources, and networking opportunities for mentors have better outcomes.

Frequency & Quality of Interactions

Regular Contact: Programs where mentors and mentees meet at least twice per month show better results.

Deep, Meaningful Conversations: Quality of interaction (career guidance, emotional support) matters more than frequency alone.

Caregiver Engagement Program Development and Research Work Plan

Policy	Procedures How we implement the policy	Activities What we plan to do	Research & Evaluation how do we know we have achieved the outcomes
Caregiver Engagement what is it? Mandatory Voluntary	<ul style="list-style-type: none"> • how to do it • outreach & recruitment • selection of caregivers • level of involvement of caregivers • matching of mentor with caregiver 	<ul style="list-style-type: none"> • what will we do • who will do it? • when will we do it • recruitment & selection of mentors • mentor support system • caregiver support system 	Process outcomes <ul style="list-style-type: none"> • program fidelity • number of youth served • retention of youth • number of caregivers selected • retention of caregivers
		Intent of activities	Program impact Indicators GPA, absenteeism, suspension
		Objectives of activities	Methods pre-post test, surveys, anecdotal data
		Content of activities	Data Analysis
		Process Outcomes	
		Research	

Applying Knowledge As We Build It

- Learn from lived and indigenous perspectives
- Try out strategies
- Borrow from related fields

- Build knowledge together!
 - capture learnings from sessions like these
 - generate data and new research



**But Really: What Do I Do Now?
Practice Strategies**

Recap: Themes From Our Experts

- Reformation vs. Transformation
- Address Implicit Bias!
- Utilize a Collaborative Approach



You Shared...

(Session 2 Responses)

Ways you felt your programs could grow in their attempts to engage parents:

- Providing ways for parents to connect with each other (and with staff)
- Engaging parents in program design and planning
- Improving mentor/staff interpersonal skills with parents

What is one way you and your program could grow in regards to supporting parent/caregiver voice?

Theme #1: Create ways for parents/caregivers to connect with each other

- Create parental cafés
- Coffee hours
- Family dinner nights
- Parent/caregiver associations

What is one way you and your program could grow in regards to supporting parent/caregiver voice (cont.)?

Theme #2: Engaging Parents in Program Design and Planning

- Parent/caregiver surveys
- Invite parent/caregivers to participate in program design
- Parent/caregivers on the Board
- Gathering voices of parents/caregivers who experience barriers or are reluctant to participate
- Honor family requests for mentor skills, interests, backgrounds
- Build trust by encouraging feedback and implementing feedback into program development

What is one way you and your program could grow in regards to supporting parent/caregiver voice (cont.)?

Theme #3: Improving Staff/Mentor Skills Sets

- Know how to encourage and solicit feedback
- Create opportunities for sharing of parent/caregiver feedback
- Employing more staff who can relate to our families
- Align individualized goals with them for their children
- Meeting the family where they are



Kids: Be Sure to Try This at Home!

- Today: we came together, gathering diverse voices centering lived experience, to build strategies for family engagement.
- Do the same in your mentoring community!
 - ⇒ **Engage your families, mentors, and staff to build a parent engagement program that works for them!**
- This is how we improve our programs AND build the knowledge base.

Stay tuned to the end to get more involved in doing this for the whole field



Hank Roberts



- **Founder & CEO, Peacemakers Inc.** – Youth empowerment and racial justice organization
- **First-Generation College Grad** – B.S. in Psychology, award-winning 3M career
- **Awards & Recognition** – SF Film Festival Award, Bay Area Unsung Hero, NorCal Soccer Coach of the Year
- **Mentorship & Advocacy** – Member of 100 Black Men and Oakland Mentoring Forum, California Mentoring Partnership Leadership Team
- **NAACP Leadership** – Vice-Chair, NAACP Richmond; CA & HI NAACP State Education & Parent Engagement Chair
- **Champion for Equity** – Leads efforts in racial justice, mentorship, and education policy

Call to action!

- If you have a Black/brown-led mentoring program, and if you engage parents and families in a meaningful and respectful way, you could be part of our critical research!
 - ⇒ Drop your name/info in the chat if you are interested!
- An evidence-based practice framework you may find useful:
 - ⇒ Positive Behavior Intervention & Support

EPOC -- Engaging Parents of Color How to Get Involved

If you are interested in services or additional support around:

- Best Practices for Engaging Parents
- Reconciliation Circles
- Assistance with Policies that Promote Parent Engagement

To participate or join the EPOC movement, please put your name and email in the chat.

Additional Resources

Contact Us

Email us with any feedback or questions at collaborativewebinarseries@mentoring.org!

Affiliates

MENTOR Affiliates can support with training, resources, public awareness and advocacy. [Find your local affiliate here.](#)

Mentoring Connector

Recruit mentors by submitting your program to the [Mentoring Connector](#).

National Mentoring Resource Center

Check out the [OJJDP National Mentoring Resource Center](#) to access evidence-based mentoring resources and to apply for no-cost training and technical assistance

Remember!

- Please take **3-4 minutes to complete the anonymous survey** to let us know how we did!
- Within a week, you will receive an email with information on how to download the **slides, recording, and resources** on the CMWS webpage on MENTOR's website.

National Survey of Mentoring Professionals

MENTOR's **first-ever** National Survey of Mentoring Professionals is a chance to amplify the voices of those who keep the mentoring movement alive every day. **Your input will help us:**

- ✓ **Advocate** for more resources and funding.
- ✓ **Shape** professional development opportunities.
- ✓ **Identify** trends to strengthen mentoring programs nationwide.

Take the survey and make your voice heard:

<https://bit.ly/42hxu36>



The image features a vibrant, abstract background composed of various shades of blue, ranging from light cyan to deep navy. The background is filled with overlapping, semi-transparent geometric shapes, primarily triangles and polygons, creating a complex, layered effect. Faint, thin white lines and small, scattered white dots are also visible, adding to the intricate pattern. In the center of the image, there is a dark blue, rounded rectangular box with a subtle gradient. Inside this box, the words "Thank You!" are written in a bold, white, sans-serif font, centered horizontally and vertically.

Thank You!