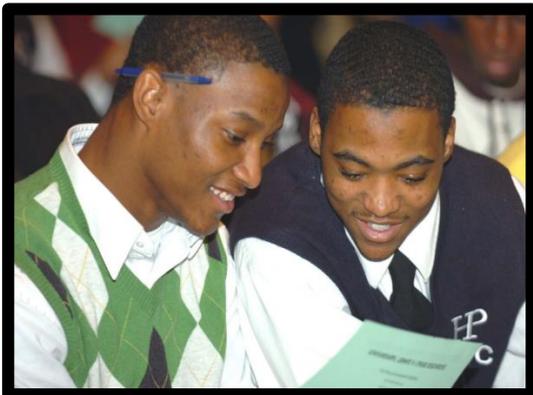


Male Initiative Project (MIP) Program Toolbox



DePaul University

July 2014

Jamie Bobert, Sophia Horwich,
Adina Cooper, Med and Bernadette Sánchez, PhD

Acknowledgements

The MIP evaluation research team at DePaul University would like to thank the following organizations and individuals for their contributions to this project:

Bank of America Foundation
Glenna Ousley, MS, DePaul University
Shelby Wyatt EdD, Kenwood Academy, Chicago Public Schools
&
The student and staff participants of the MIP evaluation project

Peer Mentoring Toolbox

Table of Contents:	Pages
I. Introduction to the MIP Peer Mentoring.....	3-5
a. History	
b. Purpose/Goals	
c. Mentoring Model	
d. What Makes a Successful Mentoring Relationship?	
e. What constitutes an optimal environment for successful peer mentoring?	
II. Getting Started: How to Design and Plan a Peer Mentoring Program.....	6-14
a. Identify a Need for the Program	
b. Identify Target Youth Population	
c. Develop Program Design	
d. Develop Program Activities and Curriculum	
e. Review Expenses and Develop a Budget	
f. Mentor – Mentee Activities	
III. Program Operations.....	15-16
a. Recruit Mentors, Mentees and Other Volunteers	
b. Screen Potential Mentors/Mentees	
c. Orient and Train Mentors, Mentees and Parents/Caregivers	
d. Match Mentors/Mentees	
e. Bring Mentors/Mentees Together for Sessions	
f. Provide Ongoing Support, Supervision and Monitoring of Mentoring Relationship	
g. Facilitate appropriate closure of Mentor- Mentee Relationships	
IV. Managing the Peer Mentor Program.....	17-18
a. Develop a Comprehensive System for Managing Program Information	
b. Designing a System to Monitor the Program	
c. Create a Professional Staff Development Plan	
V. Resources.....	19-22
VI. Appendix.....	23

VII. MIP Program: Central Themes.....23-45

- a. Program Benefits
- b. Necessary Characteristics of Mentoring Programs
- c. African American and Latino Male Youth in Mentoring Programs
- d. Emergent Ideas from MIP Interviews
- e. Challenges of the Program
- f. What Works Well
- g. Needs of African American and Latino Male students
- h. Recommendations for Program Development

****Note: Refer to the “Resources” section when more detailed instruction is needed****

I. Introduction to MIP Peer Mentoring

- a.** History: The Male Initiative Project (MIP) is a male mentoring program established in 2006 in response to the prevalence of low college enrollment and graduation rates of CPS students, specifically African American and Latino male youth. The objective of MIP is to establish school-based mentoring organizations to improve the high school graduation rates of African American and Latino male students.
- b.** Purpose/Goals:
 - i.** Empower male youth
 - ii.** Emphasize importance of education/attending school/graduation
 - iii.** Increase likelihood of graduation
 - iv.** Foster youth development socially, emotionally, and psychologically
 - v.** Develop leaders
 - vi.** Develop fraternity/fraternal bond
 - vii.** Promote community/effect changes within one's community
- c.** Mentoring Model: School-based; Peer mentor model
 - i. What is peer mentoring?** Peer mentoring is a relationship between an older and/or more experienced peer who provides long-term support and guidance to a younger and/or less experienced mentee.
 - ii.** Program operates on school grounds with program staff and youth meeting on location; program uses school facility and administrative space.
 - iii.** Mentoring relationships meet for the whole school year: new evidence suggests extending relationships throughout summer to improve youth outcomes.

- xi.** Respect: mentees must be treated with the respect and dignity that mentors expect in return
 - xii.** Empathy: mentors must have the ability to understand and share the feelings of another mentee
 - xiii.** Setting of goals that mentor and mentee work toward together
- e.** What constitutes an optimal environment for successful peer mentoring?
- i.** Sensitivity to school culture, policies and procedures
 - ii.** Leadership presence (teacher/peer)
 - iii.** Ongoing communication among students and staff, regarding the goals and the organization of the program
 - iv.** Conflict resolution procedures
 - v.** Acknowledgement of diversity
 - vi.** Open and non-judgmental space provided to discuss sensitive topics

II. Getting Started: How to Design and Plan a Peer Mentoring Program

a. Identify Need for Program

- i.** Research specific statistics of the neighborhood and school in which the program will be started:
 - 1.** Race
 - 2.** Prevalence of violence
 - 3.** Likelihood of graduating/attending college
 - 4.** Prevalence of drug use/abuse
- ii.** Need for cultural content and meaningful activities that reflect lived experiences and history of African Americans and Latinos (Refer to the Appendix for a list of needs for African American and Latino males, which were identified during a MIP mentoring program evaluation).
- iii.** Address distinct socio-cultural and historical experiences, consider risk and promotive factors that are relevant to the population served, and take into account cultural background and context (e.g., community).
- iv.** Ecological models: adolescents are influenced by various factors within their environments (e.g., home, school community), which impact developmental outcomes.

b. Identify Target Youth Population

i. Population identifiers:

- 1.** Can determine the following based on specific needs in one's community. One must ask: who needs to be served the most, and how will they best be served?
 - a.** Age
 - b.** Race
 - c.** Gender
 - d.** Environmental Factors

ii. Current Target Population:

- 1.** Adolescents: 13-18
- 2.** Latinos, African Americans

3. Males
 4. Enrolled in CPS: 7th to 12th grade
- c. Develop Program Design (i.e. location, staff, participants, supports, etc.)
- i. Resources/Location
 1. Addressing issues of access/resource availability is important for increasing program effectiveness.
 2. Studies show school-based programs may provide greater opportunities to reach underserved populations.
 - ii. Length of Program/Mentoring Relationships
 1. Relationship should last for a full academic year.
 2. Research suggests extending mentoring relationships into the summer to strengthen youth outcomes.
 - iii. Boundaries of the Mentoring Relationship
 1. Expectations for roles and appropriate boundaries must be established at the beginning of the mentor-mentee relationship, and all interactions should be in line with the established expectations.
 2. Program staff, mentors, and mentees use appropriate, respectful language in their communications with one another. .
 3. Mentors are not responsible for discipline, but should seek out administrative support when youth behavioral problems arise.
 - iv. Mode of Mentor-Mentee Communication
 1. Email
 2. Phone
 3. Face-to-face
 - v. Time/Frequency of Meetings
 1. Once a week
 2. After school hours
- d. Develop Program Activities and Curriculum
- i. Identifying population-relevant focus (i.e. gender/culture specific)
 - ii. Section will be developed based on evaluation results

- iii.** Plan Daily Activities
- iv.** Plan Special Programs/External Activities (i.e. field trips)
- e.** Review Expenses and Develop Budget
 - i.** Reviewing and Reporting Expenses
 - 1.** Monthly reports (outlines what income there was and what was spent – see attachment as example)
 - ii.** Budget
 - 1.** Develop a Budget (See document “Template MIP Budget”)
 - 2.** Grant writing
 - a.** National grants – written in collaboration with entire organization (these will be most effective)
 - b.** Local grants – written on behalf of the specific school
 - c.** Resources for grant writing:
 - i.** To find grants:
 - 1.** Join Donorsforum newsletter (donorsforum.org)
 - 2.** Google search using keywords (e.g. “youth mentorship grants”, “Title I school grants,” etc.)
 - 3.** Look at the funding pages of similar programs
 - ii.** To learn how to write grants:
 - 1.** Donorsforum workshops (donorsforum.org)
 - 2.** "Grants for dummies" book
 - 3.** “Finding Your Funding Model: A Practical Approach to Nonprofit Sustainability” article:
<http://www.bridgespan.org/publications-and-tools/funding-strategy/finding-your->

[funding-model-a-practical-approach-to.aspx#.U4vaTZSwLPY](https://www.funderhut.com/funding-model-a-practical-approach-to.aspx#.U4vaTZSwLPY))

3. Fundraising

- a. Letter campaign (see attached “announcement letter template”)
- b. Events:
 - i. Big annual event
 - ii. Restaurant fundraisers
 - iii. Bake sales/candy sales
 - iv. Crowd funding (online platform funding like funderhut.com)

4. Corporate Sponsorship

- a. Local corporations giving small grant to be a “sponsor.”

5. University Partnerships

- a. Connect with local universities and seek out departments and special initiatives that support academic engagement and college readiness for high school students.
- b. Working with universities can provide great opportunities for networking, support, funding, and connecting with other schools and mentoring programs.

6. Individual Donors

- a. Create list-serv of supporters (to email updates on organization, invite to events)
- b. Have thank you letter template to use whenever an individual donates – this gesture of appreciation will make it more likely they will continue supporting

7. In-kind donations

- a. Free t-shirts or other goods
- b. Free food
- c. Free meeting space

f. Examples of Mentoring Program Activities

i. In addition to the below activities done inside the school-based program, community service and other outside opportunities provide youth with more exposure and valuable learning opportunities. Examples of these activities are:

- 1.** Poetry slams
- 2.** Paintball
- 3.** Job skill training activities (i.e., summer job programs, interviews, resume development).

ii. Exercises from the Time to Enrich Grades 7-12 Activity Kit

<http://www.boystownpress.org/index.php/time-to-enrich-grades-7-12-activity-kit.html>):

1. College Applications (Career Awareness)

- a.** Purpose: Students will learn about the college application process and explore different college options.
- b.** Description: Students look up and bring in college applications from schools they may be interested in, and fill them out. Facilitator asks questions about difficulties students may have encountered filling out the application, as well as questions exploring college majors, tuition, scholarships, etc.

2. Whom Are You Talking About? (Career Awareness)*

- a.** Purpose: Students will learn what to include in a resume and practice writing their own.
- b.** Description: Facilitator hands out "Resume Writing Worksheet" and discusses what information to include in a resume. Youth create their own resumes, which are later collected, shuffled, and given to other students in order to identify who wrote each one.

3. Television Influences (Healthy Living)

- a.** Purpose: Youth will learn the ways in which the media depicts violence, and explore how violence in the media is portrayed as positive.
 - b.** Description: Youth are asked to spend an evening watching T.V. and note when and how violence is framed as a positive. Youth are then asked to write about/discuss the program they watched, how many times an instance of violence occurred, and then rewrite a few scenes in a non-violent way.
- 4.** Sex in the Media (Healthy Living)*
 - a.** Purpose: Youth will be able to identify sexual myths upon completion of the "Forced Sex Survey", and how the media uses such myths as justification for violence.
 - b.** Description: Facilitator opens discussion by asking youth about their knowledge of sexual myths and how they are kept alive in our society. After opening discussion students are to take the "Forced Sex Survey" and discuss their answers. Youth are then assigned one survey question and are encouraged to look through media sources that reinforce their assigned myth of sexual assault.
- 5.** Voting (Citizenship)
 - a.** Purpose: Youth will learn about the importance of voting and its ties to citizen participation.
 - b.** Description: Facilitator begins by discussing a brief history of voting (i.e. the 26th Amendment), and asking youth questions about voter registration and the decisions a voter must make when participating in elections. The facilitator then explains the important decisions one must make when voting (such as party affiliation, whether to vote or not, etc.). Youth are then asked about their future participation

in the electoral process, as well as asked to explain the issues that may impact their future affiliation with a political party.

6. Where Do You Stand? (Citizenship)

- a.** Purpose: Youth will identify their stance on the issues related to Domestic Violence, as how they can help prevent DV in their community.
- b.** Description: Facilitator begins by asking what the students know about domestic violence (what it is, the types, violence in dating relationships, etc.). Facilitator places sheets of paper around the room with the phrases "Strongly Agree" to "Strongly Disagree" written down. After facilitator reads statements about an issue of DV, youth are asked to stand near the piece of paper that closely reflects their views. Following the activity a summary discussion is held.

7. Power Push-Up (Recreation) **

- a.** Purpose: Youth will learn to display sportsmanship
- b.** Description: Facilitator challenges the group to complete the "Power Push-Up". Youth form a square in the push-up position; all feet are on each other's upper backs. When the facilitator says, "Go", all youth forming the square should attempt to do a push-up

8. Cases of Justice (Social Development)*

- a.** Purpose: Youth will learn to recognize justice/injustice in society.
- b.** Description: Facilitator begins by asking about the importance of having rights, and what happens when individuals are denied those rights. Youth are then divided into groups and are given a topic from the "Cases of

Justice" activity sheet. Each group discusses their topic and think of examples from current events that demonstrate how justice was/was not served (relative to their topics

* Requires separate worksheet

**Requires a large space (Retreat/Lock-in activity?)

iii. Coaching Boys Into Men (CBIM) <http://www.coachescorner.org/>: Website provides resources for coaches/other group facilitators to use in their programs; CBIM is a tool facilitators can use to help the individuals in their group build respectful, non-violent relationships. CBIM comes in a printable card series with 19 training cards with various topics and discussion points for each card's topic.

1. Personal Responsibility

- a.** Purpose: The group will learn to recognize the consequences of their actions, how their language and conduct reflect on themselves and others, and taking responsibility for their actions.
- b.** Description: Facilitator begins by asking the group what it means to be responsible and accountable for their actions, and how their actions outside of the group reflect back on the other members of the group and the organization.
Facilitator emphasizes the discussion points of sportsmanship, being a team player, and control over one's actions.

2. Insulting Language

- a.** Purpose: The group will learn to recognize the unexpected ways language can be harmful, how it can be degrading to women and girls, and how to adapt their language to show respect for others.

- b.** Description: Facilitator opens with an introduction about the impact of demeaning language, how it can be used unintentionally/on purpose, and the importance of understanding the impact of words. The group then discusses the language of stereotypes relating to gender, race, ability, and sexual orientation; the group also discusses alternatives to taunting and mocking other group members.

3. Digital Disrespect

- a.** Purpose: This card is used to help the group recognize that their actions online/on their cell phones can have consequences, bring awareness to abusive and controlling digital behavior, and how to create safe and respectful digital spaces.

- b.** Description: Facilitator opens with a warm up discussion about language and digital interactions, and the importance of using technology in a safe and respectful manner. The group then discusses the pros and cons of social networking and text messaging, how technology can be used to harass others, and how to resist controlling or threatening messages.

4. Understanding Consent

- a.** Purpose: This card helps the group learn about respecting personal boundaries around intimate activities, how to refuse pressure, threats, or force in physical/sexual encounters, and how to actively oppose and prevent incidents of rape, coercion, and assault.

- b.** Description: Facilitator starts with a small introduction about the importance of communication in any relationship, emphasizing the necessity of openly discussing and

respecting personal boundaries. Facilitator then asks the group what they know about consent, what it means, how they determine consent, and identifying the ways pressure and threats can be used to make someone do something they don't want to do.

iv. Other Activities:

1. Compare/Contrast:

- a.** Purpose: To develop awareness of the importance of learning how and when to dress professionally, while also having a critical discussion about stereotypes and first impressions.
- b.** Description: Take the students to a downtown location on two separate occasions (field trips). One time have them dressed up in suits/dress shirts and ties. The other time have them dressed in white t-shirts. Ask them to observe differences in how they are perceived and or received. Have a discussion about the implications of those differences.

III. Program Operations

- a. Recruit Mentors, Mentees and Other Volunteers**
 - i.** Determine leadership model (e.g., staff-led versus student-led, shared leadership) and chain of command.
 - ii.** Determine who will serve as mentors and mentees in the program (e.g., older students/senior members of the program as mentors, staff members serve as informal mentors to youth mentors and mentees, etc.).
 - iii.** Create a system of checks and balances for those in leadership positions to be selected or elected, and evaluated regularly.
 - iv.** Strongly consider fundraising to hire at least one full time staffer to manage the operations of the program: this allows for a much more organized, reinforced program and ensures long term success in a school.
 - v.** Create a plan for succession: what happens when a staffer leaves?
 - 1.** Create contracts for volunteers/staff members outlining their responsibilities (see “example volunteer contract” document)
- b. Screen Potential Program Members and Staff**
 - i.** Establish whether GPA requirements will be enforced for youth participating in the mentoring program.
 - ii.** Screen potential program staff and adult volunteers. Screening should include contacting references, conducting criminal background checks, reviewing the child abuse registry, and interviewing the potential staff member/volunteer.
 - iii.** Program coordinators should recruit staff members with backgrounds in psychology/knowledge of adolescent development, when possible.
- c. Orient and Train Mentors, Mentees and Parents/Caregivers**
 - i.** Communicate mentor and mentee expectations.
 - ii.** Acknowledge the cultural and socio-historic experiences of the group, as well as the diversity within those experiences, and how they may inform perceptions about behavior.

- iii. Emphasize positive modeling behaviors, which are conducive to developing critical thinking, problem solving, and conflict resolution skills.
 - iv. Allow mentees to take an active role in deciding what activities they engage in with their mentors.
 - v. Mentors should make a commitment to be consistent and dependable; to maintain a steady presence in the mentee's life.
 - vi. Recognize that the mentoring relationship may be one-sided for a period of time; mentors, not mentees, are responsible for keeping the relationship active.
 - vii. Mentors and mentees should maintain respect for each other's viewpoints.
 - viii. The role of the mentor is to be supportive, give advice, and listen to their mentee. Mentors may provide academic help and tutoring, aid in career exploration, provide emotional support, and relay their own social experiences to their mentees.
 - ix. Program staff should be available to provide guidance and support to the mentors.
- d. Match Mentors and Mentees
- e. Bring Mentors and Mentees Together for Mentoring Sessions
- f. Provide Ongoing Support, Supervision and Monitoring of Mentoring Relationship
 - i. Ongoing supervision and support increases the likelihood of successful mentoring relationships and youth outcomes.
 - ii. Supported mentors are more likely to meet regularly with their mentees and feel satisfied with the relationship.
 - iii. Early support for mentors is important in ensuring that the mentoring relationship continues.
- g. Facilitate appropriate closure of Mentor- Mentee Relationships
 - i. Even after a formal mentor-mentee relationship ends, there should be availability for communication between the two parties – sharing updates,

successes and struggles - this allows for a smoother transition out of the program.

Managing the Peer Mentor Program

- h.** Develop a Comprehensive System for Managing Program Information
 - i.** Use of Google drive is effective (drive.google.com)
 - 1.** Upload or scan all relevant documents as they are created (contracts, release forms, evaluation stats, program information, grant applications) and organize in according folders
 - 2.** Invite all volunteers to drive via email
 - 3.** Share with successors
 - i.** Design a System to Monitor the Program time
 - i.** Meet with your mentors regularly to see what's going well and what can be improved upon:
 - 1.** Weekly calls/Emails
 - 2.** Monthly Meetings
 - ii.** Administer Pre-Post Test (see "Pre/Post Test" Document attached) before the start of the program each year and at the end of the semester
 - iii.** Have a volunteer track the results in excel, and collect data on how student's results have changed in the program
 - 1.** Use this data to:
 - a.** Aid in the evaluation of the program effectiveness (what needs to change?)
 - b.** For funding purposes
- j.** Create a Professional Staff Development Plan
 - i.** Hold annual training for new staff that includes:
 - 1.** Program basics
 - a.** Mission/Vision
 - b.** History
 - c.** Best Practices

IV. Resources

a. Mentoring Program Resources

i. Mentor: National Mentoring Partnership (MENTOR):

<http://www.mentoring.org/>

1. This site provides links to a number of valuable resources related to mentoring. The site includes detailed information about what it takes to initiate, organize and operate mentoring programs, providing access to toolboxes and mentoring literature. The site also provides information to aid in networking with other leaders in mentoring.
2. http://www.mentoring.org/downloads/mentoring_388.pdf: A link to a manual entitled Research in Action: Cross-Age Peer Mentoring, which provides information related to school-based mentoring programs, including research and an extensive list of resources to the support the development of such programs.

ii. U.S. Department of Education: Mentoring Resource Center:

<http://www.edmentoring.org/>

1. This site provides resources to guide practitioners in developing and managing effective mentoring programs.

iii. Education Northwest: <http://educationnorthwest.org/resource/647>

1. This site provides links to school-based peer mentoring resources, which address issues related to building mentoring relationships in school settings, incorporating academic achievement into mentoring programs, and strengthening school-based programs during the summer months.

iv. Elements of Effective Practice for Mentoring (3rd edition):

http://www.mentoring.org/downloads/mentoring_1222.pdf

1. This is a booklet that outlines effective practices for creating and maintain a mentoring program including operational standards, recruitment, screening, training, and assessment. This focuses on creating high quality relationships between mentors and mentees.

v. The ABCs of School-Based Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities:

http://educationnorthwest.org/webfm_send/177

1. This is a booklet published for the purpose of creating peer mentoring program models designed to prevent and decrease violence in communities. It is a more basic outline of a mentoring program and its elements.

vi. Research in Action: School-Based Mentoring:

http://www.mentoring.org/downloads/mentoring_387.pdf

1. This manuscript includes a peer reviewed research article and ties in these findings to how to lead an effective program. Its focus is on school-based mentoring.

vii. Implementing Effective Youth Mentoring Relationships for High School Students: <https://www2.ed.gov/programs/slep/finalimplem.pdf>

1. This resource has a concise summary of relevant research in the field, and focuses on how to create effective mentoring models for high school students.

viii. Be A Mentor Program: Training Guide for Volunteer Mentors:

<http://www.beamentor.org/main/mentoringtools/coordfrms/Training%20for%20Mentors.PDF>

1. This resource focuses directly on training volunteers in a mentoring program to be effective and aware. It reviews primary objectives when training volunteers, and how best to motivate and manage them.

b. Valuable Research:

- i.** Darling, N., Bogat, G. A., Cavell, A. T., Murphy, E. S., & Sanchez, B. (2006). Gender, ethnicity, development, and risk: Mentoring and the consideration of individual difference. *Journal of Community Psychology*, 34(6), 765-779.
- ii.** Metzger, I., Cooper, M. S., Zarrett, N., & Flory, K. (2013). Culturally sensitive risk behavior prevention programs for African American adolescents: A systematic analysis. *Clinical Child and Family Psychology Review*, 16, 187-212.
- iii.** Barrerra, M. Jr., Castro, G. F., Strycker, A. L., & Toobert, J. D. (2013). Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology*, 81(2), 196-205.
- iv.** Yancey, K. A., Siegel, M. J., & McDaniel, L. K. (2002). Role models, ethnic identity, and health-risk behaviors in urban adolescents. *Archives of Pediatrics & Adolescent Medicine*, 156(1), 55-61.
http://www.huffingtonpost.com/2014/06/30/supreme-court-hobby-lobby_n_5521444.html
- v.** Elements of Effective Practice for Mentoring (3rd edition)
http://www.mentoring.org/downloads/mentoring_1222.pdf
- vi.** The ABCs of School-Based Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities
http://educationnorthwest.org/webfm_send/177
- vii.** Research in Action: School-Based Mentoring
http://www.mentoring.org/downloads/mentoring_387.pdf
- viii.** Implementing Effective Youth Mentoring Relationships for High School Students <https://www2.ed.gov/programs/slcp/finalimplem.pdf>
- ix.** Be A Mentor Program: Training Guide for Volunteer Mentors
<http://www.beamentor.org/main/mentoringtools/coordfrms/Training%20for%20Mentors.PDF>

- x. Please see the Appendix for the results from an MIP program evaluation, which examined program benefits, program participant needs, facilitators and challenges to program implementation, and recommendations for program development.

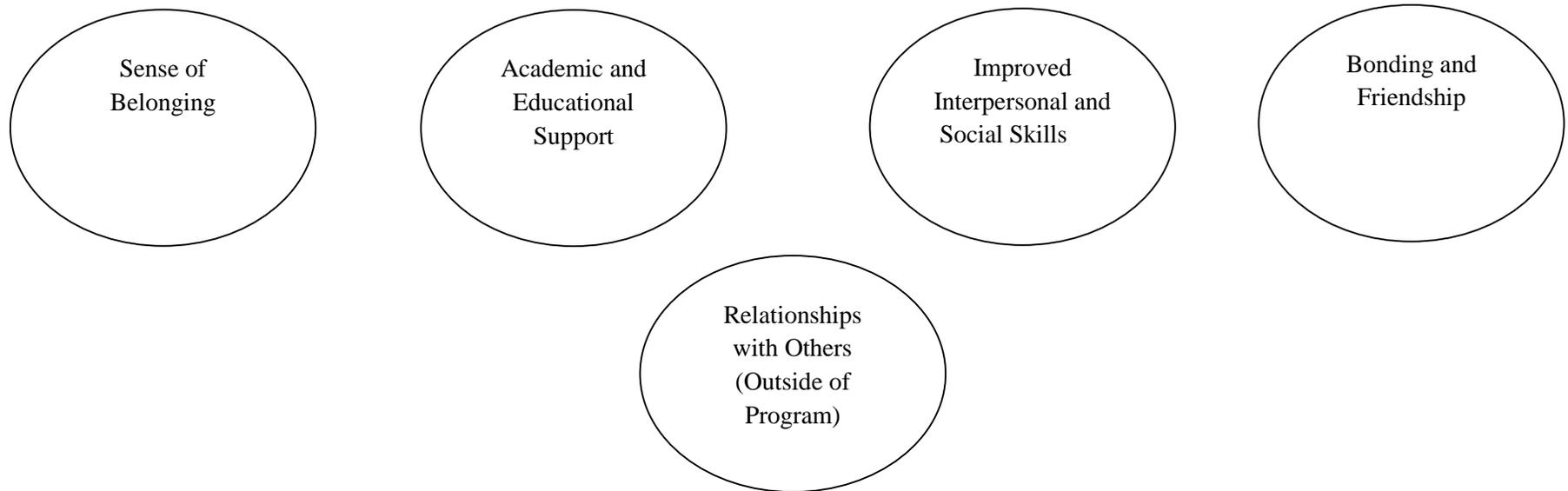
Appendix: MIP Program – Central Themes

It is important to consider the needs of students and the characteristics of mentoring programs that aid in successfully serving student needs, in order to develop effective mentoring programs. In order to learn more about the specific needs of African American and Latino male students, the characteristics of current MIP programs, and the benefits of student participation, MIP staff and student participants completed one-on-one interviews and participated in focus groups to share their perspectives and experiences.

An overview of the most salient themes from the interviews is presented below, followed by a more comprehensive list of themes:

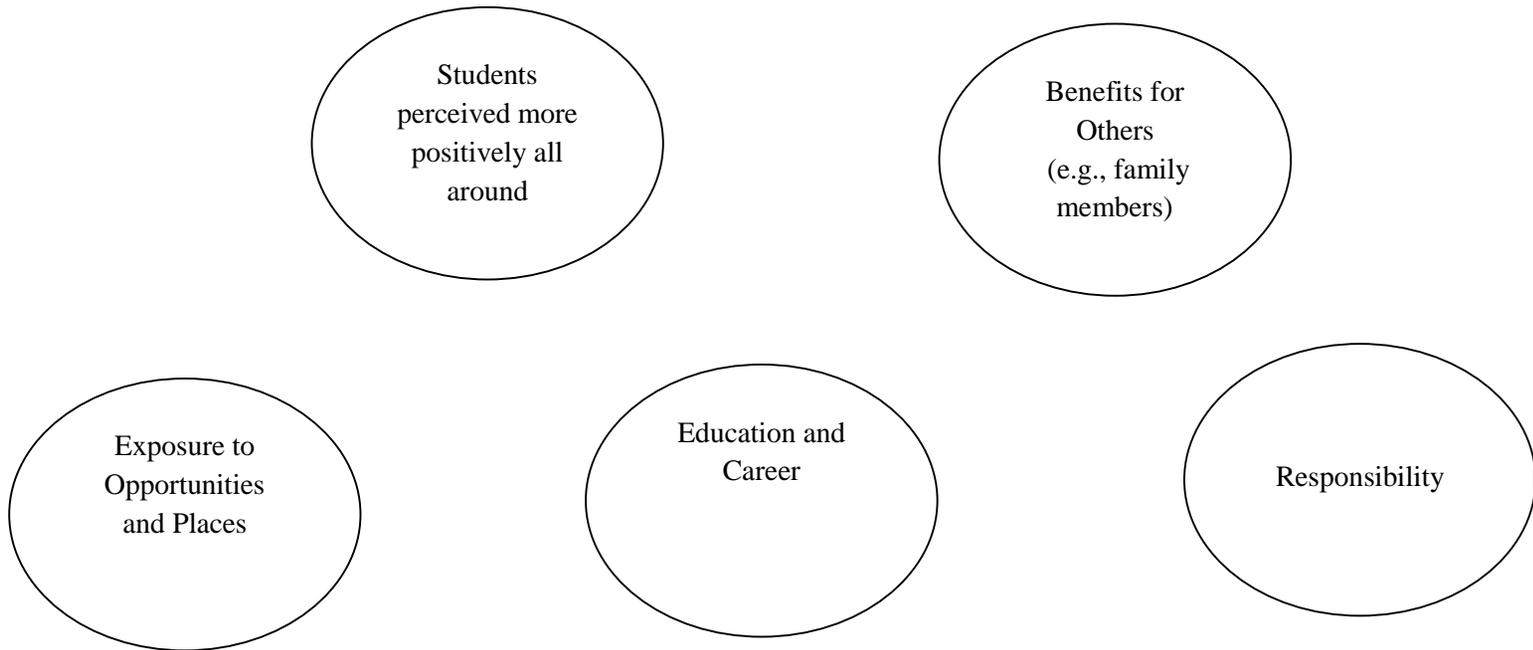
Program Benefits

What staff and students say:



Program Benefits

Unique things that staff say:



Program Benefits

Unique things that students say:

Family
atmosphere

Sets standards of
behavior

Time
management

Gain knowledge/
learn new things

Social support

Role Modeling

Keeps kids off
the streets

Respect for
Others

Unites Latinos
and African
Americans

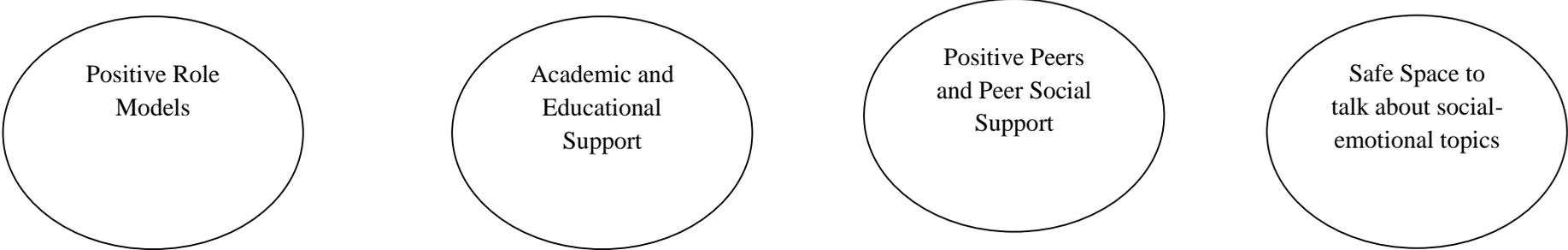
Helps with
conflict
management

Increased
confidence

Develop
Resilience

Characteristics of mentoring programs that are necessary to create supportive environments

What staff and students say:



Positive Role
Models

Academic and
Educational
Support

Positive Peers
and Peer Social
Support

Safe Space to
talk about social-
emotional topics

Characteristics of mentoring programs that are necessary to create supportive environments

Unique things that staff say:

Address Mental Health Issues

Staff sharing information about their personal lives

Unique things that students say:

Support from male figures/adults

Trust among males

Mentors who provide guidance and have patience & understanding

Resources

Opportunities

Things that African American and Latino male youth need to learn in a mentoring program

What staff and students say:

Cross-cultural communication and interaction

Social-emotional skills

Critical consciousness around statistics and stereotypes about AA and Latino youth

Unique things staff say:

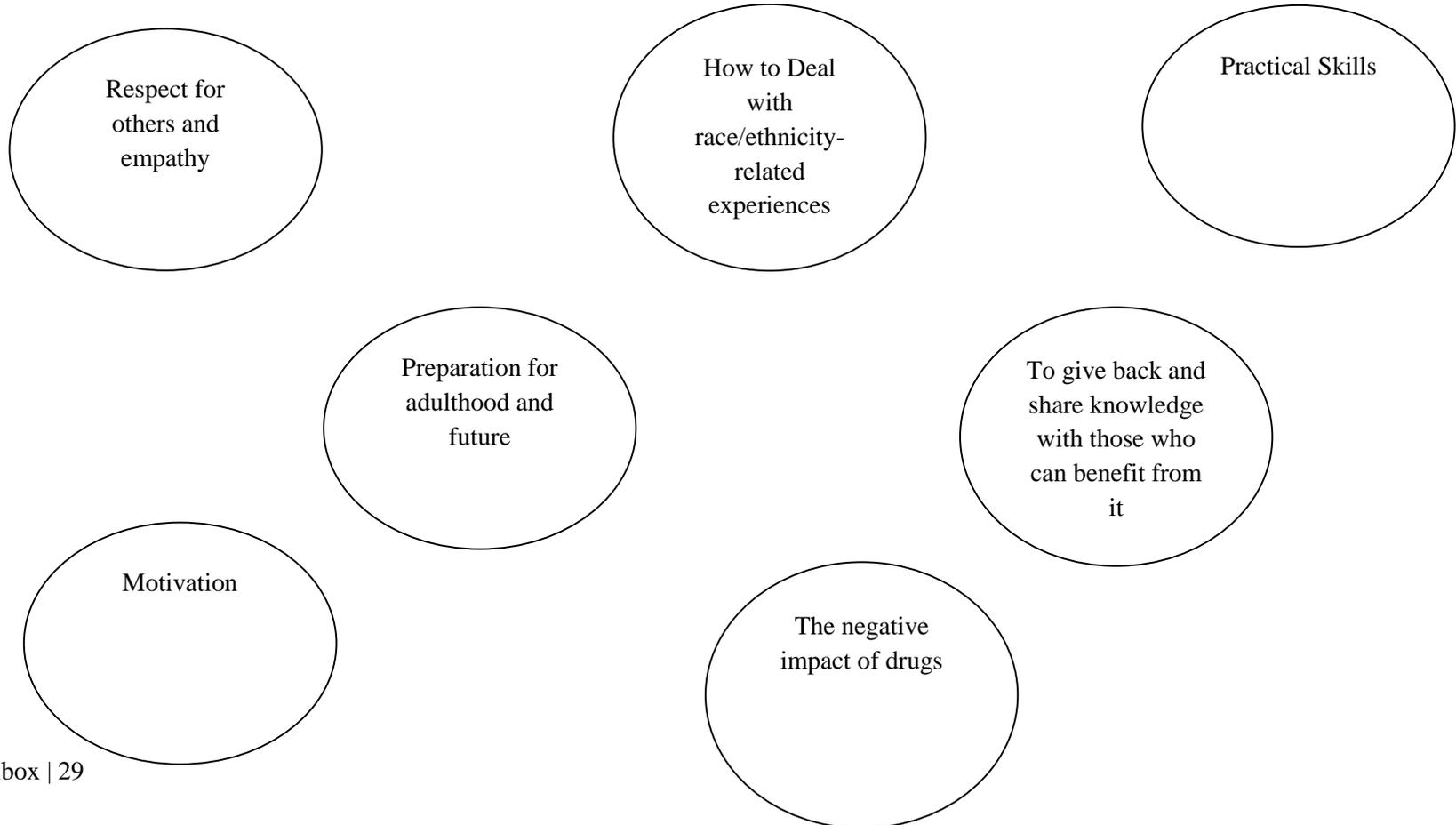
How to deal with peer pressure

How to deal with gangs and violence

A health sense of identity

Things that African American and Latino male youth need to learn in a mentoring program

Unique things students say:



Central Themes: A Detailed List of the Ideas that Emerged in the MIP Interviews

Program Benefits: Descriptions of What Students Gain from Participating in MIP Mentoring Programs

Sense of belonging	<ul style="list-style-type: none"> • Program provides students a sense of belonging <ul style="list-style-type: none"> ▪ Group Identity - Students all represent the mentoring program so it provides accountability in terms of their behavior (e.g. “I am because we are.”)
Academic support	<ul style="list-style-type: none"> • Students support one another academically; students receive academic support from mentoring program alumni; programs help students keep their grades up or improve their grades; program staff and members hold high academic expectations and positively influence perceived importance of grades and academic attainment. ▪ Students improve academically
Improved interpersonal and social skills	<ul style="list-style-type: none"> • Students develop interpersonal skills, through interacting with peers and adults in and outside the program, and through public speaking opportunities; students also learn more about themselves through the process.
Improved social and emotional skills	<ul style="list-style-type: none"> • Students feel more comfortable talking about feelings/better able to open up or they become more outspoken.
Bonding and Friendship	<ul style="list-style-type: none"> • Making friends and developing deep connection with peers; building trust among members; Opportunity to meet other students; getting to know other students; students meet upperclassmen; students bond and support one another in the program.
Relationships with others	<ul style="list-style-type: none"> • Students develop relationships with program members’ peers and family; some students have become closer with their own fathers. <ul style="list-style-type: none"> ▪ Relationship with father figure – program provides students with a father figure.

Unique to Staff (Themes from Staff Interviews)

Students are perceived all around more positively

- Students are perceived more positively by teachers, staff, and peers, due to their involvement in the mentoring program.

Benefits for others

- Family – program not only benefits the youth but also benefits their families
- Emotionally rewarding for mentors

Exposure

- Program provides exposure to (new) opportunities and places, e.g., colleges in other states.

Education and career

- e.g., students gain employment from knowledge and opportunities (given by) program

Responsibility

- Program experiences allow students to develop into responsible, caring men.

Unique to Students (Themes from Student Interviews)

Family atmosphere

- The family atmosphere of the program is most valuable; creates a supportive environment.

Students develop awareness of standards of behavior (e.g., in school)

Time management

- Students learn how to manage their time

Gain knowledge/learn new skills

- e.g., students learn about stereotyping; Improve leadership skills – public speaking; get practice speaking in front of groups of people, including their peers; Learning challenges of running the program as student leaders

Get social support from others

- e.g., alumni who come back and provide support and advice. Students get support from leadership team – older peers; Students receive guidance in dealing with personal problems ; develop increased willingness to ask for help or support

Role modeling

- Seeing older peers who've been through similar experiences and showing them who
-

they should become

Keeps kids off the street

Team building

- Students get to know and understand each other through teambuilding activities

Unites Latinos and African Americans

- Brings together students from different racial/ethnic backgrounds

Conflict management

- Provides space for students to learn how to deal with conflict/become competent in conflict management

Increases Confidence

- Promotes increased self-confidence in social settings

Involvement in Volunteering/helping others

Develop resilience (learn to never give up)

- Students learn not to give up when they are facing challenges

Respect for others

- Students learn to respect others, both within and outside of the mentoring program (e.g., appreciation for individuality /differences among individuals)
-

Challenges of the Program: Descriptions of Barriers to Program Development and/or Implementation

Recruitment/Retention

- Students involvement in multiple after school activities can hinder program involvement

Program attendance & punctuality

- Members are late to activities and meetings or don't attend consistently; Need more people to get involved

Unique to Staff (Themes from Staff Interviews)

Staff are under-resourced and overwhelmed

- Staff don't feel qualified to deal with some of the students' emotional problems; Resources (staff availability); Support from staff is a challenge in maintaining structure; Administrative Needs; Programs need financial and administrative support

Recruiting male mentors

- Includes positive male role models, Black males, getting adults in general to volunteer

Time

- Challenges related to avoiding interrupting classroom instruction

Low parental involvement

- Low parental involvement and support for mentoring activities create barriers for the staff and program members.

Making a difference?

- Not knowing whether you're making a difference

Communicating with those with different perspectives from themselves

Unique to Students (Themes from Student Interviews)

Program should include more opportunities for Community Engagement/Service

Leadership Experience

- Need for further development of leadership skills among leaders (e.g. student leaders)

Need more efficiency among peer mentors in setting up meetings and activities

Peer Pressure

- Programs should work to decrease the negative impact of peer pressure

Need to include discussion topics that are more inclusive of students

- Some discussion topics exclude some kids (e.g., topics related to specific developmental stages that some kids have yet to reach).
-

Program Facilitators: Descriptions of What Works Well in the Mentoring Programs and Supports Successful Implementation of the Programs

Peer support & encouragement

- e.g., Students motivate each other
 - Program members get along and care for each other

Safe and trusting environment

- Conducting activities that build friendship and establish trust

Unique to Staff (Themes from Staff Interviews)

Space for just male youth to bond

- Creates an environment for positive competition among male students (i.e. academic performance)

Motivational Speakers

Presentation of relevant educational and career data

- Present information to students as a way to motivate students and to make them aware of the challenges and accomplishments of their group

Being connected to students' larger community

- Includes alumni of the program, parents, and their activities (e.g., sports games)

Praising students for achievement

Downsizing or narrowing target group

Positive male teachers

- Male teachers provide positive modeling for students

Positive staff qualities

- Staff possess qualities that are beneficial for mentoring relationships (e.g., nonjudgmental, good communication among staff)

Retreats

- Program retreats help students come up with ideas for the remainder of the program
-

Unique to Students (Themes from Student Interviews)

Staff support for students

Setting standards for behavior and academics

Lasting impact from experience in program

It's a collegial environment

- Even though there is a leadership group, everyone is seen as equal in the group.

Program staff and student leaders are open to feedback and change

Providing leadership opportunities for students

Peer Recruitment

- Members encourage other students to join the mentoring program

Consists of like-minded people who want to make a difference

The Needs of African American and Latino Male Students: A Description of What Students Need to be Successful

Setting, supports and people – characteristics of the program climate and the people needed to help youth learn skills and content

Positive Role Models

- Includes role models and mentors; Black and Latino students need a role model that is open to sharing personal experiences; needs role model that has gone through similar or different experiences and willing to guide youth; A role model that interacts with the students; mentor/role model who comes from similar neighborhood or background; Need for a leader who is a positive influence
 - **Need African American male role models and leadership** - Notice a lack of black male leadership
 - **Same race mentor** – Important to have same race mentor who is successful so students can envision themselves in the future.

Academic and Educational support

- Academic support; Emphasis on education as an avenue for success; Help in improving poor graduation rates; Help in improving school attendance and performance

Positive peers

- Need to associate with peers who can provide a positive influence
 - **Peer social support** - Kids have a need to develop relationships with each other; There is a need to create community of upper and lower classmen

Need safe space to address socio-emotional issues

- Need opportunity to discuss personal problems with peers; share experiences and problems with one another (e.g., home, girl problems, teen pregnancy, balancing friendships and relationships)

Unique to Staff (Themes from Staff Interviews)

Mental health

- Support around mental health

Students want staff to share more of themselves

Unique to Students (Themes from Student Interviews)

Support from other male figures

- Need a father figure- i.e., need a consistent father figure-presence

Need trust among males

Opportunities

- There is a need for different kinds of opportunities – opportunities for fun, opportunities for community service, opportunities for education, career. Exposure to new experiences and opportunities – e.g., jobs, restaurants, different

Guidance

- Provide guidance on how youth should handle different situations

Patience

- Mentors who are patient and take the time to get to know and understand youth

Understanding

- Mentors who consider and try to relate to youth's experiences

Resources

- Access to resources needed for success

Things youth need to learn – if you create an environment that includes the above characteristics then they can learn the following topics and skills

Cross cultural communication and interaction

- **Important to have racial diversity** in the program because there is typically a lack of diversity in the students' communities

Socio-emotional skill development

- e.g., decision-making skills – learn to make sound decisions under peer-pressure; conflict resolution/anger management skills – need to learn that violence is not the answer; learn how to cope with conflict and anger in healthy manner and how to cope with stress; need emotional support, need to learn how to demonstrate affection – modeling how to show affection to others; boys in the program need to address their emotions and overcome the stigma of men showing no emotion.

Be aware of statistics and/or stereotypes, but know that those things

- Need confidence and the ability to recognize their own potential despite statistics
 - **Develop a critical consciousness** - Understand structural barriers that may affect life

do not define who they are

aspirations (career goals, believing they can be something other than athletes)

Unique to Staff (Themes from Staff Interviews)

Dealing with peer pressure

- Teaching youth how to manage or overcome peer pressure

Dealing with gangs and violence effectively

- How to deal with gangs and violence in their community; Concern for safety of boys travelling home from activities

Need a stronger sense of identity

- Understanding one's self

Unique to Students (Themes from Student Interviews)

Respect for others

- Empathy and compassion for others

Dealing with race/ethnicity-related experiences

- Support and advice on how to deal with experiences related to race (e.g. inequality)

Practical Skill Development

- e.g., goal setting - teach students how to set goals; networking skills; How to dress professionally (e.g., tie a tie); Leadership development

Preparation for adulthood and future

- e.g., discussion about workforce after college
 - **Discuss becoming a man**, responsibility as young men

Motivation

- Motivation to succeed in school; motivation to achieve personal goals

Awareness of the negative impact of drugs

Need to give back and share knowledge with those who can benefit from it

Recommendations for Program Development

Team work

- Members should work together to coordinate and maintain the program; incorporate icebreaker activities that require teamwork
- Have a team of multiple individuals to develop program philosophy and goals

Provide opportunities for youth input

- Offer opportunities for youth to have leadership roles
 - **Peer leadership** – Encourage student leadership within the program; give students time to get to know one another and develop a leadership team.

Cultural Diversity

- Programs should include members from diverse racial/ethnic backgrounds; should provide students the opportunity to interact with students from diverse racial/ethnic backgrounds.

Have culturally competent staff

- Staff should be culturally competent – see themselves as lifelong learners and get to know their population. Includes being nonjudgmental and open-minded.

Provide a safe space

- Provide space in which student can openly express emotions; Programs should create a culture of confidentiality
 - **Declare the meetings a ‘no judgment zone’**

Unique to Staff (Themes from Staff Interviews)

Include members of other genders

Support system for adults and youth

- Provide support system for adults and youth in program

Caring staff

- Staff should be caring and supportive

Parental involvement

- Include parents when possible

Identify criteria for program staff/mentors

Programs should create a familial/fraternal environment

Expose youth to a variety of employment opportunities outside of race and gender stereotypical jobs

Program evaluation

- Need to collect and analyze data on program progress

Need a grant-writing support**Unique to Students (Themes from Student Interviews)****Peer support**

- Members should provide support for each other

Important to have peer and adult-aged mentors**Visit a variety of colleges****Keep youth safe**

- e.g., Program needs to start early and end early during winter months so students can travel home safely (before dark), particularly those who come from neighborhoods with higher incidences of crime.

Create a creed

- Create a creed for students to follow similar to, “You are only as strong as your weakest link.”

Provide guidance for mentors on how to build relationships based on values and trust**Teach non-academic skills**

- Foster development of new skills outside of academics, such as electronics, creative arts, etc.

Advertise who the program is targeting

- Advertise specifically who the program is targeting for participation and how members will benefit; make it clear to prospective members how the program will benefit them.

Allow the program to develop overtime

- Get to know the members and their needs in order to inform further program development

Discuss cultural history

- Discuss cultural history that is relevant to program participants (e.g., Black history)

Neighborhood and Community Issues to Consider

Safety & violence in neighborhoods

- Victimization (e.g., dealing with being the victim of violence); Gun violence; Bullying in the neighborhood

New activities in an area will make it safer

- Creating opportunities for positive social engagement within students' communities create safer community environments

More social and employment opportunities

Need to make neighborhood look nicer and greener
