BCYF Session 1

How to Build an Effective Community-Based Youth Mentoring Program with Best Practices

Tuesday, April 27, 2021
530p-730p
Welcome!

&

Webinar Logistics

▪ Please remain muted unless called upon by speaker.

▪ Use the chatbox for comments, questions, aha moments, additional resources, and responding to requests from the speaker; make sure to type to all “panelist and attendees”.

▪ Towards the end of the presentation, we ask that you please complete our session evaluation.

▪ Remember, things happen. So, please give us and each other space and grace!

▪ Have fun & learn!
Today’s Presenters

Sadiq Ali
Maryland MENTOR

David Miller
SRG
ABOUT: **Maryland MENTOR & Strategic Resources Group**

**Strategic Resources Group (SRG)** Strategic Resources Group LLC (SRGroup) is a multi-disciplined collective of change agents who provide planning, project management, fundraising, program development and evaluation, and organizational capacity training and technical assistance to nonprofits, grassroots community groups, governments agencies, and corporations and foundations that support communities of color.

**Maryland MENTOR** is a non-partisan organization that galvanizes the Maryland mentoring movement. We serve as community-based experts and create statewide infrastructure to expand quality relationships for young people. We fulfill this role through our unique role as a unified clearinghouse for training, research, public awareness, mentor recruitment, and advocacy. **Maryland MENTOR** provides the critical link between MENTOR’s national efforts and local organizations and programs that foster and support quality mentoring relationships across the state.
Session 1: Community Based Mentoring Program Design - Tues, April 27
Session 2: Small Group Session - Sat, May 1
Session 3: Virtual Programming to Engage and Retain Youth - Tues, May 25
Session 4: Small Group Session - Sat, May 29
Session 5: Best Practices for Group Mentoring - Tues, June 22
Session 6: Small Group Session - Sat, June 26
Session 7: Partnership Development 101 for Community Based Mentoring Programs - Tues, July 27
Session 8: Small Group Session - Sat, July 31
Session 9: Incorporating Authentic Youth Voice and Creating Youth-Friendly Programming - Tues, Aug 24
Session 10: Small Group Session - Sat, Aug 28
Session 11: Engaging Families in Youth Development Activities - Tues, Sept 28
Session 12: Small Group Session - Sat, Oct 2
Session 13: Youth Development 101 for Coaches - Tues, Oct 19
Final Session: Baltimore City Virtual Youth Development Forum - TBD

Register for future parts: https://bcyfund.org/events/
Agenda

➔ Intro
➔ Icebreaker
➔ Defining “Community-Based”
➔ Overview of MM Services
➔ Overview of Mentoring & Youth Develop Best Practices
➔ Key Considerations for Designing Your Program
➔ Wrap-up/Next Steps
Icebreakers
Think About It...

How many books do you have? How many possible books?
What was this called when you were growing up?
SESSION FRAMING
How do you define “community-based”?
Defining Community-Based

Community-based refers to an approach in which communities play an active role in identifying and addressing the issues that matter to the large community.

Community-based approaches promote collaboration and challenge stakeholders to work through issues that may impede tangible outcomes.

Two key elements of community-based programming:

- Investing and harnessing local knowledge and resources are utilized in program design and implementation.
- The program is designed to meet the unique needs of the community.
How Maryland MENTOR strives to support mentoring
Our young people deserve quality mentoring experiences. Since Maryland’s affiliate of MENTOR: The National Mentoring Partnership launched in 2018, Maryland MENTOR has sought to uplift the urgency of a march toward quality mentoring. With the mission and vision to increase the quality and quantity of mentoring relationships across the country and to close the mentoring gap, we know programs can only do this when they feel supported, empowered and have the tools and resources to sufficiently carry out safe and effective mentoring relationships.

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What does our support look like?

- Connection to National Mentoring Partnership; resources, best practices, trainings, etc. (including National Mentoring Summit) – [www.mentoring.org](http://www.mentoring.org)
- FREE Program Consulting/Technical Assistance via NMRC (National Mentoring Resource Center) – [www.nationalmentoringresourcecenter.org](http://www.nationalmentoringresourcecenter.org)
- Access to Mentoring Connector – [www.marylandmentor.net/mentoringconnector](http://www.marylandmentor.net/mentoringconnector)
- Local, customized trainings, roundtables, communities of practice – [www.marylandmentor.net/events](http://www.marylandmentor.net/events)
- Promotion of mentoring best practices: [The Elements of Effective Practice for Mentoring](http://www.marylandmentor.net/events)
- Access to NQMS (National Quality Mentoring System) / Soon MM Quality Program Partners
- Connection to funding opportunities – [www.grants.maryland.gov](http://www.grants.maryland.gov)
- Access to [www.MarylandMENTOR.net](http://www.MarylandMENTOR.net) / Resources for starting a mentoring program
- Speaking Engagements
Additional Tools (Hard copies!)

- Mentoring Boys of Color Guide (2016)
- STEM Addendum to EEP (2018)
- LBTQQ+ Addendum to EEP (2019)
- Youth Purpose Guide (2019)
- e-Mentoring Addendum to EEP (2019)
- Peer Mentoring Addendum (2020)
- Group Mentoring Addendum (2020)

Download today @ marylandmentor.net
& mentoring.org
Youth Development Principles

The Foundation
Imagine....
What is your personal vision for working with young people in Baltimore City?

Write it down now.

Now share & compare via the chatbox...
Youth Development Definitions

- **Conceptual**: a process by which all young people seek ways to meet their basic physical and social needs and to build competencies (knowledge and skills) necessary to succeed in adolescence and adulthood.

- **Practical**: an approach to working with young people that defines goals (outcomes) based on capacities, strengths and developmental needs of youth.

*People whose work falls into these broad buckets are called what???*
Youth areas of development

- **Activities**: What do mentors and mentees do and talk about together? What types of influential support do mentors provide?

- **Relationships**: How and under what conditions do the interactions between mentors and mentees evolve into significant personal connections that are sustained over time?

- **Interventions**: What types of practices are most conducive to effectiveness in programs that specialize in making formal mentoring available to youth?

- **Policy**: What initiatives can governmental and other institutions undertake to support mentoring? How can these efforts be coordinated for the greatest collective impact?

- **Societal**: What is the nature and level of public support for youth mentoring? What factors influence the willingness and ability of community members to become involved themselves in mentoring young persons?

*According to the National Mentoring Resource Center*
7 UNIVERSAL NEEDS OF YOUTH

SAFETY & STRUCTURE
BELONGING & MEMBERSHIP
SELF-WORTH & Ability to CONTRIBUTE
SELF-AWARENESS & SPIRITUALITY
INDEPENDENCE & CONTROL
A CLOSE, LONG LASTING RELATIONSHIP
COMPETENCE & MASTERY

POSITIVE YOUTH DEVELOPMENT
IS THE GOAL!
7 Universal needs of youth*

Positive identity is expressed by young people when they have a sense of personal well-being coupled with a sense of connection and commitment to others.

1. **Safety & Structure:** a perception that one is safe in the world and that daily events are somewhat predictable

2. **Belonging & Membership:** a perception that one values, and is valued by others in the family and in the community

3. **Self-Worth & Ability to Contribute:** a perception that one is a “good person” who contributes to self and others

4. **Self-Awareness & Spirituality:** a perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles

5. **Independence & Control Over One’s Life:** a perception that one has control over daily events and is accountable for one’s own actions and for the consequences one’s actions have on others

6. **A Close Lasting Relationship with at least One Adult:** a perception that one has a strong and stable relationship with an adult

7. **Competence & Mastery:** a perception that one is building skills and that one is “making it” and will succeed in the future

*adapted from Youth Development Institute, NYC
Youth is above all a collection of possibilities.

Albert Camus
Youth Worker Core Competencies
Youth Worker Core Competency Domains

I. Youth Development Workers as Supports for Youth, Families & Colleagues

II. Youth Development Workers as Resources to Youth

III. Youth Development Workers as Resources to Organizations

IV. Youth Development Workers as Resources to Communities
Top 10 Youth Worker Core Competencies: Domain I

**DOMAIN I: Youth Development Workers as Supports for Youth, Families & Colleagues**

1) **Demonstrate Awareness of Self as a Youth Development Worker** (personal “vision” of youth dev work, self-evaluation & search for feedback)

2) **Demonstrate Caring for Youth & Families** (concern about the well-being of others, empowerment of youth and families)

3) **Demonstrate Respect for Diversity & Differences Among Youth, Families & Communities** (awareness & appreciation of commonalities and differences among youth)
Top 10 Youth Worker Core Competencies: Domain II

**DOMAIN II: Youth Development Workers as Resources to Youth**

4) **Demonstrate Understanding of Youth Development & Specific Youth** (knowledge of youths’ physical, emotional, social & cognitive processes)

5) **Demonstrate Capacity to Sustain Relations that Facilitate Youth Empowerment** (challenge and validate youths’ values & ideas, consult and involve youth)

6) **Demonstrate Capacity to Develop Peer Group Cohesion & Collaborative Participation** (knowledge of group work, conflict resolution and behavior mgmt. principles)
Top 10 Youth Worker Core Competencies: Domain III

**DOMAIN III: Youth Development Workers as Resources to Organizations**

7) **Demonstrate Capacity to Plan and Implement Events Consistent with Needs of Youth and in Context of Available Resources** (ability to establish priorities and apply “best practice” principles to programs)

8) **Demonstrate Capacity to be a Colleague to Staff and Volunteers in the Organization** (ability to be accountable, delegate responsibilities and reconcile diverse opinions)
Top 10 Youth Worker Core Competencies: Domain IV

DOMAIN IV: Youth Development Workers as Resources to Communities

9) **Demonstrate Capacity to Work with Community Leaders, Groups and Citizens on Behalf of Youth** (knowledge of community mobilization and ability to identify community needs)

10) **Demonstrate Capacity to Collaborate with other Community Agencies and Youth Serving Org** (knowledge of community’s youth-serving agencies, organizations & resources)
Elements of Effective Practice for Mentoring
Overview

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

- Research-informed practices
- 6 Evidence-based standards and benchmarks
- Enhancements that can promote relationship quality and strong outcomes
- Recommendations on program management, leadership, evaluation, and core principles of youth mentoring organizations
Have you heard of mentoring best practices?

1 = Yes
2 = No
3 = ¡No hablo ingles!
What is Mentoring?

Mentoring is a committed relationship between an adult and youth that is focused on developing the character and capabilities of the person, over a prolonged period of time.
Types of Mentoring

- One to One Mentoring
- Group Mentoring
- Team Mentoring
- Peer Mentoring
- E-Mentoring
Classification of Mentoring

**STRUCTURED**
Occurs in programs in which mentors and participants are selected and matched through a formal process.

**NATURAL**
Occurs through friendship, collegiality, teaching, coaching, and counseling.
Standard 1: Recruitment
Mentor and Mentee Recruitment

STANDARD: A program should work to recruit appropriate mentees and mentors by realistically describing the program’s aims and expected outcomes

- What are the benefits and challenges of this type of relationship
- What is the time commitment involved
- What are the mentor and mentee responsibilities (and family roles and responsibilities during process)
- What can mentors and mentees expect from the program

ENHANCEMENT: A program has a written statement outlining eligibility requirements for mentors and mentees
Standard 2: Screening
Mentor and Mentee Screening

STANDARD: A program should screen mentors and mentees to determine whether they have the time, level of commitment and interest to effectively participate in the program

- Complete a written application and agree to the minimum time commitments of your program
- Participate in a face-to-face interview with program staff and young person, if possible
- Criminal and other background and reference checks performed

ENHANCEMENT: A program utilizes national, fingerprint-based FBI background checks to screen mentors.
Standard 3: Training
Mentor Training

STANDARD: A program should train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship

▪ At least 2 hours and occur pre-match
▪ Training topics should include: program rules, expectations, the role of a mentor, how to develop and sustain a mentoring relationship and how to handle challenges and crisis
▪ Outline what an effective match closure looks like and how the mentor will be supported throughout the mentoring relationship

ENHANCEMENT: A program provides more than 2 hours of pre-match training and covers additional topics such as cultural competency and youth development.
Standard 4: Matching
Matching

STANDARD: A program should match mentors and mentees along dimensions likely to increase the odds that mentoring relationships will endure

- Consider program mission and goals, as well as characteristics, interests, preferences, and personality of the mentors and mentees when making matches
- Arrange and document the initial meeting between the mentor and mentee

ENHANCEMENT: Program staff should be present at the initial meeting of the mentor and mentee
Standard 5: Monitoring & Support
Monitoring and Supporting the Match

STANDARD: A program should monitor the mentoring relationship milestones and support mentors with ongoing advice, problem-solving and training opportunities for the duration of the match

▪ Contact the mentor and mentee at least twice a month in the first month of the match and then at least once a month thereafter
▪ Document information gathered on the match relationship including: date and length of meetings, what occurred and how the mentor and mentee feel about the progress of the relationship
▪ Provide additional post-match resources such as in person and web based trainings and websites that may prove beneficial

ENHANCEMENT: Program has quarterly contact with mentee’s parent/guardian. Also, the program hosts one or more group match activities and there is a system in place to thank and recognize mentors for their service
Standard 6: Closure
Match Closure

STANDARD: A program should facilitate bringing the match to closure in a way that affirms the contributions of both the mentor and the mentee and offers individuals the opportunity to assess the experience

- System in place to manage anticipated and unanticipated match closures and rematches
- Conduct and document an exit interview with mentors and mentees

ENHANCEMENT: Program has a system in place that allows for a match to continue for a second or subsequent year. The program outlines the terms of the match closure and polices for mentor/mentee contact after the match ends.
Program Design Keys for Consideration
How & Why to conduct a landscape analysis of existing programs, resources, potential collaborators?
Understanding the Importance of a Landscape Analysis

Designing a landscape analysis of programs and services is a great method to determine the strengths, challenges the strengths, and resources among existing programs. This process also helps organizations, community stakeholders and funders to understand gaps in services and potential collaborators needed.
How do you conduct a landscape analysis?

The data you collect during the landscape analysis helps you better understand the existing capacity of serving organizations, gaps in services, and populations surveyed.

Here are a few ways to collect information:

- **Interviews and focus groups** - gather direct information from existing programs in a group setting.
- **Surveys** - using open-ended questions to gather information about programs.
- **Observations** - directly observe programs in operation and talk with staff, youth and parents.
Engaging parents/families/guardians in the process from the beginning
Connecting With Families

Involving parents and caregivers in mentoring programs is an important action step to ensure success. Programs whose parents, guardians, and other caregivers work in concert with mentors and program staff are more likely to see positive changes in youth and improved program outcomes.

A few helpful tips for engaging families:

- Orientation sessions - review all aspects of the program and outline ways families can support the effort.
Connecting with Families

● Follow up sessions with printed tips and other materials- provide program updates and parents leave sessions with valuable materials related to success within the mentoring program.
● Referrals to wrap around services- families may need additional support. Referrals to mental health, tutoring, and housing, etc.
Measuring Program Effectiveness
Why is Evaluation Important?

1. Check Your Process: Confirm that you are doing what you said you would do.
2. Determine Your Impact: Check that you are having the desired effect in the target population.
3. Build Your Base of Support: Generate information and evidence to share with funders and other stakeholders. Funders want to see evidence of success.
Evaluation Strategies

A few simple ways to measure the success of your mentoring program:

● Mentor/Mentees Engagement- measuring interactions and communication among mentors/mentees. Tracking communication and activity (in-person) logs provide rich information on engagement.

● Tracking individual goals among mentors/mentees is a great way to measure program success. Reviewing initial program surveys and goal setting activities is a great way to measure outcomes throughout the program.
Thank you!

PLEASE COMPLETE TRAINING EVALUATION
https://tinyurl.com/bcyfsurvey427

For a certificate of completion from today’s training,
please email info@marylandmentor.net
Upcoming Trainings

Session 1: Community Based Mentoring Program Design—Tues, April 27

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Session 4: Small Group Session - Sat, May 29

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Questions
“When I was a boy and I would see scary things in the news, my mother would say to me, ‘Look for the helpers. You will always find people who are helping.’”
- Mr. Rogers

We look forward to hearing from you!

Contact:
Maryland MENTOR
info@marylandmentor.net
www.marylandmentor.net