

# Tribal Youth Mentoring



# Session Purpose

- Why mentoring?
- What is mentoring?
- What are the critical elements of youth mentoring?
- Who is involved?
- What are some Tribal youth mentoring programs like?
- ❖ *SHARE wishes and ideas for enriching or offering a solid program for your youth*
- ❖ *SHARE your challenges*
- ❖ *ENGAGE your experience and wisdom to help each other*
- Identify MW services and resources

# WHY? **Mentoring Yields Positive Results**

- **Significant reduction in symptoms of depression**
- **46% less likely to start using illegal drugs**
- **27% less likely to being using alcohol**
- Are 36% **less likely to skip school**
- Are 45% **more likely to enroll in post-secondary** vs. 27% of non-mentored peers
- Complete more homework assignments and show increased grades
- Express a greater desire and expectation to attend college (76% of mentored youth vs 56% of their peers)
- Are inspired to lead others (51% vs 22% of their peers)

# What is Mentoring?



Your community is calling....are you ready to join?





BIKE WORKS

DECA

YOUTH CARE

Homeless youth → Off the streets → Prep



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY



I pledge my head to clearer thinking,  
My heart to greater loyalty,  
My hands to larger service,  
And my health to better living,  
For my club, my community, my country  
And my world.



7th Generation  
NATIONAL TRIBAL MENTORING PROGRAM



BOYS & GIRLS CLUB  
OF BELLEVUE



Great Life  
MENTORING



Big Brothers Big Sisters  
of Island County



JOBS for AMERICA'S GRADUATES



NATIONAL  
FFA ORGANIZATION

Daughters of  
Tradition II



Troop 125 working on the PCT.

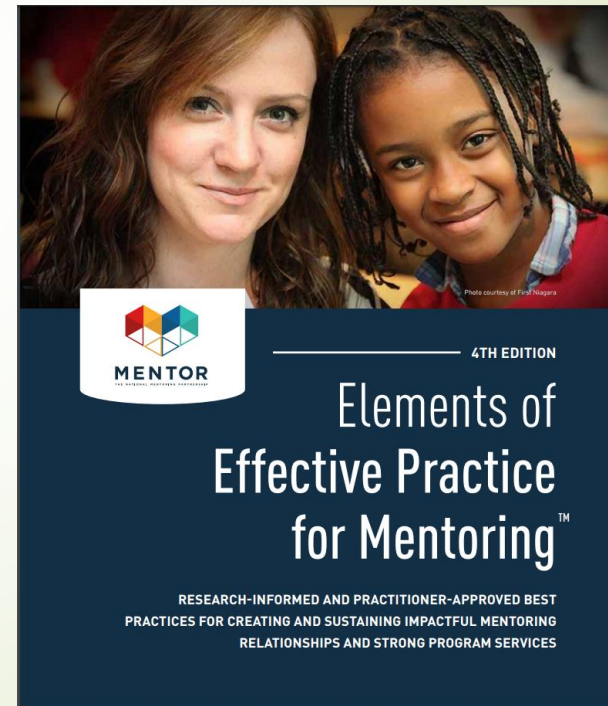
# Western and Native Mentoring?

<u>Western Mentoring</u>	<u>Native American Mentoring</u>
Diagnostic listening	Listening for understanding
Focus on outcomes	Focus on the journey
Focus on the experts	Focus on inner wisdom & community
Focus on action	Focus on reflection
Focus on the match relationship	Focus on community
Focus on the youth	Focus on the youth with community
<b>OTHER</b>	<b>OTHER</b>
<b>OTHER</b>	<b>OTHER</b>

# Elements of Effective Practice for Mentoring

## Elements of Effective Practice for Mentoring 4<sup>th</sup> Ed.

- Recruitment
- Mentor screening
- Training
- Matching
- Monitoring and Support
- Closure



# What does mentoring look like in WA?

- Locations: out in the community, schools, clubs
- Relationships: 1:1, 1:2-5, 2:1, 2:2-5; 1:10; 2:10
- Lengths: 12 mos., school year, summer, 8 weeks
- Purposes: academics, substance abuse prevention, identity, positive behavior, community, culture, violence prevention
- Size: 5 to 1,700 youth
- Mentors: adults, older youth, and peers
- Focused populations: Tribal youth, refugee youth, mental health recipients, African American, HIV/Aids, career interests (e.g., photography, videography, music, bikes, etc. )
- Stand alone or embedded in a larger organization, Boys & Girls Clubs, 4-H, YMCA, etc.
- Amount of mentoring: summer only, 2 weeks in the wilderness, 2-4 times a month for 2 hours each meeting, 2/week, etc.





# 7<sup>th</sup> Generation

NATIONAL TRIBAL MENTORING PROGRAM

## Wabanaki Youth in Science Program



# 7<sup>th</sup> Generation Kinship Mentoring

- Youth-initiated match
- Trained community member/mentor
- 1:1 activities and relationship
- Group sessions including 1:1 match, Tribal elders, and youth's families
  - Monthly
  - gender specific



# 7<sup>th</sup> Generation Curriculum

- 1) Our Stories
- 2) Creation Stories
- 3) Kinship & Natural World
- 4) Traditional Kinship Roles
- 5) Contemporary Kinship Roles
- 6) Kinship and Community
- 7) Kinship Responsibilities
- 8) Kinship Ceremonies
- 9) Kinship Among Non-native Peoples
- 10) Kinship in the Digital Age
- 11) Sustaining Kinship
- 12) Reflection
- 13) Closing Ceremony

# How does a youth get matched?

- Each youth identifies an adult from the community that he/she would like to have as a mentor.
- Tribal Mentoring Coordinator (TMC) contacts this individual to ask if he/she is interested in mentoring.
- The match will be made if the individual meets the criteria to become a mentor.
- **Note:** If the youth does not have a mentor in mind, the TMC will identify and recruit the most appropriate mentor for him/her.

# 7th Generation Mentor Activities

- **Mentor trainings**
- **One-on-one time with youth twice a month**
- **Monthly Mentor Group Activities**
  - All mentors and youth are encouraged to attend
  - Mentors plan monthly activities that vary by Tribe, such as:
    - Berry Picking
    - Fishing
    - Hiking
    - Service Projects
    - Pow-Wows
    - Language camps



Mentors develop **relationships** with youth to increase & strengthen academic, social, and community opportunities.



# Kinship Group Sessions

- All youth participate monthly in gender-specific sessions.
- Mentors/Elders take turns facilitating
- Help youth develop community-based kinship values

# Role of the Tribal Mentoring Coordinator (TMC)

- Coordinates the mentor recruitment, application process, approval of mentors, and onsite mentor trainings
- Maintains the mentor and youth referral process
- Guides and supports the mentor–youth relationships
- Coordinates trainings, meetings, and group activities
- Tracks and reports group and individual activity
- Participates in monthly TMC calls
- Promotes the program with community partners



# Wabanaki Youth in Science Program

*“Integrating Technology Science and Traditional Culture”*

- Week-long summer camp.
- Internships pairing cultural resource professionals and natural resource professionals within each tribal location during the school year and the summer.
- Mini-camps – younger students (2.5 days--youth, families)
- Youth Summit



# Dreams, Programs, Challenges and Work-arounds

- 1. What does your youth mentoring look like?
- 2. What do you want it to be?
- 3. What are your barriers?
- How can they be surmounted and mediated?

# Rural and Tribal Youth Mentoring Barriers

- ❖ Geographic isolation
- ❖ Limited population bases for mentors
- ❖ Limited community infrastructure and resources (both public and private)
- ❖ Limited or no public transportation,
- ❖ A distrust of services that originate from “outside” the community.
- ❖ Absence of a population of wealthy donors or corporations
- ❖ Tribal programs, specifically, face additional barriers. These include:
  - ❖ Difficulty capitalizing on existing strengths due to a long history of oppression and exploitation.
  - ❖ New efforts greeted with distrust or apathy or simply doubt of it working

# Local Strategies to Overcome Barriers to Successful Tribal Youth Mentoring

- ❖ Incorporate tribal culture.
- ❖ Integrating services and partnering with others.
- ❖ Minimizing geographic isolation by delivering services at central site and being physically present in the communities they serve.
- ❖ Building local capacity so there is permanence and a lasting impact. □
- ❖ Using technology and creative marketing to connect clients to their services.

# Key Strategies

- #1 Secure Community Buy In for the Program
- #2 Maintain a Commitment to High-Quality Services
- #3 Not About Us without Us
- #4 Evaluate to improve

# #1 Secure Community Buy-in for the Program

- Connect mentoring to tribal kinship histories and concepts
- Conduct an inventory of past and current youth services in the community.
- Create a local advisory committee comprised of tribal elders and key community leaders.
- Engage tribal elders to identify community “champions”--

## #2 Maintain a Commitment to High-Quality

- Select and support highly qualified and motivated site coordinators.
- Map existing community assets, strengths, and resources to build upon
- Offer many varieties of mentoring to boost recruitment, partnerships, and funding possibilities
- □ Facilitate accessible match meeting times and locations.
- Partner with other youth-serving agencies and community groups to overcome rural issues.

*“Above all else, they [coordinator] have to be willing to roll up their sleeves, put themselves out there and pro-mote mentoring anytime, anywhere.”*

# #3 MW– Not About Us Without Us

- Youth voice
  - Choice
  - Input
  - Share leadership
- Community
- **SHOW LADDER**



## #4 Evaluate to Improve

- All participants involved
- Transparent outcomes
- Outcomes and fidelity of program practices


# Support Resources

- MWW program staff: > 50 yrs. of mentoring experience
- Statewide network of > 90 individual programs
- MENTOR, The National Mentoring Partnership;
  - National Mentoring Resource Center
  - Chronicle of Evidence-based Mentoring
  - Toolkits: program evaluation to growth mindset
- MWW virtual forums: EEP's to Innovation, DBHR
- Group training to individual coaching
- New initiatives, e.g., workforce mentoring, race equity in mentoring, youth-initiated mentoring, dropout prevention mentoring, & military students mentoring

# Breadth of MWW Partnership

- New and developing programs
- Partial implementation of best practices
- Full implementation of best practices
- Quality assurance programs
- Workforce development

# RESOURCES

 **U.S. Department of Education**  
**Mentoring Resource Center**  
*Delivering Quality Mentoring Services in Rural and Tribal Settings: A Case Study of the North Dakota Tribal Rural Mentoring Partnership*  
*By Michael Garringer*

## Introduction

Rural and tribal communities in the United States have traditionally found both successes and challenges in delivering services to young people, and youth mentoring programs are no exception. While youth mentoring is a concept that resonates historically and culturally with many rural and tribal communities, programs operating in these areas today often face many barriers to developing and maintaining effective services. Issues that rural programs must address if they are to succeed include the following:

- **Geographic Isolation**, which curbs the ability of program staff to recruit volunteers, network in the community, and partner with other agencies. This isolation can also make it difficult for mentors and mentees to regularly meet.
- **Limited population bases**, which can hamper recruitment, marketing, and fundraising efforts.
- **Limited community infrastructure and resources** (both public and private), which can make it difficult to partner with other service providers and hinder long-term program sustainability. It can also lessen the number of activities available to mentors and mentees.

- **Limited or no public transportation**, which exacerbates the problems caused by geographic isolation.
- **A distrust of services that originate from "outside" the community**. Many rural and tribal communities are reluctant to adopt services designed to fix problems defined and recognized by community outsiders.<sup>1</sup>
- **Issues related to alcohol and substance abuse, youth violence, housing, poverty, and fractured family structures**, which means youth mentoring programs in these communities will address particularly complicated and difficult issues as compared to programs in other settings.

Tribal programs, specifically, face additional barriers. These include:

- Difficulty capitalizing on existing strengths due to a long history of oppression and exploitation.
- A poor record of success for youth services, and new efforts greeted with distrust or apathy.

<sup>1</sup>Texas Workforce Commission. (2003). *Youth investment in rural areas*. Boston, MA: School & Main Institute.

Case Study  
 Delivering Quality Mentoring Services in Rural and Tribal Settings



**Alberta Mentoring Partnership**  
 Your Mentoring Resource  
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Handbook for  
 Aboriginal Mentoring  
 what. why. how. who?

Alberta



**MENTOR**  
 WASHINGTON

# Questions & Contacts

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