



Mentoring Symposium & Mentoring Action Plan

Christian Adair

Educating Boys of Color Specialist



What is Group Mentoring?

- Connects a small group of men to mentor a larger group of boys
- Mentors are role models, advocates, and advisors who regularly meet with mentees
- Mentors remove barriers and provide opportunities for success

What are the benefits of this model?

- Less intensive time commitment
- Benefits historically underserved and marginalized youth
- Due to the use of school facilities and resources, it is cost-effective
- Increase partnerships
- Extends learning
- Student-Culturally Centered
- Gender Relevant
- Mentees less likely to be involved in at-risk behavior



Frequently Asked Questions

- Not an abundance of effort
- It does not replace other programs
- Can enhance what schools or programs are doing
- Can provide an element of what schools are not doing
- It is at least a seven-month project
- It has curriculum, measurements, and outcomes,
- Focused on underserved and marginalized males, but it is not limited too
- It is not behavioral specific



Why do boys of color need mentoring?

- Feelings of alienation and inability to achieve
- The national graduation rate is 59% - the lowest of any population.
- Four times more likely to be expelled
- Experiences are adversarial and not the same as their peers
- Because of relationships, they feel supported, are more likely to be successful in life

Why should I mentor?

- Change or save a life / might be yours!
- Give back
- Increase your strengths, knowledge, experience
- Become a better leader, challenge your perspective, sharpen your skills
- Career advancement
- Improved personal relationships
- Build resume and legacy

What is asked of Mentors?

- Prepare for Leadership Development Conference
- Remove barriers
- Make weekly in-and-out of school positive contact
- Facilitate mediations and discussions
- Create a reward system
- Facilitate college and career experiences
- Facilitate community service engagements



- Provide exact timing
- Ask to supervise one or two activities
- Provide a list of topics talk about
- National and Local Organization
- Churches
- Motorcycle Clubs
- Police Department
- Business
- City Workers

How do I recruit Mentors?

How do I build a relationship of trust?

- Listen
- Do what you say
- Share stories that humanize you
- Clarify relationship with rules, roles
- Ask the student about themselves
- Advocate for them when they are present
- Acknowledge students' strengths and thoughts
- Show precisely what it looks like and the way you want it
- Celebrate students' achievements early and often
- First impressions focus on physical attributes and superficial discussion.
- They are seeking common ground through activities and interests
- You should increase the depth of conversation and use private symbols (e.g., nicknames, weighted words, or mottos)

How do I get boys to attend?

- Personal relationships give reasons to show up
- Provide opportunities to lead
- An audience of influence, encourage them to encourage each other
- Boys are wired to move, make it fun and interactive
- Give them opportunities to help you
- Make them feel wanted



What are male engagement strategies?

- Need praise
- Risk-takers (ok to fail and redo)
- Physical outburst when cannot express themselves verbally
- Testosterone increase with stress, become impulsive, disorganized, poor judgment, more aggressive
- Discipline with movement, walk to get water
- Breathing deeply brings down energy and lower stress



How do I measure success?

- Qualitative data are observations of self-esteem, self-awareness, attitude, effort, leadership roles, career awareness, and testimonials
- Quantitative data is Attendance, Behavior, and Curriculum; increase class time, increase in positive behavior rewards, standard test, GPA, formative assessments.

What are school and community outcomes?

- Schools perform better, increased school morale, fewer disciplinary issues, increased student achievement
- Long Term Impact: \$1 spent in mentoring saves the community \$30 realized in reductions in crime alone, decrease in teen pregnancy, reduction of risky behavior, more young people seeking an advanced education, increased earnings

What are mentee outcomes?

- Knowledge of career opportunities
- Increase academic outcomes
- Decreased at-risk behaviors
- Social-Emotional skills
- Increase social skills
- High self-esteem
- Peer role model
- Motivated
- Leaders



What should be the process of selecting mentees?

- Nominations
- Student completes an ask
- Formal Interview
- Acceptance letter provide and made a “big deal”

How do I prepare for Leadership Development Conference?

- Compile Qualitative &
- Quantitative Growth Data
- Create an exhibition of photos and or videos of community service and educational activities
- Produce a group demonstration, i.e., stepping, skit, play
- Prepare one mentee for oratorical presentation



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Mentoring Action Plan (MAP)

The purpose of Mentoring Action Plan is to provide a "map" that includes solutions and actionable steps for how the **PUBLIC SECTOR**, **PRIVATE INSTITUTIONS**, and **INDIVIDUALS** can collectively remove barriers and provide opportunities for young men and boys of color (BOC).



Why do I need an action plan?

- Historical data confirm that BOC needs intentional support, and The Casey Foundation (www.caseyfoundation.org) determined BOC are in crisis. However, we have solutions and can work together to remove barriers that disproportionately underserve BOC in education, tolerate unnecessary death by homicide, underemployment, and justice system recidivism.
- Inside MAP is solutions from experiences, interviews, round table discussions with over 100 professional men of color representing over 60 different industries and over 200 males of color. In addition, we consulted faith-based organizations, civic groups, mentor organizations, and business leaders. Most importantly, we asked our males of color, "what do you need?"
- We encourage you to use this information as a tool to increase your impact and to be part of the collective solution!



Return on Investment

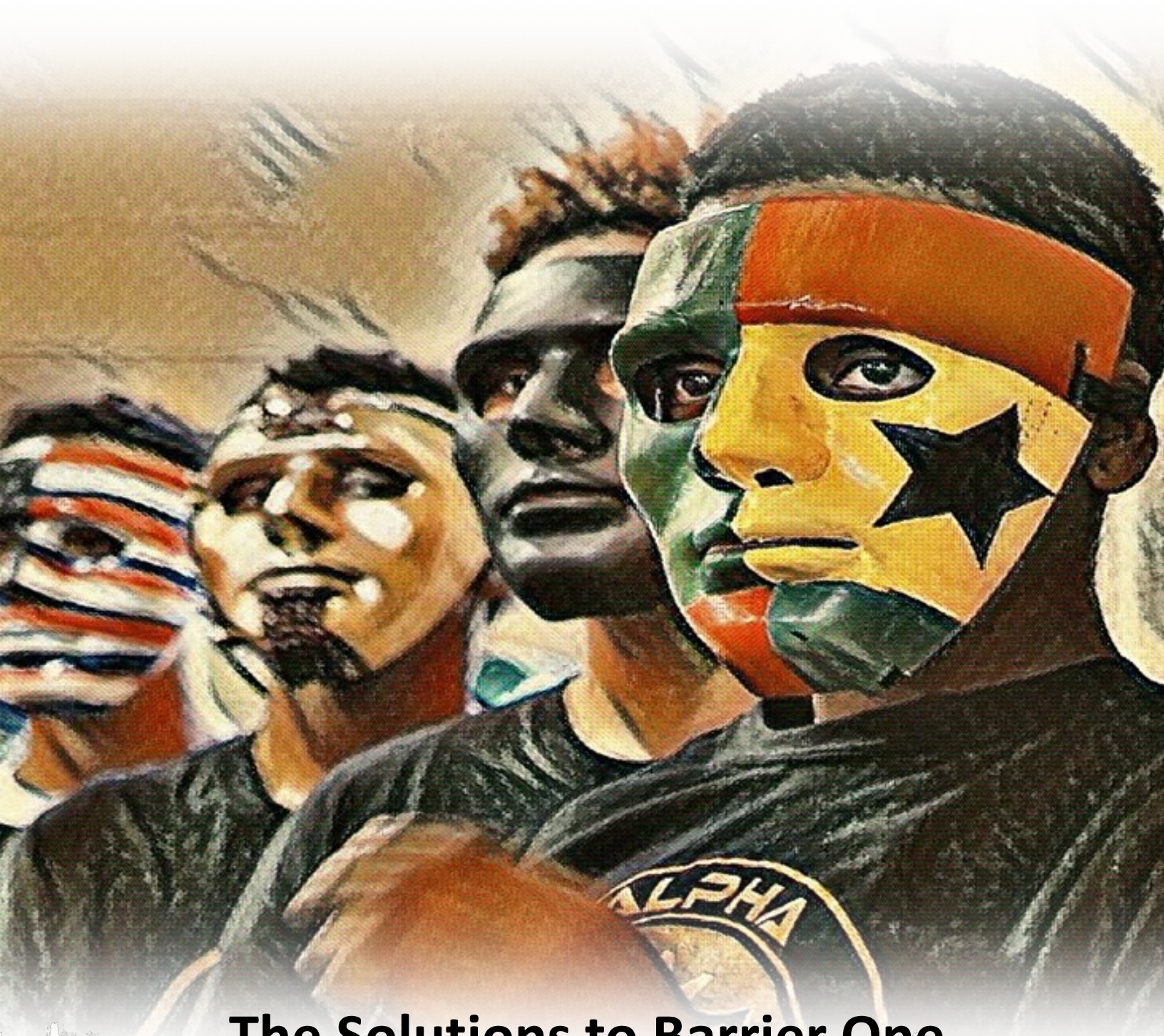
- Individuals who put effort into removing barriers can expect returns in career advancement, improved relationships, quid pro quo, resume, and legacy building. Also, individuals can impact and shape future leaders' minds and, most importantly, save either their own or a mentees life.
- Public Sector agencies and initiatives that put effort into removing BOC barriers can expect returns such as prevention that is more effective and efficient than fixing or reacting to a matter. When investing in established mentors, they gain free human capital, save time and effort in managing people, processes, or programs. Mentors can provide new perspectives and ideas that benefit established public sector initiatives. Employee and community morale increases when providing safer neighborhoods while simultaneously save money and increase social growth for the entire community.
- Private Institutions can expect immediate tax deductions for corporate donations. Removing barriers and giving back builds better community relationships and is an excellent way to promote business; Good publicity is the best. Also, private institutions can increase business opportunities, employee morale, and network.



Several actionable steps to consider when creating and implementing a MAP. Determine what barriers you want to remove and then establish support streams for existing programs or mentors that currently address that problem. Second, when referencing BOC, limit stereotypical labels and create opportunities specifically for BOC. Third, celebrate, publish and capture BOC successes often in the media and public spaces. Fourth, create digital platforms and publications that help BOC find information related to their specific needs. Finally, similar to practices concerning credit scores, make arrest records and legal complaints private and on-demand, simplify the process to expunge and revise criminal records

Actions and Solutions

Provide mentors and mentees with stipends, discounts, equipment, clothing, free or discounted tickets to attend events, centers, museums, and professional activities. Provide mentees 24/7 access to safe facilities to perform arts, creative tools such as music and dance studios, audio/video recording, and technology with high-speed internet access. Provide mentors professional development and access to conferences and training; COSEBOC (www.coseboc.com), and Cities United (www.citiesunited.org).



The Solutions to Barrier One

- Due to diverse needs, BOC often requires several adult supporters; conditions can be too complicated for one person, requiring a network of relationships.
- The solution is to create programs and opportunities that strengthen relationships between BOC and existing mentors and entities.
- Individuals can join or organize a group mentoring program similar to Alpha League (www.alphaleagueinc.com) or participating in community opportunities through resources Say Yes Lex (www.sayyeslex.com) or Partners for Youth (www.partners4youth.org).
- The Public Sector can provide training and resources for individuals who want to mentor, create recruiting programs, provide a support network that includes facilities, equipment, grants, and stipends.
- Private Institutions can create funding streams that acknowledge and support the strengthening of programs and expertise in starting non-profit or organizations.



The Solutions to Barrier Two

Decision-makers may not have access to necessary qualitative and quantitative data that capture the whole experience of BOC. Sometimes information does not fully inform the community on the impact programs have or how they help increase BOC success and enhance the community.

The solution is to develop a data infrastructure that informs decision-makers and accurately responds to BOC and programs' needs and challenges.

- Public Sector can learn from mentors on what data and best practices are most important.
- Private Institutions can co-develop evaluation tools similar to Coalition of Schools Educating Boys of Color Standards and Promising Practices (www.coseboc.com) and conduct annual census-style community evaluation similar to Blue Grass Community Foundation (www.bgcf.org/onthetable/resources) "On the Table" discussions



The Solutions to Barrier Three

BOC identifies adults that can give support, ranging from encouragement to investing in their goals. These positive connections typically occur when the adult has the time and resources to connect with the young person. Unfortunately, however, BOC seldom initiates these relationships.

The solution is to connect BOC with positive adults that represent a wide variety of careers.

- Individuals can become a mentor (www.mentoring.com) and join existing programs.
- Public Sector can provide space to facilitate meet and greets, conferences, and career days and encourage employees with paid leave to volunteer. In addition, public Sectors can provide education, training, and encouragement for broader community members to be just-in-time and empathetic mini-mentors.
- Private Institutions can encourage employees with paid leave to mentor or volunteer time, support job shadowing, internships, career days.

The Solutions to Barrier Four

BOC does not want to be stereotyped or boxed into a career. However, BOC believes society has low expectations, fears them, and wants them to fail. This perception is tangible; several studies prove that society views BOC through negative imagery boasted by the media. These negative correlations contribute to negative self-esteem and a lack of empathy from society.

The solution is to create opportunities that acknowledge and celebrate the humanity and success of BOC.

- Individuals can produce and share positive public service announcements and imagery on social media platforms, cheer and voice success and organize community service events for BOC to participate.
- Public Sector can help eliminate negative terms when describing BOC and help change the narrative by utilizing the Campaign for Black Male Achievement (www.blackmaleachievement.org/resources).
- Private Institutions can celebrate BOC at significant public events, influence the media to disseminate positive narratives, do not consume or give stereotypical narratives or The Perception Institute resources (www.perception.org).



The Solutions to Barrier Five

BOC may have limited access or not be informed of services offered and/or eligibility requirements to participate in programs that support and provide opportunities unless they "get in trouble" or are labeled "at-risk," most resources focus on reactionary circumstances.

The solution is to create opportunities that allow BOC access to services and advocate for those who are turned away due to eligibility requirements or who are not "in trouble."

- Individuals, this means informing yourself about programs and services available for young people in your community and get to know their individual needs.
- Public Sector, this means not waiting for BOC to come through your doors, meet them where they are to recruit and serve them.
- Private Institutions can expand the technology to allow young people to find programs that match their needs and interests, such as a Yelp-style review (www.yelp.com) and Say Yes Lex (www.sayyeslex.com) feature. In addition, provide grants to programs with eligibility requirements that allow for a percentage of unqualified to participate.



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The Solutions to Barrier Six

BOC often does not understand the why or the whole process it takes to reach their goal. BOC needs to understand the purpose and focus on the 'why' attached to financial freedom, success, and self-awareness.

The solution creates more opportunities for young people to identify their purpose leads to a career choice and commitment to the process.

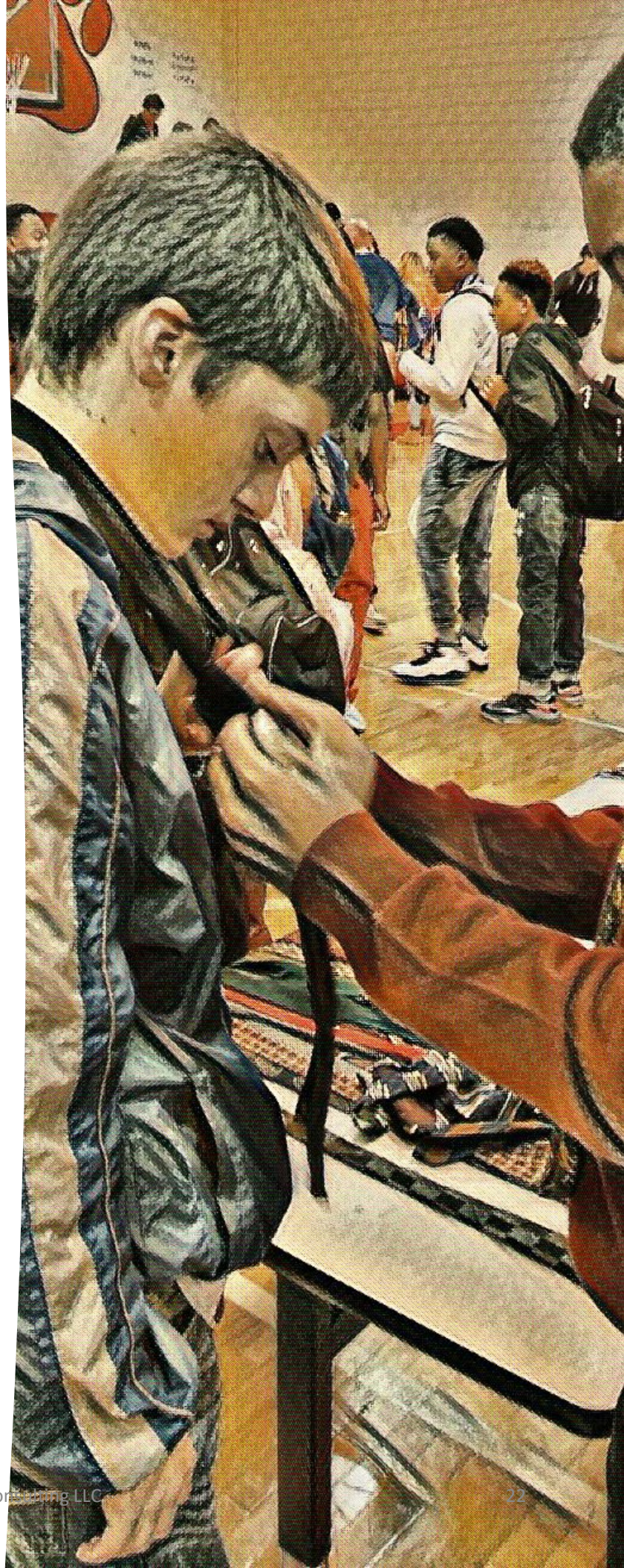
- Individuals can ask BOC what they care about, what they are inspired by, what they hope to accomplish in life, connecting them to the resources and tools that help them.
- Public Sector can implement a programming component to help identify purpose and process. In addition, purpose-learning resources can be found at the Stanford Center on Adolescence (www.coa.stanford.edu).
- Private Institutions can encourage employees to reach out as advisors at schools and programs to share their paths, processes, personal stories, and purpose.

The Solutions to Barrier Seven

Positive intervention in a person's life takes time, and mentoring and interventions need long-term funding commitments. Short grant cycles increase turnover within organizations, which leads to fractured relationships between mentors and BOC.

The solution to this is to restructure the grant-making and distribution process.

- Public Sector can provide grant writers to support mentors' professional development, stipends, or salary that value their work.
- Private Institutions can provide technical assistance, grant writers, or grant writing classes. Grants should reflect a long-term funding commitment to increase collaboration and ongoing relationships with mentors.





The Solutions to Barrier Eight

Mentors and programs need the ability to transport mentees to educational activities for the first-person experience. High cost and access to reliable transportation limit opportunities to engage, interact with or immerse themselves in career pathways. Some BOC has not experienced out-of-state travel, city centers, business districts, college campuses, arts facilities, or college or professional athletic events.

The solution is to provide mini-grants for educational activities. Donate or lend vehicles specifically for group educational activities.

- Individuals can obtain a CDL license, volunteer to be a driver or chaperone, obtain background checks to engage in youth activities, or visit schools.
- Public Sector allows employees to provide transportation for educational activities and attend educational activities with mentoring programs.
- Private Institutions can provide tax-deductible funding for transportation and donate vehicles to programs.



The Solutions to Barrier Nine

Historically, centers and facilities provided income-based or free safe places to be engaged in activities, tutoring, and sports leagues during summers and after school. Spending time at centers leads to less time to engage in risky behavior and united cultures and community.

The solution is to invest in community centers and use school facilities to create after-school programs. Engage more BOC by hosting mentoring events, career workshops, parenting classes, academic services, entertainment, and sports.

- Individuals can volunteer to chaperone, coach, referee, provide mentoring or manage a program.
- Public Sector can provide facilities for programming (schools in the evenings, office space, and gyms),
- Private Institutions can provide space, funding for equipment, stipends for supervisors/operators, and parent classes.

Solutions to Barrier Ten

There is a lack of diverse leadership on boards, commissions, political offices, and decision-making positions. Our community needs to encourage and be more inclusive when making decisions that affect them.

The solution is to create leadership programs for aspiring BOC as a pipeline for future leaders. Engage local leaders, connect with mentors, learn from business experts, learn about violence-prevention strategies, influence policy, advocate, join boards and commissions, and run for political offices.

- Individuals should become mentors during the cohort, offering time to share expertise.
- Public Sector could facilitate classes around government leadership, facilities to manage the program, create a leadership program.
- Private Institutions can provide funding, stipends, classes, presentations, leadership programs that can lead to employment and curriculum.





Community Organizer | Mentor | Success Coach

All are influential assets for systemic reforms, social change, drive program improvement, and innovation through organizing, advocacy, and policy change. In addition, it has a proven ability to build relationships of trust with the community they serve and support.

- Listens to people
- Identifies problems and solutions
- Takes action to implement solutions
- Clarifies common goals
- Frames strategies for action
- Identifies and build leaders
- Mobilizes the community
- Works within in a collective to make the changes



Conclusion

- Urban labs Chicago Crime Lab (www.urbanlabs.uchicago.edu) research found that for every \$1 invested in mentoring programs, the community saves \$30. Moreover, the savings are realized reductions in crime alone; people with a high school diploma often have a higher earning potential and are less likely to intersect with the justice system.
- American Institutes Research (www.air.org) states that poorly educated males of color are disproportionately disconnected from mainstream society. Those who do not finish high school are more likely to have difficulty obtaining or holding a job and spend some time in the justice system. Nearly three in four boys of color do not meet the ACT benchmark score of 22, which colleges suggest students need to succeed. Mentees are more likely to participate in extracurricular activities, hold leadership positions, and regularly volunteer in their communities.
- Mentoring USA (www.mentoringusa.org) research indicates mentoring helps young people succeed by establishing supportive and beneficial relationships between youth and caring adults. Mentoring programs promote positive individual development, improve self-esteem, increase social skills, increase academic outcomes, reduce chronic school infractions, increase students' persistence to graduation, increase knowledge of career opportunities, and become productive citizens contributing to a healthy and diverse community.

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