

National Native American Mentoring Program



Program Partners

**U.S. Department of Justice, Office of Justice Programs,
Office of Juvenile Justice and Delinquency Prevention;
National Congress of American Indians**



OJJDP



About the Artist and the Cover Drawing

The rendering of the tribal mentor and his mentee found on the cover, was drawn by Al Whiteman, Southern Arapaho who is now deceased. He was a good friend of Michael Guilfoyle, who serves as the technical assistance specialist for the National Native American Mentoring Program. Whiteman's wife is Professor Henrietta Mann of Indian Studies, Montana State University, Bozeman, Montana.

This piece of Al's work depicts education, direction, support, guidance, and protection. This picture also represents tribal roles, youth maturation, custom, tradition, and tribal culture. His original work was drawn in Arapaho colors.



Mentoring Program Overview

Program Partners

U.S. Department of Justice, Office of Justice Programs,
Office of Juvenile Justice and Delinquency Prevention;
National Congress of American Indians





MENTORING PROGRAM OVERVIEW



This Mentoring Program Overview was developed for exclusive use by the Native American Boys & Girls Club sites participating in the National Native American Mentoring Program. The Mentoring Program Overview is published by FirstPic, Inc. in cooperation with the National Congress of American Indians.

This project was supported by
Grant No. 2010-JU-FX-0037

awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs,
U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily
represent the official position or policies of the U.S. Department of Justice.
January 2011





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Overview of the National Native American Mentoring Program

In 2004, the Navajo Nation, a federally recognized tribe located in the states of New Mexico, Arizona, and Utah, received a grant from the U.S. Department of Health and Human Services to develop a unique National Native American Mentoring Program that specifically addresses the issue of children whose parent(s) are incarcerated in tribal, state, or federal prisons. Building on the strong network of Boys & Girls Clubs located in Indian Country, the Navajo Nation teamed with local Boys & Girls Clubs to establish and implement the National Native American Mentoring Program over a three-year period.

The result: more than 400 youth were matched with a caring adult mentor by the end of the project period. The mentoring program was grounded in each Club's philosophy of positive youth development, organizational infrastructure, and appropriate personnel designated to coordinate and supervise the program. There was a steady interest on the part of Boys & Girls Clubs in Indian Country to expand upon this mentoring model. In 2007, the National Congress of American Indians agreed to embark on an endeavor to develop a program open to all youth in need of a positive role model and extra attention, regardless of their family background. Funding to establish this three-year initiative was awarded to the National Congress of American Indians through the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention in 2007. In 2010, the program received Department of Justice funding for expansion and continuation for an additional three years.

While the National Congress of American Indians administers the entire project, the partnership includes 23 Boys & Girls Club organizations located in the states of Arizona, Idaho, Maine, Michigan, Minnesota, Montana, North Dakota, Oklahoma, South Dakota, and Washington. Club staff members are trained by Dr. Susan Weinberger, President of Mentor Consulting Group (MCG). MCG's Train-the-Trainer Model has proven to be an effective approach that enables local programs to effectively train their own mentors. Additional training and technical assistance is provided by Sources of Strength Inc., a consulting and training corporation specializing in mentoring and building effective teen-adult partnerships to prevent suicide, violence, and substance abuse in tribal and rural communities.

Each local Boys & Girls Club has identified a Mentor Program Coordinator to oversee the Club's mentoring program, including supervision, oversight, and monitoring of the mentors and mentees. All program coordinators are trained to be responsible for identifying youth; recruiting, training, and supervising mentors; and most importantly, monitoring the relationships between the mentors and mentees. A training manual has also been adapted for specific use by the 23 Club sites.

Additionally, the National Congress of American Indians works with FirstPic, Inc., a consulting firm that has been instrumental in establishing Boys & Girls Clubs in Indian Country since 1996 and has overseen several national program initiatives in Indian Country. FirstPic, Inc.'s strong relationships and nationwide knowledge of Boys & Girls Clubs in Indian Country facilitates the implementation of the National Native American Mentoring Program.





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National Partners

The U.S. Department of Justice

Grantor of the National Native American Mentoring Program



The U.S. Department of Justice is the primary federal criminal investigation and law enforcement agency for the United States, designed to ensure public safety and fair administration of justice for all citizens. It is the central agency for federal law enforcement and the largest law office in the world. The department is charged with combating terrorism, fighting trafficking in persons, fostering safe communities, combating gang violence, preventing youth violence, helping the victims of crime, upholding civil rights and liberties, apprehending fugitives and missing persons, upholding disability rights, promoting dispute resolution, halting domestic violence, investigating fraud, and managing prisons and inmates.



The Office of Justice Programs (OJP) provides innovative leadership to federal, state, local, and tribal justice systems by disseminating state-of-the-art knowledge and practices across America and providing grants for the implementation of these crime fighting strategies. Because most of the responsibility for crime control and prevention falls to law enforcement officers in states, cities, and neighborhoods, the federal government can be effective in these areas only to the extent that it can enter into partnerships with these officers. Therefore, OJP does not directly carry out law enforcement and justice activities. Instead, OJP works in partnership with the justice community to identify the most pressing crime-related challenges confronting the justice system and to provide information, training, coordination, and innovative strategies and approaches for addressing these challenges. The six major components of the Office of Justice Programs are the Bureau of Justice Assistance, Bureau of Justice Statistics, Community Capacity Development Office, National Institute of Justice, Office for Victims of Crime, and Office of Juvenile Justice and Delinquency Prevention.



The Office of Juvenile Justice and Delinquency Prevention (OJJDP) accomplishes its mission by supporting states, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. The Office strives to strengthen the juvenile justice system's efforts to protect public safety, hold offenders accountable, and provide services that address the needs of youth and their families. Under the leadership of its Administrator and through its components, OJJDP sponsors research, program, and training initiatives; develops priorities and goals and sets policies to guide federal juvenile justice issues; disseminates information about juvenile justice issues; and awards funds to states to support local programming.



MENTORING PROGRAM OVERVIEW



National Congress of American Indians

Grantee of the National Native American Mentoring Program

The National Congress of American Indians (NCAI) was founded in 1944 in response to termination and assimilation policies that the United States forced upon the tribal governments in contradiction with their treaty rights and status as sovereigns. NCAI stressed the need for unity and cooperation among tribal governments for the protection of their treaty and sovereign rights. Since 1944, the National Congress of American Indians has been working to inform the public and Congress about the governmental rights of American Indians and Alaska Natives.

Over a half a century later, NCAI's goals remain unchanged. It has grown over the years from its modest beginnings of 100 people to include member tribes from throughout the United States. Now serving as the major national tribal government organization, NCAI is positioned to monitor federal policy and coordinate efforts to inform federal decisions that affect tribal government interests.

Now as in the past, NCAI serves to secure the rights and benefits to which American Indians and Alaska Natives are entitled; enlighten the public toward the better understanding of the Indian people; preserve rights under Indian treaties or agreements with the United States; and promote the common welfare of the American Indians and Alaska Natives.

Current issues and activities of NCAI include:

- Protection of programs and services to benefit Indian families, specifically targeting Indian youth and elders
- Promotion and support of Indian education, including Head Start, elementary, post-secondary, and adult education
- Enhancement of Indian health care, including prevention of juvenile substance abuse, HIV/AIDS, and other major diseases
- Support of environmental protection and natural resources management
- Protection of Indian cultural resources and religious freedom rights
- Promotion of the rights of Indian economic opportunity both on and off reservations, including securing programs to provide incentives for economic development and the attraction of private capital to Indian Country
- Protection of the rights of all Indian people to decent, safe, and affordable housing





MENTORING PROGRAM OVERVIEW



FirstPic, Inc.

FirstPic, Inc. is a small business with offices in Gambrills, MD and Washington, DC. The firm is skilled in, and dedicated to, managing contracts in areas such as youth development and prevention programming; needs assessment; technical assistance and training; program evaluation; project planning, design, and oversight; meeting and conference/training management; and grants planning. For nearly 15 years, FirstPic, Inc. has worked nationwide to implement and sustain effective youth development programs, enabling the expansion of program development opportunities that have benefited many thousands of youth across the country by putting into place interactive learning methods and by fostering the practice of cooperative learning.

During the past several years, FirstPic, Inc. has coordinated a number of nationwide demonstration projects for Boys & Girls Clubs of America. These national efforts include monitoring site progress, provision of training and technical assistance, implementation of national programs in Indian Country, documentation and tracking of progress, evaluation, identification of promising practices, and preparation of summary reports and recommendations. Some of the National program implementation initiatives in Indian Country include: Boys & Girls Clubs in Indian Country Prevention and Service Pilot Program - SMART Moves in Indian Country and Gang, Resistance, Education, and Training (G.R.E.A.T.) Pilot Program; Adventures to the Black Sea and Eastern Mediterranean Pilot Program in Public and Indian Housing; Money Matters in Indian Country; Circle of Life Pilot Project; On the T.R.A.I.L. to Diabetes Prevention; AmeriCorps*VISTA; and the National Native American Mentoring Program.



Mentor Consulting Group

Mentor Consulting Group (MCG) offers a wide range of services to community and faith organizations, schools and school districts, corporations, professional associations, states, provinces, and federal government entities seeking comprehensive guidance in planning, implementing, and evaluating safe and effective mentoring programs for youth and adults.

Dr. Susan G. Weinberger, President of MCG, has been recognized for her expertise in establishing, maintaining, and evaluating school and community-based mentoring programs and school-to-work initiatives. Her work has been published widely, and the program she designed has been replicated in all 50 States, as well as in Bermuda and Canada.

Susan received her Bachelor of Science degree in Modern Languages from Carnegie-Mellon University; a Masters in Elementary and Bilingual Education from Manhattanville College; and her doctorate from the College of Business and Public Management at the University of Bridgeport.

Dr. Weinberger is the former Chair of the Public Policy Council of MENTOR/National Mentoring Partnership, and is the founding member of its Technical Assistance Corps. She is a consultant to the U.S. Departments of Health and Human Services (Native American programming), Labor, Education and Justice (Office of Juvenile Justice and Delinquency Prevention) on their mentoring initiatives, as well as to many state-level government agencies involved in mentoring. She is a member of the Board of Trustees of Scholarship America and former Board member of the National Assembly of Health and Human Services.

Her publications on mentoring include: *Preparing My Mentor For Me*, *The My Mentor and Me Series*, *Business Guide to Mentoring*, *Strengthening Native Community Commitment through Mentoring*, *The Mentor Handbook*, and *Mentoring a Movement: My Personal Journey*.

In 1993, Susan traveled to the East Room of the White House to receive President Clinton's coveted Volunteer Action Award for her work in mentoring.





MENTORING PROGRAM OVERVIEW



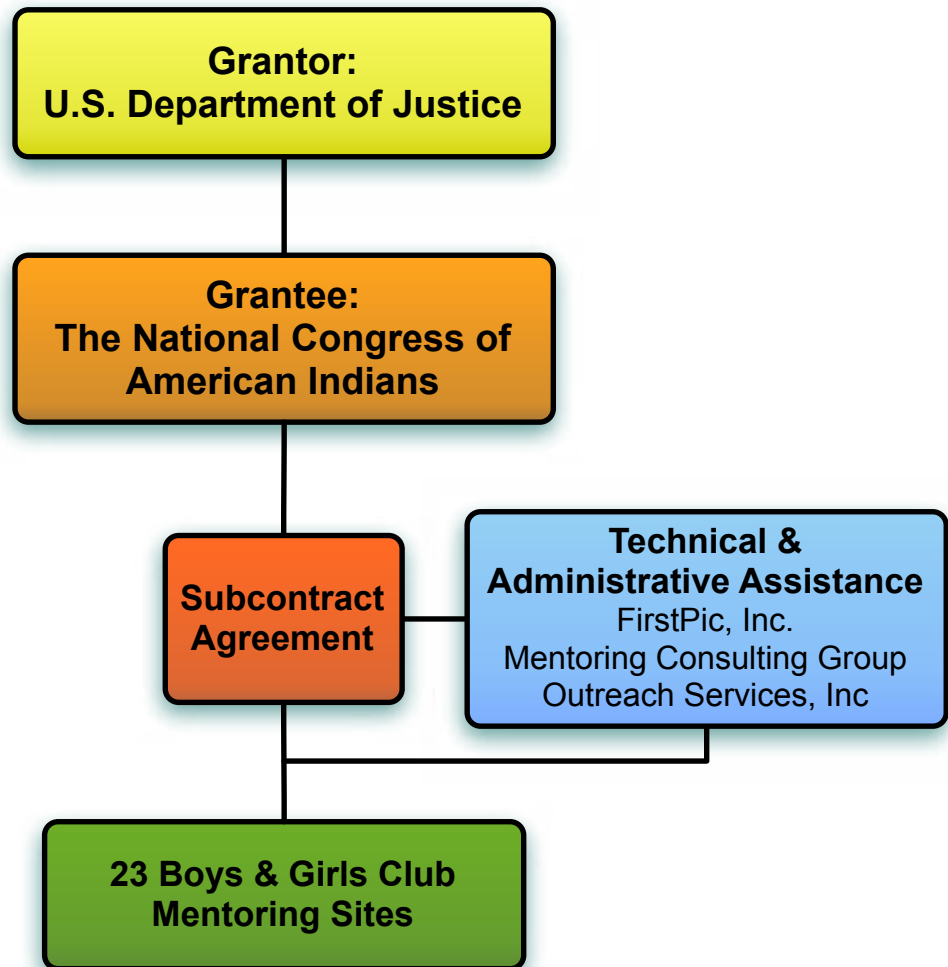
Sources of Strength Inc.

Sources of Strength, Inc. is a consulting and training corporation specializing in population-based health promotion, mentoring, and building effective teen-adult partnerships to prevent suicide, violence, and substance abuse in a variety of cultures and communities. The Sources of Strength project is on the National Best Practices Registry and was developed by Mark LoMurray, LSW. The project is presently partnering with the National Peer Leadership Study, a randomized trial funded by the National Institute of Mental Health that is investigating peer leader impact using Sources of Strength in 50 high schools across the nation. Mr. LoMurray is a consultant with 30 years experience working with adolescents and families on health risk behaviors, especially suicide, substance abuse, violence, and incidents of trauma. He is considered an expert consultant/trainer regarding mentoring and suicide prevention in tribal and rural communities and has presented on these topics at dozens of local, regional, and national conferences. He has also founded and implemented several projects receiving national recognition. Moreover, Mr. LoMurray is the founder of the North Dakota Tribal-Rural Mentoring Partnership, one of the nation's largest tribal mentoring efforts and a 2006 case study project for the U.S. Department of Education's Mentoring Resource Center, and listed in the of the Corporation of National and Community Services Best Practices Collection. LoMurray is highly regarded for helping tribal, rural, and faith-based communities develop evidence-based programs that have been proven to work for youth and families.





Organizational Chart
National Native American Mentoring Program





Frequently Asked Questions

We know the difference a responsible, caring adult can make in a child's life: buck them up when they're discouraged; provide tough love when they veer off track; being that person in their lives who doesn't want to let them down, and that they don't want to let down; and refusing to give up on them – even when they want to give up on themselves.

President Barack Obama, January 20, 2010

I encourage Americans to give back by mentoring young people in their communities who may lack role models, and pass that precious gift on to the next generation.

President Barack Obama, January 4, 2010

Who are the mentors?

Mentors are recruited from a variety of sources, including community-based organizations, businesses, religious non-profit organizations, tribal governments, and service agencies. Once criminal background checks are completed, mentors are trained by Boys & Girls Club professional staff. Instruction is based on a Train-the-Trainer model developed by the Mentor Consulting Group, which has proven to be an effective training tool. Mentors receive on-going support and assistance from Club staff.

How can mentoring help?

It has been demonstrated that mentoring is an important force for improving the lives of youth. Mentoring increases the likelihood of regular school attendance and academic achievement, while also decreasing the chances of engaging in self-destructive or negative behavior. A trusting relationship with a caring adult will provide stability and often has a profound, life-changing effect on the child. Mentoring provides parents with the assurance that their child is being provided individual positive attention.

What are possible outcomes?

Research confirms the societal benefits of mentoring efforts with children. Specifically, data indicates that mentoring programs have reduced first time drug use by almost 50 percent and first-time alcohol use by 33 percent. Also, caregiver and peer relationships are shown to improve. In addition, mentored youth display greater confidence in their schoolwork and better academic performance.

How are matches initiated and monitored?

Parents, caretakers, tribal members, schools, courts, social service organizations, congregations, and others will identify children in need of a mentor and initiate the referral to the Boys & Girls Club. The mentoring organization will facilitate and monitor the match by allowing parents and other involved parties opportunities to provide feedback on the match.





MENTORING PROGRAM OVERVIEW



Where do mentoring sessions take place?

The National Native American Mentoring Program is a site-based program, taking place at a local Boys & Girls Club. This program design allows matches to participate in fun and engaging activities in a supervised and safe environment. Additionally, group activities are planned on a regular basis. Mentors, youth, and caregivers are encouraged to participate in these activities together.

How often do matches meet?

Matches meet for an average of one hour each week, and mentors are asked to make a one-year commitment.





Children Learn What They Live

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.

Dorothy Law Nolte, Copyright 1972





Mentoring: A Definition

Mentoring - a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentees.

Mentor/National Mentoring Partnership. *Elements of Effective Practice for Mentoring*, 2003

One-on-one relationships between mentors and mentees are the most popular kind of mentoring taking place in formal programs today. Yet, mentoring can also take a team or group approach. As younger people go through difficult and challenging periods in their lives, the goal of the relationship is for mentors to be there for the youth, to care about them, and to help the youth with advocacy, support, and patience.

Most mentoring programs refer to the youth or student as the “mentee.” However, only recently has the term “mentee” finally found its way into the dictionary. Even unofficially, the term has served well over the last decade in mentoring programs.

What term should be used to describe the kind of youth who needs a mentor? Many often indicate that we should target “at-risk” youth. However, words such as “potential” or “at the brink of success” have greater positive appeal than youth “at-risk.” The latter has negative connotations and tends to label youngsters unnecessarily for long periods of time. Further, we are *all* “at risk” of something.

Types of Mentoring Programs

Mentoring programs come in all shapes and sizes. Typically, the location of the meetings between mentors and mentees determines the name. The most popular types of programs include:

<u>Type</u>	<u>Description</u>
Site-based	Boys & Girls Clubs, community centers, other agencies
School-based	Schools at all grade levels
Workplace-based	Large and small businesses
Residential-based	In prisons, youth shelters, and other locations
Faith-based	Organized by religious groups
Campus-based	On college campuses
Court-based	Programs that develop from a law enforcement/court response
Village-based	In rural areas





A Historical Perspective: Mentoring ... An Old Idea that Works

Mentoring is an old idea that works. The word “mentor” comes from the Greek for “steadfast” and “enduring.” In Greek mythology, it was the name given by Homer to the man Odysseus entrusted with the guidance of his son, Telemachus. In Western thought, the term “mentor” has become synonymous with a wise teacher, guide, and friend.

Elders have always provided guidance in Native communities, to families, youth, and on tribal matters. Mentoring is the basis of apprenticeships; that is, an older craftsman taking a younger person under his wing and training in all aspects of his craft.

On December 3, 1904, Ernest K. Coulter, a court system worker, found himself appalled at the misery and neglect of the youth who came before him and approached the Men’s Club of the Central Presbyterian Church of New York. The Club agreed to sign up the first 39 “big brothers,” the beginnings of the Big Brother/Big Sister movement as it is known today.

The 1970s and 1980s heralded the corporate incarnation of mentoring. In order to climb the corporate ladder of success, employees were often advised to find a mentor within the organization. A front page article in the Harvard Business Review in 1978 said it best: “everyone who makes it has a mentor.”

The growing needs of the disadvantaged prompted an interest in the concept of mentoring in the late 1980s. Eugene Lang, a philanthropist, returned to his East Harlem elementary school one half century later with his challenge to the sixth grade class: stay in school until the end of high school. He offered to give each student a scholarship to college and a mentor to provide support. This was the beginning of the *I Have A Dream Foundation*, a national program today.

In the early 1980s, Dr. Susan G. Weinberger founded one of the earliest school-based mentoring programs in America, the Norwalk (CT) Mentor Program. It was created out of a need: there were hundreds of children in the Norwalk Public Schools who were lacking in self-esteem, sitting in classrooms unmotivated, suffering from poor attitudes about school, and having little desire to stay in school. The program began with the assistance of one corporation that released 14 employees, for one hour each week, to travel to a nearby elementary school and serve one-on-one as mentors to students who were referred to as “at the brink of success” (rather than “at-risk”). Today, the Presidential award-winning Norwalk initiative has become the cornerstone of school-based mentoring. Further, it has been replicated throughout the United States, Canada, and Bermuda.

In 1988, the Education Commission of the States listed mentoring as one of the five short-term imperatives for reversing the high dropout rate among high school students. The following year, Bernard Lefkowitz wrote in “Tough Change: Growing Up on Your Own in America” that caring adults were an important factor for youth who survived the streets and went on to lead successful mainstream lives.

MENTOR/National Mentoring Partnership was established in 1989. Its membership includes the largest youth-serving organizations in America. The Partnership is the premier advocate for the expansion of quality mentoring in the United States.





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On May 4, 1994, the School-to-Work Opportunities Act put in place a national system of school-based learning to provide students with high level academic skills; work-based experience to transform the workplace into an active component of the education system; and connecting activities that would link the two. At the heart of the work component was ensuring that each student who received work training during the high school years had a mentor for support and guidance.

April 28, 1997 marked the next historic event in the field of mentoring. President William Clinton, retired General Colin Powell, and all the living Presidents gathered in Philadelphia for the Presidents' Summit for America's Future, now known as America's Promise, to identify the five fundamental resources needed to ensure support for all youth in America. *Resource 1: Ongoing Relationships with Caring Adults*, made communities acutely aware of the need to provide all young people with sustained adult relationships through which they can experience support, care, guidance, and advocacy.

National Mentoring Month is now held in January of each year. In 2009, mentoring received the highest level of Federal funding for mentoring in its history. These funds were derived from three sources: the U.S. Department of Education, U.S. Department of Health and Human Services, and U.S. Department of Justice.





Research: Mentoring Pays Off

Some children survive traumatic childhoods unscathed. Research regarding such resiliency points to the critical importance of mentoring to support youth during difficult times.

In 1989, a Louis Harris Poll was conducted among 400 high school juniors and seniors in the Career Beginnings program. The majority of students (73%) reported that their mentors helped them raise their goals and expectations. Moreover, of students who were mentored, 59% improved their academic performance and 87% indicated that they benefited in some way from their mentoring relationship.

Further evidence stems from the Carnegie Corporation's Task Force on Youth Development and Community Programs, which asked teenagers in focus groups what they wanted most in their free time. The most frequent response was "long talks with trusting and trustworthy adults who know a lot about the world and who like young people."

In 1995, Joseph P. Tierney and Jean Baldwin Grossman were commissioned by Public/Private Ventures to conduct a major watershed study entitled "Making a Difference: An Impact Study of Big Brothers/Big Sisters of America." The results are further scientific proof that mentoring positively affects the lives of young people. The study reported that being matched with an adult mentor reduced the likelihood of initiating drug (46%) and alcohol (27%) use, engaging in physical violence (33%), and also reduced other negative behaviors. Mentoring increased school attendance; school performance; attitudes toward completing schoolwork; as well as family and peer relationships, while being matched with a mentor resulted in positive developments in cognitive and social domains.

Additionally, a Prison Fellowship study maintains that mentoring reduces recidivism up to 80%. In his book, "The Truly Disadvantaged," sociologist William Julius Wilson writes that a mainstream, adult model can help keep alive the perception that education is meaningful, steady employment is a viable alternative to welfare, and family stability is the norm rather than the exception.

In "Growing Up Poor," a study of 900 children, researchers Terry Williams and William Kornblum report that the probabilities that teenagers will end up on the corner or in a stable job are conditioned by a great many features of life in their communities. Of these, the researchers believe that the most significant is the presence or absence of adult mentors.

Moreover, "Mentoring: A Promising Strategy for Youth Development," published by Child Trends in February 2002, found that youth who had mentors experienced fewer unexcused absences than those who did not participate. Further, youth were less likely to initiate drug use, had more positive attitudes towards schools and the future, and better outcomes were noticeable when mentors and mentees were engaged for 12 months or more.





MENTORING PROGRAM OVERVIEW



Finally, in 2001, Dr. Susan G. Weinberger conducted a pre- and post-test evaluation of the pilot mentoring program at the corporate headquarters of Allstate Insurance Company in Northbrook, Illinois. The results clearly show that mentoring is two-directional. The mentors benefited from the relationship as much as the youth with whom they were working. Mentors improved their attitude at work; got a fresh perspective on their life; learned more about themselves, schools, and children; and believed that mentoring showed that their company cared about the community. Further, the classroom teachers indicated that youth involved in mentoring improved their work habits, personal growth, social skills, and interest in and mastery of academic subjects.

Mentoring Resources

There are a number of outstanding websites devoted to mentoring where additional research results are reported. These include:

Mentor Consulting Group

<http://www.mentorconsultinggroup.com>

Education Northwest

<http://educationnorthwest.org>

MENTOR/National Mentoring Partnership

<http://www.mentoring.org>

Public/Private Ventures

<http://www.ppv.org>





The Need: Facts and Challenges

- American Indians are twice as likely as other U.S. citizens to be victims of violent crime.
- Just under half of violent crimes committed against American Indians occur among those age 12-24 (Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice). Since 1950, the number of children in mother-only families quadrupled to 20 million homes.
- The proportion of American Indian families maintained by a single female reached 27% in 1990, which is considerably larger than the national figure.
- The national poverty rate is 14.3% (2009). However, the most recent data for American Indians indicates that 27% were living below the poverty level – with rates up to 51% for those residing on Reservations (2006). Of Indians ages 6 to 11 years, 38% live below the poverty line, while the percentage is 18% for all children in this age group.
- Nationwide, 1.2 million latch-key children go home to a house in which there is no parent and an unsecured gun.
- According to the 2000 Census, only 5.6% of American Indians and Natives are age 65 and over... where will the elders be in the future to provide much needed guidance for the young?
- According to the Bureau of Justice Statistics, state, federal, local, and tribal authorities were supervising an estimated 75,400 American Indians in 2008. Of this population, 47,000 were under community supervision, and 14,264 were held in State prisons. Jails in Indian Country held 2,135 inmates, while 9,000 were in local jails, and 2,989 were housed in Federal prisons.
- By the middle of 2008, the rate of incarceration in prison and jail for American Indians was about 21% higher than the overall national rate. Federal and State prison and jail authorities held 921 American Indians per 100,000 Indians compared to 759 persons of all other races per 100,000 U.S. residents. The number of American Indians in jails and prisons nationwide grew by about 4.4% annually from 2000 to 2008.





Thoughts about Mentoring in Indian Country

“Our ancestors had the spiritual understanding that it is sacred work to evoke the gifts in our children; that each child is irreplaceable and has meaning and purpose to and for the community. They taught us that interdependence is part of the natural system of life; and that each person is precious. Our natural systems are steeped in the teachings of elders who have instructed us to carry a love for one another and a respect for all things.

Mentoring from an indigenous point of view is based on abundance found in our teachings rather than the lack that is found in our grim statistics. Mentoring was part of the natural systems found in communal life to awaken the sleeping gifts in our most precious resource – our children. Upon awakening, these gifts would be given to the community so that it would thrive and the children would once again remind us that they are the heartbeat in our lives. The children are our center and we must once again give them a place and meaning within the community by honoring ancient knowledge.

Today more than ever, we are being asked to become conscious of ourselves and our communities and to help our youth develop their gifts so that we might all survive as a people and a race. It comes from the understanding and belief that when people stop respecting and showing gratitude, than all life will be destroyed and human life will come to an end.”

Strengthening Native Community Commitment through Mentoring Guidebook,
Introduction, pg. 5, Ya'Ta'L'whet (Giver of self). Anna M. Latimer (Sechelt, B.C.)



The section that follows is the Program Design for the National Native American Mentoring Program. It is hoped that staff and mentors will integrate the “natural systems” found in tribal knowledge and stories. Our children are depending on all of us to do this for them.





Mentoring Program Design

Program Partners

U.S. Department of Justice, Office of Justice Programs,
Office of Juvenile Justice and Delinquency Prevention;
National Congress of American Indians



OJJDP





MENTORING PROGRAM DESIGN



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This project was supported by
Grant No. 2010-JU-FX-0037
awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs,
U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily
represent the official position or policies of the U.S. Department of Justice.
January 2011



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Mentoring Program Design: **An Overview of the National Native American Mentoring Program**

Overview of Mentoring

Quality mentoring is based on standards known as Elements of Effective Practice for Mentoring, which were created in 1990 by a national panel of experts and revised in 2003 and 2009. The design of the National Native American Mentoring Program is based on these national guidelines, including information regarding program design and planning, management, operations, and evaluation.

Definition and Configuration of Programs

Mentoring is a structured and trusting relationship that brings a young person together with a caring individual who offers guidance, support, and encouragement; it is aimed at developing the competence and character of the mentee.

Formal mentoring programs are long-term, deliberate, and normally led by a third party. Minimum time requirements are established; a screening and matching process is developed; and frequent and regular contact is maintained by the overseeing agency, providing support for matches. Mentoring programs may focus on social aspects, career goals, life skills, and/or academics.

Location of Mentoring

Site-based mentoring programs are held at specific locations such as schools, Boys & Girls Clubs, workplaces, churches, synagogues, community centers, residential facilities, or prisons.

Types of mentoring include adults mentoring youth, peer-to-peer, groups, teams, couples or buddies, families, and e-mentoring.

Program Goals

- Improve self-esteem, attitudes, academic performance, social skills, and work habits of young people
- Maintain the language, tradition, customs, community, and tribal activities of youth involved
- Reduce anti-social, at-risk, and juvenile delinquent behavior
- Enhance connection and commitment to school, family, and community

Local Club Infrastructure Requirements

- Mentor Program Coordinator
- Cohesive staff
- Friendly greeter at front door of Club
- System for sign-in and reporting of absences
- Dedicated space for mentoring sessions
- Mechanism for utilization of other Club resources for mentoring program
- Commitment to program





MENTORING PROGRAM DESIGN



Getting Started: What Steps to Take

1. Receive award letter
2. Sign Subcontract Agreement with Grant Administrator
3. Prepare program budget
4. Secure required approvals from tribe/council and boards
5. Market the program within the tribal community
6. Identify children through aggressive outreach within the Clubs, tribal community, social service/health agencies and schools, as well as by word of mouth, flyers, e-mail, and/or posters
7. Obtain written parent permissions

Support/Monitoring of Matches

Selecting the right staff and mentors is critical to the success of the program, although training and ongoing professional development are also needed for Boys & Girls Club staff members. It is the responsibility of the program coordinator to monitor matches, as well as solve issues and concerns. Follow-up meetings and networking events should be used to determine how the program is progressing (recommended schedule: after two weeks, four weeks, and then monthly).

Options for Recruiting Mentors within the Community

Tribal elders and leaders	Local agency representatives	Members of senior citizen groups
Tribal college members	Community advocates	Veterans
Retirees	Businessmen and women	Educators
Law enforcement officials	Tribal legislators	
Tribal religious leaders and spiritual advisors		

Qualities of Good Mentors

Caring	Committed	Patient
Reliable	Responsible	Confidential
Good sense of humor	Non-judgmental	Likes kids!
Positive record of employment	Free of alcohol and drugs	

Orientation Session at Club

Orientation is an opportunity to learn about the program and policies. Applications should be made available for those who are interested in mentoring.

Screening Process Elements for Volunteer Mentors

- Criminal background check
- Personal interviews
- Employment history and personal reference checks
- Reviews of child abuse registry and driving record, when applicable
- Request of information regarding last five places of residence
- Tuberculin testing (only where related state law exists)
- Assessment of suitability requirements, which may include: age, gender, accomplishments, personality profile, skills, language requirements, level of education, career interests, motivation, and transportation needs





MENTORING PROGRAM DESIGN



National and Regional Trainings

(Based on the Train the Trainer Model produced by Mentor Consulting Group)

Mentor Training Agenda Items

Program policies and procedures	Mandated reporting of abuses
Gift giving	Conflict resolution
Physical contact	Building self-esteem
Confidentiality issues	Listening skills
Communication skills	Gang prevention
Involvement of family	Language, customs and tribal traditions
Bullying	Life skills
Crisis management	Decision-making skills
Cultural/heritage sensitivity and appreciation training	Closure steps
Problem-solving	
Group activities	
Preventing abuses and re-orientation of youth away from drug and alcohol abuse	
Resources available (regarding suicide, depression, etc.) to assist mentors	
Tips and strategies for each mentor/mentee session	

Selection Criteria of Youth to Be Matched

- Ages 4-17
- Willingness to participate
- Completion of orientation training regarding roles and expectations

Mentees may be current Club members or non-Club members. Outreach to various community agencies should be conducted to identify potential participants. Boys & Girls Club staff members may also want to make recommendations regarding individuals to recruit.

Characteristics of Youth Participants Who Would Likely Benefit from the Program

- Unmotivated, unchallenged, or who could benefit from a positive role model
- Poor self-esteem
- Have poor attitudes or lack desire to stay in school
- Struggling to avoid negative behavior
- Hostile or angry
- Have poor peer relationships and/or lack support from home
- Isolated, lonely, disconnected

Mentee Training Discussion Components

- Participation requirements
- Goals of program
- Policies and procedures around gift giving, on-site activities, program duration, and schedule
- Roles/responsibilities of mentee





MENTORING PROGRAM DESIGN



Matching Mentors and Mentees

- Match youth with a volunteer-trained mentor
- Consider whether you would like to create same-gender or opposite-gender matches
- Explore common interests between the two individuals

Strategies for Each Session

(Developed with input and recommendations from the sites; minimum of one hour/week)

Session discussion topics

Social life	Friendships	Careers
Academia	College	Life skills
Future plans	Language	Culture
Traditions	Self-esteem	Relationship-building

Younger youth activities

Reading	Board/video games	Computer play or research
Arts and crafts	Sports	Homework
Writing projects	Beadwork	Language Customs

Older youth activities

Career interests	Financial independence	Employability skills
Post-secondary education	Community service	Customs

Strategies for Retention and Recognition of Mentors

- Mid-year and year-end “thank you” to participants
- Features in Boys & Girls Club bulletins, newsletters, and on NACLUBS Web site

Strategies for Family Involvement

- Events including mentors, mentees, and family members at Club or approved alternative location
- Support services for siblings and families
- Caregiver training and involvement
- Food, transportation, and babysitting where necessary
- Sessions for family members only, with activities similar to those that are offered for mentors

Closure Steps

What if the match does not work? Match closure is private, with confidential exit interviews which include mentor, mentee, and staff. Clearly stated policies for future contact and a formal sign-off are required.

Program Evaluation

Program evaluation is required by the program award. This may involve an additional evaluation of the mentors, mentees, families, and Club staff. You may also want to consider contracting a local university that has an Indian Studies department to assist with local evaluation.





Getting Started: Creating Awareness and Conducting a Needs Assessment

The first step toward creating a program at the Club is to conduct a needs assessment. This will guide the goals and objectives of the program.

The Mentor Coordinator begins by becoming aware of what is already going on in the community and the Club. Specifically, she or he finds out if any other organization is recruiting mentors. Questions to ask include: How will you relate to and work with each other? What can you learn from the experiences of others? Also, plan to reach out to important community groups. The key to success is working in collaboration with others. These other organizations may be able to help with recruitment or other aspects.

Identify the audiences who need to be made aware of your idea. The list should include individuals whose support is necessary if the mentoring program is to succeed. It is important to keep tribal leaders informed of this valuable program. Since school-age children are the target audience, school personnel are also critical. Talk to people within organizations, announce the grant that you have won, present your idea, provide a summary of your program plan to date, and always listen to comments and suggestions.

Examples of Key Players, Offices, and Organizations

Community

Tribal Council members
Elders
Community members
Housing agencies or departments
Spiritual leaders
Colleges
Fundors
Counselors
Law enforcement agencies
Indian child welfare workers
Businesses
Organizations
Civic, social and fraternal groups
Senior citizen agencies
Local churches
Youth groups
State and municipal employees
4-H groups and Scouts

School District

Board of Education members
Native American paraprofessionals
Office of the Superintendent
Indian Education representatives
School councils/ advisory boards
Psychologists and nurses
Parent advisory committees
PTOs/PTAs
Social workers
Student athletics
Guidance counselors
Parents
Juvenile Justice authorities
School administrators
Principals and teachers
School district representatives
Service clubs and organizations



Expanding Your Board of Directors or Advisory Board

No doubt your Boys & Girls Club already has an active Board of Directors or Advisory Board. You may wish to consider expanding the membership to include individuals who are committed to mentoring. They will help you throughout the life of your mentoring program. Members may include influential community leaders, mentors, and youth representatives who will help you to set policy, seek mentors, pursue funding, and assist with all aspects of your program plans and implementation. Remember the rule: board members represent the three “Ws” ... wealth (individual philanthropists, tribal government, business owners, corporate CEOs), wisdom (educators, elders, clergy, students) and work (parents and volunteers of all ages). Remember to keep your Board of Directors informed about the mentoring program. Include time on their meeting agenda to update the Board about the mentoring program. Board members often have contacts that are useful in developing or expanding a mentoring program.

List those individuals who should be invited to join the Board for your program

Name

Title/Organization

Assessing the Need: Techniques that Work

Develop specific information about the needs of youth in your community and whether those needs can be addressed by a mentoring program. Conducting a needs assessment in a rural community may be a challenge. The information, however, is needed and there are creative ways to gather it. Questionnaires can be distributed or interviews can be conducted at sporting events, pow-wows, or Indian health clinics. Utilize Community Health Representatives who go out into the community, the tribal newspaper, or even the local Native radio station.

Some tested techniques for conducting a needs assessment include the following:

- Questionnaires
- Interviews by telephone and in-person
- Reviews of available research data
- Personal observations
- Focus groups





Setting Program Standards and Competencies

What are the critical elements of effective and outstanding mentoring programs? After years of research, MENTOR/National Mentoring Partnership (www.mentoring.org), located in Alexandria, VA, has developed a set of quality assurance standards which serve as the guidelines for all quality mentoring programs. The *Elements of Effective Practice for Mentoring* was created by a team of national experts in the field of mentoring. These standards are the basis for the program design of the National Native American Mentoring Program.

Below is a brief summary of the key elements that your program must put in place. The following pages provide details regarding the process.

Checklist for a Mentoring Program

- Well-defined mission with short- and long-term objectives
- Timely responsiveness to mentor inquiries
- Strong organizational infrastructure that offers program oversight, consistent support, and contact with both mentors and youth
- Clear, written administrative and program procedures
- Eligibility requirements for mentors
- Comprehensive recruitment, screening, and training program
- Input from community members and the Advisory Board or Board of Directors
- Policies that address liability, confidentiality, reporting, and financial practices
- A process to monitor and evaluate program effectiveness





Establishing Goals and Objectives: A Framework for Program Design

Goals and objectives arise out of the needs assessment. These goals and objectives will determine many of the features of your program design and implementation and are important for guiding the entire process.

What is a goal?

A goal is a broad statement of purpose. It arises from the philosophy of your particular organization and its needs. It is not measurable and does not play a part in program evaluation. For example, a broad statement may be that you want your youth to avoid risky behavior. You may decide that you have more than one goal for your program. For each goal, you will need a series of objectives.

What are objectives?

Objectives state the specific intent of each goal and must include three elements:

- Who: the specific people who will take whatever action is deemed appropriate
- What: the intent of the objective
- When: specific timelines for the *who* to accomplish the *what*

The elements listed above can be tracked and easily measured. For example, your objectives may include the determination that, by May, the Mentor Program Coordinator will have recruited, trained, and matched fifteen mentors to work with fifteen youth at the Club.

Once clear goals and objectives are written and established, the program design and implementation phases which follow will be easy to plan. Program design develops a framework for achieving the goals and meeting the objectives. In a sense, this is your program architecture which the Mentor Program Coordinator uses to address practical day-to-day issues such as: Who will administer the program? How will operations be organized? Where will the program be housed? What staff will be required to run the program adequately? How will finances be handled?





Goals and Objectives Worksheet

It is now time for you to write goals and objectives for your mentoring program. Make copies of this page to track additional goals and objectives, and then share them with key players in the Club and community.

Goal:

Objectives:

1.

2.

3.





Program Liability

To ensure maximum protection for the Boys & Girls Club, the youth who are engaged in mentoring relationships, their families, mentors, and the general community, a number of forms and applications have been created. Samples are located in the Appendix. Make copies, put your own Club logo on each page, and administer as recommended (forms are located on CD-Rom in the back of this manual).

Important liability considerations as you develop your mentoring program:

- The National Native American Mentoring Program is site-based, meaning that it will be necessary to limit activities between mentors and mentees to the Club location. This allows for maximum control and supervision by staff at all times.
- Parents/guardians must be notified of all program policies and are required to sign a permission letter.
- It is important to document and keep on file all information about mentoring relationships, activities, and procedures.
- Mentor screening requires a series of steps, beyond simply accepting applications, to ensure that mentors are capable and responsible. They include conducting reference checks with employers, co-workers, teachers, friends, and others who are named by the applicant. Criminal background checks are also required and are conducted in cooperation with state and federal law enforcement officials, as well as with Boys & Girls Clubs of America's policies and procedures.
- The personal interview provides a first-hand examination of character, skills, knowledge, and experience to support the written evidence that is provided. Professionals should be engaged to ask questions that will elicit information about the applicant. The interviews should be conducted in a consistent manner, and the information obtained should be recorded, documented, and kept in a permanent mentoring file.
- Some programs require completion of a Driver's Affidavit, proof of current insurance policy, and a current driver's license. Since mentors in the National Native American Mentoring Program are not allowed to drive mentees in their personal vehicle, Clubs may decide whether or not to use this additional screening tool.
- All mentors must be oriented and instructed regarding the most critical policies and procedures of the program and Club during initial and follow-up trainings.
- Qualified staff should be available to monitor, observe, supervise, and support mentors throughout the life of the program.





Mentor Coordinator Position Description

Each Boys & Girls Club Mentor Coordinator receives on-going training and technical assistance to support the position for which she or he has been selected.

Qualifications

- Experience with youth work and volunteer management, knowledge of mentoring programs preferred
- Knowledge of local communities
- Supervisory, public relations, and communication skills
- Ability to work well with a team, be professional, and maintain confidentiality
- Attention to detail, completion of all reports in a timely manner, and good follow-through
- Demonstrated commitment to mentoring
- Knowledge of budgeting and record keeping

Management Roles

- Supervise mentors and mentees and coordinate program with Boys & Girls Club staff
- Submit administrative, program, and evaluation requirements in a timely manner
- Submit financial requirements in a timely manner

Operational Roles

Roles and responsibilities regarding the implementation of the mentoring program include, but are not limited, to the following:

- Communicate program goals to the Boys & Girls Club and community
- Recruit mentors (including assessing applications, checking references, and conducting background checks)
- Recruit youth from within the Club and the community
- Partner with community agencies such as schools, courts, and social services
- Gain parental/guardian approvals
- Train mentors and mentees
- Match mentors and mentees
- Hold a welcome event for new mentors and families
- Schedule meeting times for mentors and mentees at the Club
- Create data management and tracking systems
- Monitor matches and weekly attendance of mentors and mentees
- Provide ongoing support for the matches
- Offer two to three family events per year
- Plan and implement a National Mentoring Month event in January
- Keep accurate written records of all matches
- Assist with program evaluation
- Hold year-end recognition event
- Facilitate closure of matches, if necessary





Identifying Mentors: **Caring, Committed, Positive Role Models for Youth**

In addition to the funding you have received for this program, consider what additional kinds of funding, office space, telephones, clerical staff, and supplies are available for your program. You will also need to identify potential people to serve as mentors. This includes matching your expectations with the skills, knowledge, and reliability of the prospective mentors.

Not every individual makes a good mentor. Experience indicates that successful mentors have certain characteristics in common. The list which follows will serve as a guide, although your Mentor Program Coordinator needs to determine which of these characteristics suits the needs of your program. Typically, mentors have time for youth, care about them, and believe in them. Often, they provide the only stability a young person knows. The ability to engage in a positive relationship based on trust and confidence is critical to the mentor relationship.

Characteristics of a Good Mentor

- Age 16 or above
- Gives attention and recognizes the skills and interests of each child
- Tolerates frustrating situations
- Listens well and with respect
- Communicates well
- Is stable
- Provides leadership and can help youth make responsible decisions
- Has a positive employment record
- Shows up on time and is committed
- Can relate and work well with a youth's culture and home language
- Is not judgmental
- Able to nurture the relationship and cultivate trust
- Accepts responsibility
- Is mature (in terms of personality, not age!)
- Maintains confidentiality and can assume the role of advocate, obtaining resources for youth
- Is tolerant and makes children feel comfortable
- Is positive and reliable
- Will not attempt to replace the role of the parent or guardian
- Will not interfere with the Club or school policies and procedures
- Has a good sense of humor





Recruiting Mentors

The mentor recruitment process involves selecting the most appropriate volunteers to serve in your program. You are looking for individuals who are willing to spend time with a younger person and care about that person. Consider that selecting quality mentors is far more important than rushing to secure a high quantity of mentors. The best advice is to take small steps to ensure success - the first year, move cautiously; don't plan a major media campaign to build capacity until you are effectively managing the program.

During the recruitment phase, think about individuals and groups who have been involved in your Club in the past and might wish to consider mentoring. What a great place to begin looking for potential mentors! Make an appointment to visit and explain your goals and expectations.

Individuals and organizations you may wish to contact regarding mentoring:

Tribal Council
Employees and owners of small and large businesses
Retirees
Probation officers
Teachers
Social, civic, and fraternal organizations
Alumni associations
Church groups
Local government officials
Members of commissions and boards
Fire, police, and municipal employees
Senior citizens (AARP, RSVP)
Hospitals and health facilities
Banks
Veteran's organizations
Media
Professionals
Health care providers
Tribal college students

Casinos
Youth organizations
Mental Health and Human Resources
Artists
Club board members
VISTA volunteers
Judicial system
Health organizations
Tribal members
Elders
Cultural workers
Indian Child Welfare workers
Commission on National Service
IRS/FBI/BIA
Utility companies
U.S. Armed Forces/National Guard
Ministry programs
Club alumni
Tribal Religious & Spiritual Leaders

Other:





Mentor Application Process

Once a prospective mentor is recruited, the formal application process begins. It is critical that individuals are properly screened before they are accepted into the program. While volunteers may have the best intentions, it is the responsibility of the Club to ensure maximum protection for the mentoring experience.

Steps in the application process

1. Mentors complete an application that includes their choices of days and times for meetings with youth, as well as information regarding the age and gender of youth with whom they wish to work. Some programs only match mentors with individuals of the same gender and ethnic group, while others do not. This is something that you will want to establish early in your program design. The application includes a statement of the mentor's special interests that are helpful in matching mentors with youth, as well as a complete list of personal references, last five residences, and employment history. Mentors are asked to sign a release statement, agreeing to abide by the rules and regulations of the program and fully discharging the Club from liability and claims.
2. Mentors are invited for a personal interview with the Mentor Program Coordinator and Club Executive Director. You may wish to form a committee with diverse representation to conduct the interviews. This is an ideal opportunity to get to know the candidate better. Ask questions which will provide information about the applicant's family relationships and history; interests; leisure time activities; attitudes and belief systems; experiences working with children and adults; reactions to stressful situations; use of alcohol and drugs; level of flexibility and time commitments; educational experience; transportation requirements; and strengths and weaknesses. Evidence of character and reliability is critical.
3. Mentors sign an agreement to: attend a training session; be on time for scheduled meetings; accept assistance from program staff; keep discussions with youth confidential; ask for help when needed; engage in the relationship with an open mind; and notify staff if they are unable to keep an appointed meeting time.
4. Program staff conducts a check on all employment and personal references. Some states require that volunteers also secure a tuberculin test from a health provider. Mentors are required to complete and sign field trip forms for any approved Club trips, which require appropriate chaperones and parental permission.
5. Local or state police authorities are asked to assist the Club with a criminal background check for all applicants, which may include finger printing. Mentor Program Coordinators must follow Boys & Girls Clubs of America's policies and procedures regarding criminal background checks.
6. Candidates who pass all the "tests" listed above are notified, congratulated, and invited to become mentors in the program. The first training then takes place. All information obtained about mentors in the application process must be documented and kept on file in a secure place.

NOTE: Some tribes may think they can skip the interview and screening process because "everyone knows everyone." Even if you believe you "know" the prospective mentor well, you must follow these steps to ensure maximum protection and act in the best interest and safety of the youth involved.





Best Practices for Criminal Background Checks

New Membership Requirement

Beginning in 2005, all Boys & Girls Club organizations must certify in their Annual Report that they conducted criminal background checks. Specifically, each member organization must certify they have:

- Conducted criminal background checks on all staff and volunteers who are in direct, repetitive contact with Club members
- Performed a minimum of the following background checks, as: a social security trace, national sexual offender search, and criminal history record search
- Conducted background checks at intervals no less than every 24 months

Obtaining Criminal Background Checks

Two types of criminal background checks are currently available to Clubs. Clubs may use them exclusively or in combination.

- **Name-Based Checks:** obtained through commercial sources via the Internet; submission requires the legal name, social security number, and permission of the person being checked.

Pros: Computerized, affordable, quick, easy-to-understand, includes numerous sources (see following pages), and part of continuously improving industry

Cons: No consistent criminal records from all 50 states, criminal history gathered from state and county records only, and computer can be “fooled” by name and SSN errors

- **Fingerprint-Based Checks:** obtained from the FBI’s Criminal Justice Information System (CJIS) and coordinated via the National Center for Missing & Exploited Children in compliance with the “2003 PROTECT Act.”

Pros: Consistent criminal records from all 50-states via FBI record system and fingerprints offer 100% accurate match

Cons: Need trained technician to “capture” fingerprints, 2-3 week response time, and costs \$18/ submission

Recent Findings

As part of the 2003 PROTECT Act, Boys & Girls Clubs of America (BGCA) commissioned a study comparing the effectiveness of fingerprint-based checks against name-based checks. A study of 1,700 local Club volunteers and staff from 24 states revealed:

- 12% of all subjects had criminal records, with 5% being associated with serious crimes
- 27% of those with records were out-of-state, 8% had false names, and 6% had false SSN
- 54% of those with criminal records did not report it on their application
- The fingerprint-based, FBI system found 60% of all available criminal data
- The name-based companies found only 40-50% of available criminal data





MENTORING PROGRAM DESIGN



Limitations

Neither name-based checks nor fingerprint-based checks are infallible and should not be relied upon as an exclusive means of screening. Name-based checks are vulnerable to “false negatives,” resulting in conflicting or unrevealed identities. Some precautionary practices that local Clubs use include:

- Using 2 or more name-based companies for each screening
- Using fingerprint-based checks to resolve name-based identity conflicts
- Primarily relying on fingerprint-based checks, but using name-based checks for preliminary approval
- Primarily relying on name-based checks, but using fingerprint-based checks for random screening

Barrier Crimes

Boys & Girls Clubs of America advises local Boys & Girls Club boards to review their current staff screening policy with their attorney to identify specific categories of criminal records that might exclude a volunteer or staff from working directly with Club members, or in other capacities with the organization. Each organization is responsible for establishing its own standard of care. However, the following categories of crimes established for the 2003 PROTECT Act Program by NCMEC, FBI, and the Department of Justice may serve as launching points for discussion for each local Club to establish its own policy.

Barrier crimes that would prohibit an applicant from working in a Club:

- Any felony conviction
- Any misdemeanor conviction involving force or threat of force, sexual relations, controlled substances, or cruelty to animals

Other conditions that might require further investigation of the applicant:

- Incomplete disposition of any barrier crime
- Expunction, restoration of rights, or pardon of any barrier crime
- A charge involving a child but resulting in a favorable disposition to the applicant
- A charge in which it is not readily apparent whether drugs or alcohol were involved

Other Best Screening and Hiring Practices

Insurance and legal experts recommend that youth-service organizations develop consistent staff screening and supervision procedures which include:

- An up-to-date policy on acceptable volunteer and staff behavior
- Accurate job descriptions for all volunteers and staff
- Detailed employment application forms
- In-person interviews
- Reference checks from at least three sources
- Criminal background checks
- Review of policies with candidates, including signed acknowledgments
- Educating volunteers and staff to identify and report abusive behavior
- Appropriate level of supervision of volunteers and staff
- Correction of physical conditions that could allow for the potential for sexual abuse





MENTORING PROGRAM DESIGN



Sources for Name-Based Background Checks

The majority of local Clubs utilize name-based background checks with success. Since 2002, when BGCA began encouraging local Clubs to utilize name-based background checks, many credible background check companies have emerged. Some companies that local Clubs and other youth agencies use include:

- Choice Point (www.volunteerselect.com)
- PeopleWise (www.peoplewise.com)
- Intellicorp (www.intellicorp.net)
- Verifications, Inc. (www.verificationsinc.com)
- Verified Person (www.verifiedperson.com)
- BJA National Sex Offender Public Registry (www.nsopr.gov)

Sources for Fingerprint Based Background Checks

Prior to 2003, local Clubs could only obtain fingerprint-based background checks through their state police departments. These background checks were often limited to one state only, or if state police did forward fingerprint cards to the FBI, the additional cost and time made this process impractical. Now, as a result of the 2003 PROTECT Act, local Clubs may obtain a 50-state background check by submitting fingerprint cards directly to the FBI for a fee of \$18 per submission. To learn how to participate in The PROTECT Act, go to BGCA's Club Safety & Design section on www.bgca.net.

Child Protection Resources from BGCA

BGCA's Child Protection Initiative, a 2002 task force focused on preventing child sexual abuse, identified five key areas of child protection resources needed by local Clubs:

- Improved screening of staff and volunteers
- Education for staff and volunteers
- Education for kids and parents
- Physical modification of facilities
- Public advocacy

BGCA's Club Safety & Design Department is a clearinghouse for safety resources, providing direct downloads or links to other BGCA departments. Other safety areas covered include:

- Emergency planning and response
- Clubhouse safety planning
- Strategic risk management planning

For additional information contact:

Les Nichols, VP Club Safety & Design

Boys & Girls Clubs of America

E-mail: lnichols@bgca.org

Phone: 404-487-5746





Mentor Training

Training mentors is one of the most critical components of a program. This is the process through which mentors become prepared for the task ahead. Many experts have long debated how mentors should be engaged in training. Initially, mentors will spend a few hours receiving the most important information they will need in order to begin meetings with their youth. However, mentors cannot work in a vacuum, and the first training session is only the beginning. Mentors need constant help and support. Indeed, ongoing training and support from staff members are the best ingredients for success.

The Mentor Program Coordinator schedules ongoing training for mentors throughout the life of the program. This is the time for sharing best practices, learning new techniques, networking, and asking questions. In addition, mentors will be able to communicate with program staff regularly through notes, telephone calls, e-mails, and personal meetings. Below are typical agenda items for the initial training session.

Preparing Mentors for Mentoring

- Program policies
- Listening and communication skills
- Resources available to help mentors
- Introduction to Club staff
- Working with youth
- Tour of the Club
- Substance abuse education
- How to read to and with youth
- Profiles of youth today
- Cultural and racial sensitivity
- Strategies for sessions that work
- Dealing with peer pressure
- How to instill self-esteem
- Signs of progress
- Setting goals
- General safety issues
- Time and location of meetings
- Physical contact
- Resolving conflicts
- Bullying involvement of the families
- Gang prevention
- Language, customs, tribal traditions
- Life skills
- Group activities
- Role of children in the tribe
- Tips and strategies

Roles and Responsibilities

- Gift-giving
- Youth records and confidentiality
- Developing positive attitudes
- Improving academic performance
- Mandated reporting of suspicious abuses
- Staying away from risky behavior
- Long-term commitment
- Match closure steps
- Crisis management





Identifying Youth Mentees

Parents, teachers, social workers, church and community leaders, as well as other professionals interested in young people, may be in the best position to recommend youth for your mentoring program. The target youth may be experiencing difficulties with their families or school authorities; they may be from one-parent or two-parent families where there is substance abuse or a lack of support. The youth may be suffering from poor self-esteem, lack the desire to stay in school, and have poor attitudes about school. They may be in trouble with the law, drugs, alcohol abuse, or crime-related activities. They may be latch-key youth.

The selection process is a sensitive one and should be examined carefully based on the objectives that have been established for your program. Below is a list of the criteria that may warrant a need for a mentoring relationship. Add your own criteria to the list.

Mentee Identification Criteria

School Characteristics

- Poor academic performance
- Poor attendance
- Lack of motivation
- Lack of preparation for class
- Tendency to give up
- Inability to take risks
- Unwillingness to make commitments
- Failure to complete homework
- Lack of classroom participation
- Hostility or acting out

Social Characteristics

- Mistrustfulness
- Poor communication
- Difficulty relating to peers and adults
- Unhappiness
- Low energy
- Social Stigma

Personal Characteristics

- Neediness
- Insecurity
- Feelings of helplessness
- Low self-esteem
- Lack of control over own life
- Anxiety
- Inappropriate or negative attention-seeking
- Difficulty sleeping

NOTE: There will also be youth who do not fit these criteria, yet wish to have a mentor. From an indigenous perspective, they should not be turned down. Mentoring is part of the natural systems to help bring out the “genius” or “gifts” within youth so that those gifts will develop and be shared with the community.





Recruitment Criteria Worksheet

What characteristics will you consider in determining which youth are most in need of a mentor?

List criteria below:

1. _____

2. _____

3. _____





Securing Permissions from Youth and Parents

Once you have identified youth who would benefit the most from a mentoring relationship, it is critical to obtain written parent permission for each youth who will be matched with a mentor.

The Mentor Program Coordinator:

- Meets with each parent or guardian in person, if possible
- Explains the goals of the program
- Explains how the program will help their youth
- Explains that sessions will take place at the Club

Parents will need to sign a memorandum of understanding which requires the youth to abide by the rules and regulations of the program, outlines parental responsibility, and fully discharges the Club from liability and claims.

Many youth ask to become involved with a mentor. Others need to be identified by professionals. Regardless, participation in a mentoring program needs to be discussed individually with each youth.

The rules of the program, expectations, timeline, location of activities and types of activities must be clearly explained – and youth approval is required.

Some youth and parents think that mentoring means tutorial assistance to improve academic performance. While this may be the case for some programs, the Boys & Girls Club program provides an opportunity to establish trust and confidence between a mentor and youth and to become involved in activities that are mutually agreed upon by both. These may be social in nature, or address career goals, life skills, or homework needs.

It is important to immediately address:

- Issues regarding gift-giving with youth
- Limits on the exchange of telephone numbers, e-mail addresses and mailing addresses.

Guidelines will vary depending on the goals of the program. Youth need to understand the program's guidelines and restrictions before they agree to participate.





Role of the Family and Club

Although the majority of the sessions will take place between mentor and youth, it is important for the family to play a role in the partnership.

Invite family members to participate in Club events, usually three times during the year. Each Club should invite mentors, youth, and families to join together, have dinner or dessert, and enjoy a planned activity. Babysitting and transportation should be offered for events. While many of the activities may just involve having fun, structuring some time to assist families with helping their child and/or themselves in reference to the future should be considered.

Possible Family Program Topics

- Learning how to instill self-esteem in your child
- Reading together
- Setting up a reading corner at home
- Techniques for getting involved at school
- Problem-solving
- Goal-setting
- Resolving conflicts
- Avoiding risky behavior
- Assertive discipline
- Career interests
- Post-secondary education
- Preparing for the (GED) and high school completion
- Employment preparation and opportunities
- Computer training



These activities can include training for the mentee as well as for his or her family members. Each Club may have completely different kinds of family involvement activities. It is important to include the family whenever possible. This will reduce possible concerns and indicate that it takes many different “mentors” from the home, the Club, school, and the community to impact and improve the lives of our youth today.





Mentee Training

It is important to gain approvals from youth before they begin their mentoring experience. They also need to understand their roles and responsibilities in the program.

The Mentoring Program Coordinator introduces the mentoring program to the youth and explains that someone will be coming to the Club to spend an hour a week just with them - to have fun, play sports, work on the computer, or engage in other activities. Most youth will be very enthusiastic about the opportunity to be part of the program, particularly if they see that their peers already have mentors and are having a good experience. However, on occasion, a young person will refuse to participate. That is okay – simply place them on an internal waiting list and select another young person. Frequently, the youth who refused may reconsider.

When selecting youth, it is a good idea to include those who have different interests, backgrounds, and characteristics. If you select a youth who is an outstanding athlete along with a shy youngster who does not get along well with others and yet a third who is a very good student, youth who are thinking about the program will get the message that the National Native American Mentoring Program is for all young people. That is the message that we want to convey!

Mentee training should include, the following topics:

- Role of mentee in the program
- Role of parents or guardians
- Goals of the program
- General policies and procedures
- Rules about gift-giving and staying only onsite at the Club
- Schedule of meeting days and times
- Length of involvement in the program
- Responsibility of mentee to be at meetings
- Involvement of the family





Matching Mentors and Youth

Mentors have been recruited and trained; youth and families have agreed to participate. It is now time to match mentors and youth. Often this means pairing two total strangers.

Youth requests will be scrutinized along with the available information that mentors provided in their original profile application and personal interview. Good matches are important. Yet, there is no research to date that supports the theory that individuals must be matched based on common interests, gender, or cultural experiences. However, same gender matching is almost universal, particularly at the middle and high school levels in site-based programs. Sometimes a good sense of humor and the “some blind dates really work out” theory apply.

Orientation to the Boys & Girls Club

In addition to the importance of training mentors to work with youth, Clubs will want to orient the mentors to their culture and physical environment. This orientation will prepare individuals for involvement on a weekly basis in a new setting. Serving coffee and pastry one morning or cake and coffee late in the day would potentially be perfect times for such an event. This is an opportunity to thank new mentors for agreeing to help and to make them feel welcomed. Mentors can also become acquainted with the surroundings that will soon become like home to them.

Clubs should decide in advance if parents and/or the youth are also invited to this session. At the end of the session, invite youth to meet their mentors for the first time. This is always a scary yet exciting moment in the life of any successful program.

Topics and activities for orientation at the Boys & Girls Club:

Typical day at the Club
Program activities
Scheduling procedures
Club calendar
Parking
Club handbook/map
Meeting all staff
Policies and procedures

Identification/name tag requirements
Check-in procedures
Hours of operation
Locations for mentoring
Tour of building
Resources available
Club contact information





Mentor/Mentee Sessions - Strategies for Success

Mentors help youth in many ways. The goals of the program will determine what the sessions should include. Every program will be different and unique. As long as trust and confidence are established between the mentor and youth, many different strategies can be used to reach the stated goals. The focus can be on social/friendship-based activities; career or life skills; academic needs; future directions; building culture, traditions, language; or a combination of all of these.

Remember, no matter where the mentoring takes place, prepare and have on hand a sign-in sheet for each session with the date, names of mentor, mentee, and times of weekly meetings. These forms will allow you to keep track of all mentors and youth in the program. A complete list of strategies for mentoring sessions can be found in the *Mentor Manual*. Just a few ideas are listed below.

Strategic Activities for Mentors Working with Younger Youth

Reading	Board/video games
Playing sports	Musical instruments
Computer activities	Walking outside
Talking	Arts and crafts projects
Learning a foreign language	Homework
Writing projects	Customs exploration
Beadwork	Community service projects

Strategic Points of Connection for Mentors Working with Older Youth

Career interests	Setting realistic goals
Current events	Financial independence
Community service projects	Employability skills
Post-secondary education	Homework

Regardless of the age of the youth being mentored, community service should be encouraged. Together, mentors and youth can explore how the mentee will give back by serving in a community service capacity such as:

- Tutoring or mentoring a younger child
- Collecting food for the homeless
- Raising funds for a Club or tribal community effort
- Planting a garden outside the Club





Recognizing, Supporting, and Retaining Mentors

Soon after mentors are involved with youth, they will often say that the sessions are the best part of their day or week and that recognition of their efforts is unnecessary. Regardless, volunteers need to be thanked often. Mentors who are supported often and appreciated will want to continue mentoring. Recognition will lead to renewal of their commitment over the long term. It is also part of the indigenous value system of showing gratitude, honoring others, and modeling care and love by the community to its community members.

Support Session

In order for a mentoring program to grow and endure, Mentor Program Coordinators must understand that forming relationships is not always easy. Gaining trust takes a great deal of time. Sometimes mentors feel worthless or that they are not making any progress in the relationship. Proper support will help mentors through the most difficult times, and efforts to notice and appreciate them will go a long way.

Research clearly indicates that staff should monitor matches, solve issues, and resolve conflicts quickly. It is suggested that the first support contact should occur just two weeks after a match begins, then after another two weeks, and then monthly for the first year of the mentoring relationship. In addition to this individual approach, it is recommended that staff hold periodic hour-long sessions with all mentors for networking, sharing, and support.

Recognition

There are many different kinds and forms of recognition. Understanding your volunteers and their needs will be key to knowing what is meaningful to them. Listed on the next page are some ways to recognize mentors and ensure that they will be willing to continue in your program.





Thank You Mentors and Mentees!

- Host appreciation breakfasts, lunches, and dinners.
- Create mentor “tents” and signs for desks: “I am a Boys & Girls Club Mentor.”
- Submit regular articles to the local press about accomplishments of participants.
- Use their testimonies often in program brochures and newsletters.
- Place telephone calls and send notes of appreciation from youth, families, and staff.
- Create gifts for mentors.
- Plan meetings between mentors and staff.
- Provide ongoing training for mentors.
- Offer new strategies for mentors to use with their youth.
- Hold year-end public recognition ceremonies.
- Publish mentoring newsletters frequently for mentors/mentees.
- Place information about the program in Boys & Girls Club publications.
- Submit stories and program updates for posting on www.NACLUBS.org.
- Gain the support of families and work with them.
- Provide immediate support when there is a crisis.
- Be willing to change a match if it is not working.
- Assist in match closure if needed.
- List the names of all mentors yearly in the local press, thanking them for their dedication.

**Remember to ask mentors and mentees frequently:
“How are you doing, and what can we do to help you?”**





Match Closure

Although mentor matches are made with the best of intentions, sometimes the relationship does not work. Mentors should always be encouraged to discuss problems, concerns, and progress with the Club's Mentor Program Coordinator or additional staff before making a decision to close a mentoring relationship.

When the decision has been made to end the formal mentoring relationship, the mentor should:

- Set a specific date for the last meeting and inform the mentee of the meeting in advance.
- Be honest, candid, and supportive regardless of the reason for the termination.
- Talk about the reasons for ending the relationship.
- Talk about his/her thoughts and feelings for the mentee and the match closure.
- Encourage the mentee to do the same.
- Be positive and supportive, especially about what the future may hold for the youth.
- If it seems appropriate, talk to the Mentor Program Coordinator about a replacement mentor.
- Not make promises he/she may not keep, such as saying that he/she will always keep in touch.

Program Coordinators should be actively involved in the process, ensuring that the steps for termination are completed. Following the closure, the Coordinator should speak with both mentor and mentee to determine if they would like to be re-matched with a new mentor/mentee.

The Program Coordinator should complete the Match Closure Form found in the Appendix.





Evaluating the Mentoring Program

The objectives which were established at the beginning of the program can be measured and will determine if your mentoring program is working. In order to evaluate a program, it is important to do so throughout the year and at the end of specific intervals.

Depending upon those objectives, success may be determined by how the mentors are doing and if the number of recruits was achieved. Mentors and youth can be asked how they are progressing in the relationship.

A standard evaluation is required for this initiative as described in the program guidelines. In addition, you may choose to include additional surveys to evaluate the initiative. However, mentoring is just as much about fundamentally human things that may never show up on a programmatic evaluation. Sometimes the value of mentoring is subtle.

Some Ways to Evaluate a Program

- Attendance of the mentee at the Club
- Pre/post reports by Club staff on observable changes in mentee behavior, social skills, work habits, and interest in activities
- Mentor yearly pre/post survey
- Mentor self-survey
- Caregiver survey
- Youth pre/post survey
- Examples of pre/post surveys can be found in the Appendix.

Keeping the “Fun” in Fundraising

How does a mentoring program ensure financial support and the ability to be self-sustaining? Ensuring financial stability is often a concern for Clubs, but fundraising efforts need not be tedious or tiresome.

Options for raising money for your program may include:

- Establishing a 501(c)3 Tax Exempt Scholarship Fund so youth can have money for post-secondary education (a great resource is “Dollars for Scholars” at www.scholarshipamerica.org)
- Selling mentor/youth generated cookbooks of favorite recipes
- Selling youth-designed holiday and note cards
- Placing a “wishing well” in local stores
- Securing grants and awards from private foundations interested in education
- Securing corporate sponsorship for year-end events, gifts, and refreshments





Mentoring, Marketing, and a Caution about the Media

When you begin your mentoring program, as well as throughout its existence, it is important to publicize the effort and its success. Furthermore, mentors love to see their names in print, and stories help to get the word out to recruit more mentors. However, the names and faces of the youth in the program should NOT be offered for media purposes without written parental consent. Most Clubs have a consent form included with their membership application. Be sure to place a copy of this form in the mentee's file.

Marketing includes all the public sources that can be reached by a program. When trying to bring attention to your program, write about success from the viewpoint of mentors, youth, and their families, in addition to those of funding sources and others who are helping you.

Include stories in:

Newspapers
Local television programs
Company newsletters
Church bulletins
Tribal/Native newspapers
Local native journals

Program newsletters and brochures
Radio public service announcements (PSAs)
Flyers in Chamber of Commerce mailings
Indian radio stations
NACLUBS Web site





National Mentoring Month

“Help them get there. Be a mentor!”

National Mentoring Month is an effort that was spearheaded by the Harvard Mentoring Project, MENTOR/ National Mentoring Partnership, and the Corporation for National and Community Service. The first National Mentoring Month event was held in January 2002. This month highlights mentoring and the positive impact it can have on young lives. It also brings national attention to the need for mentors, as well as how each of us can work together to increase the number of mentors and assure brighter futures for our young people. National Mentoring Month has won the support of President Barack Obama, Former Presidents George W. Bush and Bill Clinton, the United States House of Representatives, governors, mayors from across the country, and Hollywood celebrities.

National Mentoring Month has three basic goals: 1) to raise awareness of mentoring; 2) to recruit individuals to become mentors; and 3) to promote the rapid growth of mentoring.

Each year during National Mentoring Month, one day is designated “Thank Your Mentor Day.” Citizens are encouraged to honor their mentors by: 1) contacting their mentor directly to express appreciation; 2) “passing it on” by becoming a mentor to a young person in their community; 3) making a financial contribution to a local mentoring program; and 4) writing a tribute to their mentor for posting on the campaign’s website.

Websites to visit

- <http://www.whomentoredyou.org>
- http://www.mentoring.org/mentors/national_mentoring_month

Ideas for commemorating National Mentoring Month

- Ask your tribal leaders to sign a Proclamation designating January as National Mentoring Month in your community.
- Hold an “Invite a Friend” event so all mentors and mentees can bring a friend. During the event, raise awareness regarding your Club’s mentoring program and ways to get involved.
- Host a recognition event for program participants and invite them to bring their families.
- Hold an essay or drawing contest related to the theme of mentoring.
- Publish a “thank you” note to all mentors in your local newspaper or Boys & Girls Club newsletter.
- Host a luncheon highlighting the mentoring program. Youth can speak about their experience in the program and what it means to them.
- Coordinate a “photo gallery” that consists of pictures of mentees engaging in positive activities with their mentors.
- Coordinate a mentee vs. mentor game day.
- Host a mentoring open house, where people interested in participating can come to the Club to learn more.





Training Materials

Program Partners

U.S. Department of Justice, Office of Justice Programs,
Office of Juvenile Justice and Delinquency Prevention;
National Congress of American Indians



OJJDP





TRAINING MATERIALS



This Mentor Manual was developed for exclusive use by the Native American Boys & Girls Club sites participating in the National Native American Mentoring Program. The Mentor Manual was written in collaboration with Dr. Susan G. Weinberger, Mentor Consulting Group and published by FirstPic, Inc. in cooperation with the National Congress of American Indians.

This project was supported by
Grant No. 2010-JU-FX-0037

awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs,
U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily
represent the official position or policies of the U.S. Department of Justice.

January 2011





Mentor Training Session at a Glance

1. **Getting Started** – Why did you sign up to be a mentor?; Who were the mentors in your life growing up, through school, the community, or employment?; definition of a mentor; components of the Mentoring Program at the Boys & Girls Club.
2. **Mentor Roles and Responsibilities** – A Good Mentor... DOES NOT: Replace the role of parent/guardian or interfere with program policies and procedures; expect dramatic changes in mentee overnight; provide the solution to all the issues facing youth today.
3. **Selection of Youth for the Program** – Selection process for children; goals to improve self-esteem; attendance; attitudes; academics; and staying away from risky behaviors; role of the parents.
4. **What's in a Name** – Self-esteem is connected to names; So what DO you call your mentee?; What does your mentee call you?
5. **Mentoring Skills** – Good communication skills – talking at the same level; good listening skills – the cardinal rule of mentoring; God gave us two ears and one mouth so listen twice as much as you talk; cell phone etiquette.
6. **Physical Contact** – Soft pat on the back; half a hug; in full view of others; never behind a closed door; never have mentee sit on your lap.
7. **Confidentiality/Mandated Reporting of Abuses** – What your mentee tells you must be kept in confidence unless it is life threatening (e.g. physical abuse, sexual abuse, child abuse, general safety); mentors are mandated to report suspected abuse to program staff immediately; records of youth are confidential to protect privacy of families; mentors are not privy to that information; mentees may tell you everything anyway... and that is not illegal.
8. **Setting Goals** – Goals are realistic, challenging, specific, obtainable, and have a deadline; youths' goal must be their own.
9. **Giving Gifts** – Giving gifts to your mentee creates many problems – expectations and conflicts; remember, "Your presence is the present!"
10. **Savior Syndrome** – Set healthy limits; your role is not to rescue kids but to be a positive role model and help develop skills for effective living.
11. **Strategies for Weekly Sessions** – Making the most of your time together and the value of play; first day activities – getting to know each other; What do you want to tell your mentee about you?; And the reverse?; tips for effective mentoring, problem solving, and conflict resolution.
12. **Closure** – If the match is not working, talk to the Mentor Program Coordinator first; set a date for the last meeting; inform your mentee; be honest, candid and supportive; talk about the reasons; rematch; encourage mentee to talk about thoughts and feelings and never make promises you cannot keep.



TRAINING MATERIALS





National Native American Mentoring Program
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Training Mentors

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Edward Markham

- There is a destiny which makes us brothers.
- None goes on his way alone.
- All that we send into the lives of others,
- Comes back into our own!

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Everyday Heroes

- Routine business: living, laughing and loving
- Sacrifices not headlines
- Touch hearts and change lives
- High hopes and low profiles
- Admiration of all who recognize them as true heroes

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Mr. Rogers, 1994

- *"We live in a world in which we need to share responsibility. It is easy to say, it is not MY child, not MY community, not MY world, not my problem."*
- *"Then there are those who see the need and respond. I consider these people my heroes."*

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Before We Begin

- The word "mentee."
- The words "at risk."
- The darn cell phone!

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Thank You for Making a Difference

- Introduce yourself:
 - Name
 - Occupation
 - Why you decided to sign up to be a mentor

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Guided Imagery

- Close your eyes.
- Think back to the time when you were very little.
- Your own home or apartment
- In the community
- Church or Synagogue
- Educational experiences
- Jobs – before and now

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Who Were Your Mentors and Why?

- Describe the attributes of the mentors in your life.
- Define a Mentor based on your experience.
- A mentor is (a):

Can you do it in one word?

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A Mentor is a:

- Nurturer
- ADVOCATE
- Coach
- Cheerleader
- Confidant
- Friend
- Supporter
- Positive Role Model

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Good Mentors

- Give attention
- Recognize skills and interests of youth
- Listen well with respect
- Communicate with youth
- Provide leadership
- Help youth to reach responsible decisions
- Show up on time
- Provide emotional support

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Good Mentors

- Committed, consistent and persistent
- Not judgmental
- Accept responsibility
- Confidential in all personal matters
- Assume role of advocate for youth
- Positive, reliable and tolerant
- Sense of humor
- Provide emotional support
- Respect the youth's viewpoint

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Good Mentors

- Never replace role of parent or guardian
- Never interfere with program policies
- Do not tutor
- Do not break trust established unless it is life threatening
- Do NOT impose own values or religious convictions

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Good Mentors

- Do not expect dramatic changes overnight
- Do not serve as a youth's psychiatrist; priest, minister or rabbi; or probation officer
- Are not the youth's financier and ATM machine
- Can not provide the solutions to all issues facing youth today

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What's In a Name?

When you meet with your mentee

- What will you call him or her?

AND

- What will your mentee call you?

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Charles Schultz Philosophy

(creator of Peanuts comic strip)

- Take a test:
 1. Name the 10 wealthiest people in the world.
 2. Name the last 5 Heisman trophy winners.
 3. Name the last 5 winners of Miss America contest.

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TEST

- 4. Name the last decade's worth of World Series winners.
- 5. Name 10 people who have won the Nobel or Pulitzer Prize.

HOW DID YOU DO?

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Charles Schultz

- NOW:
 1. List a few teachers who aided your journey through school.
 2. Name 2 friends who helped you through a difficult time.
 3. Name 3 people who taught you something worthwhile.

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Charles Schultz

What's the lesson?

- *None of us remember the headlines of yesterday. These are no second-rate achievers. They are the best in their fields. But the applause dies. Awards tarnish. Achievements are forgotten.*
- *The people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. THEY ARE THE ONES THAT CARE.*

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Some Reminders

- Manners and etiquette
- Cell phone usage – driving, manner mode, emergencies, etc.
- Report card schedule and what you can do
- Parents must sign permission for youth

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Selection of Youth for Program

- Falling through the cracks
- Unmotivated and unchallenged
- Lack of support
- Poor peer relationships
- Having trouble in school academically
- Need attention from a consistent adult
- Not youth with greatest struggles

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Selection of Youth for Program

- Poor attendance
- Tend to give up
- Unable to take risks
- Hostile and Angry
- Bullies
- Needy and Insecure
- Lack self-esteem
- Involved in risky behavior

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Matter of Trust

Satisfied relationships

- Mentors identify youth's interests and take them seriously.
- Allow youth to take the lead.
- Decide together what they are going to do.
- View role as being there to give, even if in the first weeks the relationship is one-directional.

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ICE BREAKER

- Get out your wallet, pocketbook or something of great value on your person.
- Something that you could never leave home without!
- Put it out in front of you.
- Turn to the person next to you and share together what those items are.
- Share with us – get permission first!

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Communicate with your Mentee

- Clear your mind of thoughts and distractions.
- Give undivided attention.
- Sit at same level as younger youth.
- Make eye contact (not all cultures).
- Be aware of body language.
- Read between the lines.

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Communicate with your Mentee

- Learn to say "How did that make your feel?"
- Nod your head, say "I see" and acknowledge that you are listening.
- Ask open-ended questions so the answers will be more than "yes" and "no."

Example: "How was school today?" vs. "What did you do in school today?"

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How to Kill a Conversation

- Tell mentee how he feels is wrong.
- Don't look at youth speaking to you.
- Drum your fingers on the table.
- Think about what you are going to say.
- Be judgmental and challenging.
- Interrupt or finish the sentence.
- Use your cell phone – learn good cell phone etiquette.

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Cell Phones

- Golden rule:
- Leave the cell phones turned off when you are with your mentee. That is proper etiquette.
- What are exceptions to the rule?

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Communicate with your Mentee

GOD GAVE US
TWO EARS AND
ONE MOUTH SO
LISTEN TWICE AS MUCH AS
YOU TALK.

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Communicate with your Mentee

Leveling = being honest about what you are
feeling and thinking

- Be honest in what you say.
- Speak for yourself. Use "I" statements not "you."
- Deal with your mentee's feelings.

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How Adults Can Earn the Respect of Youth Today

- Be truthful and straightforward.
- Be honest and willing to share your experiences.
- Be loyal and trustworthy.
- Show beliefs through actions not just words.
- Be persistent and follow through.
- Don't lecture youth; share with them.

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Building Self-Esteem = Feeling Loveable and Capable

- Mirror Image
- Empathy
- No Negativism
- Teach about Teasing
- Options and Opportunities
- Round-table
- Show Affection

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Self-Esteem

*"If someone as important as
YOU wants to spend time
with me, I MUST be
important."*

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Policy: Physical Contact

Youth have strong need for positive physical contact. Nevertheless, to ensure maximum program protection, limit contact to:

- Hand shake
- Pat on the back
- Half a hug
- No laps; no meeting behind closed doors

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Physical Contact

"Safe touch" areas are:

- Elbows
- Shoulder
- Hand
- Upper back
- Kids who have been sexually abused are occasionally so traumatized by the violation of their physical space that they learn to fear and mistrust any physical contact.

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Considering Diversity

- Initial apprehension.
- Lack of familiarity with and understanding of the world from which your mentee comes.
- This feeling is normal and natural; you want to become a trusted friend.
- Remember the blind date? Meeting someone for the first time.
- Add the significant difference in age, socio-economic status or racial and ethnic backgrounds.

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Diversity

- Will you be matched with a mentee of similar background?
- If not possible, the mentee may look and act very differently from you.
- Backgrounds and lifestyles may be dissimilar to yours.

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Diversity

- Culture is more than race or ethnicity. It encompasses values, lifestyle and social norms (e.g. communication styles, mannerisms, dressing, family structure, traditions, time orientation, response to authority).
- Your job as a mentor is to be NON-JUDGMENTAL.

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Disagreeing With Your Mentee

- You may disagree with some of your mentees' decisions.
- You went to college; you want her to go to a four-year college.
- Sometimes "they" have to learn the hard way - from experience.

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Diversity

AS MENTORS,

You.....

- Need to have realistic expectations about the youth who are your mentees.

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What You Can Do

- Knowledge is the key.
- Talk to your mentee about his background and her ancestry (you can not learn this from a textbook).
- Talk about what life is like at school or home, and with friends.
- Talk to your program coordinator for insights about cultural differences.

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What You Can Do

- Learn about the values and traditions of your mentee's culture.
- Do not engage in gross stereotyping.
- Help mentees to celebrate the uniqueness of their culture by showing curiosity and interest in the history and traditions of their culture.
- Many things you take for granted are not necessarily common for all (e.g. frequent moves, number of family members living in one house, not enough money for food but money for jeans).

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Youth Culture

- Take the time to remember what it was like to be your mentee's age.
- Most likely what you went through your mentee is going through, too.
- Share your experiences.

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TRAINING MATERIALS



Policy: Confidentiality

- All information you learn or are told about your mentee is confidential. Sharing that information is a violation. But, if the youth tells you something life threatening, you must report it immediately to program staff.
- Examples: child abuse, physical abuse, sexual abuse and general child safety

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Policy: Commitment

- If you say you will show up at a certain time, you must be there. If you have any kind of a conflict, call, write a note or fax the youth. They are counting on you.

DO NOT BE A NO SHOW

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Policy: Records

- A youth's student, family or personal records are confidential
- Mentors are not privy to this information
- Records include: demographic, achievement, anecdotal, tests, specialists exams, medical, home life, personality, adjustment

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TRAINING MATERIALS



Policy: Personal Information

- Age
- Telephone Number
- Address
- Fax Number
- Email Address

This is personal information. Can it be disclosed and shared with mentees?

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Policy: Savior Syndrome

No gifts. They only cause lots of problems

- Remember: "Your presence is the present."
- In a site based program, you must not take youth off grounds except with signed parental permission as an organized field trip.
- Set healthy limits on amount of time you spend.
- Your role is NOT to rescue but to be there as a positive role model and friend.

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Policy: Location of Meetings

- This is a site-based mentoring program.
- All activities between you and your mentee take place at the Boys & Girls Club.
- You must not take or meet youth off Club grounds, except with signed parental permission as an organized field trip by the Club.

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Drugs/Alcohol

- Use of drugs and alcohol – ways to cope with difficulty and hopelessness in a person's life.
- Mentoring can have a strong and positive influence on the community.
- Mentors can practice a positive and healthy life and support decisions by mentees to advocate healthy behavior.

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Strategies and Tips for Sessions

VALUE OF PLAY

- Tools for learning
- Promotes mental capacities
- Builds vocabulary
- Stretches attention span
- Encourages sharing, listening, persuading
- Encourages negotiating, expression of feelings
- Reduces anxiety
- Discovery of competence and healthy competition

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ICE BREAKER

- You will be working with a youth around age: _____
- Think back to when you were about the same age.
- Name something that happened to you that was exciting, horrible, frightening, or awful that you will NEVER forget as long as you live. _____

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Setting Goals

Good goals are:

- Realistic
- Challenging
- Time Sensitive
- Specific
- Obtainable

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Setting Goals

- Draw up a contract.
- Each week, assess your progress and pitfalls.
- Chart the results.
- Reassess or reaffirm the value of the goals you set.
- Mentee's goals must be their own!

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Setting Goals

- Even if the goal seems outrageous, the important thing is that the goal is the mentee's.
- Show your mentee how to break down large goals into smaller, realizable steps.
- The goal should be something the mentee really wants to do.
- Set one goal at a time.

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TRAINING MATERIALS



An Example

- A mentee who decides that she or he wants to live in a mansion one day can learn how a good education will lead to job opportunities in which they could earn enough money to live in a mansion!

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Goal Setting

■ MY GOAL

■ Name

■ My goal is:

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Goal Setting

■ Category in which my goal falls:

■ ☐ Personal ☐ Academic

■ ☐ Professional ☐ Financial

■ ☐ Other:

■ I want to achieve this goal because:

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Goal Setting

- Currently, my strengths, weaknesses and opportunities related to this goal are: _____
- What could prevent me from reaching the goal? (obstacles, risks) _____
- Any sacrifices involved? (time, money, changes) _____
- Additional information and skills I will need to acquire? Support team? _____

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Goal Setting

MY PLAN:

- I will carry out these activities to reach my goal: _____

- My deadline for achieving this goal is: _____

- How I will celebrate: _____

- Date this plan is made: _____

- Date to review this plan: _____

- My signature: _____

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Mentor/Mentee Sessions

- Read a good book
- Computer
- Games: hangman, jacks, chess, checkers
- Financial independence: checking, savings accounts, ATM
- Manners: set a table
- Library card
- Improving grades in school; academic performance
- Staying in school
- School attendance
- Extra-curricular engagement
- Community service
- Foreign language
- Arts and Crafts
- Sports
- Career direction
- Employability skills: resume, application, want ads, business card
- Post-secondary education

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First Day Session

1. Name
2. School
3. Favorite pet
4. Favorite color
5. Siblings
6. Favorite book to read
7. Favorite television program/movie
8. Favorite sport
9. Birthday

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Breaking Up an Hour

- 15 minutes: How did you do in school this past week?
What is on your mind today?
- 15 minutes: Read part of a good book – play a game
- 15 minutes: Walk around the school; physical activity
- 15 minutes: Planning for next week

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Match Closure

- Talk to mentoring staff first.
- Set a date for your last meeting.
- Be honest, candid and supportive regardless of the reason for closure.
- Talk about your thoughts/feelings.
- Encourage mentee to do the same.
- Don't make promises you can't keep.

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TRAINING MATERIALS



Margaret Mead

"Never doubt that a group of thoughtful, committed citizens could change the world. Indeed, it is the only thing that ever has."

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NATIONAL NATIVE AMERICAN MENTORING PROGRAM Advanced Training Session

Written by:
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YOUR FIRST TRAINING

- Chance to learn about the purpose, policies and procedures of the mentoring program
- Location, frequency of meetings, and activities in which you engage together



HERE IS A QUICK REVIEW

- At the initial training on how to become an effective mentor, your trainer shared with you that your role is to be a:
 - Nurturer
 - Coach
 - Confidant
 - Friend
 - Supporter
 - Positive Role Model





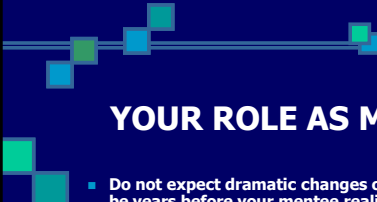




YOUR ROLE AS MENTOR

- Recognize skills and interests of youth
- Listen well with respect
- Communicate with youth
- Help youth to reach responsible decisions
- Show up on time
- Provide emotional support





YOUR ROLE AS MENTOR

- Do not expect dramatic changes overnight; it may be years before your mentee realizes the benefits of your support
- Do not serve as a youth's psychiatrist, minister, priest or probation officer; you are not the professional – just a friend
- You can not provide the solutions to all issues facing youth today



YOUR ROLE AS MENTOR

- There may be times when you cannot see your mentee every week because of other things you must juggle in your personal and professional life
- Rather than drop the relationship, explain your other commitments to your mentee, take the time you need and just let them know when you will be back to see them





YOUR MENTEE MAY...

- Be shy – rarely participates in activities
- Have difficulty making friends
- Seem aggressive or angry
- Get into arguments with other children
- Be alone a lot – seem to isolate
- Appear sad – does not smile or laugh frequently

YOUR MENTEE MAY...

- Not have many friends
- Lack communication skills
- Be without support
- Have heightened fear of authority
- Experience attachment disorder

YOUR ROLE AS A MENTOR

- Be patient
- Understand the issues
- Gain support and trust
- Do not ask personal questions
- Understand that after awhile, the mentee will begin to open up to you








YOUR ROLE WITH LIFE THREATENING ISSUES

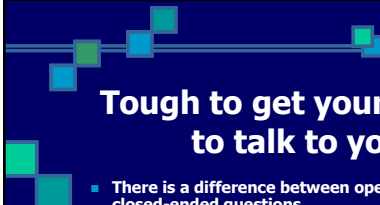
- Keep what you hear from your mentee about them or their families or friends in strictest confidence
- There is only one exception





MANDATED REPORTING

- If you hear anything from your mentee about them or their family or friends that seems life-threatening – pertaining to general safety, child abuse, sexual abuse or physical abuse, you **MUST REPORT** the finding immediately to Club professional staff
- Your mentee may get upset at first but that's okay. They are telling you this because they really want your help



Tough to get your Mentee to talk to you?

- There is a difference between open-ended and closed-ended questions
- Closed-ended questions usually yield one-word answers (such as "Did you have fun at the Club today?" or "Did you like the movie?")
- Try open-ended questions that yield longer, more descriptive answers (such as "What was the movie about?" or "What did you do at the Club today?")





TRAINING MATERIALS



POLICY REVIEW

- Are you following the most important policy?
- If you say you will show up at a certain time, you must be there. If you have any kind of a conflict, call, write a note or fax your mentee at the Club. They are counting on you.

DO NOT BE A NO SHOW

POLICY REVIEW

- Do you remember this policy?
No gifts. They only cause lots of problems
- Remember: "*Your presence is the present.*"
- Set healthy limits on the amount of time you spend.
- Your role is **NOT** to rescue but to be there as a positive role model and friend.

Are you setting goals with your Mentee?

Good goals are:

- Realistic
- Challenging
- Have deadlines
- Are specific
- Are obtainable







MENTEE GOALS

- Even if the goal seems outrageous, the important thing is that the goal is the mentee's
- Show your mentee how to break down large goals into smaller, obtainable steps
- The goal should be something the mentee really wants to do
- Set one goal at a time

Let's say the goal is that in the NEXT FOUR WEEKS:

- *Your mentee will improve attendance at the Club. Here's what you do together:*
- 1) Draw up a contract
- 2) Outline the goal
- 3) Each week, assess your progress and pitfalls
- 4) Chart the results
- 5) Reassess or reaffirm the value of the goal you set
- REMEMBER, YOUR MENTEE'S GOAL MUST BE THEIR OWN

AS YOUR RELATIONSHIP ADVANCES

- New issues may be emerging
- You may be wondering how to handle some of the more complicated issues facing your mentee





A MATTER OF TRUST

- Have you noticed that there are trouble spots in your relationship?
- Perhaps your mentee does not seem to trust you?
- You must understand that this initial lack of trust is NOT personal. It should not lead to negative feelings about your mentee
- Reality – some mentoring relationships will take and others will not


STAGES OF YOUR RELATIONSHIP

- Stage 1 – Honeymoon – getting to know your mentee
- Stage 2 – Building trust and gaining confidence
- Stage 3 – Match seems easier and more positive
- Stage 4 – Relationship matures and becomes more comfortable
- Stage 5 – Mentee may pull away
- Stage 6 – Closure – not desired but sometimes necessary; Talk to your program coordinator first

MAKING GOOD DECISIONS


- You can help your mentee think through the consequences of possible actions when they are faced with a dilemma.
- Ask: "How do you feel about this? What would happen if you did...? What other choices do you have?"
- Provide a model for good decision-making





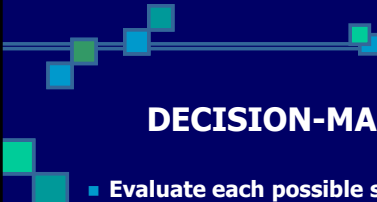
HELP YOUR MENTEE WITH DECISION-MAKING SKILLS

- Look for signs of different feelings
■ *"How are you feeling? Am I right in thinking that you are upset?"*
- Tell yourself what the problem is
■ *"What would you say is the problem?"*



DECISION-MAKING

- Decide on your goal
■ *"What do you want to have happen?"*
- Brainstorm the solutions
■ *"How many ways can you think of to reach your goal?"*



DECISION-MAKING


- Evaluate each possible solution
■ *"What are the pros and cons of each solution?"*
- Choose the best solution
■ *"What makes the best sense to you?"*





ISSUES FACING YOUR MENTEE

- Peer pressure
- Emerging sexuality
- Self-destructive behaviors such as: substance use, early parenting, family violence and teen suicide



MENTORING PROGRAMS

- Not intervention programs
- You are not a social worker or psychologist
- Your role is not to rescue a youth but to be there for them
- You can help mentees to make decisions or seek professional help

PEER PRESSURE

- Your mentee will look to peers for approval, sources of self-esteem and their own identity
- They will gather information, advice, ideas, and signals from people other than their parents and teachers
- WHAT CAN YOU DO?





PEER PRESSURE

- Avoid trying to replace either authority figures or peers
- Scolding or trying to save your mentee will hinder trust-building
- Equip mentees with decision-making skills so they will learn to take responsibility for the outcome of their decisions

CONSIDERATIONS

- Mentors must understand the surroundings in which their mentees live, their typical behavior and the pressures they face



SUBSTANCE USE

- Substance use is a serious problem among youth today
- Peer pressure, family history and popular culture can all contribute to your mentee's experimentation with alcohol, tobacco and drugs
- Mentees should be able to discuss and ask questions about substance use
- WHAT CAN YOU DO?





LOOK FOR THE INDICATORS

- Poor hygiene
- Parched lips
- Heavy eyelids and red eyes
- Erratic behaviors
- Drop in school attendance and grades
- Curfew violations
- Association with druggies
- Minor consumption violations
- Excessive sleep behavior

Source: Michael Guilfoyle

SUBSTANCE USE

- Make literature available so the mentees can educate themselves
- Invite a drug abuse counselor to give a presentation for all mentees at the Boys & Girls Club around the dangers of drugs
- Ask a youth who was involved with substance use and has been rehabilitated to speak to your mentee (per approval of Club staff and/or caregivers)

SUBSTANCE USE

- Be a positive role model
- Explain to your mentee why you have chosen not to abuse these substances
- Do not preach
- Mentoring is not an intervention service but mentees with substance use problems require rigorous intervention
- Tell your mentee you know where to get help for them





SAY NO TO DRUGS

- Tell your mentee that:
- If they do not want to take drugs, they do not have to explain or justify their actions to anyone
- A polite but firm refusal is their prerogative
- Better still...

20 WAYS TO SAY NO TO DRUGS

- Simply passing a joint or tab on to the next person without saying a word is a pretty powerful statement
- There are at least 20 ways to say no to drugs. Invite your mentee to think of a few great answers. Here are a few more...

HOW TO SAY NO TO DRUGS... A few examples

- 1) No thanks. I'm driving.
- 2) Hey, I get high on life.
- 3) I'm on pretty heavy medication for schizophrenia, so I should decline. Funny – half of me wants to say yes and the other half wants to say "Hi there, earthlings, I come in peace..."





SAYING NO TO DRUGS

- 4) Drugs? What drugs? Where? Oh, I see, that stuff right there. Jeez, I think I might have had enough already.
- 5) Have you got anything that won't make me projectile-vomit without warning?
- 6) My parole officer wouldn't approve. He says the next time I pull someone's head off when I'm stoned I won't get off with periodic detention.

Source: Scott & Grice: The Great Brain Robbery

EMERGING SEXUALITY AND TEENAGE PARENTING

- Body changes, social changes and popular culture's influence make sexuality an issue at a very young age for your mentee
- This is the age of AIDS, other sexually transmitted diseases and high pregnancy rates

MEETING THE NEED

- Your mentee may be in need of intimacy, emotional support or personal prestige
- Sometimes they seek out sexual relationships to fulfill those needs
- WHAT CAN YOU DO?





THE NEED

- Effective education on sexual issues should include some of the skills for which you were trained initially
- These include skills for making decisions, setting goals, setting limits, and fulfilling emotional needs without sex

CHILD ABUSE AND FAMILY VIOLENCE

- Physical abuse detracts from your mentee's self-esteem in ways that only professionals can help change. In your role as a mentor you are not a professional
- Your mentee may become withdrawn, turn to peers and not you for support in spite of the fact that you mean well

THE NEED

- Your mentee may recreate a family history of violence or abuse in other relationships thus continuing a cycle of self-hatred, shame and suspicion of others
- WHAT CAN YOU DO?





THE NEED

- These problems require professional help
- Mentors should contact your coordinator at the Club who will be able to find such help without breaking your mentee's trust in you
- You may need to say: "I am concerned for you and I have to report what is happening to our coordinator who can get help for you."

DEPRESSION AND SUICIDE

- Related to many of the issues we have just discussed compounded by your mentee's inability to find answers to serious questions or emotional support for difficult problems
- WHAT CAN YOU DO?

THE NEED

- Acknowledge the seriousness and the difficulty because your mentee might be experiencing this for the first time
- If you say "it's just a phase" or "you will grow out of it," this only verifies any beliefs they have that YOU just don't understand





THE NEED

- When your mentee talks about suicide, remember that counseling in this area is for professionals
- You should contact your program coordinator for referrals with your mentee's knowledge
- You can listen, provide resources and help your mentee to use them
- Provide a support system for your mentee while they and their counselor seek answers

THE ISSUES

- Some of these issues seem monumental
- Remember: When it comes to the issues we have just discussed, you will have staff and resources available to help your mentee
- Remember: You are not the trained counselor!

DEALING WITH DIVERSITY

- You may come from the same or similar background as your mentee
- Often, this is not the case
- Sometimes you will be matched with a mentee who may look and act very differently from you and whose background is dissimilar





CULTURAL DIVERSITY

When your values, lifestyle and social norms (including communication styles, mannerisms, ways of dressing, family structure and traditions) are different

WHAT CAN YOU DO?



DEALING WITH DIVERSITY

- Knowledge is the key
- Talk to your mentee about their background and ancestry
- Talk about life at home and at school
- Share your background, ancestry, life and traditions

WHAT YOU CAN DO

- Learn about their values and traditions
- Teach them about yours
- Take time to remember what your life was like at your mentee's age and share those memories with them
- Remember to be yourself





KNOWING A LITTLE ABOUT GANGS

Youth join gangs for:

- A sense of belonging or family membership
- Protection and safety
- Recognition
- Status
- Esteem
- Tradition
- Discipline and structure
- Excitement
- Respect

INDICATORS OF INVOLVEMENT WITH GANGS

Your mentee says or you observe that:

- They are in a gang
- Have graffiti on school book covers
- Associate with gang members
- Self-mutilation branding insignia on skin
- Wear specific colors on clothes that represent local or national gang fashions

INDICATORS OF INVOLVEMENT WITH GANGS

- Overt interest in guns and knives
- Playing video games like "Grand Theft Auto"
- Violent delinquent behavior such as aggressive assault against other youth
- Gang tattoos





INVOLVEMENT WITH GANGS

- Using gang hand signs
- Disregard for the law

Source: Michael Guilfoyle

■ WHAT CAN YOU DO?

MENTOR'S ROLE

- You are surely not an expert in the area of gangs
- Do not preach or screech
- Discuss the issue in a non-threatening voice and manner
- Report the sign(s) to your Club mentoring coordinator

CONSIDER HOW YOU WOULD REACT?

- Your mentee becomes agitated over the possibility of not graduating. At this point, most kids become so discouraged that they drop out.
- Would you refer the mentee to the principal, or aid in finding out if graduation is possible?





HOW WOULD YOU REACT?

- During one of your conversations, your mentee shares with you that he or she is experimenting with drugs; just "recreational drugs," he assures you.
- Do you refer the problem and ignore it? Confront the youth in a way that reassures your continued support?

HOW WOULD YOU REACT?

- Your mentee confides that she is three months pregnant and the school she attends will not let her continue if they find out.
- Do you involve a Boys & Girls Club director? A counselor at the school or a parent? What other support can you identify for this youth?

ACTIVITIES WITH YOUR MENTEE

- During your first training, your trainer suggested some fun activities that you can engage in with your mentee
- The next slides talk about some activities that other mentors in this program have found successful. They really work. Hope you like them, too








ACTIVITIES

- Take a cooking class together
- Teach sewing
- Participate in weaving, lanyard making and games
- Go to a cultural camp as an approved field trip
- Participate in the Club basketball camp
- Hold a drawing contest for National Mentoring Month every January; Draw pictures of what mentees like about their mentors and publish them in the local newspaper
- Take your mentees on an approved field trip to a baseball or basketball game



ACTIVITIES

- Hold a scavenger hunt at the Club and a picnic; invite families to join
- Teach your mentee about web design
- Give your mentee guitar lessons
- Teach your language or learn their language
- Teach traditional dancing or other types of dance
- Have your mentee sign an illegal substance abstinence pledge
- Find out what other activities are offered by your Club





MENTORS AND MENTEES

Most important to remember:

- 1) Have fun together
- 2) Decide together what you are going to do each week
- 3) Get advice and help from your program coordinator
- 4) Be patient and the relationship will develop

GOOD LUCK!!!!







Mentor Manual

**For Mentors Working with Native American Youth
at Select Boys & Girls Club Sites**

Program Partners

**U.S. Department of Justice, Office of Justice Programs,
Office of Juvenile Justice and Delinquency Prevention;
National Congress of American Indians**



OJJDP





MENTOR MANUAL



This Mentor Manual was developed for exclusive use by the Native American Boys & Girls Club sites participating in the National Native American Mentoring Program. The Mentor Manual was written in collaboration with Dr. Susan G. Weinberger, Mentor Consulting Group and published by FirstPic, Inc. in cooperation with the National Congress of American Indians.

This project was supported by
Grant No. 2010-JU-FX-0037

awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs,
U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the
official position or policies of the U.S. Department of Justice.

January 2011





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MENTOR MANUAL



IMPORTANT INFORMATION

About My Mentee

Name of My Mentee: _____

Mentee's Grade in School: _____

About the Boys & Girls Club

Name of Club: _____

Address: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Mentor Program Coordinator: _____

Direct Telephone Number: _____

Direct E-mail Address: _____

Hours of Club's Operation: _____

Meeting Time with My Mentee: _____

Miscellaneous Information or Comments: _____





Before Getting Started: **Policies and Procedures**

- This is a site-based program taking place only at the Boys & Girls Club. Please do not take or meet your mentee off the site unless on an approved group field trip.
- Do not expect dramatic changes in your mentee overnight. This is a long and deliberate process to gain a level of trust and confidence. It may be years before the mentee recalls the important role you played earlier in his or her life.
- Professional staff selected the youth who could benefit the most from this mentoring program - specifically, youth who needed a little extra support and encouragement in their lives to become productive citizens. The goal is to provide the support and friendship they need.
- Call your mentee by their first name – or nickname if they prefer – and use your first name as well. This is an informal relationship.
- Physical contact with your mentee is not allowed. What you consider friendly affection may be misunderstood by others. If the mentee does something that is worthy of praise, you may wish to indicate your approval and delight with a soft pat on the back or half a hug. A handshake, high five, or even creating a special handshake is permitted. Also, do not meet in a room in which the door is closed behind you.
- The Club and the reservation are, in fact, a small community. Most likely everyone knows everyone else. Therefore, keep what you discuss with your mentee in strictest confidence unless you learn something that is life threatening about the youth, or their family or friends (e.g., regarding physical abuse, sexual abuse, child abuse, drug abuse and general safety issues). When this is the case, please let program staff know about it immediately. Under these circumstances, this act would not be a breach of confidence - reporting such abuses is the law!
- Gifts are not allowed. Your “presence is the present,” and giving material gifts can cause great jealousy among the other mentees. Furthermore, youth need to understand the importance of the time you are committing to them, which is the true treasure.
- Staff at the Club will always be available to support and assist you. Please do not hesitate to call on them at any time for help.
- Please have a conversation with the Mentor Program Coordinator or other staff if you are thinking of terminating the relationship with your mentee for any reason. They will help you to reach a proper conclusion.





Establish Some Ground Rules

The first time you meet with your mentee, discuss some important rules to ensure a relationship of trust, friendship, and positive communication.

- Talk about how often you will meet, the location, and the rules pertaining only to seeing each other at the Boys & Girls Club. Remember, this is a site-based program.
- Discuss how and when you will contact your mentee if you are not able to make a session to ensure that he or she will not be disappointed. If possible, call well in advance if you have to cancel. You can also fax a note to your mentee at the Club. Receiving a note can feel almost as good as seeing the real, live mentor.
- Discuss what happens if you show up for your meeting and the mentee does not. Under normal circumstances, the mentee should call the Club in advance and leave a message for you indicating a plan for future contact.
- Discuss what the expectations are for your time together, including how long you hope your mentor/mentee relationship will last. Also, discuss policies regarding gift-giving, rides in the car, and financial loans – none of which are allowed in this program.
- Each week, talk about what activities you will undertake - this is very important. Start today and remember to always ask your mentee what they want to do. One of the keys to success in mentoring is that the mentor and mentee decide *together* what they are going to do.
- Discuss the fact that contact outside of the weekly sessions is prohibited unless it is an approved group field trip (parent/guardian permission slips required). It is not a good idea to give your mentee your home address, telephone number, or email address. They may be able to find this information on their own, but you do not want to encourage the personal contact outside of the program. This has been established for maximum protection – for the Club, the mentor, and the mentee!

Commitment in this program is key. If you say you will show up next Thursday, your mentee will expect you. Some youth have had lots of disappointments in their lives. If you do not exhibit responsibility, mentees grow up to disappoint others. **DO NOT BE A NO-SHOW MENTOR!** Let your mentee know that you care and show interest and appreciation.





Physical Contact

Many of the youth with whom we work have a strong need and desire for positive physical contact with caring adults. You are encouraged to be a positive role model. However, your physical contact should be limited to giving a soft pat on the back or the sharing of half a hug in full view of staff. Remember that what you see as simple, friendly affection between the mentee and yourself may be viewed as something entirely different by someone else.

Confidentiality

The information you are told about your mentee is confidential, and sharing that information with others may be a violation of the law. However, there are exceptions to this rule. Therefore, do not make a promise to a youth that you will keep everything they tell you a secret. Tell the youth that they are free to share confidential information with you; however, there are certain things that you are required by law to tell your staff contact. It is critical, not only for the welfare of the youth, but also to protect yourself from violating the law, that you adhere to these expectations:

- If a mentee confides that he or she is the victim of sexual, child, emotional, physical abuse, or any other issue concerned with the youth's safety, you **MUST** notify the Mentor Program Coordinator at the Boys & Girls Club **immediately**. The appropriate authorities in Indian country are tribal law enforcement and the Indian Child Welfare Program. Incidents on tribal lands are not reported to state, counties, or public schools unless the reservation is located in a Public Law 280 state, and the tribe does not provide law enforcement services.
- Make a note on your calendar regarding when and to whom you reported the information. Remember, this information is extremely personal and capable of damaging lives. So **DO NOT** share it with anyone except the appropriate authorities. This includes your best friend!
- If a youth tells you of their involvement in any illegal activity, you must tell the Mentor Program Coordinator immediately. Again, make a note on your calendar regarding when and to whom this information was reported. Most likely, if your mentee tells you about something serious, it is because he or she is seeking your help.





Let's Get to Know Each Other First Day Interview

About My Mentee

My mentee's name is: _____

My mentee's nickname is: _____

My mentee's name comes from (origin): _____

My mentee goes to school at: _____

My mentee lives in: _____

My mentee has _____ brothers(s), whose names are: _____

My mentor has _____ sister(s), whose names are: _____

Things my mentee likes/dislikes: _____

My mentee's favorite food is: _____

My mentee's favorite color is: _____

My mentee's favorite book is: _____

My mentee's favorite television show is: _____

My mentee has a pet. ____ Yes ____ No Pet's Name: _____

My mentee is sad when: _____

My mentee is happy when: _____

My mentee's favorite sport is: _____

My mentee's birthday is: _____

*Now reverse the questioning and answer the same questions regarding you, the mentor.
(Do not provide a specific home address.)*





A Good Mentor

The most critical role for a mentor is to be an adult who has time for a child, who cares about that child, and who believes in that child. This relationship may provide the ONLY stability a young person knows, and the only time anyone spends quality time with the mentee – this is the critical nature of mentoring!

Mentor Roles & Responsibilities

A mentor:

- Engages in a positive relationship with the mentee
- Gives attention to the mentee
- Has positive self-esteem
- Reacts well to stressful situations
- Tolerates frustrating situations
- Does not engage in alcohol or drug abuse
- Listens well
- Communicates on a level the mentee can understand
- Is stable
- Provides leadership
- Respects diverse lifestyles
- Is a positive role model
- Has a positive record of employment
- Meets on a weekly basis with the mentee
- Shows up on time for sessions
- Does not have a criminal record
- Is willing to serve a minimum of one year in the program
- Cares about helping a deserving youth
- Is not a judgmental person
- Is committed
- Nurtures a relationship that respects the mentee's dignity
- Accepts responsibilities
- Reinforces the youth's success

The Mentor's role is not to:

- Replace the role of a parent/guardian
- Interfere with the policies and procedures of the Boys & Girls Clubs
- Tutor the mentee in academic subjects as a means of improving grades
- Expect quick or dramatic changes in attitude, self-esteem, or attendance
- Provide solutions to all the issues facing youth today
- Break the trust they have established, unless there are life-threatening circumstances





Developing Self-Esteem in Youth

Self-esteem: feeling “loveable and capable” and feeling that “I’m Okay”

“I am the center of my world and I have direct impact on all those around me – my family, friends, coworkers and community. I am a person who is consistent, predictable, dependable, and accessible.”

Jacob Flores

Mirror Image: Children see themselves through the eyes of others. They are often told they are bad. If you see your mentee as lovable and capable, it is a terrific first step.

Empathy: Find a common bond and empathize with how your mentee is feeling. Explore what interests you have in common.

No Negativism: Praise your mentee. Provide positive reinforcement, and try to find something they do well.

Teach about Teasing: Do you remember the nicknames you had when you were a kid?

Opportunities and Options: Teach your mentee about the opportunities you had in life.

Round-table: Children of alcoholics and from poorer families learn three things very well – not to talk; not to trust; not to feel. Share feelings and discuss comforts.

Show Affection: Do this with a gentle pat on the back and half a hug. There should be no embraces and no closing of doors behind you.

- Self-esteem is closely tied to family and environment, including social and economic backgrounds.
- When young people feel listened to, are taken seriously, and are genuinely cared for, their self-esteem will be high.





How Can Mentors Help?

- Offer friendship
- Teach career skills: how to apply for a job, how to work well with others, how to accept criticism, and how to take initiative
- Offer positive reinforcement for participation and achievement
- Teach life skills: how to open a savings account, how to cook, or how to display good manners
- Be available to listen
- Teach citizenship through a shared community service project
- Show trust by increasing mentee's responsibilities

Four Conditions:

The following four conditions that affect self-esteem can be utilized by the mentor to assist the mentee in developing and strengthening his or her self-esteem:

1) **Connectedness:** Self-esteem is enhanced by being in touch with family, community, self, and personal history.

- Share your interests, hobbies, and life concerns.
- Do something special for your mentee that meets his/her needs.
- Encourage participation in cultural programs and community service.

2) **Uniqueness:** Developing a special sense of self and recognizing uniqueness is important for self-esteem. A young person may be unique in appearance, talents, vocational interests, hobbies, or interests.

- Notice and affirm special characteristics.
- Encourage your mentee to express ideas, even if they are different from your own.
- Ask your mentee to use his/her special talents or interests to benefit others.

3) **Power:** Having the resources, opportunities, and capabilities to control one's own life enhances self-esteem. Young people are empowered when they are taught to make decisions, set personal limits, take responsibility, solve problems, and teach others.

- Encourage personal responsibility – being responsible for what you say, feel, and do.
- Help your mentee become aware of his/her own decision-making process.

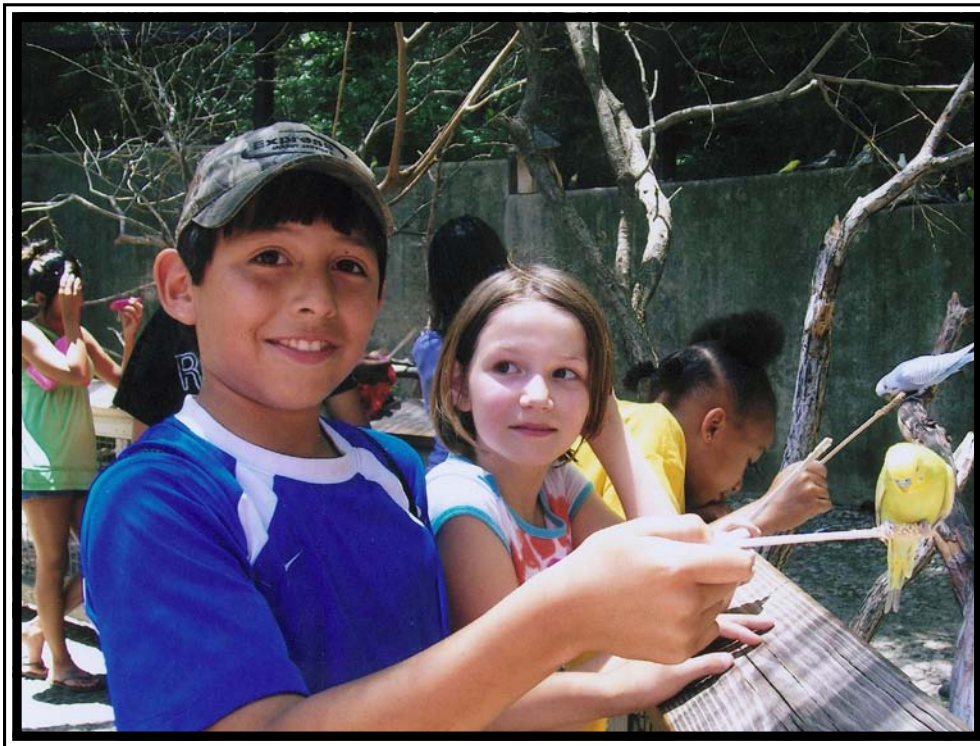




- Take your mentee through the steps of problem-solving.
- Encourage your mentee to set goals – both short and long-term.
- Set standards for achievement, but allow for mistakes.
- Emphasize strengths, not weaknesses.

4) Models: Positive role models can affect young people's self-esteem in that they serve as examples for establishing one's own values, goals, ideals, and personal standards. Being in contact with someone you admire can make you feel good about yourself.

- Expose your mentee to people you admire.
- Help your mentee think through what is important to him/her.
- Help your mentee face the consequences of his/her behavior.
- Spend time teaching the how and why of tasks that your mentee has not learned yet.
- Share your own values, goals, ideals, and personal standards.
- Encourage discussions around values, beliefs, and interests.





Setting Goals

A good goal should have the following characteristics:

- **Realistic** - if it is too difficult, it will lead to frustration and defeat
- **Challenging** - if it is too easy, there is little incentive to achieve it and little reward in getting there
- **Connected to a deadline** - or there may be a tendency to put off completing it
- **Specific** - so that you know what it is you want to do
- **Obtainable** - so that you know when you have reached your goal

Be committed to your goal. The best plans will never be achieved unless there is a real commitment to accomplish the goal.

When setting goals:

- Draw up a contract with your mentee.
- Each week, assess your progress and pitfalls.
- Chart the results.
- Reassess or reaffirm the values of the goals you have set.
- Remember that your mentee's goals must be their own!

An Example:

Mentees who decide they want to go to college and secure a good job one day can set achievable goals. They will learn how a good education will lead to college and later to job opportunities about which they can feel successful.

Mentors and mentees can explore careers and the education required for their career choices. In this way, a goal that may seem unreachable can be transformed into smaller, attainable goals; and mentees still feel that they are achieving their own goals. Every goal set down by a mentee can be an access to learning.





Mentee Goal Worksheet

Academic Goal

My goal is: _____

I will do these activities to reach my goal:

I will know I have reached my goal when:

Personal Goal

My goal is: _____

I will do these activities to reach my goal:

I will know I have reached my goal when:

Behavior Goal

My goal is: _____

I will do these activities to reach my goal:

I will have reached my goal when:

Attendance Goal

My goal is: _____

I will do these activities to reach my goal:

I will have reached my goal when:

Signed: _____ Date: _____
(Mentee)

Signed: _____ Date: _____
(Mentor)





Tips for Effective Mentoring

Put your mentee first.

During the session, concentrate on the mentee's needs and problems. Leave your needs at the door, and be flexible in your planning. If your mentee has something on their mind, drop your plans for the session and focus on their immediate need.

Be your mentee's friend, but not a buddy.

A "friend" is a person who looks out for your best interests. Therefore, a friend never allows you to do less than your best; a friend does not allow you to shirk responsibilities; a friend does not allow you to do things that will be harmful to you; and a friend is not a "backscratcher" or someone who simply agrees with detrimental things you are doing to make you feel better.

Approach your mentee on a basis of mutual respect.

Your mentee has experienced many things you may not have and has knowledge you do not have. Show respect for these things, and do not belittle them for things they do not know or skills they have not yet acquired.

Take time to get to know your mentee.

Some mentees will be very open; others will not. In order to be the most helpful, you must gain insight into their behavior. Some descriptive and comparative questioning techniques may help and will elicit more than variations of "yes" or "no." For example, descriptive questioning would be: What is it like? What kind of a situation is it? Comparative questioning would be: How are two or more things different or alike?

Try to have a positive influence on your mentee.

The way you feel about life and yourself influences the way you treat other people, and the way you treat other people influences the way they feel about themselves.

Drop the authoritative role.

Be an interested human being.

Communicate by transmitting attitudes and feelings.

Do this by being yourself; it is more effective than simply using words.

Arrange the physical setting to be close to the mentee.

Do not sit behind a desk or across a table. Rather, share a table and ask the mentee to sit beside you.

It is best to talk about one-third of the time when your mentee discusses a problem.

This provides the opportunity for the mentee to do most of the talking and shows that you are interested.





Ask questions that cannot be answered with simply a “yes” or “no.”

Instead of saying, “Do you like the class?,” say “What do you like or dislike about the class?”

Ask questions which show a personal interest in the mentee.

Do not sound like an interrogator!

Do not interrupt the mentee when he/she is talking.

Interruption communicates that what is being said is not important. However, if the mentee digresses from the subject, you can say, “How does this relate to the subject we started talking about?” or “What does this mean to you?”.

Give the mentee silence in which to think.

Realize that there will be periods of silence while thinking occurs. This takes practice, because in normal conversation silence produces a feeling of awkwardness. Realize there are different kinds of silence. Pause before talking. The mentee may wish to make additional remarks, and a pause of a few seconds may enable conversation to continue.

Move the focus from intellectual thought to emotional responses when feelings are being discussed.

Ask such questions as, “What does this mean to you?” and “How did you feel about that?”.

Observe and interpret nonverbal clues.

Notice body movement, finger tapping, and other obvious clues.

Be alert to notice a change in the rate of speech, a change in the volume of speech, or a change in the pitch or tone of voice.

Such changes may indicate that there are emotional feelings connected with the subject being discussed and that the subject needs further exploration.

Use brief remarks.

Do not confuse the youth with long, complicated questions or comments.

Don’t give lectures on ways to behave.

Ask the mentee to suggest alternatives. However, allow the mentee to make the decision; together, look at the consequences of the alternatives. Share common experiences with your mentee, focusing more on the mentee and the mentee’s problem.

Clarify and interpret what the mentee is saying.

Use such remarks as “What you are saying to me is...”, so that you can make sure you understand what the mentee is saying and reflect a genuine interest. However, be sure to make these brief interpretations only after the mentee has presented the idea.





Do not be alarmed at remarks made by the mentee.

Instead, focus on the reason behind what was said or done.

Do not make false promises or reassure the mentee that things will be alright.

This will be recognized as superficial. Instead, communicate a feeling for the mentee and a desire to see and understand the problem; do not appear to be overly concerned or to assume the mentee's problem.

Do not make moralistic judgments.

Instead, focus on what is behind the mentee's behavior. Ask yourself: "What is there about this person that causes the behavior to occur?". As a mentor, do not blame the mentee for failures; try to understand why there has been a failure, accept the failures, and go on from there.

Be sincere in your praise of the mentee.

Always praise the attempt as much or more than the right answer. Give positive reinforcement often.

Do not reject the mentee through your remarks or nonverbal clues, but instead attempt to be accepting.

Try not to show impatience! Do not threaten or argue or make judgmental facial expressions; guard against any act that might appear to belittle.

Do not ignore a problem.

Seek immediate help from the Mentor Program Coordinator or other staff at your Club if a problem arises. You do not need to handle areas which require expert assistance from staff - leave tough areas to them. When in doubt, ask!

Do not become quickly discouraged.

Some of the mentee's behavior patterns have taken a long time to develop. Although some improvements may appear, permanent changes in behavior evolve slowly. Mentors may become impatient and want change overnight, but you must be patient. It may take a while before a mentee says:

***"You know who made a difference in my life?
My mentor at the local Boys & Girls Club."***





Tips for Effective Communication

Talking and communicating are not the same! There are three basic skills: *listening, looking, and leveling.*

Listening

Listening does not have to be passive. It can be as active as talking, if you do it correctly. To listen effectively, remember these tips:

- Pay attention.
- Do not think ahead to what you are going to say (ignoring the youth while rehearsing your own comments).
- Do not interrupt.
- Listen for feelings underneath the words.
- Keep an open mind - don't judge immediately.
- Encourage the speaker to continue and to clarify what has been said.

Looking

People communicate with verbal and body language. Pay attention to the whole person. Take note of facial gestures and body movements. These are clues that will help you more fully understand what the person is saying. Some helpful tips:

- Make eye contact.
- Show that you are listening by leaning forward in your chair, saying "Uh huh" or "Go on."
- Check out what you think you are understanding - repeat back what you heard. Ask if what you think you heard is what the mentee said.

Leveling

Leveling means being honest about what you are feeling and thinking. Tips include:

- Be honest with everything you say.
- Speak for yourself. Use "I" statements instead of "you" statements.
- Deal with the other person's feelings. Do not give unwanted advice or try to change someone's feelings. Just listen and try to understand.





About Gangs, Alcohol, and Drug Prevention

Here are some thoughts about youth who are involved in gangs and the need for a proactive approach to address alcohol and drug use to ensure positive, healthy lifestyles. Nothing replaces the supportive role of mentors.

Why Gangs Happen in Native Communities, by Jacob Flores

The issue of youth and violence overlays perfectly with the need for communities to initiate and sustain mentoring programs within their community.

The gang phenomenon has been in existence for several decades in the urban population areas throughout the United States. The gang mentality was first spawned in the prison systems and then infiltrated the society as a whole when prisoners were released back into the community.

The West was influenced by the prison system in California and the Midwest was influenced by the prison system in Chicago.

The gang mentality always looks for youth who have not grown from a strong and supportive community where families nurture integrity and honor. Wherever the community is that has created an environment that is fractured and experiences a high degree of Substance/Alcohol abuse, which in turn creates the negative impact of child abuse (physical and sexual), spousal abuse and elder neglect, then the lure of the gang is heightened.

The youth are not attracted to the gang mentality because of choices they can make but because it, in many cases, is the “only” choice they can make. They are looking for the same thing all of us look for in our family and personal world.....security and consistency, supportive relationships, protection, capacity to be creative and prosperous and have a certain degree of notoriety and esteem “all the things that can be given in the family circle or the mentoring relationship.”

Most of these youth are identifiable from an early age. They are doing poorly in school, there have been economic problems in the family, substance and alcohol abuse issues are prevalent and they experience a general lack of care giving. So where does this youth go when all he or she sees around them is the lack of attentive and healthy adults and a community that does not own its issues? Youth will decide, as many have stated, to find security in whatever form it takes to deal with the needs of the moment. Others have expressed, “Do I live with a broken heart or do I find strength in numbers?”.....This is a very difficult decision, but for them, one that needs to be made.

Gangs, substance and alcohol abuse, and family economic issues all go hand-in-hand and must be addressed in a like manner. The self-esteem of a young person needs to find a “foothold” where it can be nurtured and grow. Many, if not most of our youth, will hold on to that promise if it is consistent and dependable and they can predict it's availability in their lives. They do not ask for much but what they ask for must be reliable.





As a community, this effort must be approached in a logical and well-organized fashion, but it most importantly must be tempered with love and a caring spirit. For so many of these children who have been subjected to the “gang mentality” that is something that they have never felt, a caring community and people who can visualize their dreams and be part of their healing.

In so doing, we bring to fruition our own dreams as a community and create our own personal and family healing. The health and wellbeing of our children reflect the health and wellbeing of our community. Each needs attention that is sustained and ever vigilant.

Substance Abuse

Health and wellness are not only terms that apply to our physical self, they apply to all areas of our lives: our emotions, our thoughts, and our actions.

When youth drink alcohol or use other drugs, it affects their whole body. Once alcohol enters the bloodstream, it enters all of their body’s organs within minutes. Alcohol is toxic, kills healthy cells in the body, and alters our perception of reality. We cannot be well or healthy if we drink too much alcohol or take other drugs such as marijuana, cocaine/crack, PCP, amphetamine, heroin, and/or hallucinogens.

If you believe that your mentee is experimenting with alcohol or other drugs, offer to get them some help. First, discuss the problem with your Mentor Coordinator. Tell your mentee you will accompany him/her to speak with someone you know (the professional directing the mentoring program) in order to obtain help.

You should focus on the strengths that keep youth away from abusing drugs when discussing these issues with your mentee. These strengths include self-esteem, good body image, comfort with one’s own feelings, a healthy peer group, and positive life values, including honesty, respect, responsibility, accountability, and good communication skills. These also include being a good listener and positive role model.

Peer pressure, family history, and popular culture can all contribute to a young person’s experimentation with alcohol, tobacco, and drugs. Encouraging young people to discuss and ask questions about substance abuse is an important step toward engaging their trust and allowing them to educate themselves about the dangers of drugs. Your role as a mentor is to make literature and other resources available to them and help them to use those resources. In addition, explaining to them why you have chosen not to abuse these substances – if they ask – gives them a role model for a non-substance abuser, without preaching. A mentoring program is not an intervention service, however. Young people who already have substance abuse problems require more rigorous intervention than a mentoring program can offer. In those cases, the role of the mentor is to assist the mentee in seeking help.





Other Important Issues

Emerging Sexuality and Teenage Parenting

Body changes and social changes – not to mention popular culture’s influence – make sexuality an issue at a very young age in our society. In the age of AIDS, other sexually-transmitted diseases, and high teen pregnancy rates, sex education that addresses sensitivity to emotional needs and to physical causes and effects is essential. Young people in need of intimacy, emotional support, or personal prestige may turn to, or seek out, sexual relationships to fulfill these needs. For this reason, effective education on sexual issues should include skills for making decisions, setting goals, setting limits for relationships, fulfilling emotional needs without sex, and taking responsibility for decisions and their consequences.

Child Abuse and Family Violence

Physical abuse detracts from a youth’s self-esteem in ways that sometimes only professionals can help change. A youth may become withdrawn or may turn to peers for support and away from authority figures - no matter how well-meaning those figures may be. The youth may recreate a family history of violence or abuse in other relationships, thus continuing a cycle of self-hatred, shame, and hatred or suspicion of others. These problems require professional help, and mentors should contact program coordinators to find such help, without breaking the youth’s trust in the mentor. A mentor may need to say: “I’m concerned for you and I have to report what is happening.”

Depression and Suicide

Depression and suicide are often related to one or more of the issues above, compounded by a young person’s inability to find answers to serious questions or emotional support for difficult problems. It is important, first, to acknowledge the “seriousness” and the “difficulty” of the circumstances because adolescents are often encountering such problems for the first time. Telling them “It’s just a phase.” or “You’ll grow out of it.” only verifies any beliefs they may have that you just do not understand. Suicide counseling is a matter for professionals, and mentors should contact program coordinators for referrals, with the adolescent’s knowledge. In addition to seeking professional help for the youth, mentors can listen, provide resources, and help the youth to use them, as well as provide a support system for the youth while the youth and professional counselor seek answers.

In a case where a young person’s friend or school mate has committed suicide or died unexpectedly, counseling and emotional support are necessary to prevent others from following suit, for whatever reasons – as a “solution” to problems, as a cry for help or attention, as a form of “revenge,” or as a way to resolve feelings of helplessness over the first death. School counselors, psychologists, and social workers can organize and implement school-wide or area-wide counseling in such cases. Ask the Boys & Girls Club staff members for their assistance in locating additional resources.

Peer Pressure

Adolescence is a time of socialization. Young people are gathering information, advice, ideas, and signals from people other than their parents and teachers. They look to their peers for approval, comparison, sources of self-esteem, and their own identity. It is important to instill a sense of self into young people if they are to learn to make educated decisions in situations where input from authority figures differs from peer input. Mentors





should avoid trying to replace either the authority figures or the peers: scolding or playing rescuer will hinder trust-building, while transferring the source of approval from the youth's peers to yourself will end up making you partly responsible for the youth's decisions when they backfire - and this will detract from the youth's ownership of his/her successes when those decisions do prove effective. The role of mentors is to equip adolescents with decision-making skills, so that young people can learn to feel responsible for the outcome of their decisions.





Match Closure

If you are thinking about ending your mentoring relationship, first talk to your Mentor Program Coordinator to obtain some advice about how to handle the situation. Then:

- Set a specific date for your last meeting and inform your mentee of the meeting in advance.
- Be honest, candid, and supportive regardless of the reason for the match closure.
- Talk about the reasons for ending the relationship.
- Talk about your thoughts and feelings for the mentee and the relationship.
- Encourage your mentee to discuss his/her thoughts and feelings.
- Be positive and supportive, especially about what the future may hold for your mentee.
- If it seems appropriate, talk to your program coordinator about a replacement mentee for you.
- Do not make promises you may not keep (e.g., that you will always keep in touch).





Strategies and Ideas for Your Mentoring Sessions

Below is a list of tips, ideas, and strategies for your mentoring sessions. Check to see if they are age appropriate, and remember to ask youth what they would like to do so you can plan activities together. Do not be too structured, though...spontaneity is important! Add some good ideas of your own or make a list of the successful ideas that you and your mentee really liked and share them with other mentors. Good luck!

Before checking out the activities below, begin by telling your mentee why you decided to become a mentor.

- Engage in games: board games such as chess, checkers, monopoly, or crossword puzzles, or even video games.
- Select books you or your mentee like and read them together. Get to an exciting part and finish it next time you are together.
- Start a book club.
- Exchange favorite recipes. Put them in a book and use it as a Club fundraiser for the program.
- Research the history of music and learn to play a musical instrument together.
- Explore the Native language and learn new words.
- Teach the beginning alphabet, words, and phrases of a foreign language.
- Create a scrapbook of memories that will last the entire year.
- Use a disposable camera to capture special moments.
- Work on the computer. Create calendars, poems, and search the web.
- Write a story.
- Construct a kite together and fly it.
- Build and launch a rocket. Don't forget to take photos!
- Create a design and carve a pumpkin on Halloween.
- Help research and design an extra credit project for the youth's school.
- Create a time capsule, bury it, and determine when it should be opened.
- Create a holiday, "get well," or other greeting card for a special occasion.
- Discuss safety precautions such as wearing helmets when riding bikes and fire safety in the home.
- Write an original storybook together.
- Discuss personal hygiene, health, exercise, and healthy habits. Remember that we are what we eat!
- Manage a healthy diet plan together.
- Teach how to give a good handshake. Practice makes perfect!
- Discuss proper etiquette and social graces. Plan a group field trip to a restaurant after youth pass ALL the tests. Make sure to get permission and invite a chaperone. Get approvals from the program first!
- Connect with the community. In addition to the Club, research what other afterschool programs are offered in the community in which youth might engage.
- Encourage youth to try out for school activities such as the band, chorus, drama production, and sports.
- Play sports - shoot basketball at the Club gym or other location used by the Club.
- Explore what to do in an emergency. Create a contact list and discuss 911 procedures.
- Plan for a sound financial future. Discuss opening savings and checking accounts, the concept of good credit, and the meaning of plastic credit cards. Invite a banker to speak with youth.
- Plan for future careers. Conduct mock interviews for a job, read the want ads, discuss dress codes, and fill out a sample application for a job.





MENTOR MANUAL



- Discuss opportunities for postsecondary education. Research two and four year colleges, technical schools, and the meaning of financial aid. What does it take to get to college? What high school courses should be taken? It is never too early to begin - plan a group trip to the local tribal college!
- Take a career interest inventory. Discuss entry-level positions.
- Decide on a community service or Club project together with mentors and youth, and then carry it out. This could be to plant a garden in front of the local school or remove graffiti from school walls. It could also be to collect food and deliver it to the homeless. You could also ask the Club about what projects would fulfill their needs. Take credit for the project as part of your mentoring program.
- Start a pen pal project with a group of young people in another country or at another Club involved in the mentoring program.
- Talk about friends – those that youth have and those they would like to have.
- Decorate t-shirts and wear your creations proudly.
- Discuss what youth want to be when they grow up, and invite guest speakers who represent the careers of choice.
- Arrange to shadow business or tribal leaders on Ground Hog Job Shadowing Day, a national event in February.
- Hold a game of basketball, football, or volleyball with mentors competing against youth.
- Design and paint a mural on the wall of the Club.
- Act out a scene from a favorite book and make a production out of it. Invite the Club to attend.
- Discover ways to make spelling fun. Use alphabet cereal or flashcards.
- Play hangman.
- Discuss the positive activities youth can get involved in during the summer and at the Club.
- Walk outside on a nice day; sit under a tree and just talk.
- Research and talk about famous people who use their abilities to get ahead.
- Read the newspaper and magazines together.
- Share your life lessons.
- Share your career lessons. How did you get to where you are today?
- Remember youth on their birthday with a card.
- Share information about your school and other parts of your life when you were the same age as the youth.
- Share a proverb or special Native American teaching each time that you meet.
- Build a model.
- Swap photos of youth and mentors.
- Bring a scrapbook or photo album in from home and share photos of your family, travels, and pets.
- Share thoughts and feelings between meetings in a small journal.
- Practice the answers to the questions for the driver's license test.
- Help youth write a resume.
- Discuss people you admire. Compare heroes and research your favorites.
- Discuss leisure activities.
- Plan a leadership project with youth and carry it out.
- Talk to your mentee – if you could go back to high school what would *you* do differently?
- Complete a personality inventory to find out more about both of you.
- Help youth to design a unique and original calling or business card.
- Help youth to craft a personal mission statement.
- Ask the youth where they hope to be in five years? In ten years?





MENTOR MANUAL



- Help your mentee to get organized. Write out what your mentee does every day and what he or she would like to change.
- Practice how to effectively get your point across when communicating with others.
- Research volunteer opportunities and adopt a project - giving back through community service is so important.
- Discuss travel and dream vacations.
- Discuss important elements of character, such as punctuality, honesty, and responsibility.
- Help to arrange a mini career fair and invite other youth to attend.
- Cook a meal or a snack together, if this is allowed. Ask to use the Club kitchen or a place where you can do the preparations.
- Put a cookbook together of favorite recipes of mentors and mentees.
- Explore careers over the Internet.
- Teach your mentee how to ask a boss for a raise.
- Invite a guest from the local businesses to discuss business opportunities within or near the tribal community.
- Share your dreams.
- Discuss current events and the news.
- Help with homework. However, make sure that the mentee takes the lead in making this decision.
- Plan a random act of kindness.
- Learn about how newspapers write the news and invite a reporter to a session.
- Get involved in a school or Club play or musical concert.
- Arrange a field trip to visit a senior citizen home. Read to the seniors.
- Hold a spelling bee and crown the winner.
- Try clay modeling.
- Encourage your mentee to record thoughts, read a book, or write a story or poem on tape.





Value of Play

If it appears that your mentee would rather play every time you are together than pursue any other activities, remember that it is not the location nor the amount of time you spend together, it is the importance of doing something you both enjoy. While we may think that play is wasting time, please remember its value.

Play

- Serves as a tool for active learning
- Creates active, hands-on multi-sensory experience
- Acts as part of the overall development process
- Promotes mental capacities
- Stretches the attention span
- Builds vocabulary
- Develops perseverance
- Improves problem solving skills
- Serves as an emotional equalizer
- Provides defenses against realities of life
- Provides sense of importance, power, protection
- Turns children into social human beings
- Encourages sharing, listening, persuading
- Promotes negotiating, speaking up for one's ideas
- Builds physical skills, muscle coordination
- Develops healthy body image, balance, and sensory awareness
- Reduces anxiety
- Improves learning how to learn
- Creates the ability to distinguish between reality and fantasy
- Leads to the discovery of competence

When Mentors Play with Mentees

- Helps them to understand how to think and feel
- Helps them to feel special through recognition
- Relays message that they are important
- Communicates respect
- Validates a child's worth





Discussion Topics and Activities for Mentors and High School-Aged Youth

- Timeline for plans after high school for 1 year, 3, 10, 15, 20, and/or 25 years
- Realistic and attainable goals
- Styles of personalities and functioning
- Personal interests of both the mentor and mentee
- Financial independence - personal credit cards, budgeting, ATM machines, and setting up a bank account
- Balancing time and time management
- Getting organized - does the youth have a calendar or other organization system?
- People you admire - your heroes
- Communication skills
- Workplace readiness skills
- Employability indicators: attendance, punctuality, appearance, initiative, maturity, courtesy, attitude, quantity of work, quality of work, flexibility, and cooperation
- Job opportunities, job shadowing, internships, and apprenticeships
- Career interest inventory
- Job exploration
- Mock applications for work and postsecondary education
- Applications for financial aid, scholarships, and awards
- Creating a resume
- Practicing interviewing skills
- Exercising and eating right
- Personal mission statement
- Driver's licenses
- Well-roundedness: involvement in school, clubs, BGCA programs, or community activities
- Report cards
- Appreciating cultural differences, tribal traditions, and customs
- Manners and other codes of etiquette (such as for use of cell phones and mp3 players)
- Visiting a local tribal or other college as part of an approved group field trip
- Designing a business card
- Issues around involvement in risky behaviors (alcohol, drugs, sex, cigarette smoking, gang activity) and peer pressure
- Getting ready for a special school dance or powwow
- Summer plans





National Native American Mentoring Program: About the Partners

About the U.S. Department of Justice

Grantor of the National Native American Mentoring Program



The U.S. Department of Justice is the prime federal criminal investigation and law enforcement agency for the United States, designed to ensure public safety and fair administration of justice for all citizens. It is the central agency for federal law enforcement and the largest law office in the world. The department is charged with combating terrorism, fighting trafficking in persons, fostering safe communities, combating gang violence, preventing youth violence, helping the victims of crime, upholding civil rights and liberties, apprehending fugitives and missing persons, upholding disability rights, promoting dispute resolution, halting domestic violence, investigating fraud, and managing prisons and inmates.



The Office of Justice Programs (OJP) provides innovative leadership to federal, state, local, and tribal justice systems, by disseminating state-of-the art knowledge and practices across America, and providing grants for the implementation of these crime fighting strategies. Because most of the responsibility for crime control and prevention falls to law enforcement officers in states, cities, and neighborhoods, the federal government can be effective in these areas only to the extent that it can enter into partnerships with these officers. Therefore, OJP does not directly carry out law enforcement and justice activities. Instead, OJP works in partnership with the justice community to identify the most pressing crime-related challenges confronting the justice system and to provide information, training, coordination, and innovative strategies and approaches for addressing these challenges. The six major components of the Office of Justice Programs are the Bureau of Justice Assistance, Bureau of Justice Statistics, Community Capacity Development Office, National Institute of Justice, Office for Victims of Crime, and Office of Juvenile Justice and Delinquency Prevention.



The Office of Juvenile Justice and Delinquency Prevention (OJJDP) accomplishes its mission by supporting states, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. The Office strives to strengthen the juvenile justice system's efforts to protect public safety, hold offenders accountable, and provide services that address the needs of youth and their families. Under the leadership of its Administrator and through its components, OJJDP sponsors research, program, and training initiatives; develops priorities and goals and sets policies to guide federal juvenile justice issues; disseminates information about juvenile justice issues; and awards funds to states to support local programming.





National Congress of American Indians

Grantee of the National Native American Mentoring Program

The National Congress of American Indians (NCAI) was founded in 1944 in response to termination and assimilation policies that the United States forced upon the tribal governments in contradiction with their treaty rights and status as sovereigns. NCAI stressed the need for unity and cooperation among tribal governments for the protection of their treaty and sovereign rights. Since 1944, the National Congress of American Indians has been working to inform the public and Congress about the governmental rights of American Indians and Alaska Natives.

Over a half a century later, NCAI's goals remain unchanged. It has grown over the years from its modest beginnings of 100 people to include member tribes from throughout the United States. Now serving as the major national tribal government organization, NCAI is positioned to monitor federal policy and coordinate efforts to inform federal decisions that affect tribal government interests.

Now as in the past, NCAI serves to secure the rights and benefits to which American Indians and Alaska Natives are entitled; to enlighten the public toward the better understanding of the Indian people; to preserve rights under Indian treaties or agreements with the United States; and to promote the common welfare of the American Indians and Alaska Natives.

Current issues and activities of NCAI include:

- Protection of programs and services to benefit Indian families, specifically targeting Indian youth and elders
- Promotion and support of Indian education, including Head Start, elementary, post-secondary, and Adult Education
- Enhancement of Indian health care, including prevention of juvenile substance abuse, HIV/AIDS, and other major diseases
- Support of environmental protection and natural resources management
- Protection of Indian cultural resources and religious freedom rights
- Promotion of the Rights of Indian economic opportunity both on and off reservations, including securing programs to provide incentives for economic development and the attraction of private capital to Indian Country
- Protection of the Rights of all Indian people to decent, safe, and affordable housing





FirstPic, Inc.

FirstPic, Inc. is a small business with offices in Gambrills, MD and Washington, DC. The firm is skilled in, and dedicated to, managing contracts in areas such as youth development and prevention programming; needs assessment; technical assistance and training; program evaluation; project planning, design, and oversight; meeting and conference/training management; and grants planning. For nearly 15 years, FirstPic, Inc. has worked nationwide to implement and sustain effective youth development programs, enabling the expansion of program development opportunities that have benefited many thousands of youth across the country by putting into place interactive learning methods and by fostering the practice of cooperative learning.

During the past several years, FirstPic, Inc. has coordinated a number of nationwide demonstration projects for Boys & Girls Clubs of America. These national efforts include monitoring site progress, provision of training and technical assistance, implementation of national programs in Indian Country, documentation and tracking of progress, evaluation, identification of promising practices, and preparation of summary reports and recommendations. Some of the National program implementation initiatives in Indian Country include: Boys & Girls Clubs in Indian Country Prevention and Service Pilot Program - SMART Moves in Indian Country and Gang, Resistance, Education, and Training (G.R.E.A.T.) Pilot Program; Adventures to the Black Sea and Eastern Mediterranean Pilot Program in Public and Indian Housing; Money Matters in Indian Country; Circle of Life Pilot Project; On the T.R.A.I.L. to Diabetes Prevention; AmeriCorps*VISTA; and the National Native American Mentoring Program.



Mentor Consulting Group

Mentor Consulting Group (MCG) offers a wide range of services to community and faith organizations, schools and school districts, corporations, professional associations, states, provinces, and federal government entities seeking comprehensive guidance in planning, implementing, and evaluating safe and effective mentoring programs for youth and adults.

Dr. Susan G. Weinberger, President of MCG, has been recognized for her expertise in establishing, maintaining, and evaluating school and community-based mentoring programs and school-to-work initiatives. Her work has been published widely, and the program she designed has been replicated in all 50 States, as well as in Bermuda and Canada.

Susan received her Bachelor of Science degree in Modern Languages from Carnegie-Mellon University; a Masters in Elementary and Bilingual Education from Manhattanville College; and her doctorate from the College of Business and Public Management at the University of Bridgeport.

Dr. Weinberger is the former Chair of the Public Policy Council of MENTOR/National Mentoring Partnership, and is the founding member of its Technical Assistance Corps. She is a consultant to the U.S. Departments of Health and Human Services (Native American programming), Labor, Education and Justice (Office of Juvenile Justice and Delinquency Prevention) on their mentoring initiatives, as well as to many state-level government agencies involved in mentoring. She is a member of the Board of Trustees of Scholarship America and former Board member of the National Assembly of Health and Human Services.

Her publications on mentoring include: *Preparing My Mentor For Me*, *The My Mentor and Me Series*, *Business Guide to Mentoring*, *Strengthening Native Community Commitment through Mentoring*, *The Mentor Handbook*, and *Mentoring a Movement: My Personal Journey*.

In 1993, Susan traveled to the East Room of the White House to receive President Clinton's coveted Volunteer Action Award for her work in mentoring.



Sources of Strength Inc.

Sources of Strength, Inc. is a consulting and training corporation specializing in population-based health promotion, mentoring, and building effective teen-adult partnerships to prevent suicide, violence, and substance abuse in a variety of cultures and communities. The Sources of Strength project is on the National Best Practices Registry and was developed by Mark LoMurray, LSW. The project is presently partnering with the National Peer Leadership Study, a randomized trial funded by the National Institute of Mental Health that is investigating peer leader impact using Sources of Strength in 50 high schools across the nation. Mr. LoMurray is a consultant with 30 years experience working with adolescents and families on health risk behaviors, especially suicide, substance abuse, violence, and incidents of trauma. He is considered an expert consultant/trainer regarding mentoring and suicide prevention in tribal and rural communities and has presented on these topics at dozens of local, regional, and national conferences. He has also founded and implemented several projects receiving national recognition. Moreover, Mr. LoMurray is the founder of the North Dakota Tribal-Rural Mentoring Partnership, one of the nation's largest tribal mentoring efforts and a 2006 case study project for the U.S. Department of Education's Mentoring Resource Center, and listed in the of the Corporation of National and Community Services Best Practices Collection. LoMurray is highly regarded for helping tribal, rural, and faith-based communities develop evidence-based programs that have been proven to work for youth and families.





Appendix

Program Partners

U.S. Department of Justice, Office of Justice Programs,
Office of Juvenile Justice and Delinquency Prevention;
National Congress of American Indians





APPENDIX



Appendix materials were developed for exclusive use by the Native American Boys & Girls Club sites participating in the National Native American Mentoring Program. The Appendix is published by FirstPic, Inc. in cooperation with the National Congress of American Indians.

This project was supported by
Grant No. 2010-JU-FX-0037

awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs,
U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the
official position or policies of the U.S. Department of Justice.

January 2011





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Monthly Progress Report National Native American Mentoring Program

Boys & Girls Club of: _____

Mentor Program Coordinator: _____

Date Submitted: _____

Number of mentors recruited this month: Number of mentees recruited this month:

Number of matches made this month:

Total number of mentors: mentees: matches:

When did you hold mentor training? / / How many mentors attended?

Description of training:

When did you hold mentee/family orientation? / / How many people attended?

Description of orientation:

How many match meetings were held this month?

How many different matches met this month?

How many match meetings were cancelled this month?

How many mentees did the cancellation(s) impact?

Were there any match closures this month? ☐ YES ☐ NO

If so, how many?

What were the reasons for the closure(s)?

What follow-up has taken place? (Has the mentor been paired with a new mentee? Has the mentee been paired with a new mentor?)

Describe the types of activities mentors participated in with their mentees.

Describe the types of group activities or field trips held this month.





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Did you receive any feedback regarding the program this month?

☐ YES

☐ NO

Provide a short description of the content of the feedback.

What kind of marketing efforts were conducted? (i.e. flyers, ads, press releases, exhibiting at events)

Describe your outreach efforts to community/tribal organizations and agencies (phone calls, meetings, etc.).

Describe any changes that you or others see in participants as a result of the Mentoring Program.

What were the greatest challenges in administering the program this month?

What were the greatest achievements/successes in administering the program this month?

Give insight on the structure of the Mentoring Program during the last month. Include any questions, comments, or suggestions you may have.





APPENDIX



Mentor/Mentee Data Monthly Form National Native American Mentoring Program



Club Name

Mentor Coordinator's Name

Month/Year

1	Mentee Information		Gender	Date of Birth	Caregiver(s) Name(s)	Caregiver's Phone Number(s)	Caregiver's Email Address(es)	Date of Match	Meeting Day of Week	Meeting Time	Date of Match Closure
	First Name	Last Name									
	Mentor Information		Gender	Date of Birth	Mentor's Phone Number(s)	Mentor's Email Address(es)					
	First Name	Last Name									
2	Mentee Information		Gender	Date of Birth	Caregiver(s) Name(s)	Caregiver's Phone Number(s)	Caregiver's Email Address(es)	Date of Match	Meeting Day of Week	Meeting Time	Date of Match Closure
	First Name	Last Name									
	Mentor Information		Gender	Date of Birth	Mentor's Phone Number(s)	Mentor's Email Address(es)					
	First Name	Last Name									
3	Mentee Information		Gender	Date of Birth	Caregiver(s) Name(s)	Caregiver's Phone Number(s)	Caregiver's Email Address(es)	Date of Match	Meeting Day of Week	Meeting Time	Date of Match Closure
	First Name	Last Name									
	Mentor Information		Gender	Date of Birth	Mentor's Phone Number(s)	Mentor's Email Address(es)					
	First Name	Last Name									
4	Mentee Information		Gender	Date of Birth	Caregiver(s) Name(s)	Caregiver's Phone Number(s)	Caregiver's Email Address(es)	Date of Match	Meeting Day of Week	Meeting Time	Date of Match Closure
	First Name	Last Name									
	Mentor Information		Gender	Date of Birth	Mentor's Phone Number(s)	Mentor's Email Address(es)					
	First Name	Last Name									
5	Mentee Information		Gender	Date of Birth	Caregiver(s) Name(s)	Caregiver's Phone Number(s)	Caregiver's Email Address(es)	Date of Match	Meeting Day of Week	Meeting Time	Date of Match Closure
	First Name	Last Name									
	Mentor Information		Gender	Date of Birth	Mentor's Phone Number(s)	Mentor's Email Address(es)					
	First Name	Last Name									
6	Mentee Information		Gender	Date of Birth	Caregiver(s) Name(s)	Caregiver's Phone Number(s)	Caregiver's Email Address(es)	Date of Match	Meeting Day of Week	Meeting Time	Date of Match Closure
	First Name	Last Name									
	Mentor Information		Gender	Date of Birth	Mentor's Phone Number(s)	Mentor's Email Address(es)					
	First Name	Last Name									
7	Mentee Information		Gender	Date of Birth	Caregiver(s) Name(s)	Caregiver's Phone Number(s)	Caregiver's Email Address(es)	Date of Match	Meeting Day of Week	Meeting Time	Date of Match Closure
	First Name	Last Name									
	Mentor Information		Gender	Date of Birth	Mentor's Phone Number(s)	Mentor's Email Address(es)					
	First Name	Last Name									



APPENDIX



Semi-Annual Report National Native American Mentoring Program

1. Number of youth beginning new matches during the reporting period.
2. Total number of youth in matches during the reporting period.
3. Number of families represented by the mentees during the reporting period.
4. Number of male mentees in matches.
5. Number of female mentees in matches.
6. Number of male mentors in matches.
7. Number of female mentors in matches.
8. Number of matches that have been active for up to 3 months.
9. Number of matches that have been active for 4-6 months.
10. Number of matches that have been active for 7-9 months.
11. Number of matches that have been active for 10-12 months.
12. Number of matches that have been active for 13-18 months.
13. Number of matches that have been active for 19-24 months.
14. Number of matches that have been active for 25-36 months.
15. Number of matches that were terminated ahead of schedule (before 1 year of contact) during the reporting period.
16. Number of youth exhibiting an increase in school attendance after initiating participation in the program.
17. Number of youth who increased GPA and/or school grades after initiating participation in the program.
18. Number of youth involved in the mentoring program who have exhibited a decrease in anti-social behavior.
19. Number of Club staff who have completed training or a formal learning opportunity during the reporting period.





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Target Population

Please check the appropriate boxes for this subcontract, indicating:

1. The population actually served with mentoring funds during the reporting period.
2. The populations, if any, to which the program offers targeted services with mentoring funds.

Targeted services include any services or approaches specifically designed to meet the needs of the population (e.g. gender specific, culturally based, developmentally appropriate services)

	Population	1. Did you serve this group during the reporting period?	2. Did this Subgrant provide targeted services for any of the following groups?
R A C E / E T H N I C	American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>
	Asian	<input type="checkbox"/>	<input type="checkbox"/>
	Black/African American	<input type="checkbox"/>	<input type="checkbox"/>
	Hispanic or Latino (of any race)	<input type="checkbox"/>	<input type="checkbox"/>
	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>
	Other Race	<input type="checkbox"/>	<input type="checkbox"/>
	White/Caucasian	<input type="checkbox"/>	<input type="checkbox"/>
J U S T I C E	At-Risk Population (no prior offense)	<input type="checkbox"/>	<input type="checkbox"/>
	First Time Offenders	<input type="checkbox"/>	<input type="checkbox"/>
	Repeat Offenders	<input type="checkbox"/>	<input type="checkbox"/>
	Sex Offenders	<input type="checkbox"/>	<input type="checkbox"/>
	Status Offenders	<input type="checkbox"/>	<input type="checkbox"/>
	Violent Offenders	<input type="checkbox"/>	<input type="checkbox"/>
G E N D E R	Male	<input type="checkbox"/>	<input type="checkbox"/>
	Female	<input type="checkbox"/>	<input type="checkbox"/>



APPENDIX



A G E	0 - 3	<input type="checkbox"/>	<input type="checkbox"/>
	4 - 5	<input type="checkbox"/>	<input type="checkbox"/>
	6 - 7	<input type="checkbox"/>	<input type="checkbox"/>
	8 - 9	<input type="checkbox"/>	<input type="checkbox"/>
	10 - 11	<input type="checkbox"/>	<input type="checkbox"/>
	12 - 13	<input type="checkbox"/>	<input type="checkbox"/>
	14 - 15	<input type="checkbox"/>	<input type="checkbox"/>
	16 - 17	<input type="checkbox"/>	<input type="checkbox"/>
	18 and over	<input type="checkbox"/>	<input type="checkbox"/>
G E O	Rural	<input type="checkbox"/>	<input type="checkbox"/>
	Suburban	<input type="checkbox"/>	<input type="checkbox"/>
	Tribal	<input type="checkbox"/>	<input type="checkbox"/>
	Urban	<input type="checkbox"/>	<input type="checkbox"/>
O T H E R	Mental Health	<input type="checkbox"/>	<input type="checkbox"/>
	Pregnant	<input type="checkbox"/>	<input type="checkbox"/>
	Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>
	Truant/Dropout	<input type="checkbox"/>	<input type="checkbox"/>

Please provide an anecdote about the mentoring program at your Boys & Girls Club during the reporting period. You may wish to discuss the effect the program has had on the youth, mentors, Club, or community; relay a story from the program; or provide a statement from a Club representative, program participant, or community member regarding the program.





Please describe the type of outreach or technical assistance that National Partners could provide to help strengthen your mentoring program. What topics or issues are most pressing for the success of your mentoring program at this time?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



APPENDIX



Mentee Pre-Survey National Native American Mentoring Program

Interviewer's Name _____ Interview Date _____ Code# _____

1. What is your name? _____
2. Boy ☐ Girl ☐
3. Age _____
4. What grade are you in school? _____
5. When you are unhappy about something, who do you usually turn to for help and guidance?
 - ☐ Someone in my family
 - ☐ Teacher/Coach at school
 - ☐ Someone at the Boys & Girls Club
 - ☐ Friend
 - ☐ Mentor
6. Do you know what a mentor is? ☐ Yes ☐ No
If yes, a mentor is: _____

7. Please respond to the following questions:

How many <i>adults in your life</i> (parents, teachers, counselors, relatives, friends, mentors, etc.) do the following things for you:	None	One	2-3	4-5	6 or more
a. Offer help with schoolwork?					
b. Say something nice when you do something good?					
c. Pay attention to what's going on in your life?					
d. Get on your case if you mess up or make a mistake?					
e. Offer help in an emergency?					
f. Offer advice about personal problems, such as a problem with a friend?					
g. Offer help if you were really upset or mad?					



APPENDIX



To what extent do you agree or disagree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel that I am able to make decisions.				
b. I feel that I can handle difficult situations.				
c. I feel that I am talented.				
d. It's possible to have fun with adults.				
e. I have a lot in common with adults.				
f. I am looking forward to the years ahead.				
g. There's a lot to learn from adults.				
h. If I put my mind to it, I can learn almost anything.				

8. What is something you are really good at?

9. What do you want to be when you grow up?

10. Why did you decide you would like to have a mentor?

11. List some of the activities you would like to do with your mentor:

12. Would you like to become a mentor yourself some day?

☐ Yes

☐ Probably

☐ Not Really

☐ No

Thank you for completing the survey!
Please return to the Boys & Girls Club.





APPENDIX



Mentee Post-Survey National Native American Mentoring Program

Interviewer's Name _____ Interview Date _____ Code# _____

1. What is your name? _____
2. Boy ☐ Girl ☐
3. Age _____
4. What grade are you in school? _____
5. When you are unhappy about something, who do you usually turn to for help and guidance?
 - ☐ Someone in my family
 - ☐ Teacher/Coach at school
 - ☐ Someone at the Boys & Girls Club
 - ☐ Friend
 - ☐ Mentor
6. Do you know what a mentor is? ☐ Yes ☐ No
If yes, a mentor is: _____

7. Please respond to the following questions:

How many <i>adults in your life</i> (parents, teachers, counselors, relatives, friends, mentors, etc.) do the following things for you:	None	One	2-3	4-5	6 or more
a. Offer help with schoolwork?					
b. Say something nice when you do something good?					
c. Pay attention to what's going on in your life?					
d. Get on your case if you mess up or make a mistake?					
e. Offer help in an emergency?					
f. Offer advice about personal problems, such as a problem with a friend?					
g. Offer help if you were really upset or mad?					

To what extent do you agree or disagree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel that I am able to make decisions.				
b. I feel that I can handle difficult situations.				
c. I feel that I am talented.				
d. It's possible to have fun with adults.				



APPENDIX



To what extent do you agree or disagree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
e. I am looking forward to the years ahead.				
f. There's a lot to learn from adults.				
g. If I put my mind to it, I can learn almost anything.				

To what extent do you agree or disagree with the following statements about your relationship with your mentor?	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am able to look to my mentor for guidance.				
b. My mentor praises me and encourages me to do well.				
c. I feel I can do more things on my own because of my mentor.				
d. I am proud to tell my mentor when I have done well at some activity.				
e. My mentor helps me to see different ways I can deal with my problems.				
f. My mentor asks about things that matter to me.				
g. My mentor helps me to spend more time and put more effort into learning.				
h. My mentor is always there for me.				
i. I discuss with my mentor what I would like to do in the future.				
j. I do better at school because my mentor tells me I can.				

8. List some of the activities you did with your mentor: _____

9. List something that you learned from your mentor: _____

10. Would you want a mentor next year?

☐ Yes

☐ Probably

☐ Not Really

☐ No

11. Would you like to become a mentor yourself some day?

☐ Yes

☐ Probably

☐ Not Really

☐ No

12. Would you recommend participating in this mentoring program to your friends?

☐ Yes

☐ No

Thank you for completing the survey!
Please return to the Boys & Girls Club.





APPENDIX



Mentor Pre-Survey National Native American Mentoring Program

Please complete all questions and return to _____ no later than _____. Your individual answers will be kept confidential. A post-survey will be conducted at the end of the mentoring year and will enable us to assess the success of the program and plan future improvements. Thank you for assisting us in this important endeavor.

Name: _____

Your age: ☐ 16-18 ☐ 19-20 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61-70 ☐ 71+

When you decided to become involved in mentoring, how important were these reasons?

	Great	Somewhat	Little	None
1. I wanted a fresh perspective on my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I wanted to learn about children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I wanted to help an at-risk youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I thought it would be easy to be a mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I wanted to learn about Boys & Girls Clubs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I wanted to learn new things about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much impact do you expect to have on your mentee in these areas?

	Great	Somewhat	Little	None
7. Improve grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Improve attitudes about school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Improve desire to stay in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Resist drugs and alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Improve self-image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Interact socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Try harder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Feel that there are more adults who care about him or her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Feel that he or she has more options for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Have higher expectations of himself or herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Find new interests and hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





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Please indicate if you agree or disagree with the following statements:

	Agree	Disagree	Don't Know
19. Mentoring will be a pleasant experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Mentoring will be a difficult challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Mentoring will require time spent planning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. In mentoring, it may take a long time to build a child's trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The youth should show improvements in a few months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The youth will soon be enthusiastic about mentoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. If a child isn't eager in the first month, mentoring won't help much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please return to the Boys & Girls Club Mentoring Program Coordinator.
Thank you!





APPENDIX



Mentor Post-Survey National Native American Mentoring Program

This post-survey will enable us to assess the success of the program as we plan for improvements in the future. Please complete all questions and return to _____ no later than _____. Your individual answers will be kept confidential. Thank you for assisting us in this important matter.

Name: _____

Please rate each of the following program components:

Not Enough Just Right Too Much

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Information about the program at the recruitment session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Information about the mentee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mentor training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Regular mentor support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Interaction with the program coordinator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Networking with other mentors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

As a result of becoming a mentor, how do you feel about the following statements?

Definitely Somewhat Little None

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. I got a fresh perspective on my life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I learned about children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I helped an at-risk youth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I found it easy to be a mentor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I learned about Boys & Girls Clubs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I learned new things about myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How much impact did you have on your mentee in these areas?

Great Somewhat Little None

- | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. Improve grades | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Improve attitudes about school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Improve desire to stay in school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





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	Great	Somewhat	Little	None
16. Stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Resist drugs and alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Improve self-image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Interact socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Try harder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Feel that there are more adults who care about him or her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Feel that he or she has more options for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Have higher expectations of himself or herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Find new interests and hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you agree or disagree with the following statements:

	Agree	Disagree	Don't Know
25. Mentoring was a pleasant experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Mentoring was a difficult challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Mentoring required time spent planning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. In mentoring, it often takes a long time to build a child's trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The youth showed improvements in a few months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The youth was enthusiastic about mentoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. If a child isn't eager in the first month, mentoring won't help much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. What is easy about having a mentee? What worked well? _____

33. What is challenging about having a mentee? What didn't work? _____





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34. What is the single most important thing you got out of the program? _____

**Please return to the Boys & Girls Club Mentoring Program Coordinator.
Thank you!**





APPENDIX



Caregiver Survey

National Native American Mentoring Program

Date: _____ Staff Interviewer: _____

Name of Parent/Caregiver: _____

Name of Child: _____

Your child has been matched with a mentor at the local Boys & Girls Club. We would like to know if you have seen any changes in your child since being involved with the Mentoring Program. This information will be kept confidential. It's okay to check "don't know." Thank You!

Since my child has been participating in the Mentoring Program, the following is true:

(Please check in the correct box)

	Much Better	Little Better	No Change	Don't Know
Feels good about self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has interests or hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Hygiene/appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Happier at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involved in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works hard at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaves at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along with brothers/sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along with parents/caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along with other adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows trust toward family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





APPENDIX



Reimbursement Procedures

National Native American Mentoring Program

Reimbursement Process

Club program budgets must be approved by FirstPic, Inc. Reimbursement requests will only be processed if the budget has been approved. Modifications to the approved program budget must be emailed to FirstPic, Inc. with the justification for the change.

Clubs may submit a reimbursement request on a monthly basis, but **MUST** submit reimbursements on a quarterly basis for the previous months' expenditures. Reimbursement requests **MUST** be mailed to FirstPic, Inc. DO NOT fax reimbursement requests. **FAXES WILL NOT BE ACCEPTED.**

FirstPic reviews reimbursement requests for allowability of costs in accordance with the signed Letter of Agreement (LOA) and all applicable Federal guidelines. FirstPic staff will send an email to the Club if there are any questions concerning the reimbursement request. Please respond to these questions in a timely manner. This will result in a quicker turnaround time for the processing of the reimbursement check. Once approved, the paperwork is submitted to the National Congress of American Indians (NCAI). A letter is then mailed to the Club Executive Director stating that FirstPic has forwarded the paperwork to NCAI for payment. NCAI will review the reimbursement and send a check to the Club.

Required Forms

Reimbursement Overview Form. This form must include your Club name, agreement number, dates included in the reimbursement, and the name, phone number, and email address of a contact person who can respond to reimbursement questions. Enter the amounts requested for each category of the budget. This must include a brief description, the amount requested (listed by item), the total amount per category, and a grand total.

Reimbursement Narrative. This form should provide a more detailed description of expenditures. Please include the purpose of the expense as well as a breakout of how the amount was calculated.

Documentation

Documentation must be provided for all reimbursable costs. All receipts, reimbursement forms, and documentation must be legible. If you submit a large number of receipts, you should provide a summary document of the costs claimed and the budget category being charged. Copies of credit card bills alone are not acceptable receipts unless there is supporting documentation for each charge claimed.

Communication between your program and finance staff (or whoever prepares the reimbursement forms) is necessary to ensure that the required explanation supports the claim. All expenditures must be directly related to the implementation of the National Native American Mentoring Program. For any item purchased with National Native American Mentoring Program funds, the National Native American Mentoring Program must have priority use of the item, above any other Club program.





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End of the Calendar Year Reimbursement Request

For all reimbursement requests in which the “Dates Included” cross over the calendar year (from December to January), you **must** split all costs by month; i.e., personnel costs must be broken out even if it means splitting costs within a pay period. All costs as of January 1st and later should be included on the subsequent reimbursement request, including any personnel costs remaining from the prior pay period.

Personnel Costs

Submit the payroll information (pay stub or payroll ledger) in the month that the pay period ended. Do not split personnel costs within a pay period in order to coincide with the reimbursement request, except for the payroll costs outlined above for end of the calendar year reimbursements. Salaried employees may be paid for vacation and sick leave; however, hourly employees who are not charged 100% to the award will only be paid for the actual hours worked as shown on their time cards. Time cards must include a column for time spent on the National Native American Mentoring Program. Time cards must be submitted for all hourly employees. A statement that hours were met is needed to support the percentage of time/claimed for salaried employees.

(Note: These funds cannot be used to pay overtime.)

Personnel costs must indicate the name, position title, and percentage of time charged to the grant – provided on the Reimbursement Overview form. A narrative may be required if a staff person was not originally budgeted.

Please identify each employee claimed as an hourly or salaried employee.

The maximum percentage of time that can be claimed for Administrative support personnel (i.e. Executive Director, accountant, etc.) is 10%.

Fringe Benefits

Provide percentages used in determining the amount of the benefits claimed. Document medical or other benefits claimed and provide proof of payment by Club.

Equipment Purchase

Prior approval is needed from FirstPic for any equipment purchase over \$500.00. The request must identify the item to be purchased, cost, and how it will be used to support the National Native American Mentoring Program.

Supplies

Receipts must clearly identify what was purchased (not just an item number or invoice number). Proof of payment must also be submitted.





Special Events

Identify the name, date of the special event(s), and provide a breakdown of costs associated with the event(s). Identify how the National Native American Mentoring Program was highlighted and the number of mentors and mentees who participated.

Local Travel

A mileage log is required that shows the actual mileage incurred and the purpose of the travel. You will be reimbursed in accordance with the current Federal mileage rate unless your Club has a mileage reimbursement rate (cannot exceed \$0.51/mile, effective 1/1/11). FirstPic will notify the Clubs if the Federal government changes the mileage rate during the award period. The mileage rate includes gasoline; thus, you cannot claim both gasoline and mileage.

Contractor Specialists

Justification for contracting, copies of the contract, invoice payment, and proof of payment must be submitted.

Travel to Trainings (lodging, airfare, per diem)

Travel claims require itemized hotel receipts, a copy of airline tickets or airline itineraries, registration forms, mileage, taxi/shuttle receipts, and airport parking receipts. Copies of credit card bills are not sufficient receipts unless there is supporting documentation for each charge claimed.

FirstPic will provide per diem guidance for any travel required under this grant; otherwise, you may request per diem rate information when traveling to other trainings.

Justification is needed to support rental car costs. The justification must explain how the use of a rental car is more cost effective than local ground transportation.





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Reimbursement Overview

National Native American Mentoring Program

The Reimbursement Overview should outline expenditures of the Mentoring Program grant monies. Submit this sheet, along with a more detailed narrative (attached), and all receipts documenting expenditures. FirstPic, Inc. and the National Congress of American Indians will then process your reimbursement.

Club:

Agreement #:

Dates Included:

Contact Person for
this Reimbursement
Request:

Expense	Brief Description	Amount	Total
Personnel			
Fringe Benefits			
Equipment			
Supplies			
Special Events			
Local Travel			
Contract Specialists			
Travel to Trainings (lodging, airfare, per diem)			
Total Costs:			

Please fill out the attached Reimbursement Narrative and provide receipts for all expenditures documented above.

Please mail to:

National Native American Mentoring Program
c/o FirstPic, Inc.
2614 Chapel Lake Drive
Gambrills, MD 21054
(866) 622-5827





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Reimbursement Narrative

National Native American Mentoring Program

Please use the space below to provide further details of your submitted expenditures and how they relate to the National Native American Mentoring Program.

Personnel

(Title or role in the National Native American Mentoring Program)

Fringe Benefits

Equipment

Supplies

Special Events

Local Travel

Contract Specialists

Travel to Trainings (lodging/airfare/ per diem)



Suggested Program Announcement for Parents/Guardians

National Native American Mentoring Program

Dear Parent/Guardian:

All of us will recall the many important individuals who have supported, motivated, and encouraged us during our youth and adult lives. These Mentors have served as our coaches and advocates. Much research is available which points to the tremendous benefits of mentoring. In an effort to bring such a relationship into our Boys & Girls Club, we have launched the National Native American Mentoring Program.

I am delighted to announce that we will be recruiting and training caring mentors from our community to work with youth at the Club. This is a one-on-one relationship, or small group mentoring, between the mentor and youth.

Each mentor will spend an average of one hour a week with a youth in our after-school or evening program. Mentors and youth will be engaged in a number of fun activities that may include: reading, games, sports, music, arts and crafts, customs, language, and traditions.

All mentors go through a screening process and criminal background check before acceptance into the program.

The goal of the program is to have fun while motivating youth. It is not an academic tutorial program. Although we would like to have a volunteer for every child, only a handful of youngsters will be selected to participate based on the number of mentors who have offered to help. It is our hope that additional people will sign up to assist us in the future.

Parents whose children are eligible will be notified shortly and will be asked to sign a written permission form. I would be delighted to answer any questions you may have about the program.

Thank you, in advance.

Sincerely,

Boys & Girls Club Mentoring Program Coordinator





APPENDIX



Request for a Mentor

National Native American Mentoring Program

Requested By: _____ Club/School/Organization: _____

Name of youth needing support: _____ Grade in School/Age: _____

Youth's personal interests/hobbies: _____

Any known services youth is receiving: _____

Why do you think this youth would benefit from the services of a mentor? _____

Family relationships of interest to the mentor: _____

List specific strategies the mentor might use to assist this youth (e.g. talking, reading, listening, playing games, computer, homework help, participating in sports, drama, etc.): _____

Additional comments and/or recommendations: _____

Return this form to the Boys & Girls Club prior to: _____

For use by Mentoring Program Coordinator only

☐ Approved

☐ Rejected

☐ Wait List

Date slated to begin program: _____



APPENDIX



Mentee Checklist

National Native American Mentoring Program

Date Checklist Started: _____

Person Completing Checklist: _____

Name of Prospective Mentee: _____

Club Member: ☐ Yes ☐ No

Youth Application

Date Completed: _____

Parent/Guardian Permission Consent Form

Date Completed: _____

Photo Release

Date Completed: _____

Academic Records Release

Date Completed: _____

Mentee Training

Date Completed: _____

Mentee Pre-Survey Interview Form

Date Completed: _____

Mentee Post-Survey Interview Form

Date Completed: _____

Caregiver Survey

Date Completed: _____

Additional Comments: _____

All necessary forms must be included in file upon completion.





APPENDIX



Youth Application

National Native American Mentoring Program

Please answer the following questions as completely as possible. This information will help us to match you with the right mentor. (Please print)

Today's Date _____

Name _____ Date of birth _____ ☐ Male ☐ Female

Address _____

City _____ State _____ ZIP _____

Telephone () _____ Parent's Name _____

If you are not living with your mother or father, who is your legal guardian? _____

How many brothers and sisters do you have? _____ Their ages are _____

My favorite kind of music is _____ My favorite television show is _____

My favorite sport is _____ My favorite book is _____

My best subject in school is _____ My worst subject in school is _____

Are you a member of the Boys & Girls Club? ☐ Yes ☐ No

Do you have any after-school responsibilities? ☐ Yes ☐ No

If yes, what are they? _____

Describe your special interests and hobbies (e.g. sports, arts & crafts, computers, music, reading, cooking, games, career interests, needlepoint, foreign languages, painting, reading, etc.) _____

What clubs or groups do you belong to? _____

What do you like to do most with your free time? _____

Is there anything that you would like to share with your mentor? _____

What would you like to do with your mentor? _____

Why are you interested in participating in this program? _____

What do you hope to get out of your mentoring relationship? _____

I agree to meet with my mentor at the Boys & Girls Club only at times and locations arranged between us.
I also agree to notify my mentor or the Club staff if I am unable to make a weekly meeting.

(Signature of Youth)

(Date)





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Parent / Guardian Consent Form

National Native American Mentoring Program

I, the parent or legal guardian for _____, hereby give my permission for my child to participate in the National Native American Mentoring Program.

I fully understand that the program involves mentors, who shall be selected from the community and will be screened (including a criminal background check) and trained before beginning in the program. A mentor will spend an average of one hour per week with my child on-site at the Boys & Girls Club. The mentor is not allowed to take or meet with my child beyond the place designated by the Boys & Girls Club.

I understand that my child will participate in an orientation session in which the program will be explained. The program will last one year and continuation will then be discussed.

I understand that during the course of the mentoring program there may be special group events (incorporating all mentors and youth) and family events planned. I understand that the staff of the Club will provide ongoing monitoring of the mentoring activities.

- ☐ I give the Boys & Girls Club Mentoring Program Coordinator permission to obtain academic and attendance records from my child's school.
- ☐ I permit the National Native American Mentoring Program and the Boys & Girls Club to utilize photographs of my child taken during his/her involvement in the mentoring program and waive all rights of compensation.

Signature of Parent or Legal Guardian

Date

Printed Name of Parent or Guardian

Please sign the permission form and return to:

_____, Boys & Girls Club Mentoring Program Coordinator, before_____.

Thank You!





APPENDIX



Mentor Checklist

National Native American Mentoring Program

Date Checklist Started: _____
Person Completing Checklist: _____
Name of Prospective Mentor: _____

Mentor Application
Mentor Employment History
Mentor Release Statement
Mentor Personal Interview Screening
Mentor Reference Check (professional)
Mentor Reference Check (personal)
Mentor Criminal Background Check
Child/Sex Offender Website Check
Mentor Training

Date Completed: _____
Date Completed: _____
Date Completed: _____
Date Completed: _____
Date Completed: _____
Date Completed: _____
Date Completed: _____
Date Completed: _____
Date Completed: _____

☐ **Mentor Approved**

Mentor Pre-Survey
Mentor Post-Survey

Date Completed: _____
Date Completed: _____

☐ **Mentor Not Approved**

Reason Why Not Approved _____
Notified (date) _____

All necessary forms must be included in file upon completion.





APPENDIX



Mentor Application

National Native American Mentoring Program

(Please type or print.)

Name of Applicant _____ Date of Birth _____ Date _____
Home Address _____ SS# _____
City _____ State _____ ZIP _____
Home Telephone _____ Home E-mail _____
Employer _____ Occupation _____
Business Address _____
City _____ State _____ ZIP _____
Business Telephone _____ Business Fax _____
Business E-mail _____
Preferred day to mentor (Mon-Sat) Choice #1 _____ Choice #2 _____
Best time of day to mentor (check all that apply) _____ morning _____ afternoon _____ evening
Do you prefer to be matched with: (check one) _____ boy _____ girl _____ no preference

Write a brief statement on why you wish to be a mentor in the National Native American Mentoring Program
(on a separate sheet of paper or back of application).

Describe special interests/hobbies which may be helpful in matching you with a mentee (e.g. cooking, crafts,
career interests, games, dance, sports, computers, art, needlepoint, languages, music, and painting)
(on a separate sheet of paper or back of application).

I would like to work with a (check one) _____ younger youth _____ older youth _____ no preference.

List the addresses where you have lived for the last five years (begin with the most recent after the current
address listed above):

☐ The address listed above has been my only residence for the past five years.

Dates _____
Address _____
City _____ State _____ ZIP _____

Dates _____
Address _____
City _____ State _____ ZIP _____

Dates _____
Address _____
City _____ State _____ ZIP _____





APPENDIX



Mentor Personal/Employment History and Release Statement

National Native American Mentoring Program

Please provide three personal references (other than family members):

1. Name _____ Telephone _____ Relationship _____
Address _____ City _____ State _____
2. Name _____ Telephone _____ Relationship _____
Address _____ City _____ State _____
3. Name _____ Telephone _____ Relationship _____
Address _____ City _____ State _____

List the last three places of employment with the most recent first:

1. Company (school if student) _____
Address _____ City _____ State _____ ZIP _____
Name of Supervisor (teacher if student) _____
Supervisor Phone _____ Supervisor Fax _____ Supervisor Email Address _____
Dates of Employment _____ to _____ Title _____
2. Company (school if student) _____
Address _____ City _____ State _____ ZIP _____
Name of Supervisor (teacher if student) _____
Supervisor Phone _____ Supervisor Fax _____ Supervisor Email Address _____
Dates of Employment _____ to _____ Title _____
3. Company (school if student) _____
Address _____ City _____ State _____ ZIP _____
Name of Supervisor (teacher if student) _____
Supervisor Phone _____ Supervisor Fax _____ Supervisor Email Address _____
Dates of Employment _____ to _____ Title _____

Mentor Release Statement

I, the undersigned, hereby state that if accepted as a mentor, I agree to abide by the rules and regulations of the National Native American Mentoring Program at the Boys & Girls Club (hereafter known as the "Club"). I understand that the program involves spending a minimum of one hour/week at the Club. I am not allowed to take the youth away from the Club's designated meeting place without clearing it with the National Native American Mentoring Program Coordinator. Further, I understand that I will attend a training session, keep in regular contact with my mentee, and communicate with Boys & Girls Club staff regularly during this period. I am willing to commit to one year in the program and then might be asked to renew for another year.





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(Continued from previous page)

I have not been convicted, within the past ten years, of any felony or misdemeanor classified as an offense against a person or family, of public indecency, or of a violation involving a state or federally controlled substance. I am not under current indictment.

Further, I hereby fully release, discharge, and hold harmless the Boys & Girls Club, participating organizations, and all of the foregoing's employees, officers, directors, and coordinators from any and all liability, claims, causes of action, costs, and expenses which may be or may at any time hereafter become attributable to my participation in the Mentoring Program.

I understand that the Boys & Girls Club staff reserves the right to terminate a mentor from the program. The program takes place only at the site designated by the Boys & Girls Club and does not encourage or approve relationships established between mentor/mentee and family members beyond the organized and supervised activities of the program. I give permission for program staff to conduct a criminal background check as part of the screening for entrance into the program. This includes verification of personal and employment references as well as a criminal check with authorities. I am aware that program staff has final right of acceptance of the applicant into the program and reserves the right to terminate a mentor from the program at any time. I have read this Release Statement and agree to the contents. I certify that all statements in this application are true and accurate.

(Mentor Signature)

(Date)





Mentor Screening: Personal Interview Questions

National Native American Mentoring Program

The following questions (in no particular order) are part of the personal interview with potential mentors. Record answers and keep a copy in the applicant's file.

Date of Interview: _____

Why do you want to be a mentor? _____

Prior experiences working with youth? _____ What ages? _____

Have you ever been impacted by a mentor? _____ Who and why? _____

Prior work experience including the most current: _____

Any experiences in the past with camping, boy scouts, babysitting, etc.? _____

Personal hobbies and interests: _____

Any special transportation requirements? _____

Availability of time to commit to mentoring: _____

What do you hope to get out of the mentoring experience? _____

What one word would you use to best describe yourself? _____

What do you consider one of your greatest strengths? _____

What do you consider one of your weaknesses? _____

Have you ever been a mentor before? _____ When and where? _____

Educational experience: _____

Leisure time activities: _____

What values and attitudes should young people be equipped with in the 21st century? _____

Do you understand that you will need to complete a criminal background check and all other requirements in order to be accepted into the program? ☐ Yes ☐ No

CONSIDER THIS PROBLEM: You are supposed to meet with your mentee this afternoon at 3 PM. Suddenly your boss indicates that you must work on a very important project which must be finished by 8 PM. It will require overtime to get it done and leaves you without dinner or anything else you had planned for the next few hours, including seeing your mentee. What would you do about your appointment with your mentee?





APPENDIX



Mentor Reference Check Form

National Native American Mentoring Program

Date of Call: _____ Name of staff member making call: _____

Name of Prospective Mentor: _____

Name of Reference: _____

QUESTION TO MENTOR'S REFERENCE

In what capacity do you know the applicant? _____

How long have you known the applicant? _____

Do you think the applicant would make a good mentor for a youth and why? _____

To your knowledge, what is the applicant's current and previous involvement with children? _____

Kindly rate the applicant in the following areas (check one):

	Excellent	Good	Fair	Poor
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work ethic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Interviewer: _____

Interviewer's Comments and Recommendations: _____



Criminal Background Check Form

National Native American Mentoring Program

Boys & Girls Clubs should use the same procedures to conduct criminal background checks on mentors that are used for all other Boys & Girls Club staff and volunteers (see Program Design section or www.bgca.org).

It is critical to wait until the results of the background checks have been returned and are favorable before allowing a youth to begin a relationship with the mentor.

THIS PAGE MAY BE USED TO ATTACH THE POLICE CRIMINAL BACKGROUND CHECK FORM WHICH VARIES FROM STATE TO STATE AND TRIBE TO TRIBE.

For Program Staff Use Only

Background Check Returned

☐ Yes

☐ No

Date Returned _____





Mentor Agreement

National Native American Mentoring Program

As a volunteer mentor in the National Native American Mentoring Program,

I, _____
(Print Mentor Name)

AGREE TO: *(Please initial the following)*

- _____ Attend a training session before beginning in the program
- _____ Be on time for scheduled meetings
- _____ Notify the Club if I must cancel my meeting
- _____ Engage in the relationship with an open mind
- _____ Accept assistance from the Boys & Girls Club and its mentoring staff
- _____ Keep discussions with my mentee confidential
- _____ Ask staff when I need assistance or have questions
- _____ Notify the Club of any changes in my employment, address, or telephone number
- _____ Notify the Boys & Girls Club first of any desire to terminate the relationship before discussing this with my mentee

(Mentor Signature)

(Date)





Tracking Mentor/Mentee Meetings

National Native American Mentoring Program

Boys & Girls Club of _____

Use this form to track weekly Mentor/Mentee meetings. Describe any special group activities or events that were attended by the program participants. Upon completion of the four follow-up meetings, keep a copy for your records. Print a new copy to use for the following four meetings.

Name of Mentor: _____ Name of Mentee: _____

Date of Match: / /

Mentor meets on (day, time): /

Method of communication for cancelling a session:

Mentor _____

Mentee _____

Special Group Activities/Events: _____

1. Program Coordinator/Mentor Follow-up Meeting

Date of follow-up: / /

Mentor/Mentee Session Date, Time: _____

Activities: _____

Challenges/Successes: _____





2. Program Coordinator/Mentor Follow-up Meeting

Date of follow-up: / /

Mentor/Mentee Session Date, Time: _____

Activities: _____

Challenges/Successes: _____

3. Program Coordinator/Mentor Follow-up Meeting

Date of follow-up: / /

Mentor/Mentee Session Date, Time: _____

Activities: _____

Challenges/Successes: _____

4. Program Coordinator/Mentor Follow-up Meeting

Date of follow-up: / /

Mentor/Mentee Session Date, Time: _____

Activities: _____

Challenges/Successes: _____





Follow-Up Meetings with Mentors

National Native American Mentoring Program

(Suggested Questions)

Date _____ Mentor _____ Mentee _____

Staff Interviewer _____

1. How often do you and your mentee meet?
2. Is your mentee in any way resistant to the match? If so, how?
3. What activities do you engage in with your mentee?
4. Are you satisfied with the activities in which you are engaged with your mentee?
5. As far as you know, is your mentee satisfied with the activities in which you are both engaged?
6. How are you communicating with each other? Give an example.
7. Do you have any issues or special problems?
8. Are you able to keep your commitment to meet one hour each week? If not, why?
9. Is your mentee able to keep his/her commitment to meet one hour each week? If not, why?
10. Do you see any warning signs that say there might be trouble?
11. How can the Club help to improve the relationship?
12. What do you consider the positives about the relationship with your mentee?
13. Is there anything you need from staff to make this match successful?
14. As far as you know, does your mentee need additional resources?
15. Do you have other ideas for special activities for mentors/mentees?
16. Do you have any ideas for additional training?
17. Do you need any materials for your meetings?
18. Are there any areas of interest that you would like to explore with your mentee (building models, cooking, music, art, etc.)?





Follow-Up Meetings with Mentees

National Native American Mentoring Program

(Suggested Questions)

Date _____ Mentor _____ Mentee _____
Staff Interviewer _____

Introductory Comment:

We are just checking to see how you are doing with your mentor.

1. How often do you and your mentor meet?
2. Are you having fun with your mentor?
3. What are some of the activities you do together?
4. Are there some other activities that you would like to do with your mentor?
5. Do you like your mentor? If no, why?
6. What do you like most about your mentor?
7. Are you having any problems with your mentor that I can help you with?





APPENDIX



Match Closure Form for Mentors and Mentees

National Native American Mentoring Program

Today's Date: _____ Staff Interviewer: _____

Mentee's Name: _____

Mentor's Name: _____

Date of Matching: _____ Date of Termination: _____

What do you think caused the termination? _____

Are there any misunderstandings or other issues to be resolved?

Does the mentor have any suggestions for making the program more successful?

Does the mentee have any suggestions for making the program more successful?

Would the mentor like to be rematched? _____ Yes _____ No. If no, why? _____

Would the mentee like to be rematched? _____ Yes _____ No. If no, why? _____



Program Partners

**U.S. Department of Justice, Office of Justice Programs,
Office of Juvenile Justice and Delinquency Prevention;
National Congress of American Indians**

