PEER MENTORING: YOUTH RESILIENCE AND COMMUNITY BUILDING
For audio, dial (415) 655-0003
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The webinar is being recorded

Supporting materials will be shared
Putting Health Care in Schools

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MPA Mentoring: Youth Resiliency & Community Building

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Who We Are

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Objectives:

- Experience a frame for youth development where young people lead as the experts of their own experience
- Leave inspired with tools to begin a peer-based model that supports the needs of young people at your site

Agenda

1. Frame: How we got here
2. Model: What we made
3. Practice: How we did it (curriculum)
4. Data: What we learned
5. Tools & Resources: What we can share
Framing

01

How did MPA Mentoring come to be?
Sobrante Park

- A small East Oakland community
- Rich in cultural diversity, close-knit families, and community support
- Historically challenged by violence, poverty, and systemic racism
- High rates of trauma
- Top 4 highest impacted zipcode during COVID
Madison Park Academy

- OUSD, Title 1 School - Community school model (with NAHC on site)
- 6th-12th grade
- ~700 students, increasing number of newcomer students
- 100% students of color
- Majority of students speak another language than English at home
- Nearly 100% of teachers not from the community/same background as students
COST Referrals

- Coordination of Services Team
- 2015-2016 received over 200 referrals
- ~ 30% of student population
- Assessing the levels of needs
- Needed an intervention to support Tier 1 needs
What would it look like if everything was going well?

Robin Noel Morales, Founder of MPA Mentoring
Getting caught doing something right:

- All of us, especially young ones, become good at being who they told they are - If you are told you’re ‘bad’ then you’ll get good at that
- As a culture we receive attention when something isn’t working or when we are doing something wrong
- Making the opportunities to be celebrated, acknowledged, seen and heard. **Consistently.**
- Mentoring is a place, space and time to “catch” you doing good, being lovable, smart, kind, creative, resourceful
- Reinforcing that you matter
- Someone to listen and respond to what is needed
- Reflect goodness, so we get more....and we do!
Mentoring Model

An intervention to supporting students feel like they matter and they are doing things right
What is MPA Mentoring?

- An intervention system in which high school students enroll in an internship program and experience clinical training and supervision to support a middle school student
- Way to maximize the resiliency of a tight-knit community that cannot be truly understood by outsiders
- Empowers youth to make the positive change in the community they want to see
Mentors: 11th-12th Grade

Clinical Training
Mentors go through a 6-week clinical training and learn about psychology, racial identity, neuroscience, and more.

Work-Based Learning
This is an internship in which students develop job skills that prepare them for majors in college or work outside of the classroom.
Mentees: 6th-8th Grade

COST Referrals
Meet with students to learn more about their needs and determine if they would benefit

Coordination with Teachers
Determining the schedule and gain support from teachers to pull students once a week
03 Practice

What do mentors and mentees do together?
Mentoring Relationship

1. BOY: Get to Know You
2. Building: Planned Activities
3. Strengthening: Mentor Planned Activities (Community Engagement)
4. EOY: Honorable Closure
The First Session:

- Utilize the Mentor script
  - Introduce yourself
  - Introduce concept of mentor
  - Share why you are a mentor
- Review & Sign confidentiality agreement
- Complete Important Things About Me Survey
- Closing
Activities - What do they do together?

- First month or so is planned activities
  - Get to know you
  - Timelines
  - Family Genealogy
  - Esteemable Qualities
- Board Games
  - Kids LOVE UNO!
- Arts & Crafts
- Community Engagement Projects
Check in/Check out form

- File folder to hold all documents and content related to mentoring sessions
- Clinical model to reflect, plan, and communicate needs
- Must be completed after every session
- Provides opportunity for adults to check in and provide necessary supports
- Utilized in IEP meetings, SSTs, and other areas where a different perspective is needed
Community Engagement

- A core value of the mentoring program is that youth are experts of their own experience and have the skills and expertise to determine what is needed to serve their community.
- Part of the WBL component required mentors to develop project management skills and plan, organize, and execute a community-based project that would have a positive impact on their school community.
- Justify why the event would have positive impacts on mental health.
- Projects included a 9th grade orientation, illegal dumping clean-up, a spa day, video game tournament, mental health awareness, kickball tournament, and more.
- 93% of mentees said the projects had a positive impact on the community.
Partnerships

- Alameda County Center for Healthy Schools & Communities
- Oakland unified School District
- REACH Ashland Youth Center
- Planting Justice
- Teaching Tolerance
- City of Oakland ReCAST - Youth to Youth Mini Grants
Training Activity- Who were you as a 6th grader?

- Part of the curriculum and the beginning of the training focuses on reflection.
- We focus on 6th grade because 6th graders are a vulnerable population at our site.
- This activity provides an opportunity for youth to reflect on what they needed when they were in 6th grade.
- This is an activity that would be transferable for your own site.
Activity Questions

● What’s the first memory that comes to mind for you about being in 6th Grade?
● What do you remember about your teachers?
● What do you remember about your friends? Any names?
● What do you remember as being the most important thing for you back then? (friendships, playing, family, pets)
● What do you remember doing that was fun?
● Do you remember any struggles at school? Can you describe?
● What might have made your time in 6th grade better?
Share out: What were you like as a 6th grader? (2 people share out + use the chat)
Data

Data is compared to the similarly worded California Healthy Kids Survey required by the state and taken by all students.
What do you like best about this program? (Mentee experience)

- that people can help me. that they are honest with me and they have fun with me
- I get to talk to people who are older than me. They give good advice and good perspectives when I need help on something.
- being able to talk to somebody that's not an adult; a young person
- I get to be with other people from other grades and I get to share how I'm doing and talk about any problems I have.
- That I can always have a person to talk to when I have a problem.
- Talk to my mentor about my problems and my mentor is nice and she takes care of me
- Newcomer interview
Mentor’s Experience

Upon completion of this internship, all interns will have gained:

- Listening skills
- Emotional intelligence
- Moral development
- Observation of child development
- Communication skills
- Coping skills
- Strategies to support and comfort
- Understanding of differentiation
- Understanding of compassion
- Professionalism
- Community development strategies
- Care for others
05
Tools & Resources
QUESTIONS?

Thank u for helping me out and for asking am I ok and stuff u r the best. Thank u again for the stuff u do. u are the best mentor probably I could ask for! ❤️

To: iris
From: faith
THANK YOU!!!!