

# PEER MENTORING: YOUTH RESILIENCE AND COMMUNITY BUILDING

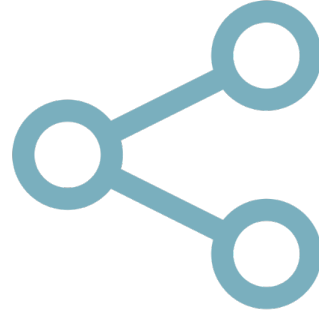


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## Presenters

### **Bianca Lorenz, MS**

Work-Based Learning Liaison –  
OUSD Consultant

### **Robin Morales, LMFT**

Alameda County HCSA  
Center for Healthy Schools and Communities

### **Rebecca Prager, LCSW**

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### **Moderator**

### **Jessica Dyer, LCSW, SEP**

Behavioral Health Project Director,  
California School-Based Health Alliance

MPA MENTORING



Love your self. You know.  
Never be afraid to be your self.

# MPA Mentoring: Youth Resiliency & Community Building

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Robin Morales, LMFT

Bianca Lorenz, MS - OUSD

Rebecca Prager, LCSW - CHSC



# Who We Are



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Work-Based Learning Liaison -  
OUSD  
Consultant



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Alameda County HCSA  
Center for Healthy Schools and  
Communities



**Rebecca Prager, LCSW**  
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Communities

# 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



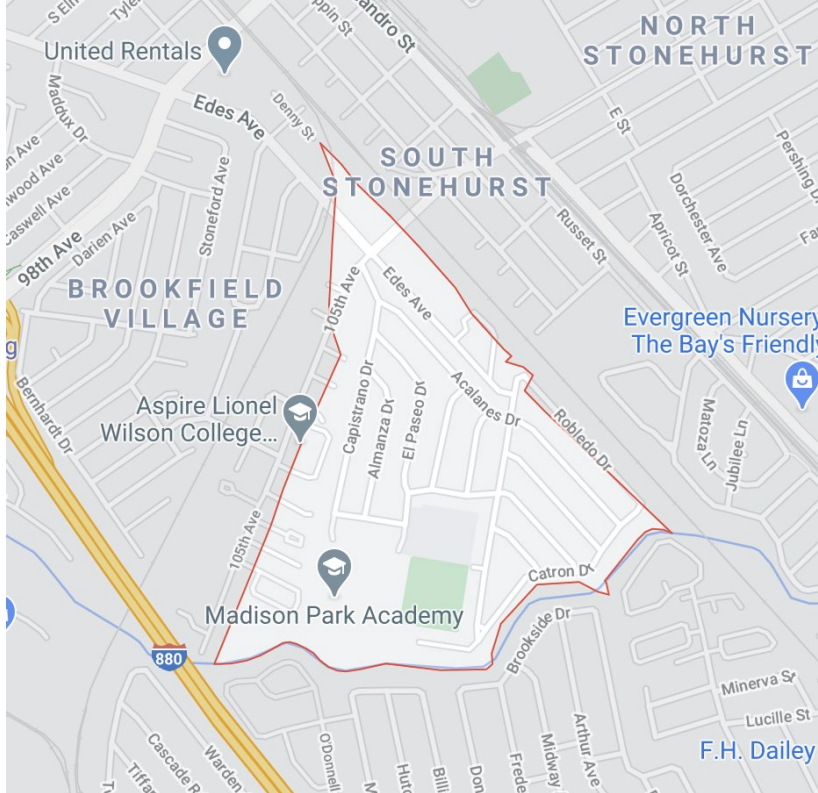




# 01 Framing

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 Referral Form



NOTE: If you suspect Child Abuse or Neglect YOU MUST notify CPS at 510-259-1800

### STUDENT INFORMATION:

Student Name	School	Grade	Date of Birth	Sex
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Is the student aware that you are making this referral? ☐ Yes ☐ No

### PARENT/GUARDIAN INFORMATION:

Parent/Guardian Name	Relationship	Street Address	Zip Code
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Home	Work	Cell	Other
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Primary language spoken at home?

Has the family been informed that you are making this referral? ☐ Yes ☐ No If no, why?

### REASONS FOR REFERRAL: CHECK ALL THAT APPLY

Academic/School Needs	Emotional/Behavioral Needs	Social Needs	Health/Basic Needs
<input type="checkbox"/> Attendance/tardy	<input type="checkbox"/> Anger management	<input type="checkbox"/> Parent/family/child relationship issues	<input type="checkbox"/> Eating concerns
<input type="checkbox"/> Academic concerns	<input type="checkbox"/> Self-esteem/self image/self worth	<input type="checkbox"/> Dating/partner issue	<input type="checkbox"/> Substance abuse/use
<input type="checkbox"/> Behavior in classroom	<input type="checkbox"/> Possible depression feelings	<input type="checkbox"/> Gender/sex identity issue	<input type="checkbox"/> Basic needs: food, shelter, clothing
<input type="checkbox"/> Separation	<input type="checkbox"/> Suicidal thoughts or feelings	<input type="checkbox"/> Sexualized behavior	<input type="checkbox"/> Health issues: vision, dental, stomach, headaches, etc.
<input type="checkbox"/> Exclusions	<input type="checkbox"/> Self-harm/mutilation/outing	<input type="checkbox"/> Gang involvement	<input type="checkbox"/> Sexual health issue
<input type="checkbox"/> Learning difficulties	<input type="checkbox"/> Possible ADHD/attention issues	<input type="checkbox"/> Child in foster care	<input type="checkbox"/> Health insurance
	<input type="checkbox"/> Violence-related issues	<input type="checkbox"/> Peer conflict/bullying	
	<input type="checkbox"/> Trauma/possible PTSD		
	<input type="checkbox"/> Grief-related issue		

Please provide a brief description of the reason for referral:

Please list the interventions already tried:

### ADDITIONAL SERVICES

District Services	Community Services
Does student currently have, or has student been referred to:	Is the student on probation? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure
SST <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	To the best of your knowledge, is the student or the family working with anyone else on this issue (for example, therapy, outside community provider)?
Active IEP <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
Special Education Assessment <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	If so, what?
SARB <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
SART <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
DHP <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

### REFERRED BY

# 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!



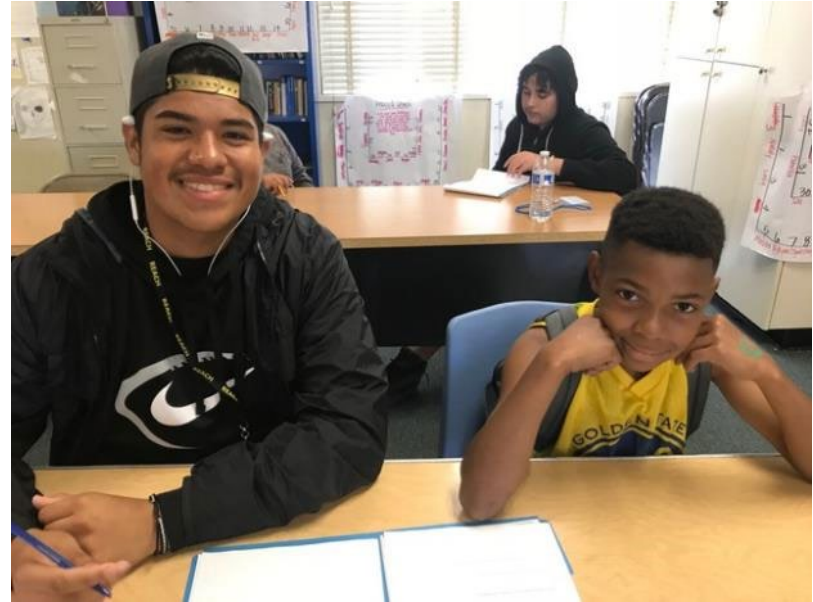


## 02 Mentoring Model

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.

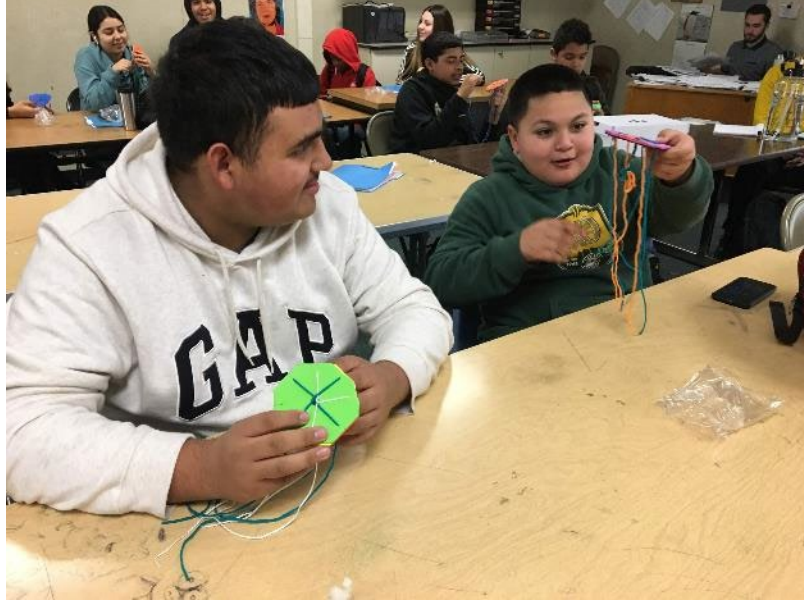
# Mentees: 6th-8th Grade

## 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





# 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

### MPA Mentoring Check-in / Check-out Form

Date

Date

mm/dd/yyyy ☐

Mentor Name

Your answer

Mentee Name

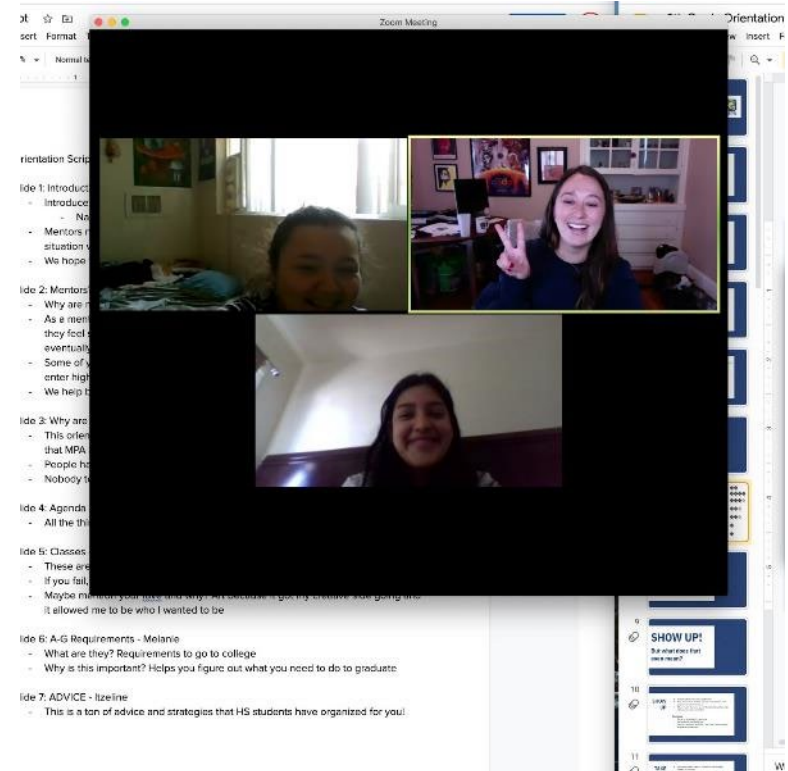
Your answer

Emotional Check In: How was your Mentee doing?

Your answer

# 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 6<sup>th</sup> 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 6<sup>th</sup> grade better?

**Share out:** What were you like as a 6th grader? (2 people share out + use the chat)

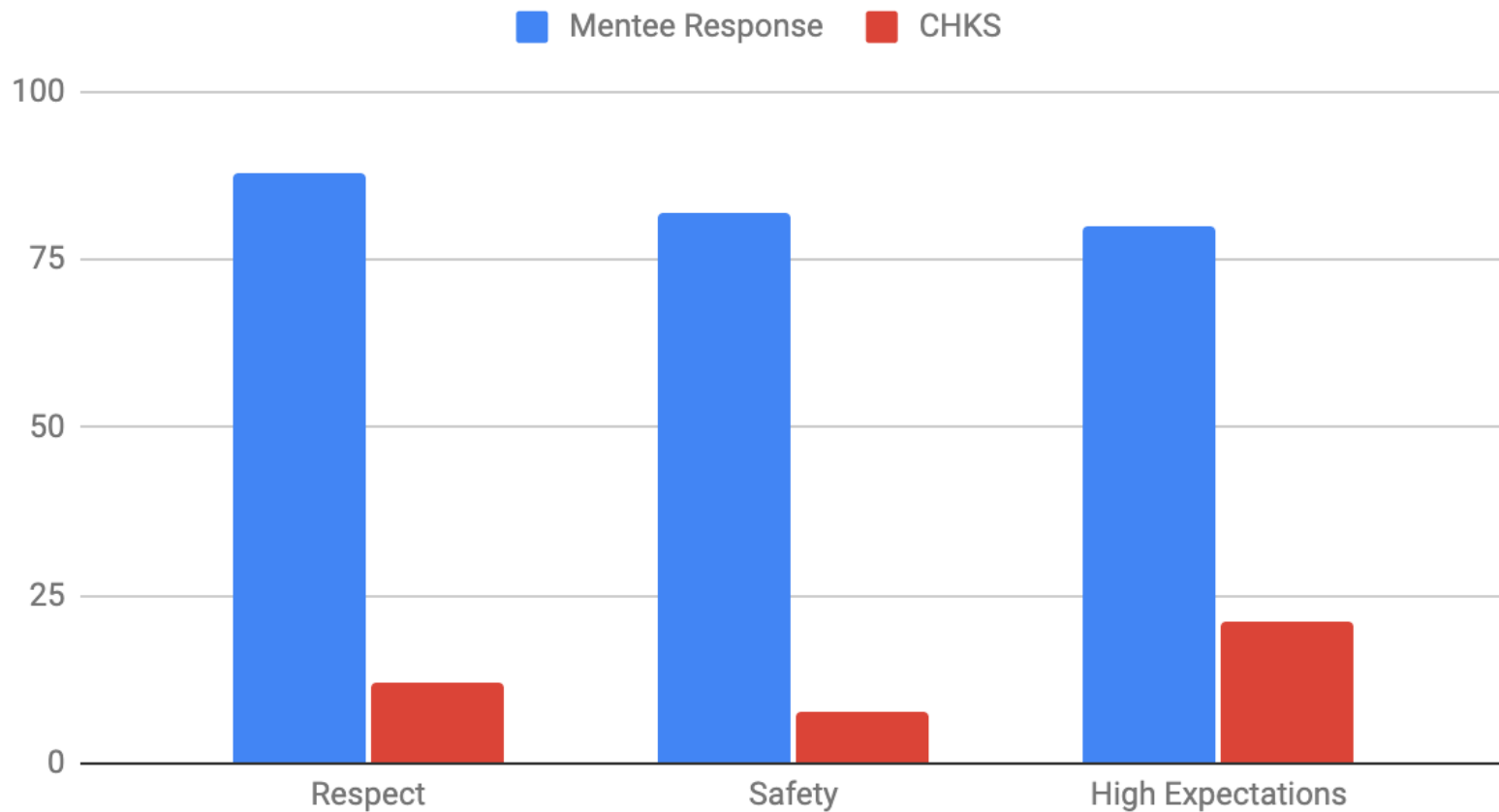




## 04 Data

Data is compared to the similarly worded California Healthy Kids Survey required by the state and taken by all students

# Mentee Response and CHKS



# 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:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Listening skills</li><li>• Emotional intelligence</li><li>• Moral development</li><li>• Observation of child development</li><li>• Communication skills</li><li>• Coping skills</li><li>• Strategies to support and comfort</li><li>• Understanding of differentiation</li><li>• Understanding of compassion</li><li>• Professionalism</li><li>• Community development strategies</li><li>• Care for others</li></ul> |  |
|---|--|







# 05 Tools & Resources



# Curriculum

Developed in partnership with Center for Healthy Schools & Communities

# Consulting

Lorenz Morales Consulting  
[Imconsulting.org](http://Imconsulting.org)

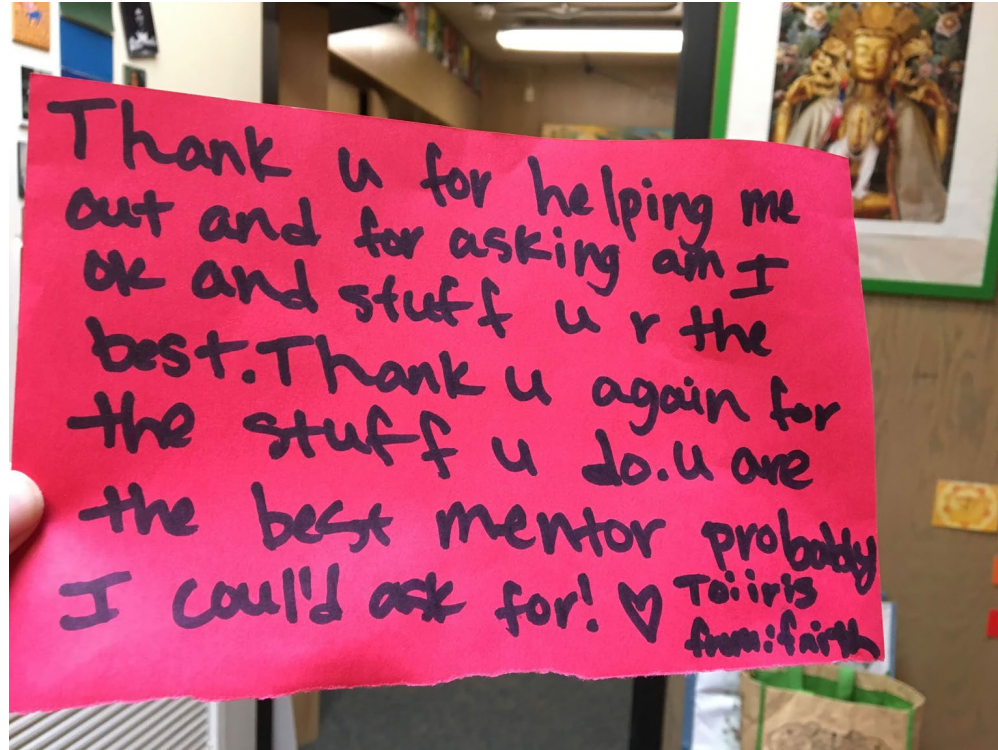
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# QUESTIONS?



# THANK YOU!!!!



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Gracias

謝謝

Thank you

Cảm ơn

Salamat

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