Peer to Peer Mentoring: Building a Culture of Youth Empowerment
The California School-Based Health Alliance is the statewide non-profit organization dedicated to improving the health & academic success of children & youth by advancing health services in schools.

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The webinar is being recorded

Supporting materials will be shared

Type questions in the Q & A
Peer to Peer Mentoring: Building a Culture of Youth Empowerment

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Julia Carreno, Senior at MPA
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Who We Are

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College + Career Pathway Coach, OUSD

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Co-founder, OCELOTL
Alameda County HCSA - Center for Healthy Schools and Communities
Who We Are

Habeeb Tiamiyu
Senior at MPA
2nd year mentor, Varsity Basketball Captain, VP of Senior Leadership, Pres of BSU

Julia Carreno
Senior at MPA
2nd year mentor, Language Navigator
Objectives:

- Understand the core fundamental beliefs of a successful peer to peer mentoring program
- Engage in a framework and best practices of a peer to peer mentoring program

Agenda

1. Context: How we got here
2. Culture of Empowerment
3. Framework: How we do it
4. Power into Purpose
5. Call to Action / Q&A
Our Peer to Peer Mentoring Program
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
Madison Park Academy

- OUSD, Title 1 School
- 6th-12th grade
- ~700 students
- 100% students of color
- 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
Challenges of Adolescence

**Lack of Power:** Adults making decisions and youth not being included.

**Lack of Privacy:** Not many spaces that feel like they are just for you to be and do what you want

**Changes:** Physical and Emotional changes and possibly not enough people who understand what that feels like for you or can support

**Discovery:** Leaving childhood and moving towards Adulthood—which is exciting and also can be scary.
Why Peer to Peer 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
What does a culture of empowerment look like?
What would it look like if everything was going well?
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
#1: Youth are the experts of their own experience
Training Activity – Who were you as a 6th grader?

- Part of the first six weeks 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
#2: We honor youth expertise and time

- Work-based learning
- Internship model
- Clinical training
- Resume building
- Evaluations
- Program design
#3: Youth have the solutions to the problem they face

- Community engagement
- Social Ecological Model
- WBL skill development
- Projects included a 9th grade orientation, illegal dumping clean-up, a spa day, video game tournament, fashion show, mental health awareness, kickball tournament, and more.
03 Framework
How we do it
Mentoring Relationship

1. BOY
   Get to Know You

2. Building
   Planned Activities

3. Strengthening
   Mentor Planned Activities
   (Community Engagement)

4. EOY
   Honorable Closure
6 Week Clinical Training

- Syllabus/Expectations
- Brain Development
- Attachment Theory
- Identity Development
- Social Ecological Model
- File Folders
Recruitment

- Coordination of Services Team (COST)
- Weekly meetings
- Discipline referrals
- Teacher/staff recommendation
- Self-referral
Matching Mentors/Mentees

- Intentional assignments
- Personality
- Rigor/Growth
- Creativity/Problem Solving
- Language/Acculturation
- Advocacy/Character Strength
File Folders

- Weekly activities
- Informed consent
- Checkout forms
- Held in a secure file cabinet
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
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
What happens when a culture of empowerment becomes the norm?
## Strength in Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Mentors</th>
<th>Mentees</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>14</td>
<td>28</td>
<td>First year implementation</td>
</tr>
<tr>
<td>2017-2018</td>
<td>28</td>
<td>56</td>
<td>Increased mentor capacity</td>
</tr>
<tr>
<td>2018-2019</td>
<td>56</td>
<td>112</td>
<td>Included elementary students</td>
</tr>
<tr>
<td>2019-20</td>
<td>56</td>
<td>72</td>
<td>Mentors managed middle school lunch time</td>
</tr>
<tr>
<td>2020-21</td>
<td>52</td>
<td>52</td>
<td>COVID + programming for international students</td>
</tr>
<tr>
<td>2021-22</td>
<td>38</td>
<td>56</td>
<td>Return from COVID and fully executed CE</td>
</tr>
<tr>
<td>2022-23</td>
<td>36</td>
<td>TBD</td>
<td>Veteran Mentor training + recruitment</td>
</tr>
<tr>
<td>TOTAL</td>
<td>280</td>
<td>376</td>
<td>656 students impacted and counting...</td>
</tr>
</tbody>
</table>
Mentee Response and CHKS

- Respect: Mentee Response is significantly higher than CHKS.
- Safety: Mentee Response is much higher than CHKS.
- High Expectations: Mentee Response is higher than CHKS, but not as significantly as in Safety.
Power into Purpose

My future plans are being a nurse and I was able to realize that through mentoring. I found similarities in having a mentee and dealing with a patient. I enjoy working with people having the ability to help out as well as building a relationship to not make it feel as such an awkward meeting. Mentoring really helped me get out my comfort zone since I’ve always seen myself as a shy person. But it helped me realize it’s something I like to do especially having a one on one conversation with someone which helped me realize nursing can really be something I’ll enjoy doing as my future career - Manuel, current senior
Power into Purpose

Mentoring has impacted me by giving me an opportunity to share my knowledge and experiences to younger students while I’m also learning skills like emotional intelligence from the experience. Mentoring contributed to my community by making the community a stronger family and a safe space for both mentors and mentees - Habeeb, 11th grade
Power into Purpose

Mentoring changed my career goal. I used to want to be a doctor but now I want to study to become a teacher. Mentoring has been a great experience I got to learn how to communicate, and support students throughout the school year. It's a wonderful experience and has personally helped me find out what I want in life. - Marlen, 11th grade
Mentoring has gave and taught me emotional intelligence. Mentoring gave me the opportunity to be someone I needed when I was that age to be that person who I could come to about anything without feeling scared or judged or unsure to trust. Mentoring showed me I want to take my understanding and my work further and help my community in the future. - Julia, 11th grade
Partners/Collaborators and Sponsors

- Alameda County Center for Healthy Schools (holds the 2018 curriculum design on their website)
- OUSD - Specifically MPA Admin and Support Team
- Youth Justice Institute
- Teaching Tolerance (now Learning Justice)
- OaklandReCAST
- Project 4.0
Consulting
OCELTL
ocelotlyouth.org

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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
Peer-to-Peer Mentoring Learning Collaborative
8 Sessions - January to April 2023
Advocating for Student Healing & Health

SACRAMENTO: APRIL 17-18, 2023