

Peer to Peer Mentoring: Building a Culture of Youth Empowerment



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SCHOOL-BASED
HEALTH ALLIANCE

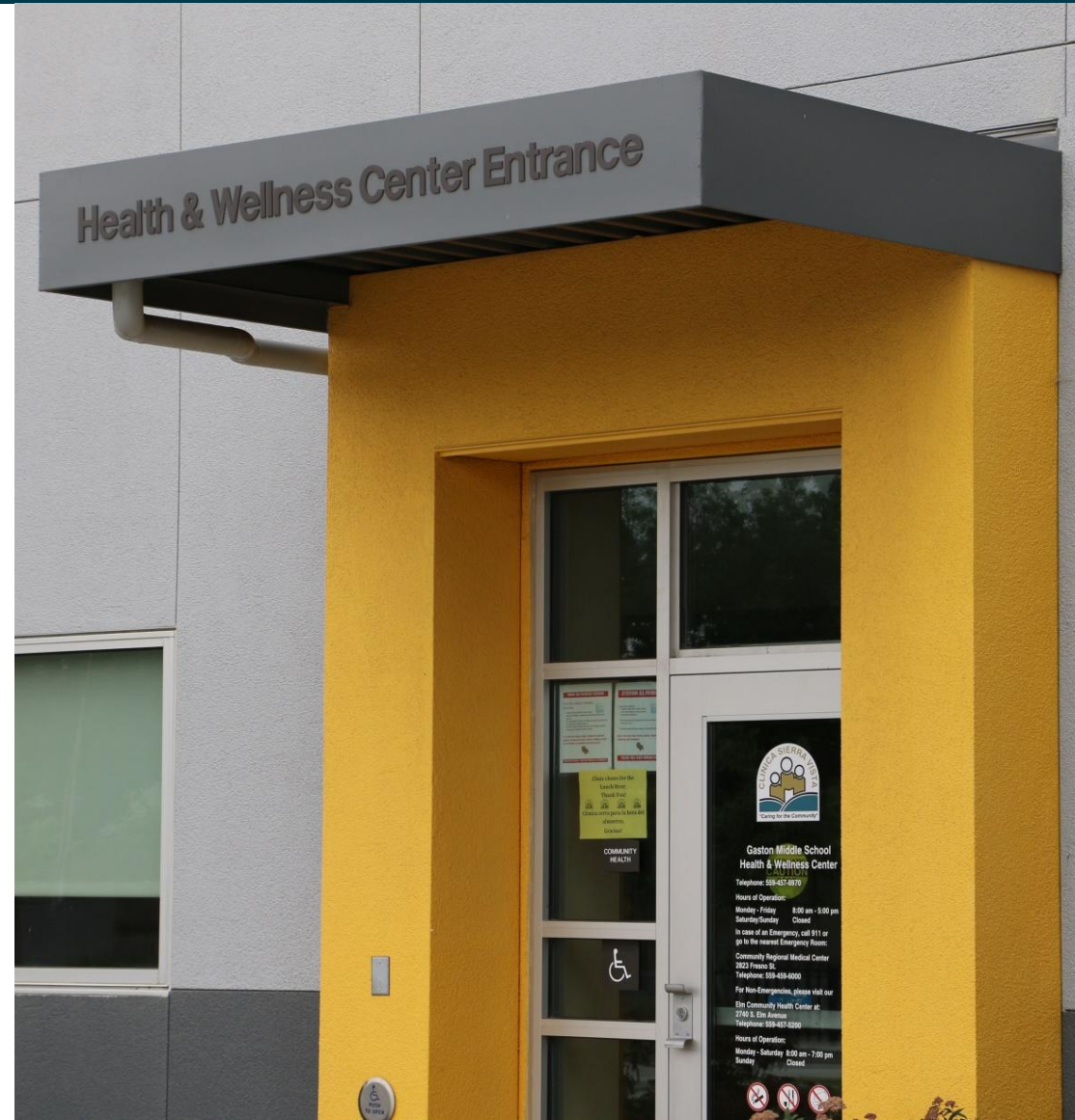
Putting Health Care Where Kids Are

Putting Health Care in Schools

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.**

Learn more:

schoolhealthcenters.org

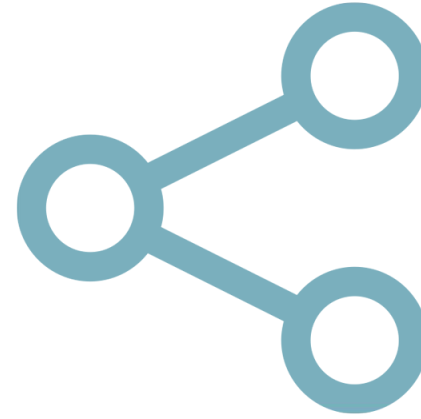




To troubleshoot audio settings, click on “Join Audio”



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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Bianca Lorenz Gonzalez , MS
Julia Carreno, Senior at MPA
Habeeb Tihamiyu, Senior at MPA

Who We Are



Bianca Lorenz Gonzalez, MS
Co-Founder, OCELOTL
College + Career Pathway Coach, OUSD



Robin Noel Morales, LMFT
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

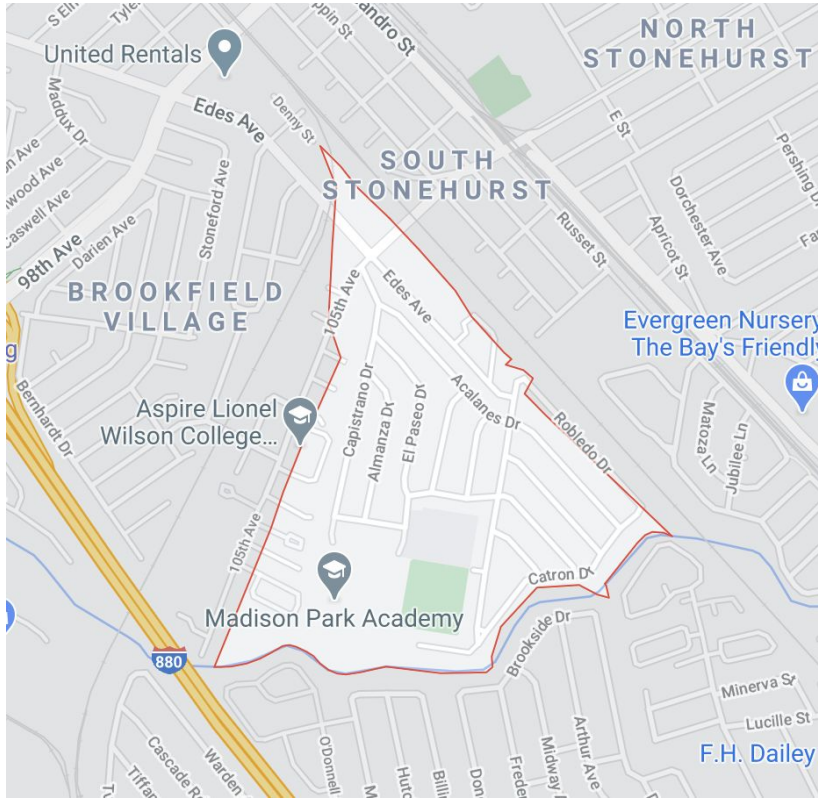
1. Context: How we got here
2. Culture of Empowerment
3. Framework: How we do it
4. Power into Purpose
5. Call to Action / Q&A





01 Context

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

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 so, who?

REASONS FOR REFERRAL: CHECK ALL THAT APPLY

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

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: SST <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure Active IEP <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 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	Is the student on probation? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure To the best of your knowledge, is the student or/and the family working with anyone else on this issue (for example, therapy, outside community provider)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure If so, what?

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

Challenges of Adolescence



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

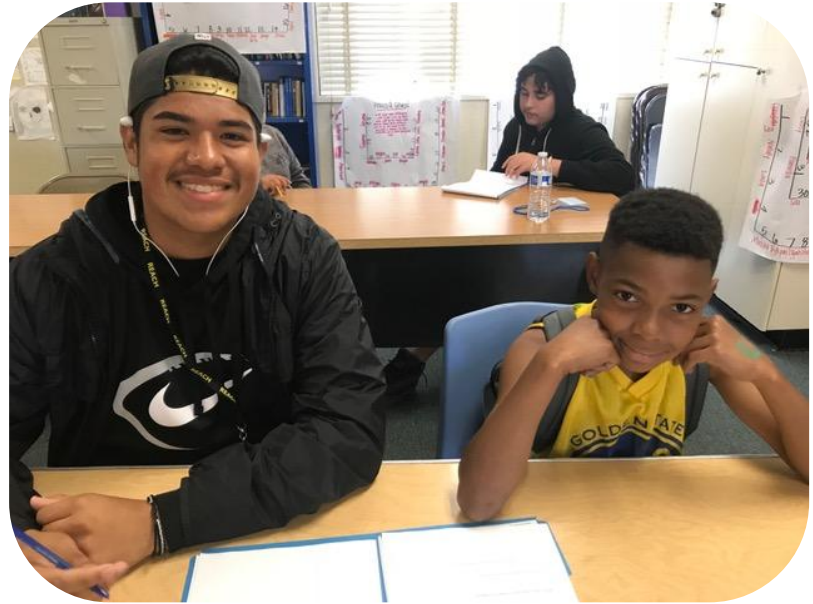
Lack of Privacy: Not many spaces that feel like they are just for you to be and do what you want

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





02

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.

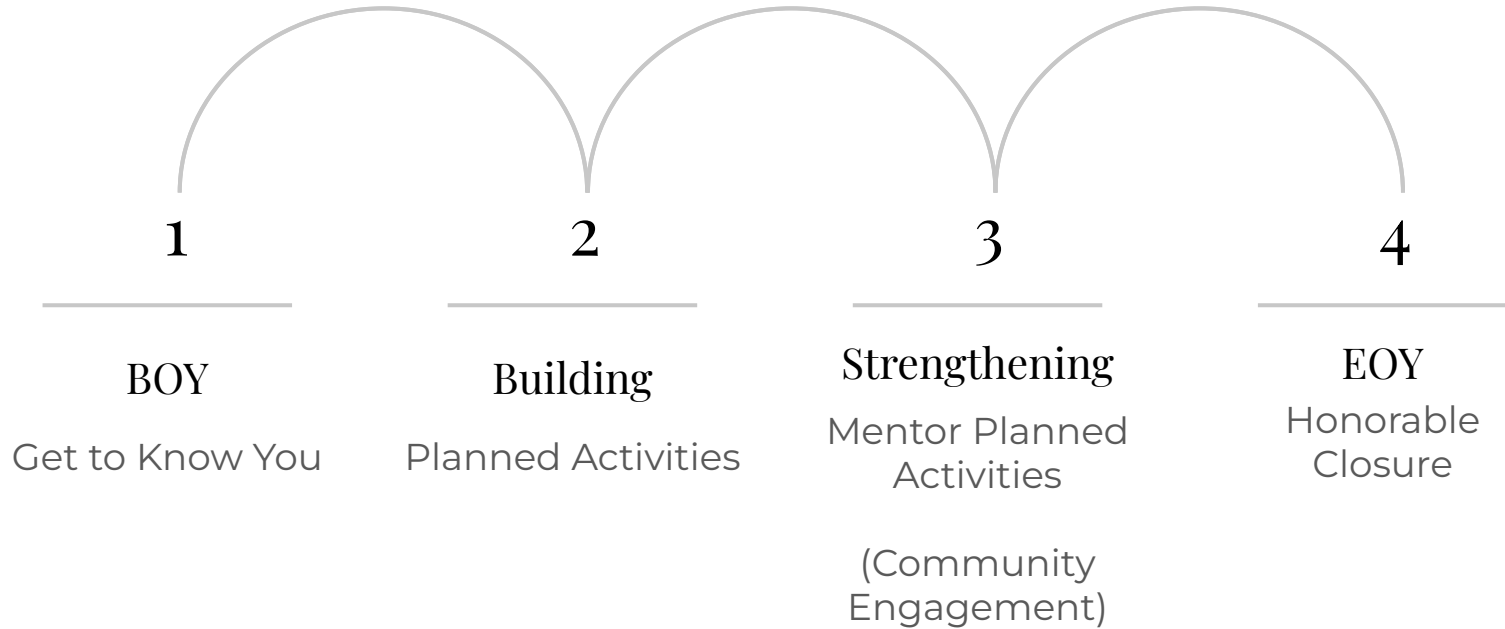




03 Framework

How we do it

Mentoring Relationship



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



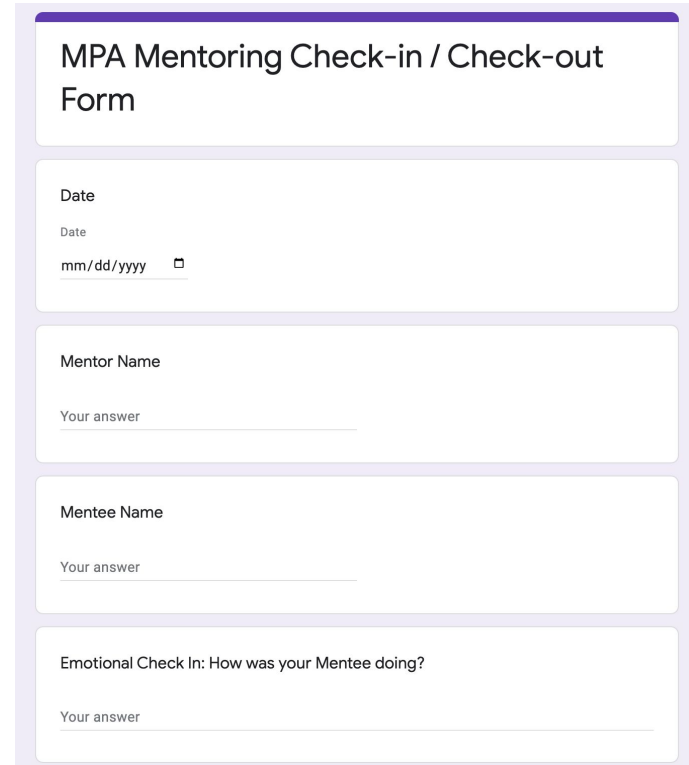


File Folders

- 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 image shows a digital form titled "MPA Mentoring Check-in / Check-out Form". The form is divided into four distinct sections, each with a light purple border. The first section is the title. The second section is for the "Date", with a label "Date" and a text input field containing the placeholder "mm/dd/yyyy" and a calendar icon. The third section is for the "Mentor Name", with a label "Mentor Name" and a text input field with the placeholder "Your answer". The fourth section is for the "Mentee Name", with a label "Mentee Name" and a text input field with the placeholder "Your answer". The fifth and final section is for an "Emotional Check In: How was your Mentee doing?", with a label "Emotional Check In: How was your Mentee doing?" and a text input field with the placeholder "Your answer".

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 _____

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





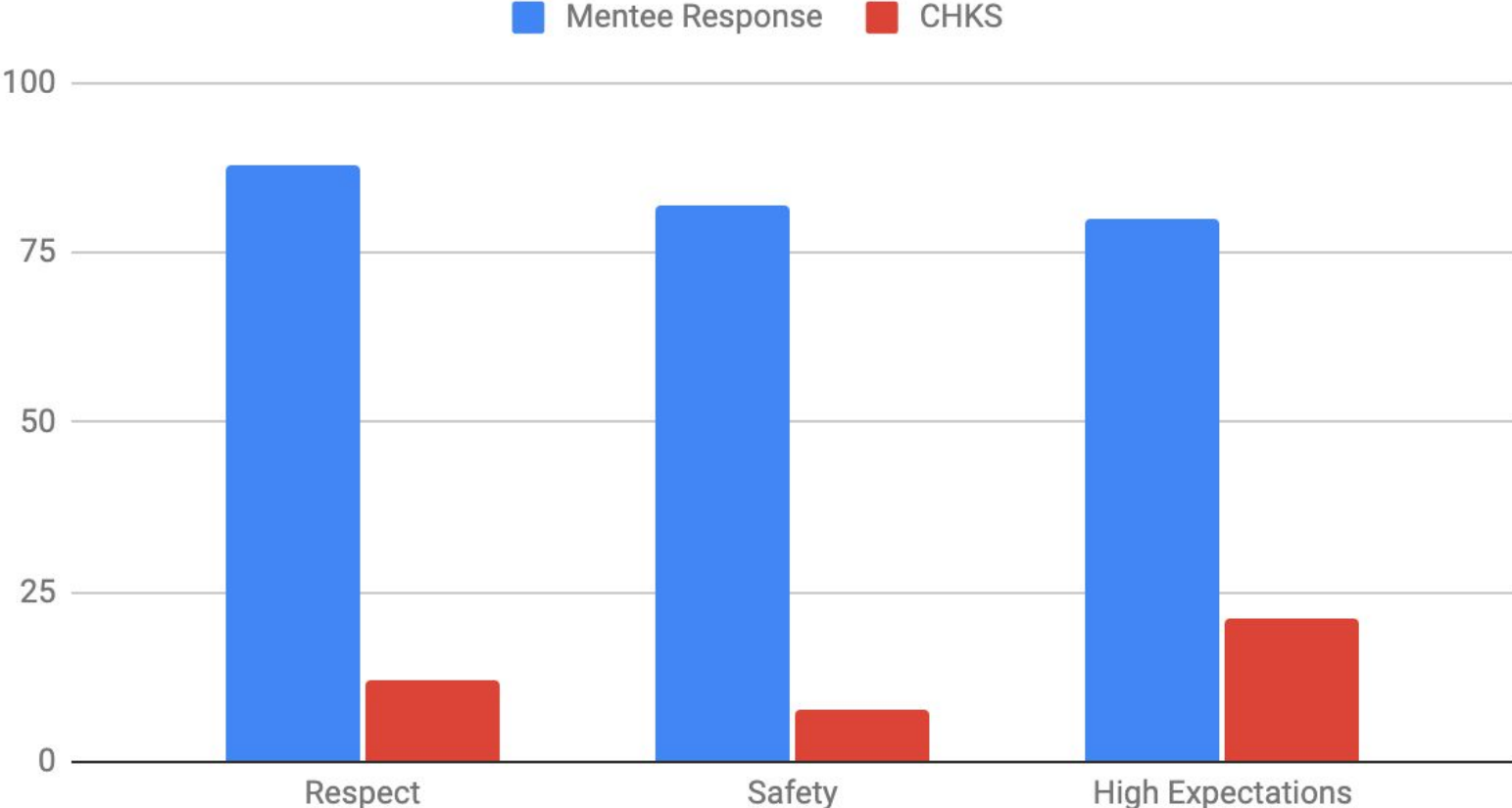
04 Power Into Purpose

What happens when a culture of empowerment becomes the norm?

Strength in Numbers

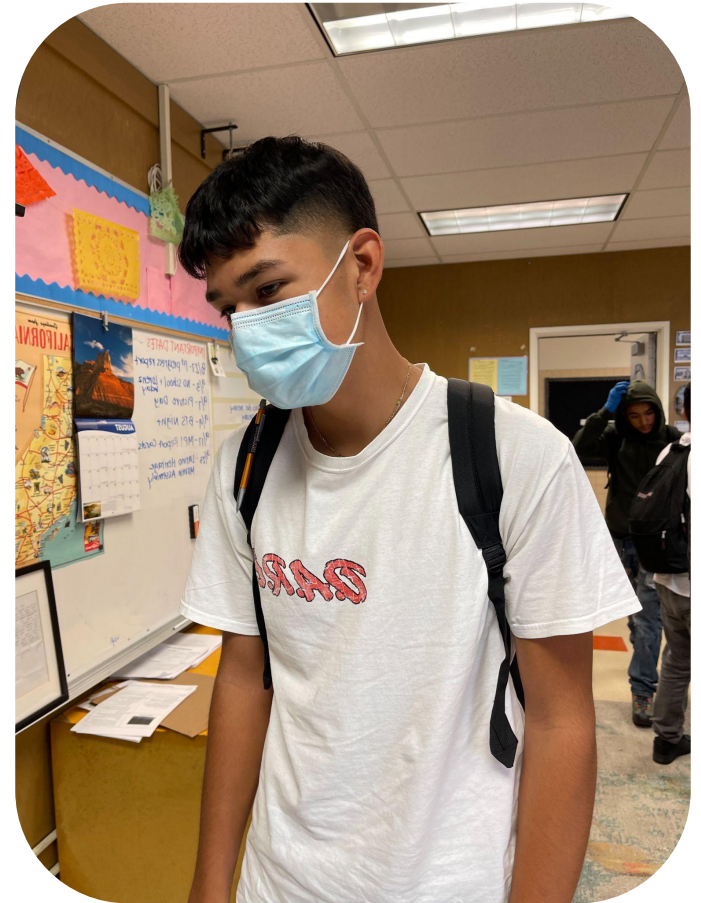
Year	Mentors	Mentees	Changes
2016-17	14	28	First year implementation
2017-2018	28	56	Increased mentor capacity
2018-2019	56	112	Included elementary students
2019-20	56	72	Mentors managed middle school lunch time
2020-21	52	52	COVID + programming for international students
2021-22	38	56	Return from COVID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

Mentee Response and CHKS



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 -
Habeb, 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



Power into Purpose

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

OCELOTL

ocelotlyouth.org

Contact Us

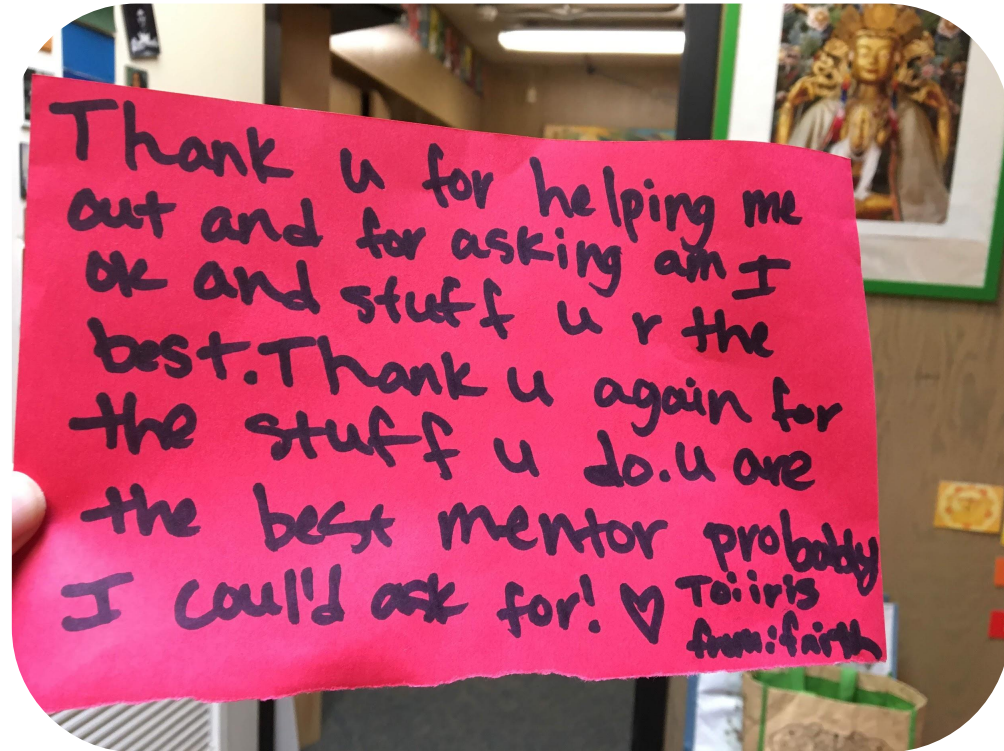
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Help employ more youth
through donation

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! ♡ Toiir's
from:faith

Peer-to-Peer Mentoring Learning Collaborative

8 Sessions - January to April 2023



Advocating for Student Healing & Health



Presenting Sponsor



SACRAMENTO: APRIL 17-18, 2023

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Gracias

謝謝

Thank you

Cảm ơn

Salamat

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