



Guide to Mentoring Boys and Young Men of Color

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Born out of an understanding about the issues facing both boys and men of color and their surrounding ecosystem, My Brother's Keeper Alliance's (MBKA) vision is to make the American Dream available to all boys and young men of color by eliminating gaps in their opportunities and outcomes.



MENTOR

MENTOR is the unifying champion for expanding quality youth mentoring relationships in the United States. For more than 30 years, MENTOR has served the mentoring field by providing a public voice; developing and delivering resources to mentoring programs nationwide; and promoting quality for mentoring through evidence-based standards, innovative research, and essential tools. MENTOR has developed and supports a national network of affiliate *Mentoring Partnerships* that provide regional, state, and local leadership and infrastructure necessary to support the expansion of quality mentoring relationships. Together, we engage with the private, public, and nonprofit sectors to ensure that all youth have the support they need through mentoring relationships to succeed at home, school, and, ultimately, work.

MENTOR would like to recognize our partners in this work: the My Brother's Keeper Alliance in particular Seth Henderson, Marisa Renee Lee, and Alex Meadow for their unwavering support. We thank our internal contributors Jennifer Bourgoïn, Mike Garringer, Delia Gorman, Liz Hardy, John McCormick, Brian Sales, and Elizabeth Santiago, as well as researchers and colleagues Dr. Noelle Hurd, Dr. Bernadette Sánchez, Steve Vassor, and Dr. Torie Weiston for their advice and wisdom.

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OVERVIEW

For more than 30 years, MENTOR has provided the youth mentoring field with a set of researched-informed and practitioner-approved practices for creating and sustaining positive and impactful mentoring relationships and strong program services. The fourth edition of *The Elements of Effective Practice for Mentoring™ (Elements)* represents the current evidence-based standards for running a safe and effective youth mentoring program. This *Guide to Mentoring Boys and Young Men of Color (Guide)* serves as a supplement to the *Elements* and includes additional recommended practices focusing on boys and young men of color (BYMOC). The creation of the *Guide* is motivated by a recognition of MENTOR, My Brother's Keeper Alliance (MBKA), practitioners in the field, and researchers specializing in mentorship of youth of color that BYMOC are better served with a targeted set of practices, which represent enhancements of those in the original *Elements*. We call these “recommended practices” in the *Guide*.

These additional recommended practices are emergent, based on recent research and recommendations from researchers and practitioners in the field. Please see the *Methodology* section for more detailed information on the sources informing this guide.

AUDIENCE

While the core audience for this guide is the cohort of MBKA-affiliated mentoring programs and the work they are doing with BYMOC around the country, other programs and mentors can also benefit from the *Guide*. Individual mentors

will find the section Standard 3: Training especially useful in their work, particularly the part detailing key concepts for working with BYMOC. The practices and resources discussed in this guide will be useful to any mentoring program serving BYMOC and will help them ensure that their services are culturally relevant and effective in changing lives and communities.

ORGANIZATION

The *Guide* is divided into two parts. Part one offers an overview of an approach to mentoring BYMOC, including a description of a strengths-based and liberatory approach to mentoring called “critical mentoring”. This section discusses how this approach can support BYMOC, and concludes with a rationale for this new, emerging set of recommended practices.

Part two includes sections dedicated to each of the six Standards of practice in the fourth edition of the *Elements*. Each of the six sections begins with a description of the original Standard and the rationale for its importance, followed by a list of the additional recommended practices, and a discussion section that explains their theoretical basis and potential application in programs. Please note that recommended practices are identified with the abbreviation “RP” and are followed by the number of the Standard they refer to, as well as the number of the recommended practice itself. Part two also includes references to supporting research and recommended tools, along with *The Elements of Effective Practice for Mentoring™* checklist.

Part One: Overview

WHY EMPHASIZE MENTORING FOR BYMOC?

When President Obama launched the My Brother's Keeper (MBK) Initiative in February 2014, he described some of the ways BYMOC are disproportionately represented in their exposure to several risk factors and challenges:

Data shows that boys and young men of color, regardless of socio-economic background, are disproportionately at risk throughout the journey from their youngest years to college and career. For instance, large disparities remain in reading proficiency, with 86 percent of Black boys and 82 percent of Hispanic boys reading below proficiency levels by the fourth grade – compared to 58 percent of White boys reading below proficiency levels. Additionally, the disproportionate number of Black and Hispanic young men who are unemployed or involved in the criminal justice system alone is a perilous drag on state budgets, and undermines family and community stability. These young men are more than six times as likely to be victims of murder than their White peers and account for almost half of the country's murder victims each year (“Fact Sheet”, 2014).

As members of this society and as representatives of mission-driven organizations serving youth, mentoring practitioners cannot ignore the ways in which youth of color, in particular BYMOC, are at a disadvantage because of systemic inequities and racial biases. Systemic disadvantages show up early for BYMOC especially when there are zero tolerance policies in schools and hypervigilant and unbending policing practices that impact BYMOC unequally. These issues can interrupt or completely stall opportunity for our young people. It is important to note that girls and young women of color also face disadvantages that need to be addressed. For the purposes of this guide, we focus on the disparities faced by BYMOC to start because those disparities disproportionately impact

outcomes for BYMOC when compared with other groups. For example, BYMOC are showing negative or stagnant trends relative to others in high school graduation, in college enrollment and completion, and in employment and earnings (Putnam, 2015; Western & Pettit, 2010, as cited by Forward Change Consulting, 2015).

We know that relationships matter. America's Promise's Alliance (2015) recently released *Don't Quit on Me*, a mixed methods study designed to better understand the obstacles confronting young people with a focus on the role that relationships play in their ability to thrive. In high-resourced families and communities, a robust web of relationships occurs organically and often intentionally for young people, and these networks grow and deepen over time. While many youth in communities of color do have access to caring adults and mentors, data suggests that BYMOC are disproportionately “disconnected” from more caring, non-parental adults. One study put the national rate of disconnection at 21.6 percent for Black youth, 20.3 percent for Native Americans, and 16.3 percent for Latinos; significantly higher than for Asian Americans (7.9 percent) or Whites (11.3 percent) (Lewis & Burd-Sharps, 2015). While data only tell one part of the story and we know that many BYMOC do have caring, committed adults in their lives, it is worthwhile to note that many do not have access to a vibrant web of intentional guidance and support at an age when their adult identities, experiences, and skills are developing. Thus, many BYMOC face an uncertain transition to adulthood. Mentoring can be one of their pathways to success, helping them successfully navigate the transition from school to work and from childhood to adulthood.

Overall, research confirms what we know anecdotally, that mentoring works. A number of studies through the years have revealed

a correlation between a young person's involvement in a quality mentoring relationship and positive outcomes in the areas of school, mental health, problem behavior, and health (Eby, Allen, Evans, Ng, & DuBois, 2008; Jekielek, Moore, & Scarupa, 2002; DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011). An analysis of mentoring studies conducted by Jekielek, Moore, Hair, & Scarupa (2002) found that youth in mentoring relationships present with better attitudes and behaviors at school, fewer instances of drug and alcohol use, improved relationships with their parents, and fewer absences from school than their counterparts who were not mentored. A 2011 meta-analysis of 73 mentoring program evaluations conducted between 1999 and 2010 found a host of positive outcomes for mentored youth, including benefits with regard to youth's attitudes, motivation, social/relational skills, academic outcomes, and physical health (DuBois, et al., 2011). The results of this analysis indicated that across these domains, mentoring both prevents negative outcomes and promotes positive ones.

The research specific to mentoring BYMOC suggests that there are several key concepts that can influence the effectiveness of mentoring for these youth, including a strengths-based approach and a critical mentoring approach.



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THE POSITIVE IMPACT OF A STRENGTHS-BASED APPROACH TO MENTORING

It is important that mentoring for BYMOC is approached from a strengths-based perspective. While the challenges facing BYMOC have been well documented, much less attention has been given to the strengths of these individuals and their communities. A strengths-based approach to mentoring can positively impact a significant proportion of BYMOC whose life contexts and societal perceptions and experiences may be quite different than other youth. Through strong relationships with mentors, the impact of the challenges BYMOC face can be mitigated and their strengths and the strengths of their communities, families, and cultures can be drawn on to bolster their potential for success. Like schools and other youth-serving institutions, mentoring programs find success through delivering culturally relevant services, developing the strengths of those they serve, and building on the assets of the local community. Identifying, respecting, and building upon the strengths of mentees, as well as their communities and social networks, can go a long way toward supporting mentoring relationships.

CRITICAL MENTORING

To support BYMOC, it is recommended that programs consider using an approach to mentoring that has been termed “critical mentoring” (Weiston-Serdan, 2015). Critical mentoring is focused on the development of a critical consciousness in mentors and mentees. Critical consciousness is the ability to perceive and understand social, political, and economic oppression; to be able to deal with such issues; and to be ready to take action against oppressive elements of society. Beginning with an understanding of youth context, critical mentoring allows the mentoring relationship to focus on providing mentees with opportunities to reflect, discuss, as well as challenge systems of inequity. This catapults the

mentoring process into a realm of transformation and liberation. Critical mentoring yields more extensive conversations about race, gender, class, sexuality, ableism, etc. and offers ways for both mentor and mentee to address how these issues permeate our society and adversely affect BYMOC (Weiston-Serdan, 2015). The power of this approach is that it can help youth avoid being undermined by these forces, and instead help them thrive in the face of adverse circumstances through personal development and supports that build perseverance. For example, BYMOC who are empowered through an understanding of racism and its impact on their lives have the capacity to engage with individuals and institutions with an expectation of being treated respectfully. They have an understanding of their own strengths and a respect for the achievements of their culture, both of which help them persevere through the challenges they encounter. Programs should consider this approach when serving a significant population of adolescents and young men of color. Because this approach involves abstract concepts that may be challenging developmentally for younger boys, it may not be appropriate for all BYMOC. In the “training” section of this guide, we provide helpful ways to train mentors to work with their mentees toward much needed dialogue and critical consciousness.

As mentors enter into the mentoring relationship, they need to develop an awareness of critical consciousness. Developing critical consciousness requires an understanding of the unique challenges each child or young man faces, which are specific to his culture and environment. The development of this consciousness requires an examination of race, ethnicity, class, and gender issues. This is facilitated through an understanding and development of “cultural competence” or “cultural humility.” The term “cultural competence” has been used to describe an individual’s competency in understanding race and understanding one’s own biases. The term “cultural humility” highlights the notion that one is never done when it comes

to cultural understanding. One doesn’t reach a level of competence and become an expert. Cultural humility supports the notion that we should always be listening, learning, and reflecting. Finally, as mentioned previously, critical mentoring champions a strengths-based approach to mentoring. Each mentee has specific strengths just as each culture and environment in which the mentee lives has particular strengths. Recognizing, drawing on and developing these strengths is a key component of the critical mentoring approach.



Photo courtesy of the Mentoring Partnership of North Carolina

CONCLUSION

In spite of the progress our country has made in advancing the well-being of all populations, American society has in many ways re-segregated itself over the past four decades, creating a deficit in social and economic supports for BYMOC (Putnam, 2015). The negative impacts of re-segregation are felt in numerous realms, including education, the workplace, and public health. Research has shown that residential segregation disproportionately harms Black teenagers and young adults; they suffer significantly higher rates of disconnection than White youths (Lewis & Burd-Sharps, 2015). As a result, the resource of social capital – social support including the community, the family, and other social organizations – has been diminished.

Mentoring can help address these deficits and strengthen the existing assets of youth of color and their communities. More than ever, mentors are in a position to make a significant difference in transforming the dialogue in America and in helping to produce a generation of youth who thrive. Mentors can provide youth with positive experiences in social relationships, which can lead to improvement in other important relationships in their lives (Keller, 2005). A mentoring relationship can demonstrate that positive relationships with adults are possible, providing another chance for those youth who may have experienced unsatisfactory relationships with parents or other adults (Olds, Kitzman, Cole, & Robinson, 1997). Overall, the potential impact of mentors in connecting and strengthening mentees' social networks can be significant.

Current research and practice is strongly pointing to a new set of nuanced guidelines for certain populations of our youth within mentoring relationships, such as African American boys and young men. The next sections of this guide explain many recommended practices supported by researchers and programs doing innovative work in this area. Serious attention should be given to this emerging set of practices by any program serving a significant percentage of BYMOC.

OUR VISION FOR THIS WORK

Mentoring does not occur in a vacuum. It takes place in communities that are striving to address issues of race, class, and oppressive systems. Mentoring can and should translate to larger community improvements as part of a more expansive movement toward increased equity and justice in our society. Mentoring programs should embrace this stance and work with others in the community, together advocating for meaningful and systemic social change.

If BYMOC truly are a population with unique needs, and if this really is a critical moment in our history, then it is paramount that this effort

be grounded in proven practices. This guide is an effort to push mentoring programs closer to the cutting edge of research and practice, increasing the rigor of our work with mentors and mentees.

Part Two: *The Elements of Effective Practice for Mentoring™*

STANDARD 1: RECRUITMENT

Original Standard

“Recruit appropriate mentors and mentees by realistically describing the program’s aims and expected outcomes” (MENTOR, 2015).

Recruiting effective mentors requires finding and stewarding individuals with characteristics and skills that enable them to meet the goals and participation requirements of the program. There are many types of individuals in a community who may be ready and able to build a meaningful mentoring relationship with BYMOC. The practices around recruitment focus on how mentors are identified and welcomed into the vision organizations have for youth.

Recommended Practices

In addition to the “Benchmarks and Enhancements” provided in the fourth edition of *The Elements of Effective Practice for Mentoring™* (see Appendix A), we recommend that programs serving BYMOC also consider these practices:

- RP1.1: Target a broad range of mentor characteristics and qualities (e.g., skills, life experiences, attitudes, beliefs, values) to meet the diverse needs of BYMOC.
- RP1.2: Use recruiting messages that support a strengths-based approach to mentoring.
- RP1.3: Review and update recruitment messages to ensure that they will appeal to your target audience of mentors.
- RP1.4: Consider offering group or team mentoring models to appeal to a larger number of men and men of color.
- RP1.5: Make sure that recruitment materials for families and youth are welcoming, clear about program goals and expectations, and culturally relevant and attuned.

Discussion

The first recommended practice emphasizes the idea that a broad range of mentor characteristics should factor in to decisions to target and bring on mentors, rather than a narrow focus on demographics such as race. These characteristics include mentors’ skills, life experiences, attitudes, beliefs, values, and/or temperament. An assessment must be made of the full range of characteristics of mentors that can positively impact the mentoring relationship. The breakout section below lists a number of these characteristics.

Mentor characteristics to consider in recruitment

- Culturally competent/humble
- Skills in providing effective feedback
- Time availability
- Geographic proximity
- Experience in a teaching or advocacy role
- Social justice mindset
- Feelings of care for their community
- Life experiences relevant to mentoring skills

If recruitment of men of color is important for a mentoring program’s model, its recruitment efforts should target institutions and approaches that will reach this population. A useful resource to aid in this effort is the *Black Male Mentoring*

Handbook (United Way of Greater Philadelphia and Southern New Jersey, 2014). Additionally, the *Men in Mentoring Toolkit* and *Recruiting Male Volunteers: A Guide Based on Exploratory Research* provide insights about recruitment strategies for men in general (Mentor Michigan, n.d.; Blackman, 1999). These resources include information on social marketing campaign tools, checklists for message resonance, and other tools and templates for reaching men more successfully.

Specific examples of recruitment strategies that may be culturally relevant for some communities of prospective mentors of color include a one-on-one approach that emphasizes altruistic reasons over personal ones, and developing an image of the mentoring organization as one to which volunteers can create a strong personal attachment. These messages may be more affirming of culturally acceptable reasons for volunteering, and build on the value that is placed on relationships in many communities of color. To accomplish this, an organization might include personal stories of a child supported by the program in its recruitment materials as a way of personalizing the impact mentors can make (CASA, n.d.).

Programs should also attempt to include men of color in reaching out to potential mentors, as a first encounter with someone who is like themselves can be more effective in recruiting a target audience. If this is not possible, it may be helpful to involve individuals who have previously worked with the target audience when crafting recruitment messaging. For example, if an organization consists mainly of women and the target audience is primarily men, including program staff who understand and relate with the target audience can help in creating messages that resonate with potential recruits.

To get the word out, mentoring organizations might participate in community events or groups serving communities of color to increase awareness of mentoring opportunities. These might include cultural, fraternal, and church-

related events or groups (CASA, n.d.). Distributing PSAs to radio stations and ads addressing communities of color in local magazines and newspapers can also be effective. Retailers and local service providers, from beauty shops to dentists' offices, can be asked to distribute recruitment materials to their customers. Finally, another strategy is to enlist the support of role models of color within the community, including sports stars, newscasters, and business leaders. Whatever recruitment strategies are chosen, mentoring organizations should be sure to make use of existing community resources (CASA, n.d.). Conducting outreach projects with other volunteer organizations, soliciting support from business organizations, and linking with other social justice movements, like Black Lives Matter, can maximize both resources and momentum to build support.



Photo courtesy of The Mentoring Partnership of Southwestern Pennsylvania

While not directly a recruitment strategy, programs may have more success recruiting men of color by offering group or team mentoring models. As is often the case, mentors may be in short supply, but another rationale for this model of mentoring is its effectiveness in building a broader social network and in providing multiple role models and supports for each mentee. Group/team-based mentoring should be activity-based, including recreational opportunities, which can create situations in which positive

peer interactions and perspective-taking can take place in safe and supportive environments.

Because recruitment builds the foundation for mentors' understanding of their role, accurate messaging during this process is essential. In any recruitment effort, the use of messages that support a strengths-based approach is recommended (MENTOR, 2015). At times, mentors may receive messages that support or propagate the idea that they are charged with "saving" a child through their efforts alone (N. Hurd, personal communication, January 11, 2015). We know that it takes more than one person to assist boys and young men on their journeys. In keeping with a strengths-based approach, messaging should emphasize that a key part of a mentor's mission is to assist youth to identify and grow their social networks. Identifying other adults who may be part of a youth's social network strengthens their potential supports within the community. In addition to discovering the strengths within the community, mentors should understand that identifying and building on youths' specific personal strengths is also an important feature of the strengths-based approach to mentoring. Another related potential misunderstanding that may impact recruitment is the idea that mentors are charged with teaching "correct values" from their own cultures (N. Hurd, personal communication, January 11, 2015). It is important for mentors to understand that mentees' cultures have a strong set of values



Photo courtesy of Midlands Mentoring Partnership

that should be drawn and built upon through the mentoring relationship.

The recruitment stage is also when the program starts to build positive relationships with parents, which is essential to a program's success. In terms of messaging to parents, recruitment staff should reflect on and consider how to communicate what a program does and how it fits with parents' needs. Additionally, programs should inform parents that they have a role in making the mentoring relationship work, and make sure that recruitment messages are not critical of parents nor position the mentor as a substitute or corrective to their parenting.

STANDARD 2: SCREENING

Original Standard

"Screen prospective mentors to determine if they have the time, commitment, and personal qualities to be a safe and effective mentor, and to screen prospective mentees, and their parents or guardians, about whether they have the time, commitment and desire to be effectively mentored" (MENTOR, 2015).

Screening is important to ensure that mentees are safe, as volunteer-based youth services like mentoring are considered a high-risk context for the occurrence of abuse (Wilson & Breville, 2003). Effective screening is also important to increase the likelihood that the mentoring relationship is a positive experience. The "Benchmarks and Enhancements" of the *Elements* remain critical to continue to implement. However, we will focus here on issues to consider for BYMOC that add nuance to those "Benchmarks and Enhancements."

Recommended Practices

In addition to the "Benchmarks and Enhancements" provided in the fourth edition of *The Elements of Effective Practice for Mentoring*[™] (see Appendix A), we recommend

that programs serving BYMOC also consider these practices:

- RP2.1: Screen for mentor suitability if your program is emphasizing a “critical” mentoring approach.

Discussion

The *Elements* includes several benchmarks that may be impacted by RP 2.1. Benchmarks B.2.1-B.2.3, for example, recommend establishing criteria for acceptance of mentors, including questions in a written application that assess suitability for mentoring, and conducting a face-to-face interview that includes similar questions (MENTOR, 2015). These are all vehicles through which mentors can be asked questions that help program staff determine their suitability for “conscious” mentoring. For example, what are mentors’ views on race, ethnicity, and culture? Can prospective mentors critically reflect on their selves and their lives, as is necessary within the model of conscious mentoring? Do they have feelings about youth that are compatible with your program values? Do they understand positive youth development or do they seem prescriptive in their approach?

With respect to screening, mentoring programs frequently inquire about background checks and whether allowing individuals who have a criminal record the opportunity to mentor is recommended. MENTOR advocates for screening processes that put the welfare of youth first and foremost. As program staff consider their program’s mission and goals, the youth being served, and the nature of the offenses described in the record of the potential mentor, they may decide that the match is safe and beneficial for the young person. These types of decisions should be made on a case-by-case basis with the safety and security of the youth in mind at all times.

STANDARD 3: TRAINING

Original Standard

“Train prospective mentor, mentees, and mentees’ parents (or legal guardians or responsible adult) in the basic knowledge, attitudes, and skills needed to build and effective and safe mentoring relationship using culturally appropriate language and tools” (MENTOR, 2015).

This standard is focused on the training of prospective mentors, mentees, and mentees’ parents in the knowledge, attitudes, and skills necessary to build effective mentoring relationships. Training is perhaps the most critical area for making a positive impact on the effectiveness of mentoring for BYMOC. This is especially true if mentors will be taking a critical approach, helping youth to navigate challenging issues around race, identity, and social justice. The *Elements* emphasizes the importance of training of mentors in particular, as this “has documented implications for match length, as well as both mentors’ and mentees’ perceptions about the quality of the mentor-mentee relationship” (MENTOR, 2015). These perceptions are likely to influence positive outcomes and impact the continuation of the relationship, suggesting that mentor training has enduring importance for youth outcomes (MENTOR, 2015).

As suggested by the *Elements*, programs should consider designing pre-match training with a general focus on helping mentors learn about two frameworks for developing mentoring relationships: developmental and instrumental approaches (MENTOR, 2015). Both are collaborative and youth-centered, and both emphasize relationship building and goal-directed activities. The two styles differ in how they prioritize the fostering of the growth of the mentor-mentee relationship versus an initial emphasis on goal-directed activities.

The practices recommended below are divided into two categories; those related to the *content* of training, and those related to the way in which training is *delivered*. Resources that include more detail on the content and delivery of training for BYMOC are included at the end of this section.

Recommended Practices

In addition to the “Benchmarks and Enhancements” provided in the fourth edition of *The Elements of Effective Practice for Mentoring™* (see Appendix A), we recommend that programs serving BYMOC also consider these practices related to training:

Content Practices

- RP 3.1: When supporting adolescents and young men of color, use critical mentoring concepts as a basis for basic and advanced training.
- RP 3.2: Basic training for mentors of adolescent and young men of color should include a focus on the concepts of critical consciousness and cultural competence/humility. It should begin with the development of an understanding of how the culture of broader society impacts the mentee’s environment and include a focus on improving mentors’ understanding of the challenges and opportunities of that environment.

Delivery Practices

- RP 3.3: Provide a minimum of 4 hours of training to incorporate the concepts included in a critical approach to mentoring.
- RP 3.4: Use an interactive, authentic approach to training delivery whenever possible and appropriate.
- RP 3.5: Use community resources to fill gaps in training resources and to support a networked approach to mentoring.

MENTOR: “The Essentials” Training

MENTOR offers a training called “The Essentials: A Curriculum for People Who Mentor Young Black Men.” This training was informed by both researchers and practitioners in the field. MENTOR partnered with affiliate Mentoring Partnerships and the Campaign for Black Male Achievement (CBMA) in six cities in order to learn directly from mentors and practitioners effective practices related to mentoring young Black men and boys. More than two hundred mentors attended the CBMA Mentoring Convenings in the summer of 2014. The results of these meetings, together with expert research, were used to inform the design of this training.

“The Essentials” Objectives:

- Move mentors beyond cultural competence and toward an integration of critical consciousness for both the mentor and the young Black males that they mentor.
- Build the capacity of mentors to meet their mentees where they are, while also embracing existing natural (informal), familial, and societal structures to support the mentor-mentee relationship.
- Gain a greater understanding of key research and approaches to developing a critical consciousness model into their mentoring approach with the young Black males they mentor.

Three modules requiring a total of nine hours training time to cover the following:

1. An examination of cultural competencies, including an exploration of personal views on privilege and race, providing tools for building ethnic/racial pride;
2. The identification of social capital and related empowerment of mentee and family, and the importance of racial identity;
3. An exploration of research-based strategies and approaches that can assist mentors as they embrace a critical consciousness in their work with young Black males.

The modules include detailed instructions and steps for each training activity. The concepts listed on the following page are covered in detail in “The Essentials” training.

Discussion

Content of Mentor Training

In this section, we look closely at training concepts specific to serving BYMOC. It is recommended that you select the concepts and approaches to training with an eye on your specific population of mentees. For example, it may not be appropriate to emphasize certain concepts with young children or with youth who have had very different racial and cultural experiences, as may be the case with immigrant youth from a number of countries.

While we have attempted to list the concepts in order of importance, you will want to choose to include concepts according to your specific audience, needs, available time, and context of your organization. Recommended Practice 3.2 gives general guidelines on specific concepts to begin basic training that focuses on the critical mentoring approach. Each key concept is explained in some detail in the section below called “Critical Mentoring Concepts,” with an effort to link the concepts for better understanding. It is important to note that nine hours of training or more is required for trainings to assist mentors in developing an understanding of all of these key concepts and begin to apply them (MENTOR, 2014).

Critical Mentoring Concepts

Critical Consciousness

The foundation on which to build training for those working with BYMOC should be focused on developing a deeper level of self-awareness of mentors’ and mentees’ views on race, privilege, class, gender, sexuality, and ethnicity (B. Sanchez, personal communication, December 18, 2015). This awareness helps to build mentor’s critical consciousness, as well as their ability to help their mentees become critically aware and able to perceive social, political, and economic oppression, and take action against oppressive elements of society (MENTOR, 2014).

The rationale for this foundation is that in order for mentors to work effectively with mentees, they must first gain an awareness of how their own personal social identities—including race, class, sexual orientation, ethnicity, and other aspects of identity—can impact the mentor-mentee relationship. This self-knowledge greatly enhances mentors’ ability to talk to boys and young men about their challenges. The exploration of self that is involved in this type of training requires that a foundation of trust is first built among trainees and training staff.



Photo courtesy of Midlands Mentoring Partnership

Understanding Mentees’ Environments

In addition to an exploration of mentors’ self-awareness of their background and beliefs, a second critical component that should be addressed in basic pre-match training is understanding the context of the mentee’s environment. Whichever community is served by a program, mentors need to know that community’s challenges and strengths. Mentors should develop sensitivity to the demands of the environments in which mentees live, work, and obtain an education. Of particular importance is the family of the mentee. Mentors should be aware of the home environments of their mentees, including common challenges, strengths, cultural norms, etc.

Cultural Competence/ Cultural Humility:

Building cultural competence and understanding one's own implicit biases are both part of the development of critical consciousness. Cultural competence is the ability to understand, appreciate, and interact effectively with people of different cultures, socioeconomic backgrounds, and/or belief systems other than one's own (Cross, Bazron, Dennis, & Isaacs, 1989). A better term may be "cultural humility," because this implies an understanding that we all must continue to work on our awareness of cultures and the skills involved in cultural interaction, while "competence" implies an end point that can be achieved (B. Sanchez, personal communication, December 18, 2015).

The development of cultural competence begins with understanding one's own racial identity and innate biases, and how these shape one's worldview. It is essential that as mentors enter into their mentoring relationships, they are clear about how they define their own identities, and what kinds of biases and perspectives they are bringing into their relationships. Mentoring training must teach mentors how to avoid making assumptions about individuals based on generalizations or past experiences. Working with each mentee is a new challenge with a specific constellation of characteristics.

Beyond being culturally competent and humble is working to connect and center the experiences of young people in ways that help them to succeed academically, personally, and in relationship to society. Taken from culturally relevant pedagogy, a concept developed by Gloria Ladson-Billings, cultural relevance is about understanding and recognizing the value BYMOC have, and situating their experiences as central to the mentoring relationship (Ladson-Billings, 1995).



Photo courtesy of Midlands Mentoring Partnership

In order to train mentors, mentees, and families effectively, mentoring organizations must do an internal exploration of their own cultural awareness and relevance. Through this internal assessment, organizations should ensure that they know the languages spoken in mentees' communities, that the racial, ethnic, and cultural identities in the community being served are represented in the organization's staff, and that the organization is connected with community institutions, including schools, community centers, churches, and businesses.

Implicit Bias

Implicit biases include the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. They are activated involuntarily and without an individual's awareness or intentional control (Staats & Patton, 2013). Because implicit biases are not accessible through introspection, training experiences that seek to unveil these must be very carefully and thoughtfully designed and implemented. Measures to ensure a safe and trusting space must be taken.

For more tools and information about implicit bias, visit Project Implicit at <https://implicit.harvard.edu/implicit/faqs.html>

Identity

Racial identity reflects how one has internalized his socialization experiences surrounding race (Helms, 2007). The development of identity in mentees is very important. For example, positive identity has been identified as an extended sense of self embedded within the African American collective, and this sense of self is a protective factor related to identity development (Allen & Bagozzi, 2001). Mentor training should include knowledge and experiences that prepare mentors to help mentees develop healthy identities, including racial identity. Mentors' own racial identity will directly impact their relationships with mentees. Gaining a deeper understanding of their social identity and how it informs their worldview will better enable mentors to model for mentees how a deeper understanding of one's culture produces confidence, pride, and determination (MENTOR, 2014). One example of how this can serve mentees is by helping them respond to racism they encounter in an empowered and effective manner. The development of a healthy ethnic identity in minority youth is more likely to result in positive academic, psychological, and social outcomes (Wakefield & Hudley, 2007). Mentors should also learn how to discuss race and ethnicity with their mentees, an important and challenging skill. They should find ways to create space for these conversations within the context of the activities they take part in with mentees. For additional information about cultivating conversations about race, see the journal article *Race Talk: The Psychology of Racial Dialogues* by Derald Wing Sue (2013).

Other key insights regarding the development of identity in BYMOC come from adolescent rite of passage rituals across many cultures (American Psychological Association, 2008). Aspects of rite of passage rituals can inform how mentors work with mentees, and reinforce research-informed approaches to building resiliency in youth with regard to their cultural identities. These aspects include the identification of ethnic and cultural pride; the introspection that assists

adolescents in identifying where they "fit in"; the reinforcement of a cultural tradition that illustrates a path forward and builds on tangible examples and role models; and the constant encouragement and embracing of members of their community (MENTOR, 2014).

Empowerment

Empowerment is at the heart of many mentoring programs as they support and guide the mentee into becoming self-sufficient, and in many cases unlocking untapped potential (MENTOR, 2015). A 2009 report by the Regional Educational Laboratory at SERVE Center UNC, Greensboro, indicates that Black students experience an increased level of stress that non-Black students do not contend with, due to negative stereotypes about the intellectual ability of their racial group (Aronson, et al., 2009). Also contributing to gaps in educational achievement are low expectations that can undermine children's sense of competency and increase their learned helplessness (McKown & Weinstein, 2008). Mentors may also harbor low expectations for families' engagement. An important part of empowering a mentee and his family is assisting them to self-advocate, and equipping them with the tools to understand their existing social capital and to navigate potential barriers to success (MENTOR, 2014).

Mentor training should include knowledge and experiences that prepare mentors to help mentees develop healthy identities, including racial identity.

Developing Social Capital

Social capital is defined by the Organisation for Economic Co-operation and Development (OECD) as "networks together with shared norms, values, and understandings that facilitate co-operation within or among groups" (Healy & Côté, 2001).

Tapping into social capital can help mentees feel connected to their communities and can expose them to a wealth of supportive relationships and resources. Mentors must engage their mentees' families and communities in order to help them utilize the resources available within their social networks. A networked approach to mentoring includes the central idea that it takes more than one person to support a mentee. There are many ways that acknowledging social capital and engaging with mentees' social networks can assist a mentee. For example, mentors can help identify a guide to help their mentee navigate complex institutions, such as schools.

One way in which mentors can assist mentees in developing their social networks is through a social network mapping exercise. This first step will help a mentee and mentor identify individuals who already exist within their network who might fill a current or future role in supporting the mentee. This exploration is the first step of an effective training approach to the development of social capital called "4 E's of Social Capital: Exploration, Expectation, Education, and Empowerment." For more information on this approach to the development of social capital, see "The Essentials: A Curriculum for People Who Mentor Young Black Men" (MENTOR, 2014).

How to Plan Training

Planning and delivering effective trainings requires skill, but one can only become a better trainer through continual practice and reflection. A good place to start the planning process is with identifying the goals for a training session. What should training participants know and be able to do after the training? After articulating goals, training staff should map activities that take best practices in adult learning into consideration. Here are some steps to consider for planning a training:

1. Identify the goals of the training. Answer the question of what training participants should know and be able to do after the training.
2. Design activities to meet these goals. For example, if the goal is for participants to be able to define and discuss critical mentoring as well as integrate critical mentoring ideas into their mentoring practice, build activities that provide a concrete definition, allow for discussion around the definition and how it applies to what participants already know, and allow time for participants to create a plan for how they might start incorporating critical mentoring ideas into their future mentoring meetings.
3. Ensure that activities take into consideration adult learning principles such as incorporating everyone's prior knowledge through the use of protocols and discussion, ensuring participants have an opportunity to share challenges they are facing related to the topic or share confusion, and allow time for them to reflect upon how new learning can be leveraged to solve their challenges. Provide opportunities for participants to have an emotional connection to what they are learning through the use of stories, cases and scenarios, to name a few.
4. Design an evaluation mechanism that ties back to the goals of training and includes an opportunity for participants to reflect upon what they have learned in relation to the stated goals. Feedback should also include an anonymous instrument such as a survey in order to get the most honest and detailed evaluation from participants.

Finally, have fun! Training should be a fun experience by those who took the time to participate. Don't forget to allow for laughter and a little bit of tangential discussions. Participants will appreciate the training even more.

Training Delivery

The section above described key concepts that might be covered in training programs for mentors. This section is intended to give guidance on design and delivery of mentor training that incorporates key concepts in critical mentoring and how organizations can incorporate these concepts into mentor trainings in meaningful ways.

Time for Training

Our recommendation for a minimum of four hours of training is informed by the potential need for a critical approach to mentoring. This approach involves a multitude of complex topics, which take time to understand and to practice. In addition, active learning approaches, which involve hands-on and “minds-on” methods, require more time than those that focus on lecture-type delivery of information. The time required, however, pays off later in knowledge and skills that are much more concrete, memorable, and transferable to real-world situations.

Active/Authentic Learning Approach

Research in training and education reaching back to the 1960s has increasingly focused on the importance of active learning. Active



Photo courtesy of The Mentoring Partnership of Southwestern Pennsylvania

learning is an authentic approach to learning that emphasizes practice in using knowledge and skills within real-world contexts as much as possible. For example, instead of lecturing only on the concepts of critical mentoring, an active learning approach might include real-world scenarios and/or role-playing which put the trainee in situations they might encounter in reality. If a training goal is to help mentors understand mentees’ life contexts, an active, authentic approach might ask mentors to analyze example scenarios that depict challenging situations in which mentees find themselves – situations that might be unfamiliar to mentors. Because mentors’ upbringings may have occurred in very different environments, they may not be familiar with the challenges of situations that mentees are confronted with regularly. Think, for example, of being confronted by the police on the street at a young age. Through such exercises, mentors can learn how to discuss and guide mentees in how to respond in such situations. The first step in this approach is often an analysis of a complex situation, followed by a debriefing session.

Authentic learning is more motivating than more static learning, such as lecture-based learning, because it is designed to be relevant and engaging for trainees. Motivation and engagement of learners has been shown to be a key element in educational contexts in terms of outcomes (Cabrera, 2013).

Use of Community Resources:

Community resources can include partnerships with other organizations within a mentoring program’s locale, and other social capital including thought leaders within the community who can contribute to knowledge-building. We recommend using such community resources wisely for two reasons. First, organizations may have gaps in their ability to train mentors and mentees. For example, there may be lack of expertise around particular topics important to mentor training. Second, the use of outside

resources is congruent with the idea of a networked approach to mentoring. One person cannot be all things to a child, so in the same way that mentors should help expand their mentees' social networks, programs should collaborate with individuals and organizations in the community who can contribute to their trainings. For example, community leaders, parents, youth, or other partners can be engaged to speak more authentically than organization staff can on specific topics.

STANDARD 4: MATCHING AND INITIATING

Original Standard

“Match mentors and mentees, and initiate the mentoring relationship using strategies likely to increase the odds that mentoring relationships will endure and be effective” (MENTOR, 2015).

Getting matches off to a good start helps to establish an effective and enduring mentoring relationship. Program staff and parents play key roles in this stage, so their involvement is important to consider. Involving the family in match selection can be important in creating effective matches and can create a stronger relationship both between the family and the organization and between the mentor and mentee. Cultural differences can be bridged more easily by making a personal connection with families during this time.

Recommended Practices

In addition to the “Benchmarks and Enhancements” provided in the fourth edition of *The Elements of Effective Practice for Mentoring™* (see Appendix A), we recommend that programs serving BYMOC also consider these practices:

- RP 4.1: Avoid matching based exclusively upon racial and ethnic background unless this is critical to your mentoring model.
- RP 4.2: Involve mentee’s families in match selection.

- RP 4.3: Consider bridging cultural differences by having a first meeting in mentees’ homes.
- RP 4.4: Consider potential benefits of matching youth with weaker ethnic identities with mentors with stronger ethnic identities to promote positive identity.

Same-Race vs. Cross-Race Matching

- Research findings on the relative benefits of same-race versus cross-race matches are mixed (Sánchez, Colón, Feuer, Roundfield & Berardi, 2014).
- Mentoring outcomes reflect more than the race and ethnicity match between mentor and mentee.
- Outcomes reflect the ways in which mentors respond to multiple characteristics of the mentee, including aspects of a mentee’s racial identity and cultural values.
- Studies reveal that mentors need to be culturally competent in order to develop a successful cross-race pair (Sánchez, Colón, & Esparza, 2005).
- Without training in specific competencies, the most well-intentioned mentors may make critical errors that negatively impact these relationships (Rhodes, Bogat, Roffman, Edelman, & Galasso, 2002).

Discussion

This section of the *Elements* emphasizes consideration of the characteristics of the mentor and the mentee when making decisions on matching (MENTOR, 2015). It also notes that research comparing cross-race and same-race matches has found few, if any, differences in the development of relationship quality or in positive outcomes (MENTOR, 2015). It further suggests that matching based on common interests should take precedence over matching based

on race (MENTOR, 2015). Our recommendation in this guide reiterates and further articulates this, stating that programs should avoid matching exclusively based on racial and ethnic background unless this is critical to a particular program’s mentoring model. Personality traits of mentors and mentees and their impact on relationship development should be considered rather than a focus solely on race and ethnicity. Research shows, for example, that it is more important to consider racial processes, such as the racial identity of the youth and cultural competency of the mentor, rather than only the mentor’s and youth’s race or ethnicity (Sánchez, Colón, Feuer, Roundfield, & Berardi, 2014).

One example of a consideration in matching is that of a youth with a weak racial identity; he may benefit from a same-race match when that mentor has a strong racial identity. However, a youth with a strong racial identity may benefit just as much from a cross-race match. That said, certainly, there are many considerations beyond race to take into account when matching.

Families can be extremely helpful in match selection, as they have intimate knowledge of the mentee. Their inclusion can also help to build a more trusting relationship with program staff. To this end, having a first meeting in mentees’ homes can help bridge cultural differences. Meeting in the home is more intimate and can be less intimidating and impersonal, which can help facilitate initial relationship-building between the mentor and mentee and his family. Emphasize to parents that they are partners in this work and inform them about how they can work with staff if they have any concerns about the match relationship at any point. Finally, it can be very helpful to prepare both the mentor and youth by sharing information about who they are matched with prior to their first meeting, including racial and cultural information.

STANDARD 5: MONITORING AND SUPPORT

Original Standard

“Monitor mentoring relationship milestones and child safety; and support matches through providing ongoing advice, problem-solving, training, and access to resources for the duration of each relationship” (MENTOR, 2015).

The *Elements* emphasizes that much of the work of mentoring programs is dedicated to monitoring and support of mentoring relationships, and thus this element is critical to their success (MENTOR, 2015). As mentoring relationships change, as they naturally will over time, adjustments may be needed. Staff can stay abreast of developments that may present opportunities to improve mentoring relationships. There may be, for example, a newly recognized need for additional training or related support for mentors. Opportunities may arise to enhance the relationship and learning of the mentor-mentee pair through exploration of each one’s community and culture, and programs can provide information and suggestions about appropriate activities in this realm. Relationship support may also be needed in response to events or transitions in the mentee’s life. For example, programs may consider ways to mitigate the “summer gap” for mentees by suggesting activities or programs they might take part in.



Photo courtesy of The Mentoring Partnership of Southwestern Pennsylvania

Recommended Practices

In addition to the “Benchmarks and Enhancements” provided in the fourth edition of *The Elements of Effective Practice for Mentoring™* (see Appendix A), we recommend that programs serving BYMOC also consider these practices:

- RP 5.1: During match check-ins, staff should ask specifically about issues that may have come up in mentor-mentee interactions regarding race, ethnicity, class, or language (and offer support as needed).
- RP 5.2: For programs using a critical mentoring approach, consider increasing the volume of ongoing training and support for mentors.
- RP 5.3 Suggest activities that allow mentors and mentees to explore culture, heritage, history, and the background of their communities.
- RP 5.4: For programs that are on a school-year or otherwise cyclical schedule, strongly consider ways for matches to stay in touch during program gaps.

Discussion

During the monitoring and support phase of the mentoring relationship, program staff should inquire about interactions between mentors and mentees that included issues of race, ethnicity, class, or language. This can uncover issues for which program staff can provide additional support or corrective action. For example, additional training that targets potential weakness in certain aspects of the relationship could be useful, such as finding and utilizing opportunities to discuss race, which can be a difficult skill for many adults to develop.

In terms of the development of additional training for mentors and mentees, the quality of the mentoring relationship may be impacted by race-related issues that are negotiated by mentors and mentees. For example, when considering cross-

race matches, the level of cultural sensitivity of the mentor, the cultural mistrust of the mentee, and feedback provided to the mentee can greatly impact the quality of communications (Sánchez, Colón, & Esparza, 2005). A study of African Americans in late adolescence working with White mentors showed that the closeness and effectiveness of the match could be affected by how feedback from mentors is given to mentees (Cohen, Steele, & Ross, 1999). Feedback that was critical in nature was interpreted negatively by mentees if not accompanied by comments about: (a) the high standards used by mentors in judging the work, and (b) general praise indicating a belief in the mentee’s ability to meet such standards. This study suggests that an important dilemma for the mentor is how to give useful feedback in a way that is encouraging rather than discouraging.

For programs using a critical mentoring approach, it may be pertinent to increase the volume of ongoing training and support for mentors and staff. The critical approach includes a number of challenging concepts and skills that can require significant exploration and practice in order to effectively and authentically implement them within mentoring relationships. Staff should be culturally competent, building knowledge and skills through training and experience. They should recognize the diversity of their mentors and mentees, understanding that



Photo courtesy of Midlands Mentoring Partnership

these differences do not necessarily indicate deficiencies. This competence will aid in communicating with parents and caregivers, as well as with mentors and mentees. Experience alone is insufficient in attaining this competence.

Consider the use of activities that allow mentors and mentees to explore culture, heritage, history, and the background of their communities. In addition to helping mentees explore their social capital, social-network mapping can be helpful to explore community and family human resources in support of the mentoring relationship, and to better understand the mentee’s environment (MENTOR, 2014). Service and leadership opportunities might be explored as an additional support for mentor-mentee pairs engaged in critical mentoring. The inclusion of discussion-starters on race, culture, and identity can greatly assist mentors and mentees in becoming comfortable speaking on these topics rather than avoiding them due to the inherent challenges of these conversations.

Finally, consider strategies for maintaining contact between mentors and mentees during the summer. For example, for programs that are on school-year or other cyclical schedules, consider ways for matches to keep in touch, as summer learning loss impacts BYMOC disproportionately. Without ongoing opportunities to learn essential skills, low-income youth fall behind on key measures of academic achievement at much higher rates than their peers. For example, low-income youth lose more than two months in reading achievement while their middle-class peers make slight gains (Cooper, Nye, Charlton, & Greathouse, 1996). A further potential negative consequence of this disparity is the risk of failing to complete high school or continue on to college (Alexander, Entwistle, & Olson, 2007). Mentors can help offset this loss and also prevent a weakening of the mentoring relationship itself by maintaining a consistent presence.

STANDARD 6: CLOSURE

Original Standard

“Facilitate bringing the match to closure in a way that affirms the contributions of the mentor and mentee, and offers them the opportunity to prepare for the closure and assess the experience” (MENTOR, 2015).

In preparing for the closure experience, teaching the mentee how to find other mentors long before the conclusion of the current relationship is very helpful, both as a life skill in expanding one’s social network and in making the transition from one mentor to another. The conclusion of the mentoring relationship can sometimes bring about negative emotions on the part of mentees, mentors, or parents or guardians (MENTOR, 2015). Due to the potential for negative consequences of closure on the mentee, it can be important to determine potential reasons for these and identify if changes or additions to programming or procedures can mitigate such impacts in the future.

Recommended Practices

In addition to the “Benchmarks and Enhancements” provided in the fourth edition of *The Elements of Effective Practice for Mentoring*[™] (see Appendix A), we recommend that programs serving BYMOC also consider these practices:

- RP 6.1: Teach the mentee to find other mentors as a planned closure approaches (B.6.5)
- RP 6.2 Assess the role that conflict around race, culture, and class may have played in unexpected match closure via conversations with mentors, parents, and mentees.

Discussion

Benchmarks 6.1, 6.2, and 6.3 of the *Elements* state that programs should “anticipate all the different ways that your matches could end

and close positively in every circumstance” (MENTOR, 2015). Benchmark 6.5 focuses on the management of re-matching. An effective handoff of the mentee to the next mentor is a key element in closing a mentoring relationship. Social-network mapping of caring adults in the mentee’s social network is of major added value for mentoring at any point, but is especially important at closure. Program staff can help with formal initiation of new matches or referrals to other programs. Perhaps the most valuable practice a program can implement is teaching youth skills in finding, asking for, and engaging good mentors. As mentioned elsewhere in this guide, youth need multiple mentors throughout their lives, and consistency of support can be critical for their personal development.

Assessing the role that conflict around race, culture, and class may have played in unexpected match closures can be an opportunity to consider how well a program is preparing participants to navigate the sometimes choppy waters of the mentoring relationship. Speaking with mentors, mentees, and their families about such issues might uncover information useful to further development or adjustments in programming.

PROGRAM PLANNING AND MANAGEMENT

When considering overall program planning and management, it is important to assess the capacity of an organization to engage in this work. A strong infrastructure should include knowledgeable staff, trained in the competencies that will support an organization’s goals (B. Sánchez, personal communication, December 18, 2015). Updated professional development of staff may be needed, particularly if a critical approach to mentoring is desired to support BYMOC. Increased involvement of youth and families can help improve services in many cases as well. Reflection or reassessment on how programs fit within social movements in areas of equity, community building, and social justice can reenergize program services. This can also

highlight ways that mentoring organizations and other community organizations and movements can strengthen one another.

Recommended Practices

In addition to the “Benchmarks and Enhancements” provided in the fourth edition of *The Elements of Effective Practice for Mentoring*[™] (see Appendix A), we recommend that programs serving BYMOC also consider these practices:

- Provide professional development for staff in these key skill areas:
 - Cultural humility and responsiveness;
 - Ability to engage diverse families and communicate effectively with parents and broader networks of support within communities;
 - Implementing effective practices related to mentoring BYMOC.
- Give youth and families a strong voice in how services are designed and delivered.
- Consider how the program fits into a larger movement around equity, community building, and social justice.

Discussion

Ensure that staff have professional development opportunities to build their skills in cultural humility and responsiveness, in engaging diverse families, and in implementing effective mentoring practices. For organizations that have gaps in areas of necessary expertise, consider engaging the community to assist with program planning, training or other needs. For example, consider inviting community members to take part on an advisory board. These steps will help ensure that organizations are prepared for the challenges of engaging in the work of mentoring BYMOC. Additionally, giving youth and their families a strong voice in the design and delivery of services

can strengthen programs, as well as strengthen the bond of trust between mentoring programs and the communities they serve. It is essential to use this information to inform program planning and as feedback for improvement of program processes and characteristics. Finally, programs should continually reflect about how they fit into larger social movements around equity, community building, and social justice, and on their staff's commitment to these issues, in order to enhance their ability to connect with and positively impact the greater community.

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Appendices

APPENDIX A – BENCHMARKS AND ENHANCEMENTS OF THE ELEMENTS OF EFFECTIVE PRACTICE FOR MENTORING™

See attached Checklist of Benchmarks and Enhancements.

APPENDIX B - GLOSSARY OF TERMS (WITH EXPLANATION OF RELEVANCE TO MENTORING)

Active Learning Approach: An approach to teaching and learning that is authentic; that is, which provides learners the opportunity to learn as much as possible within real-world contexts through problem-solving or other active learning approaches.

Authentic Approach: An “authentic approach” is one in which the knowledge and skills needed match the type of learning activity as closely as possible. For example, if a training goal is that mentors are able to speak to youth about race, listening to a lecture about how to speak to youth about race is less effective than practicing speaking about race in realistic scenarios mirroring real life. A problem-solving approach fits authentic learning extremely well, as knowledge is situated in authentic contexts (Brown, Collins, & Duguid, 1989). For example, scenarios that reflect actual situations that youth might encounter can be grist for analysis of how youth might react in such situations and how mentors might speak to youth about those situations. Reflecting afterwards on the training practice via discussion and/or writing can be very valuable in cementing knowledge and skills in memory and in enabling the transfer of training to real life. The transfer of knowledge and skills to life are stronger when training/learning is authentic. This is not to suggest that conveying information by lecture-type delivery has no place in training. For example, lecture-type delivery of information can be effective in short bursts when introducing unfamiliar concepts.

BYMOC: Boys and Young Men of Color.

Critical Mentoring: An approach to mentoring that:

- fully acknowledges and addresses race, ethnicity, gender, class, and sexuality when developing the infrastructure of a mentoring program. This includes developing the program’s structure, recruiting mentors, training mentors, supporting mentoring relationships, developing mentoring activities, and identifying target outcomes with an emphasis on these factors;
- is focused on assisting mentors and mentees in cultivating a critical consciousness, as opposed to cultivating assimilation and adaptation;
- places emphasis on the “whole community” and the “whole mentee”, rather than just aspects of the whole;
- builds programs around the needs of the community and its youth;
- promotes and supports partnerships between mentors and mentees in the service of transforming their communities.

Adapted from: *Critical Mentoring: A definition and agenda* (Weiston-Serdan, 2015).

Critical Consciousness: The ability to perceive social, political, and economic oppression, and take action against oppressive elements of society. The development of critical consciousness in mentees is a key component to effective mentorship of boys and young men of color.

Cultural Competence: The ability to understand, appreciate, and interact effectively with people of different cultures, socio-economic backgrounds, and/or belief systems other than one's own.

Cultural Humility: Similar to the definition of cultural competence, but with the understanding that people must continue to work on an understanding of cultures and the skills involved in cultural interaction. In the context of mentoring, as people grow and understand themselves better, they continue to become more skilled culturally and better able to assist mentees with their own development.

Effective Feedback: In many realms of life, including work and education, effective, research-based feedback practices are often not understood or used. Within the mentoring relationship, it is important to consider the manner in which feedback is given to mentees, following a positive and behavior-based approach. One study of African Americans in late adolescence working with White mentors showed that the closeness and effectiveness of the match could be affected by how feedback from mentors is given to mentees (Cohen, Steele, & Ross, 1999). Critical feedback was interpreted negatively by mentees when not accompanied by comments about: (a) the high standards used in judging the work, and (b) general praise indicating a belief in the mentee's ability to meet such standards.

Empowerment: The key goal of mentoring is to support and guide mentees into self-sufficiency. One aspect of empowerment is helping the mentee and his family to self-advocate and providing them with ways to map and grow their existing social capital. Helping them navigate complex institutions such as schools is another example of the type of support mentors can provide in this area.

Identity Development: The constructs of racial and ethnic identity are complex and difficult to define. They are frequently discussed in terms of social constructions. Racial identity refers to a sense of collective identity based on the perception of a shared common heritage with a particular racial group (Helms, 1993). Ethnic identity is often considered a social construct as well, viewed as an individual's identification with "a segment of a larger society whose members are thought, by themselves or others, to have a common origin and share segments of a common culture and who, in addition, participate in shared activities in which the common origin and culture are significant ingredients" (Yinger, 1976). While youth are exposed to positive cultural traditions and values through religious, familial, neighborhood, and educational communities, they may also filter their identity through negative treatment and media messages received from others because of their race and ethnicity. It has been shown that when youth of color develop a healthy racial and ethnic identity, they are more likely to achieve positive academic, psychological, and social outcomes (Wakefield & Hudley, 2007).

Implicit Bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. In the context of mentoring, it is important for mentors to examine their own implicit

biases in pre-match training. This is challenging work and should be performed in safe and open environments by trained staff (Kirwan Institute, n.d.).

Networked Approach to Mentoring: This approach is built on the idea that mentees need “a village” to support them in their personal development. A single mentor is insufficient to provide a mentee with the various knowledge, skills, and information to navigate their complex worlds, communities, and institutions. A networked approach assumes that a larger network of individuals is linked to the mentee in a web of social relationships.

Racial/Ethnic Identity: A reflection of how a person has internalized their socialization experiences surrounding race and ethnicity (Helms, 2007). This impacts how mentors relate to their mentees. Gaining a deeper understanding of one’s social identity and how it informs one’s worldview allows one to model for the mentee how a deeper understanding of one’s own culture produces confidence, pride and determination.

Social Capital: Social capital represents the value of a network of relationships in terms of what it can provide for the individuals in the network. Mentors can help provide valuable connections to mentees. Elements of social capital that impact the mentoring relationship include the amount of time spent together, the youth’s level of trust in their mentor, and communication between parents and mentors (Gaddis, 2012). Social capital within a mentee’s broader network is important to consider and to develop during the mentoring relationship.

Strengths-Based Approach: This approach encourages a focus on the strengths of the mentees and their social networks, including their families, friends, churches, organizations, and other actors in their communities. A strengths-based approach is in opposition to a deficit model, which focuses on mentee’s risk factors and the problems that exist for them.

APPENDIX C - METHODOLOGY

This guidebook is informed by both research on effective practices for mentoring BYMOC and by the best available current implementation suggestions of practitioners and researchers working with this population. The research and resources mentioned in this guide are detailed in the *References* section and these works are cited within the text throughout the *Guide*.

In developing this guidebook, MENTOR and its contributors engaged in several key activities:

- Reviewed the synthesized research on mentoring practices and outcomes for youth of color and boys in particular.
- Reviewed multiple handbooks and practice manuals related to mentoring BYMOC.
- Interviewed leading researchers in this field, including Dr. Bernadette Sánchez (DePaul University) and Dr. Noelle Hurd (University of Virginia), to better understand the current research and theoretical framework for most effectively mentoring BYMOC.
- Interviewed leading technical assistance providers and practitioners to assess their program-tested recommendations for mentoring BYMOC.
- Reviewed the information collected during the listening sessions with mentors serving BYMOC that informed the development of “The Essentials” training referenced elsewhere in this guide,

We also considered research and recommended practices from other related fields, such as volunteer recruitment and human/adult learning. We feel that this combination of hard research, practitioner wisdom, and relevant theory from other fields provides the most comprehensive look at the nuances of serving BYMOC effectively via mentoring relationships. We encourage readers to use the *References* section to become more familiar with the research and practice guides referenced there, as well as to consider the much larger body of research that informed the original fourth edition of the *Elements of Effective Practice for Mentoring™*.

About the Evidence Base of Research on Mentoring BYMOC

The current fourth edition of the *Elements of Effective Practice for Mentoring™* was informed by a review of over 400 research studies and reports on mentoring (and related fields) published between 1990 and 2015. While there has been considerable growth in the research on youth mentoring in the last decade, it is important to remember that the full body of evidence on youth mentoring is still emergent and that there are many potentially effective practices for mentoring that are still largely unexplored or lack conclusive recommendations. For this reason, the *Elements* also incorporates practitioner-tested practices that support program safety and mentoring relationship quality. But in spite of these limitations, the *Elements* represents the most definitive distillation of the research on youth mentoring to date, which is why we encourage My Brother's Keeper programs, and other programs serving BYMOC, to become intimately familiar with the practices and research base in the fourth edition of the *Elements* (MENTOR, 2015).

The evidence base around mentoring BYMOC is, obviously, a narrower slice of this broader mentoring research. Unfortunately, to date there have been very few studies that have specifically examined the differential effects of mentoring based on gender, race, ethnicity, or other factors. The BYMOC population combines two of these variables – gender and race – leaving an even thinner body of research looking specifically at their program participation and outcomes. In fact, a recent National Mentoring Resource Center review of the rigorously-designed research on mentoring for Black males identified fewer than 20 experimentally designed studies that met the evidence qualifications for inclusion. This means that although we know more about mentoring than ever before, our field still lacks definitive research-based evidence about the best strategies for mentoring BYMOC.

It is important to remember, however, that we do have many insights from existing research about how mentoring programs can engage communities of color, design services to be culturally responsive, and arrange their services to best meet the needs of specific groups of youth participants. That is what we have collected in this guide, both in terms of highlighting research-informed practices from the *Elements*, and in developing the additional Recommended Practices that make up the heart of this guide. As noted above, we have supplemented this research base with the best practitioner recommendations and a strong theoretical basis for how to best serve BYMOC through mentoring.

Remaining on the cutting edge of practice, by necessity, requires that we make judicious use of the best of the emerging body of evidence as it becomes available. Our hope is that with the focused attention that mentoring BYMOC is now receiving, thanks to My Brother's Keeper and other initiatives, the coming years will generate even more experimental research on how to best serve these boys and young men.



A CHECKLIST FOR MENTORING PROGRAMS

STANDARD 1: RECRUITMENT

BENCHMARKS

MENTOR RECRUITMENT

- B.1.1** Program engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of mentoring in the program.
- B.1.2*** Program utilizes recruitment strategies that build positive attitudes and emotions about mentoring.
- B.1.3*** Program recruits mentors whose skills, motivations, and backgrounds best match the goals and structure of the program.
- B.1.4*** Program encourages mentors to assist with recruitment efforts by providing them with resources to ask individuals they know, who meet the eligibility criteria of the program, to be a mentor.
- B.1.5*** Program trains and encourages mentees to identify and recruit appropriate mentors for themselves, when relevant.

MENTEE AND PARENT OR GUARDIAN RECRUITMENT

- B.1.6*** Program engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of being mentored in the program.
- B.1.7** Program recruits mentees whose needs best match the services offered by the program.

ENHANCEMENTS

MENTOR RECRUITMENT

- E.1.1*** Program communicates to mentors about how mentoring and volunteering can benefit them.

- E.1.2** Program has a publically available written statement outlining eligibility requirements for mentors in its program.
- E.1.3*** Program uses multiple strategies to recruit mentors (e.g., direct ask, social media, traditional methods of mass communication, presentations, referrals) on an ongoing basis.

MENTEE AND PARENT OR GUARDIAN RECRUITMENT

- E.1.4** Program has a publically available written statement outlining eligibility requirements for mentees in its program.
- E.1.5*** Program encourages mentees to recruit other peers to be mentees whose needs match the services offered by the program, when relevant.

STANDARD 2: SCREENING

BENCHMARKS

MENTOR SCREENING

- B.2.1*** Program has established criteria for accepting mentors into the program as well as criteria for disqualifying mentor applicants.
- B.2.2** Prospective mentors complete a written application that includes questions designed to help assess their safety and suitability for mentoring a youth.
- B.2.3** Program conducts at least one face-to-face interview with each prospective mentor that includes questions designed to help the program assess his or her suitability for mentoring a youth.
- B.2.4** Program conducts a comprehensive criminal background check on prospective

adult mentors, including searching a national criminal records database, along with sex offender and child abuse registries and, when relevant, driving records.

- B.2.5** Program conducts reference check interviews with multiple adults who know an applicant (ideally, both personal and professional references) that include questions to help assess his or her suitability for mentoring a youth.
- B.2.6*** Prospective mentors agree in writing to a one-year (calendar or school) minimum commitment for the mentoring relationship, or a minimum time commitment that is required by the mentoring program.
- B.2.7*** Prospective mentors agree in writing to participate in face-to-face meetings with their mentees that average a minimum of once a week and a total of four or more hours per month over the course of the relationship, or at a minimum frequency and amount of hours that are required by their mentoring program.

MENTEE SCREENING

- B.2.8*** Program has established criteria for accepting youth into the program as well as criteria that would disqualify a potential youth participant.
- B.2.9** Parent(s)/guardian(s) complete an application or referral form.
- B.2.10** Parent(s)/guardian(s) provide informed permission for their child to participate.
- B.2.11*** Parent(s)/guardian(s) and mentees agree in writing to a one-year (calendar or school) minimum commitment for the mentoring relationship, or the minimum time commitment that is required by the mentoring program.

- B.2.12** Parents(s)/guardian(s) and mentees agree in writing that mentees participate in face-to-face meetings with their mentors that average a minimum of once a week and a total of four or more hours per month over the course of the relationship, or at a minimum frequency and amount of hours that are required by the mentoring program.

ENHANCEMENTS

MENTOR SCREENING

- E.2.1** Program utilizes national, fingerprint-based FBI criminal background checks.
- E.2.2*** Program conducts at least one home visit of each prospective mentor, especially when the match may be meeting in the mentor's home.
- E.2.3*** Program conducts comprehensive criminal background checks on all adults living in the home of prospective mentors, including searches of a national criminal records database along with sex offender and child abuse registries, when the match may meet in mentors' homes.
- E.2.4** School-based programs assess mentors' interest in maintaining contact with their mentees during the summer months (following the close of the academic school year) and offer assistance to matches in maintaining contact.
- E.2.5*** Programs that utilize adult mentors prioritize accepting mentor applicants who are older than college-age.
- E.2.6*** Program uses evidence-based screening tools and practices to identify individuals who have attitudes and beliefs that support safe and effective mentoring relationships.

MENTEE SCREENING

- E.2.7*** Mentees complete an application (either written or verbally).
- E.2.8*** Mentees provide written assent agreeing to participate in their mentoring program.

STANDARD 3: TRAINING

BENCHMARKS

MENTOR TRAINING

- B.3.1** Program provides a minimum of two hours of pre-match, in-person, mentor training.
- B.3.2** Program provides pre-match training for mentors on the following topics:
 - a. Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing, being late to meetings, and match termination).
 - b. Mentors' goals and expectations for the mentee, parent or guardian, and the mentoring relationship.
 - c. Mentors' obligations and appropriate roles.
 - d. Relationship development and maintenance.
 - e. Ethical and safety issues that may arise related to the mentoring relationship.
 - f. Effective closure of the mentoring relationship.
 - g. Sources of assistance available to support mentors.
 - h. Opportunities and challenges associated with mentoring specific populations of youth (e.g., children with an incarcerated parent, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant.
 - i. Initiating the mentoring relationship.
 - j. Developing an effective, positive relationship with mentee's family, if relevant.
- B.3.3*** Program provides pre-match training for the mentor on the following risk management policies that are matched to the program model, setting, and population served.
 - a. Appropriate physical contact
 - b. Contact with mentoring program (e.g., who to contact, when to contact)
 - c. Relationship monitoring requirements (e.g., response time, frequency, schedule)
 - d. Approved activities
 - e. Mandatory reporting requirements associated with suspected child abuse or neglect, and suicidality and homicidality
 - f. Confidentiality and anonymity
 - g. Digital and social media use
 - h. Overnight visits and out of town travel

- i. Money spent on mentee and mentoring activities
- j. Transportation
- k. Emergency and crisis situation procedures
- l. Health and medical care
- m. Discipline
- n. Substance use
- o. Firearms and weapons
- p. Inclusion of others in match meetings (e.g., siblings, mentee's friends)
- q. Photo and image use
- r. Evaluation and use of data
- s. Grievance procedures
- t. Other program relevant topics
- B.3.4** Program uses training practices and materials that are informed by empirical research or are themselves empirically evaluated.

ENHANCEMENTS

MENTOR TRAINING

- E.3.1** Program provides additional pre-match training opportunities beyond the two-hour, in-person minimum for a total of six hours or more.
- E.3.2** Program addresses the following post-match training topics:
 - a. How developmental functioning may affect the mentoring relationship
 - b. How culture, gender, race, religion, socioeconomic status, and other demographic characteristics of the mentor and mentee may affect the mentoring relationship
 - c. Topics tailored to the needs and characteristics of the mentee
 - d. Closure procedures
- E.3.3** Program uses training to continue to screen mentors for suitability to be a mentor and develops techniques for early trouble-shooting should problems be identified.

MENTEE TRAINING

- E.3.4*** Program provides training for the mentee on the following topics:
 - a. Purpose of mentoring
 - b. Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing or being late to meetings, match termination)
 - c. Mentees' goals for mentoring
 - d. Mentors' obligations and appropriate roles

- e. Mentees' obligations and appropriate roles
 - f. Ethics and safety in mentoring relationships
 - g. Initiating the mentoring relationship
 - h. Effective closure of the mentoring relationship
- E.3.5*** Program provides training for the mentee on the following risk management policies that are matched to the program model, setting, and population served.

See **B.3.3** for the list of policies to address during training.

PARENT OR GUARDIAN TRAINING

- E.3.6*** Program provides training for the parent(s) or guardian(s) (when appropriate) on the following topics:
- a. Purpose of mentoring
 - b. Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing or being late to meetings, match termination)
 - c. Parents' and mentees' goals for mentoring
 - d. Mentors' obligations and appropriate roles
 - e. Mentees' obligations and appropriate roles
 - f. Ethics and safety in mentoring relationships
 - g. Initiating the mentoring relationship
 - h. Developing an effective, working relationship with your child's mentor
 - i. Effective closure of the mentoring relationship
- E.3.7*** Program provides training for the parent(s) or guardian(s) on the following risk management policies that are matched to the program model, setting, and population served.

See **B.3.3** for the list of policies to address during training.

STANDARD 4: MATCHING

BENCHMARKS

- B.4.1** Program considers the characteristics of the mentor and mentee (e.g., interests; proximity; availability; age; gender; race; ethnicity; personality; expressed preferences of mentor, mentee,

and parent or guardian; goals; strengths; previous experiences) when making matches.

- B.4.2** Program arranges and documents an initial meeting between the mentor and mentee as well as, when relevant, with the parent or guardian.
- B.4.3** Program staff member should be on site and/or present during the initial match meeting of the mentor and mentee, and, when relevant, parent or guardian.
- B.4.4*** Mentor, mentee, a program staff member, and, when relevant, the mentee's parent or guardian, meet in person to sign a commitment agreement consenting to the program's rules and requirements (e.g., frequency, intensity and duration of match meetings; roles of each person involved in the mentoring relationship; frequency of contact with program), and risk management policies.

ENHANCEMENTS

- E.4.1*** Programs match mentee with a mentor who is at least three years older than the mentee.
- E.4.2*** Program sponsors a group matching event where prospective mentors and mentees can meet and interact with one another, and provide the program with feedback on match preferences.
- E.4.3*** Program provides an opportunity for the parent(s) or guardian(s) to provide feedback about the mentor selected by the program, prior to the initiation meeting.
- E.4.4*** Initial match meeting occurs at the home of the mentee with the program staff member present, if the mentor will be picking up the mentee at the mentee's home for match meetings.
- E.4.5*** Program staff member prepares mentor for the initial meeting after the match determination has been made (e.g., provide mentor with background information about prospective mentee; remind mentor of confidentiality; discuss potential opportunities and challenges associated with mentoring proposed mentee).
- E.4.6*** Program staff member prepares mentee and his or her parents or guardians for the initial meeting after the match determination has been made (e.g., provide mentee and parent(s) with background

information about selected mentor; discuss any family rules that should be shared with the mentor; discuss what information family members would like to share with the mentor and when).

STANDARD 5:

MONITORING AND SUPPORT

BENCHMARKS

- B.5.1** Program contacts mentors and mentees at a minimum frequency of twice per month for the first month of the match and once a month thereafter.
- B.5.2*** At each mentor monitoring contact, program staff should ask mentors about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentor and mentee using a standardized procedure.
- B.5.3*** At each mentee monitoring contact, program should ask mentees about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.
- B.5.4** Program follows evidence-based protocol to elicit more in-depth assessment from mentors and mentees about the quality of their mentoring relationships, and uses scientifically-tested relationship assessment tools.
- B.5.5*** Program contacts a responsible adult in each mentee's life (e.g., parent, guardian, or teacher) at a minimum frequency of twice per month for the first month of the match and once a month thereafter.
- B.5.6*** At each monitoring contact with a responsible adult in the mentee's life, program asks about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.*
- B.5.7*** Program regularly assesses all matches to determine if they should be closed or encouraged to continue.

- B.5.8** Program documents information about each mentor-mentee meeting including, at a minimum, the date, length, and description of activity completed.
- B.5.9** Program provides mentors with access to relevant resources (e.g., expert advice from program staff or others, publications, Web-based resources, experienced mentors) to help mentors address challenges in their mentoring relationships as they arise.
- B.5.10*** Program provides mentees and parents or guardians with access or referrals to relevant resources (e.g., expert advice from program staff or others, publications, Web-based resources, available social service referrals) to help families address needs and challenges as they arise.
- B.5.11** Program provides one or more opportunities per year for post-match mentor training.
- B.5.12*** Program provides mentors with feedback on a regular basis regarding their mentees' outcomes and the impact of mentoring on their mentees to continuously improve mentee outcomes and encourage mentor retention.

ENHANCEMENTS

- E.5.1*** Program conducts a minimum of one in-person monitoring and support meeting per year with mentor, mentee, and when relevant, parent or guardian.
- E.5.2** Program hosts one or more group activities for matches and/or offers information about activities that matches might wish to participate in together.
- E.5.3*** Program hosts one or more group activities for matches and mentees' families.
- E.5.4** Program thanks mentors and recognizes their contributions at some point during each year of the mentoring relationship, prior to match closure.
- E.5.5*** At least once each school or calendar year of the mentoring relationship, program thanks the family or a responsible adult in each mentee's life (e.g., guardian or teacher) and recognizes their contributions in supporting the mentee's engagement in mentoring.

STANDARD 6: CLOSURE

BENCHMARKS

- B.6.1** Program has a procedure to manage anticipated closures, when members of the match are willing and able to engage in the closure process.
- B.6.2** Program has a procedure to manage unanticipated closures, when members of the match are willing and able to engage in the closure process.
- B.6.3*** Program has a procedure to manage closure when one member of the match is unable or unwilling to engage in the closure process.
- B.6.4** Program conducts exit interview with mentors and mentees, and when relevant, with parents or guardians.
- B.6.5*** Program has a written policy and procedure, when relevant, for managing rematching.
- B.6.6*** Program documents that closure procedures were followed.
- B.6.7*** Regardless of the reason for closure, the mentoring program should have a discussion with mentors that includes the following topics of conversation:
 - a. Discussion of mentors' feelings about closure
 - b. Discussion of reasons for closure, if relevant
 - c. Discussion of positive experiences in the mentoring relationship
 - d. Procedure for mentor notifying the mentee and his or her parents, if relevant, far enough in advance of the anticipated closure meeting to provide sufficient time to adequately prepare the mentee for closure
 - e. Review of program rules for post-closure contact
 - f. Creation of a plan for post-closure contact, if relevant
 - g. Creation of a plan for the last match meeting, if possible
 - h. Discussion of possible rematching, if relevant
- B.6.8*** Regardless of the reason for closure, the mentoring program should have a discussion with mentees, and when relevant, with parents or guardians that includes the following topics of conversation:

- a. Discussion of mentees' feelings about closure
- b. Discussion of reasons for closure, if relevant
- c. Discussion of positive experiences in the mentoring relationship
- d. Procedure for notification of mentor, if relevant, about the timing of closure
- e. Review of program rules for post-closure contact
- f. Creation of a plan for post-closure contact, if relevant
- g. Creation of a plan for the last match meeting, if possible
- h. Discussion of possible rematching, if relevant
- B.6.9** Program has a written public statement to parents or guardians, if relevant, as well as to mentors and mentees that outline the terms of match closure and the policies for mentor/mentee contact after a match ends (e.g., including contacts using digital or social media).

ENHANCEMENTS

- E.6.1** At the conclusion of the agreed upon time period of the mentoring relationship, program explores the opportunity with mentors, mentees, and (when relevant) parents or guardians to continue the match for an additional period of time.
- E.6.2** Program hosts a final celebration meeting or event for mentors and mentees, when relevant, to mark progress and transition or acknowledge change in the mentoring relationship.
- E.6.3*** Program staff provide training and support to mentees and mentors, as well as, when relevant, to parents or guardians, about how mentees can identify and connect with natural mentors in their lives.

** Benchmark and Enhancement practices that are marked with an asterisk represent those that are either new or were substantially changed from the Third Edition. Mentoring programs are encouraged to give equal consideration to the implementation of all of the Benchmark practices that are listed under this Standard.*

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