



The Center for the Advancement of Mentoring



Integrating Mentoring into Juvenile Reentry Programs

Principle 1:



**START WITH A BIG
VISION FOR THE
ULTIMATE OUTCOME—
PRODUCTIVELY
ENGAGED ADULT
CITIZENS**

Don't aim too low



- Imagine your own son or daughter is incarcerated and is due for release soon—what would you like to see for him/her in terms of the kinds of support that could be available?
- Should the kids we serve be different from our own children in terms of our expectations?

Employers Would Like...



- Communication skills—verbal and written
- Honesty/integrity
- Teamwork skills
- Interpersonal skills
- Strong work ethic

- How can you have influence here?

Mentoring Programs



- Can inspire and guide people to pursue successful and productive futures, reaching their potential through **positive relationships** and **utilization of community resources**

Mentoring Can be Transformative



- Here you are looking for mentors to do more than simply “hang out” with the young people
- If mentors are properly prepared, they can influence the youth in meaningful and significant ways
- We may not see immediate short-term changes, but long-term personal growth has a lot to do with the adults in their lives

Principle 2:



**UNDERSTAND
ADOLESCENT
DEVELOPMENT AND
HOW YOUR PROGRAM
FITS IN TO THE
PROCESS**

This Means Focusing on Each:



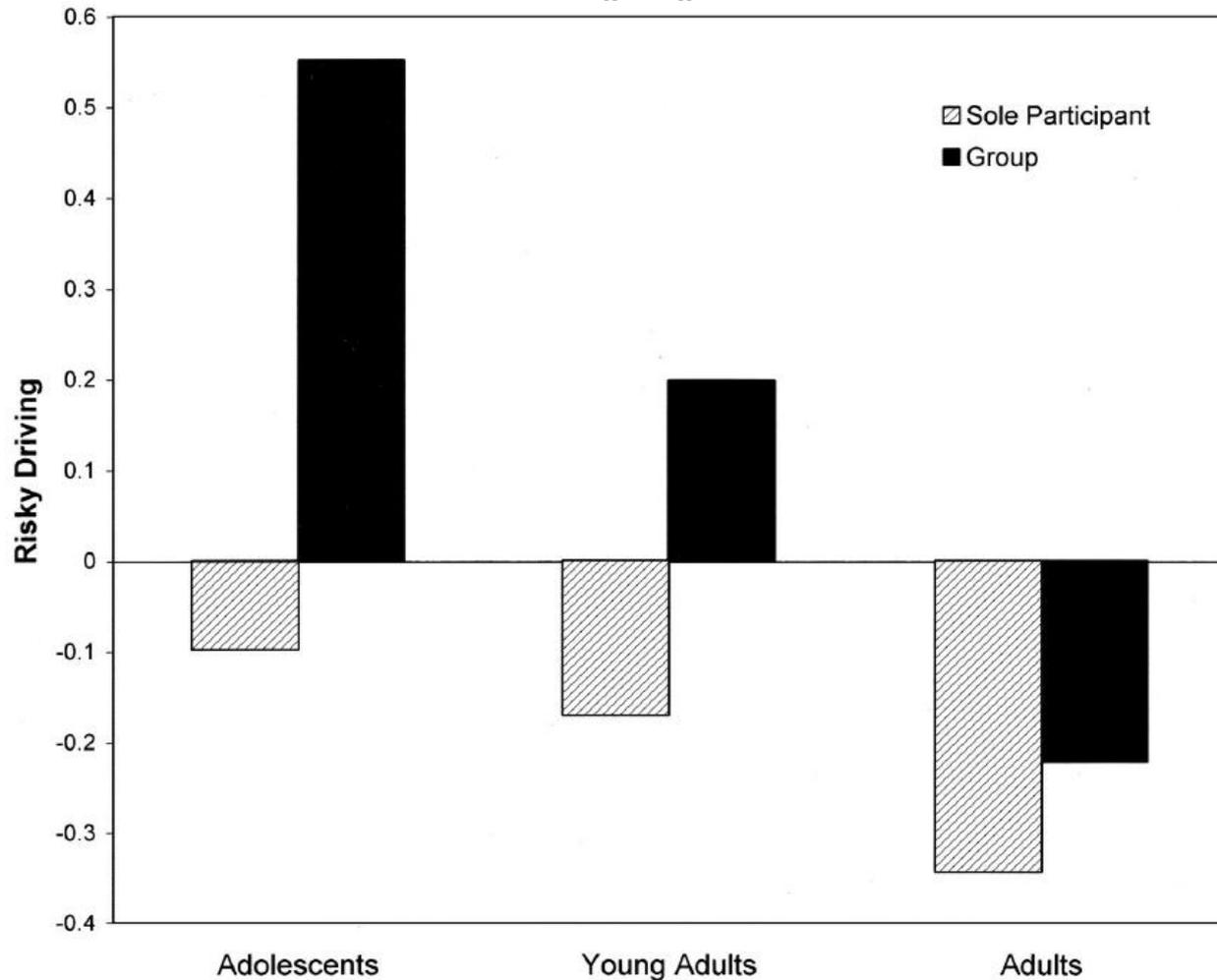
- Competency
- Life skills
- Positive development—Strengths-based
- Interpersonal skills (emotional intelligence)
- Accountability
- Decision making and problem solving

Normal Adolescent Development



- Impulsivity declines with age
- Sensation-seeking declines with age
- Future orientation increases with age
- As people age, they spend more time thinking before they act
- Resistance to peer pressure increases with age

Consider:



From: Gardner and Steinberg (2005) "Peer Influence on Risk Taking, Risk Preference, and Risky Decision Making in Adolescence and Adulthood: An Experimental Study" *Developmental Psychology*

When Kids Experience Trauma during Childhood



- They experience delays in developmental milestones
- Have higher rates of learning disabilities
- Experience difficulties with problem solving
- Are more impulsive and engage in problem behaviors at higher rates
- Struggle with interpersonal relationships and emotional intelligence

Principle 3:



**YOU ARE CHALLENGED TO
DELIVER AN EVIDENCE-BASED
MENTORING INITIATIVE AS
PART OF AN EVIDENCE-BASED
REENTRY EFFORT**

Critical components of effective programs:



- Recruitment strategy
- Effective screening process
- Effective orientation and ongoing training for mentors
- Support systems for mentors
- Structured activities for the mentor and mentee are helpful for building the relationship

Critical components of effective programs:



- The more frequent the contact the better
- Support and involvement of the parents helps improve outcomes
- Resources for mentors and families when needs are identified
- Ongoing monitoring of program implementation

Research on Mentoring Programs



- Brand-new research that will soon be published has identified that mentoring programs have the biggest impact when:
 - They serve higher-risk youth
 - The mentors are encouraged to (and actually do) take on an advocacy role
 - Mentors and mentees are matched to one another based on shared personal interests
 - Mentor has a background that fits with the goals of the program

Some Common Challenges



- youth doesn't return phone calls
- youth doesn't show up for meetings
- youth is rude and hostile towards the mentor
- youth doesn't talk to mentor
- youth is sexually promiscuous
- youth breaks the law
- youth shows up high or intoxicated
- mentor doesn't know what to do with youth
- mentor feels overwhelmed by the youth's problems
- mentor doesn't agree with the youth's values
- mentor is frustrated by lack of impact on youth

Reentry Programs



- Reintegrative services that begin in the facility
- Frequent service contacts
- Mentoring should be maintained over the long term
 - Ideally beyond the time that the youth is formally connected to the juvenile justice system

Balanced and Restorative Justice philosophy



- **Goals include:**
 - **Community Protection**
 - **Accountability** factors including restoring the community and victims for the harm done to them
 - **Core Competency Development** allowing offenders to leave the juvenile justice system better prepared to successfully reenter the community than when they arrived

Second Chance Act Mentoring Programs



- Matching the mentors with youth while the youth is still incarcerated
- Assessing risk and needs with validated and dynamic assessment tools
- Linking the juveniles with services in community
- The mentoring program should “enhance the capacity of local partnerships to address the needs of youth ex-offenders returning to their communities”
 - How would you say your program provides such an enhancement?

About Those Needs...



- Education
- Employment
- Family Relationships
- Financial Management/Literacy
- Health/Mental Health
- Housing
- Transportation
- Prosocial Use of Leisure Time
- Peer Relationships

Principle 4:



**IT IS ALL ABOUT
RELATIONSHIPS AND
CONTEXTS (AND TIME)**

Relationships are Critical



- **At all levels:**
 - Between the program and the juvenile justice system
 - Between the program and the greater community
 - Between the program and the mentors
 - Between the program and the youth
 - Between the mentors and the youth
- **Most program Challenges can be attributed (and thus, fixed) to under-nurtured or non-existent relationships**

Context is Typically Underestimated



- **NJDA's vision statement** reads:
 - The most efficient way to return a juvenile to a healthy, law abiding lifestyle is through healthy relationships with healthy adults in healthy environments.

Time: A Numbers Game



- Think about the number of hours there are in a week
- How much of that time will a youth spend in the “company” of a mentor?
- How is the remaining time being spent?

Principle 5:



**FIND THE RIGHT
MENTORS (OR AT LEAST
GET THEM RIGHT)—
WILL THEY SEIZE THE
MOMENT?**

Effective Programs



- focus their efforts on tapping into the internal motivation of mentors by
 - helping them become more competent
 - assessing the relevance of their work
 - building their sense of belonging to a worthwhile effort

The Secret to Recruiting Volunteer Mentors...



- Mentor recruitment ambassadors
- First decide who the right mentors would be and go get them

Consider the Following Scenario



- A mentor and mentee are hanging out. The mentee says: “I didn’t feel like going to work yesterday, so I called in and said I was sick.”
- The “right” mentor would respond how? Pick one of the following responses:

The Mentor would Respond:



- a) I understand. If I was only making \$7.50 an hour, I would call in sick too if I didn't feel like working.
- b) That reminds me of a time that I called in sick so that I could go to the beach with my college friends. It was a nice day and we picked up some beer along the way and had a great time!

OR...



- c) You are kidding. That was very irresponsible of you! You will not hold onto that job for very long playing those kinds of games.
- d) What do you think that was like for your boss and the rest of the staff? Have you been at work when someone else called in sick? What was that like? If your boss gets used to not having you around, how do you think this might affect you? Is there some other way you could have handled not wanting to go to work?

Principle 6:



**HAVE AS MUCH
CONTROL AS YOU CAN
REGARDING PROGRAM
INPUTS**

This is about things like...



- How do you find the kids for the program?
- What message do people hear about your program?

- Don't leave the destiny of your program in the hands of others

Principle 7:



**THE YOUTH NEED TO BE
SHOWN HOW TO ACCESS THE
ASSISTANCE AND SUPPORT OF
THE COMMUNITY**

Modeling, Practice



- Here is where your program can make a lasting impact by showing the youth how to stay connected and ask for help
- Role playing can be useful here
- Set expectations

Principle 8:



**BUILD IN “LOCAL
SUPPORT” WHEN
YOUTH ARE
TRANSITIONING INTO
NEW ROLES**

When the Supportive Adults are Lacking...



- Look for ways to introduce the supportive adults in the new environments that youth are entering (such as college or trade schools)
- The goal is to increase the likelihood of success for the youth in those new settings
- Think about the kinds of support that are available to middle-class youth and how important those are
 - ✦ Then try and substitute your own forms of support and pay attention to how it is working

Principle 9:



MONITOR THE PROGRESS

Evidence



- Is important on a number of different levels
- How can you build the case that what you are doing is working?
- How can you determine IF what you are doing is working?
- Is there evidence that the outcomes are better for the youth? Is it the result of your new strategy?

Mentor Accountability



- How do you plan to hold mentors accountable?
- What messages do they hear from you?
 - Are those messages empowering or discouraging?

Additional Considerations



- In programs working with delinquents, it is helpful initially at least to be able to leverage the participation of the youths with the mentors.
- At the same time, it is important that the mentor have some input in case dispositions—if the mentor wants to advocate on behalf of the youth, it can strengthen the relationship if it appears that the mentor's input is at least considered.

Principle 10:



**DON'T UNDERESTIMATE
THE POWER OF A
SINGLE MOMENT**

This is about things like...



- Are you “impeccable” and thoughtful with your words?
- Are you more likely to ask questions or to lecture?
- Do youth believe that you LISTEN to them?
Are they correct?
- What do youth learn by watching your behavior?
- Would you say you are “Mentor-like”?



The Center for the Advancement of Mentoring

TCAM

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Advancement of Mentoring

*Unique Best
Practice Models for
Re-entry*

R.I.S.E. (Reintegrating Integrity and Success through Empowerment)



4 on 1 Mentor Role Responsibilities

- **Employment**
- **Education**
- **Social / Recreation /**
- **Felt Needs**

R.I.S.E. (Reintegrating Integrity and Success through Empowerment)



Advantages

1. **Building a mentoring community among friends**
2. **Lessening the pressure on a single mentor**
3. **Easy recruitment for mentors serving high risk and high needs students**
4. **Building a community around the mentee**
5. **Developing a unique “rap around” system for the mentee**

Unique Faith-Based Model



West Angeles Church of God in Christ

About the church

- 22,000 members plus
- One of the Fastest Growing churches in the U.S.
- Significantly committed to outreach (local and global)

Methodology

- Intentionally engage 10-20 re-entry juveniles
- Provide \$250.00 weekly for 6-8 weeks
- Team works towards connecting to employment
- Permanent mentors recruited from within the congregation

Unique Community-Based Model



Peace in the Hood Mentoring Program – Cleveland, OH

About the Organization

- Community Collaboration faith and community
- Founded in 1983
- Mentoring Models – One on One, Team and Group
Methodology
- Employment
- Life Skills
- Violence Prevention Skills
- Long-term Mentoring Relationship 2 years for re-entry of adjudicated youth

Contact Us



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