

2005

Regional Training

**INCORPORATING AN UNDERSTANDING OF
YOUTH CULTURE AND DEVELOPMENT INTO
YOUR MENTOR PROGRAM**

Summer 2005

**Written by:
Dustianne North
Maggie Steele**

**Presented by:
Dustianne North
Maggie Steele**

**Regional Training
Produced and Conducted by:
The Center for Applied Research Solutions, Inc.**



Produced and Conducted by the Center for Applied Research Solutions, Inc.
For the California Department of Alcohol and Drug Programs

San Diego, Los Angeles, Monterey, Sacramento

Welcome!

Welcome to **Incorporating An Understanding Of Youth Culture And Development Into Your Mentor Program**. This is a project of the Center for Applied Research Solutions or CARS (formerly known as EMT Group, Inc.). We hope the information and insights you gain through this training help to strengthen your mentoring efforts and support you in your commitment to serving youth.

About Today's Training

Mentor programs do more than simply match youth with mentors and monitor their safety. Programs provide activities and training to both mentors and mentees, and quality programs strive to create a sense of community in their programs that will help youth and volunteers feel welcome and want to remain involved. Two key concerns in the assurance that mentoring services are relevant and appropriate for youth are attendance to 1) the cultural orientation and background of mentees (and mentors) and 2) the process and stages of youth development. This training explores the meaning of culture and youth culture, as well as the forces that play upon youth in their cultural development. We also look at the developmental stages of youth and principles of developmentally sensitive programming. Via experiential exercises, video clips, group discussions, and brief lecture presentations, this workshop will explore concepts of culture and development as well as key strategies for integrating such principles into program design and implementation.

LEARNING OBJECTIVES

- 1) Understand and describe the foundations of values and culture.
- 2) Understand and describe the social forces that shape youth culture.
- 3) Understand the stages of youth development, and the process and outcomes of development.
- 4) Understand and describe how mentoring can be used as a developmental intervention.
- 5) Gain an overall understanding of the interplay of culture and youth development, and how mentoring programs can enhance youth development.

We hope you enjoy the day. Thank you for joining us!

PRESENTERS

Dustianne North has been working in the field of youth mentoring since 1995, when she began building a mentor and volunteer program for the youth in foster care at the Florence Crittenton Center in Los Angeles. After creating the first mentor program to receive official approval from LA County agencies who govern foster care, Ms. North began providing training and technical assistance through CARS/EMT Associates for all types of mentor programs throughout California. She specializes in assisting programs that serve youth in distressed situations such as court-involved youth. Ms. North has now completed her M.S.W. at UCLA, and she continues to work toward her Ph.D. in Social Welfare, also at UCLA. She draws upon her experiences in mentoring, her clinical training as a social worker, her administrative expertise in designing curricula, and her experience as a trainer to assist programs in a variety of ways. This diverse scope of knowledge allows her to work with direct practice issues such as communicating with youth, as well as macro-level issues and program design.

MAGGIE ESCOBEDO-STEELE is a distinguished professional mediator/peacemaker. She is the founder of Seventh Generation Warriors for Peace, an organization dedicated to violence prevention and community wellness. Maggie specializes in working with youth to prevent violence, gang conflict, and in promoting healing through grass roots organizing.

Her unique understanding of the problems faced by young people is rooted in her life as a gang involved youth growing up in the barrios of Encanto and East San Diego. She credits much of her success and turnaround in life to a special mentor that helped her to see the possibility for positive change.

Her work at The Center for Resolution of Environmental Disputes (CRED) provided valuable experience in the field of mediation. Indian Dispute Resolution Services in Sacramento hired her to create and develop training and curriculum for Native American youth. She spent several years presenting the curriculum to tribes across California and the rest of the country, recruiting and mentoring youth trainers. Maggie has been recognized by the Society of Professionals in Dispute Resolution with the prestigious Mary Parker Follet Award for her excellence and innovation in community wellness and violence prevention. The California Wellness Foundation has honored Ms. Steele as a distinguished Community Fellow for her work developing leadership programs and trainings for rural and Native American communities across California and the United States. Her work is well known and respected in Native American and migrant labor communities (her ethnicity is Chicana and Chiricahua). Maggie is also an accomplished artist, story teller, singer, and mother to two young sons.

Incorporating an Understanding of Youth Culture and Development into Your Mentor Program

9:00-9:15

Welcome

Ice Breaker for Fabulous Prize: Cultural Pursuit

9:15-10:30

Session 1

The Definition and Dynamics of Culture

How Cultural Norms and Values are Formed.

10:45-11:00

Break

11:00-11:50

Session 2

The Process and Outcomes of Development

Youth Developmental Stages and Aspects of Development

11:45-12:00

Q&A

12:00-1:00

LUNCH

1:00-1:45

Session 3

Youth Culture and Influences

Skills for Mentoring Youth and Reaching Out

1:45-2:00

Break

2:00-2:50

Session 4

Mentoring as a Developmental Intervention

Culture-Sensitive Program Implementation

2:50-3:15

Q&A

Issues for Future Training

Resource Sharing and Ideas for Collaboration

Closing/Evaluations

CULTURAL PURSUIT

Instructions:

1. Read this page and note mentally which ones you can answer.
2. Find different people who know the answer to each of the questions.
3. Fill in their name and the answer.
4. Be prepared to sign your name and share what you know with others.
5. CHALLENGE YOURSELF TO CIRCULATE & HAVE FUN!!!!!!

FIND SOMEONE WHO:

1. Knows who Nelson Mandela is _____
Name _____
2. Knows who Willma Mankiller is _____
Name _____
3. Can make lumpia _____
Name _____
4. Knows the date of Boys day _____
Name _____
5. Knows when the year of the Monkey is. When _____
Name _____
6. Knows a song by Bob Marley. Which one _____
Name _____
7. Can speak more than one language. Which one _____
Name _____
8. Knows what the Hula dance is _____
Name _____
9. Is someone you have never met before.
Name _____

PART I

Introduction to Youth Culture and Development

Culture is the bedrock of human societies. It provides the framework for how we perceive the world. In order for adults to better understand the youth in their lives, it is important to examine the foundations and dynamics of youth culture. This knowledge will allow mentors and mentor programs to better serve youth. Through experiential exercises and group discussion, participants will learn to recognize the diversity of cultures that compose our audience, to understand the dynamics and values that are the foundations of youth culture, and to understand developmental phases of youth and the influences that create the many forms of 'youth culture.' A special emphasis will be placed on mentoring techniques for helping at-risk youth.

Ranking Values

Values are what we are taught to hold in importance.
They are the guides to the choices we make in life.

Below are **SOME** general values that run throughout the world's cultures.
Rank them from 1 to 14, with 1 being the most important and 14 the least important to **you**.
What would be other values that you might add?

Acceptance of Authority: _____

Obedient; respectful, deferent to authority figures, abiding by rules, polices voluntarily, will follow orders dutifully.

Adventure: _____

Actively seeking creative imaginative activities and endeavors.

Affluence: _____

Wealth and status. Being able to buy and have what you want, whenever you want.

Ambition: _____

Having goals and desires and actually working and taking action to work towards them.

Spirituality: _____

Believing in higher power, participating in organized religion, living ones spiritual beliefs day to day.

Equality: _____

Fairness, belief in equal opportunity, acceptance of others regardless of culture, color, or creed.

Honesty: _____

Truthfulness, representing self truthfully and sincerely. Not cheating or breaking laws, (laws of man and God/nature).

Independence: _____

Self reliant, free thinking. Living life without control of others, when given a choice.

Intellectualism: _____

Interest in knowledge, education, current affairs. Wisdom and intelligence.

Kindness: _____

Caring for others, loving, forgiving.

Loyalty: _____

Staying committed to person, family, tribe, ethnic identity, or organization.

Family: _____

Having and maintaining close family ties. Having a family identity. Relations.

Pleasure: _____

Enjoyment, doing what you want to do in choice situations.

Respect: _____

Admired, feared, or looked up to buy family, peers, or community.

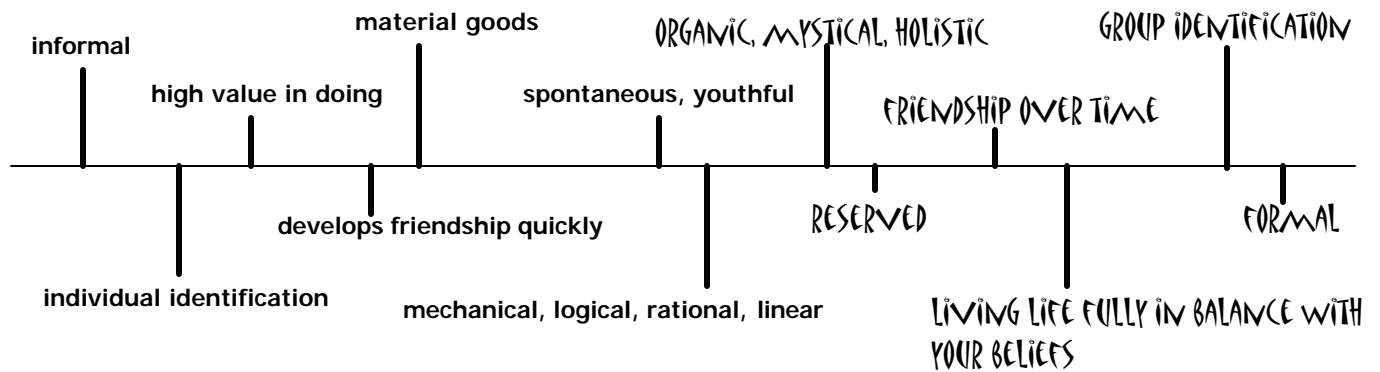
Culture Colony

Pretend you and other people are part of a new forming culture. Your group will range in age from very young to elderly. Consider the physical environment, how would that affect your culture, the ways of survival, and the values people would hold?

1. How would people best live: separately, communally, by status...?
2. Will there be a ruler, queen, spiritual leader or leaders, face to face government, or a democracy?
3. Will there be organized religion, spiritual practices?
4. What ritual or celebrations would you have?
5. What would people do for survival?
6. How would people dress?
7. What would people do for entertainment?
8. What foods would you eat (five foods)?
9. How would your culture endure?

Generalized Cultural Differences

Culture- that complex whole that includes, knowledge, beliefs, morals, law, customs, opinions, religion, superstition, and art.
-Perserved Smith

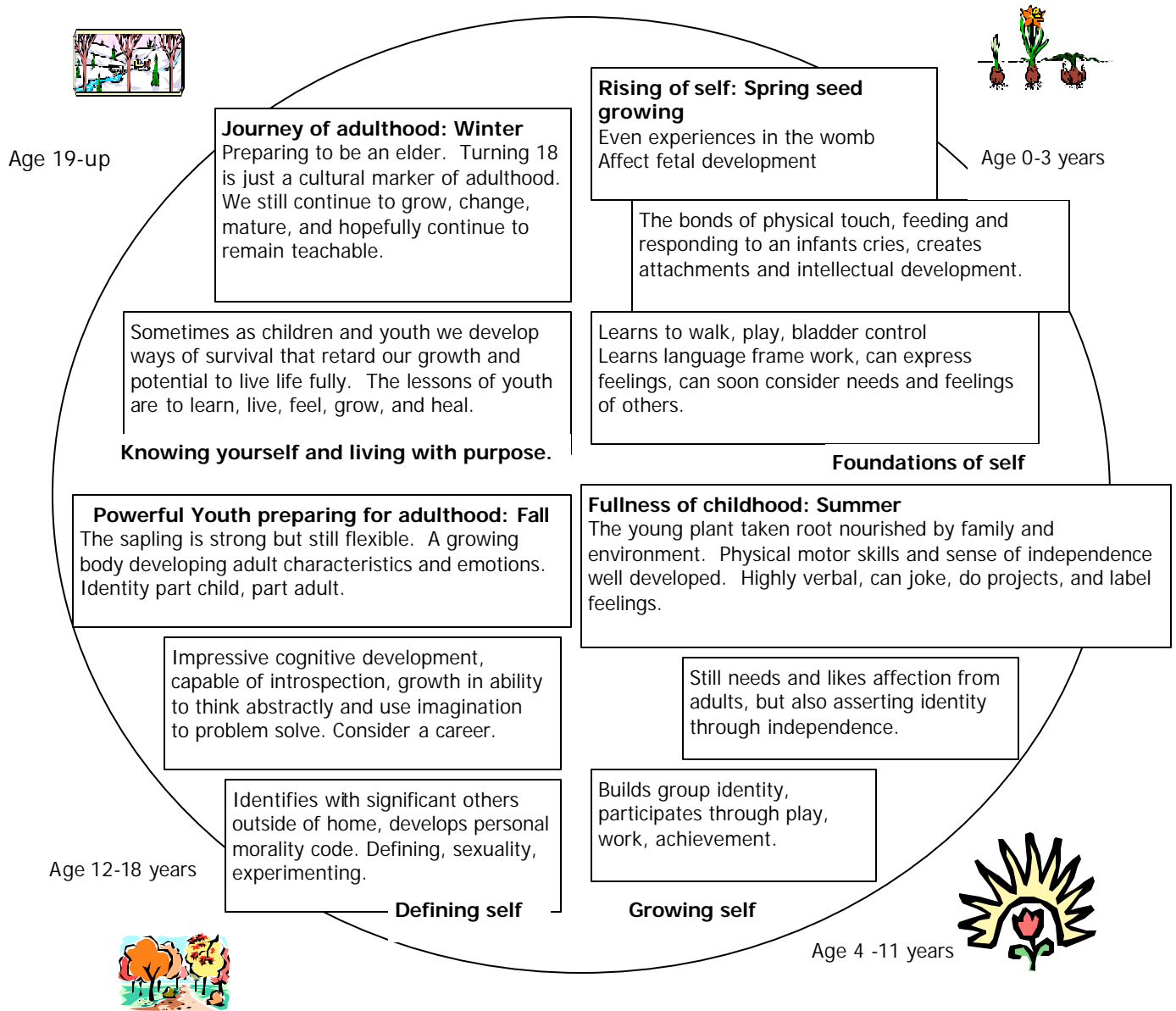


Culture: a complex of typical behavior or standard social characteristic peculiar to a specific group, occupation, profession, age or social class.

Cultural change: modification of society through innovation, discovery, or through contact with other societies.
-Webster's

The Seasons of Youth Development

To Native peoples the seasons showed life's constant cycle of growth and change. Spring is the time when the sprouting seed grows incredibly fast. In the heat of the summer sun the plant matures. Fall; the time for harvest, the physically mature plant bears its fruit. Finally winter, and plant the rest, gaining strength for the next cycle of growth.



We are all under "Development"

Adapted from Calgary and Area Child Family Services Authority

Session 2: Mentoring and Development



Brittany

Brittany is 12 years old and lives in an coastal urban neighborhood with a very mixed population. She goes to a local arts magnet school that is made up of 48% Latino/a students, 20% African American students, 10% Asian students, 9% Caucasian students, and 13% students of other and mixed ethnic backgrounds. Income levels are also quite mixed in her neighborhood: the area was historically dominated by a working class population but has recently become more popular among more people in the middle and upper-middle classes. The neighborhood is part of a major city center with a diverse art and subculture landscape.

Brittany's mother is Caucasian and her father is Pilipino. Her father is currently in the Phillipines, so she lives with her mother, her older brother of 16 years, and her younger sister who is 9 years old. Things have been difficult in her home since her father returned to the Phillipines. Money has been very tight, and Brittany's mother therefore works long hours. Brittany is responsible for her sister after school, in part because her brother and mother are not getting along. He has recently begun hanging out with some new kids and comes home less and less often. Her mother does not attempt to reconcile with him.



Brittany, Cont'd

Brittany has always been smart and responsible, but having to care for her sister and the other stress at home have made it difficult for her to keep up in school. Her grades have been falling, and her teachers have noticed that she has become disengaged from learning during the last year. She is in danger of being held back a grade and has been truant on several occasions.

Despite the conflict between her brother and mother, Brittany looks up to her brother and wants to hang out with him and his friends. She has begun to take an interest in boys, and she wants these older boys to like her. She has a new best friend at school who knows a lot about clothes and makeup, which she appreciates because she feels that she needs to know how to be more adult and to attract more grown up friends.

She is a dancer and is in the acting program at her school. She likes the music her brother gives her to listen to, and she listens to it when she misses him and her father.



Brittany's school has decided to invite her to apply to be a mentee in their campus mentor program.

Development:

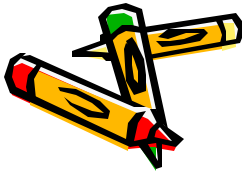
“The acquisition of skills through integration of experience”

Slides Contributed by Denise Johnston, MD. Excerpt taken from When Stakes are High: Research-Based Mentoring for Youth with Multiple Risk Factors. The EMT Group, Inc. June 2003. www.emt.org/publications pp. 23-29.

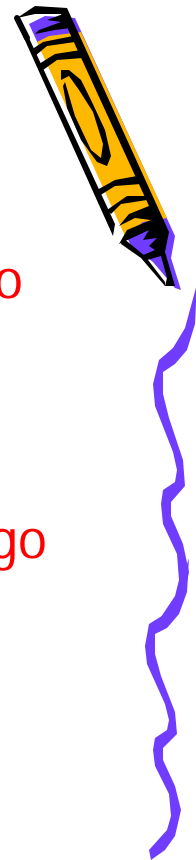
Development is like baking a cake...

Some people have had good things go into their cake... these things are called "developmental resources".

Some people have had other things go into their cake... these things are called "developmental insults".



Denise Johnston, MD
CCIP 2002



Developmental outcomes

=

(the effects of developmental resources)

+

(the effects of developmental insults)



Slides Contributed by Denise Johnston, MD. Excerpt taken from When Stakes are High: Research-Based Mentoring for Youth with Multiple Risk Factors. The EMT Group, Inc. June 2003. www.emt.org/publications pp. 23-29.

If you look like what has gone into
your cake...

...you are developmentally normal.



Dimensions of Development

- Emotional
- Cognitive
- Physical/biological
- Social
- Life experience
- Sexual
- Academic



Slides Contributed by Denise Johnston, MD. Excerpt taken from When Stakes are High: Research-Based Mentoring for Youth with Multiple Risk Factors. The EMT Group, Inc. June 2003. www.emt.org/publications pp. 23-29.

Developmental Stages for Children and Youth

Contributed by Calgary and Area Child and Family Services Authority:
www.calgaryandareacfsa.gov.ab.ca/crv.nsf/serviceshome

Developmental Stages for Children/Youth

Age	Physical Development	Intellectual Development	Emotional Development	Social Development	Moral Development
<p>0 - 6 months</p>	<ul style="list-style-type: none"> · needs to be touched and held physically · caregiver feeds child · feeding pattern is established · has sucking and grasping reflexes · reaches toward objects and grasps them · makes large muscle movements (arms and legs) · is able to follow objects and focus · rolls over · supports head · sleeps a lot · no bladder or bowel control · rapid physical growth and change 	<ul style="list-style-type: none"> · vocalizes (makes cooing sounds and chuckles) · vocalizes spontaneously · discovers s/he has impact on environment (e.g., if s/he cries, caregiver will come) 	<ul style="list-style-type: none"> · establishes attachment/bonding with caregivers (caregiver and child get to know each other – learn to read each other’s cues and become emotionally attached to one another) · crying and smiling · comforts self with thumb or pacifier · learns to trust that basic needs will be met · concerned with satisfaction of needs · distinguishes between physical self and physical other 	<ul style="list-style-type: none"> · recognizes caregivers · very dependent upon caregivers for fulfillment of needs · initiates social contact (e.g., smiles when caregiver appears) 	<ul style="list-style-type: none"> · sees him/herself as the centre of the world · has no sense of right or wrong

Developmental Stages for Children/Youth

Age	Physical Development	Intellectual Development	Emotional Development	Social Development	Moral Development
<p>6 months to 1½ years</p>	<ul style="list-style-type: none"> · feeds self with a spoon · stands and walks · “dances” to music · sits by him/herself · has precise thumb and finger grasp · can stack 2 or more blocks 	<ul style="list-style-type: none"> · uses one or two words to name things or actions · says words like “Mama” and “Dada” · points to familiar things · points to at least one body part · curious about everything (explores his/her world) · realizes an object can exist when out of sight and will look for it (e.g., drops things from high chair and looks for it) 	<ul style="list-style-type: none"> · hugs caregiver · does not like separation from caregiver · expresses several emotions clearly but is unable to identify them · trusts caregivers · sees him/herself as permanent with enduring qualities (e.g., male versus female) 	<ul style="list-style-type: none"> · plays simple games (e.g., peek-a-boo, pat-a-cake) · extends attachment to people other than caregivers · developing some independence from caregivers (can meet some of his/her own needs e.g., can feed him/herself and reach for objects) 	<ul style="list-style-type: none"> · sees him/herself as the centre of the world · has no sense of right or wrong

Developmental Stages for Children/Youth

Age	Physical Development	Intellectual Development	Emotional Development	Social Development	Moral Development
<p>1½ years to 3 years</p>	<ul style="list-style-type: none"> · walks up and down stairs (one step at a time) · rides a tricycle · throws and kicks a ball · can put on a simple garment · can hold a crayon with fingers · increased eye-hand coordination (e.g., simple puzzles) · can draw a complete circle · handles small toys skillfully · bladder and bowel control 	<ul style="list-style-type: none"> · child has knowledge of the following: <ul style="list-style-type: none"> - - - - · can draw a partial person (e.g., head and body) · talks in sentences · speech is understandable half of the time · uses pronouns for self and other (e.g., I, you) 	<ul style="list-style-type: none"> · can express feelings verbally · shows sympathy · refers to self as “I” or “me” · can be separate from caregivers · recognizes people outside of immediate environment · role of caregivers is crucial to the development of self (e.g., will imitate adults’ behaviour) 	<ul style="list-style-type: none"> · plays with children (e.g., plays cooperatively sometimes) · washes and dries own hands · toilet trained · tests boundaries and limitations (e.g., learns to say “no”) · learns to consider needs and feelings of others · world expands beyond home to the “outside world” 	<ul style="list-style-type: none"> · beginning to learn about right and wrong

Developmental Stages for Children/Youth

Age	Physical Development	Intellectual Development	Emotional Development	Social Development	Moral Development
<p>3 years to 6 years</p>	<ul style="list-style-type: none"> · hops on one foot repeatedly · skips and dances well · good balance and coordination · has refined motor skills (e.g., can draw a square with good corners) · prints a few letters 	<ul style="list-style-type: none"> · child knows the following: <ul style="list-style-type: none"> - - - - · can draw a complete person · can complete a puzzle · talks in sentences · is completely understandable · defines familiar words · has developed certain likes and dislikes · understands cause and effect relationships only in relation to his/her own needs, wants or experiences (e.g., hot stove hurts me) · expresses ideas, asks questions, and engages in discussions 	<ul style="list-style-type: none"> · can identify pictures of happy and sad people appropriately · identifies with caregivers and likes to imitate them · forms images of self · can be further away (physically) from caregivers · frequently overwhelmed by feelings (s/he can experience feelings of doubt and shame) 	<ul style="list-style-type: none"> · dresses and undresses without help except for tying shoes · plays role in “make-believe” play · follows simple game rules · needs choices as s/he · wants more independence · can share and take turns · often has “best friends” · likes to show off skills to adults · will test authority · can identify differences in self and others (e.g., gender, colour of eyes and hair) 	<ul style="list-style-type: none"> · protects self and stands up for his/her rights · is concerned with what behaviour works to bring about reward or punishment · still needs outside controls as his/her conscience relatively unformed.

Developmental Stages for Children/Youth

Age	Physical Development	Intellectual Development	Emotional Development	Social Development	Moral Development
<p>6 years to 12 years</p>	<ul style="list-style-type: none"> · can play sports and develop new skills · energetic · has a large appetite · height and weight increasing at a steady rate · increased coordination and strength · body proportions becoming similar to an adult's · fine motor coordination well-developed (e.g., writing and drawing skills) 	<ul style="list-style-type: none"> · highly verbal (e.g., tells jokes, makes puns) · asks fact-oriented questions (e.g., wants to know "how," "why" and "when") · can deal with abstract ideas · judges success based on ability to read, write and do arithmetic · wants to develop skills and become competent · enjoys projects that are task-oriented (e.g., sewing, woodwork) · learns to think systematically and generally about concrete objects · learns the concept of "past," "present" and "future" 	<ul style="list-style-type: none"> · acts very independent and self-assured but can be childish and silly at times · self is partly defined by school environment (personality is more defined) · likes affection from adults · more independent but wants caregivers to be present to help · can identify and label what s/he is feeling · can distinguish between wishes, motives and actions 	<ul style="list-style-type: none"> · participates in community activities · enjoys working and playing with others · has friends · plays mostly with same-sex peers · can be alone · strong group identity (e.g., Brownies) · learns to achieve and compete · imitates and identifies with same-sex adult 	<ul style="list-style-type: none"> · begins to experience conflict between parents' values and those of peers · has strong sense of fairness · rules are important and must be followed (i.e., breaking rules is bad)

Developmental Stages for Children/Youth

Age	Physical Development	Intellectual Development	Emotional Development	Social Development	Moral Development
<p>12 years to 18 years</p>	<ul style="list-style-type: none"> · growth spurts · develops sexual characteristics and has sexual drives · new needs in personal hygiene (e.g., menstrual pads, razors) 	<ul style="list-style-type: none"> · achieves impressive changes in cognitive development (i.e., able to think and reason) · able to reason, generate general principles and test them out against evidence · capable of introspection and of perceiving differences between how things are and how they may be · begins to consider and sometimes make career choices · growth in ability to think abstractly and utilize imagination in solving problems 	<ul style="list-style-type: none"> · identifies with significant others outside of home · develops sexual identity · part child, part adult (e.g., “Go away, come closer” messages) · develops independence (e.g., “I dare you to tell me what to do!”) · likely to show extreme mood swings · less dependent on family for affection and emotional support · strives to define self as separate individual · often feels misunderstood 	<ul style="list-style-type: none"> · many engage in part-time work · enjoys many social activities (e.g., at school) · relies heavily on peers (e.g., tries to conform to peer group norms) · has close friendships and emotional involvements · experiences conflict with parents (e.g., expectations) · experiments with sex-role expectations and standards 	<ul style="list-style-type: none"> · challenges values of home · develops personal morality code · what becomes important is whether the behaviour conforms to the behaviour of others, not its inherent rightness or wrongness · belief that good behaviour is maintained by some presence of authority

Milestones in Development and Learning

**Contributed by the American Academy of Pediatrics:
www.aap.org**

Milestones in Development and Learning

		Developmental Domains					Developmental Domains		
Age/Years	Physical	Cognitive	Social	Emotional	Language	Piaget	Erikson	Kohlberg	
Infancy (0-2)	<ol style="list-style-type: none"> Can hear and see at birth Rapid growth in height and weight Rapid neurological development proceeds steadily (crawling, standing, walking) 	<ol style="list-style-type: none"> Seek stimulation An egocentric view of the world begins to decrease Demonstrates considerable memory ability Begins to process information 	<ol style="list-style-type: none"> Need for interaction Smiling appears Reciprocal interactions begin immediately Attachment develops 	<ol style="list-style-type: none"> Beginnings of emotions discernible in first months Infant passes through emotional milestones 	<ol style="list-style-type: none"> Proceed from cooing and babbling to words and sentences Word order and inflection appear Vocabulary begins to increase rapidly 	Sensorimotor <ol style="list-style-type: none"> Use of reflexes Primary circular reactions Secondary circular reactions Coordination of secondary schemata Tertiary circular reactions Representation 	<ol style="list-style-type: none"> Development of trust 	<ol style="list-style-type: none"> Begins to learn wrong from right 	
Preschool (2-6)	<ol style="list-style-type: none"> Extremely active Mastery of gross motor behaviour Refinement of fine motor behaviour 	<ol style="list-style-type: none"> Perceptual discrimination becomes sharper Attention more focused Noticeable improvement in memory Easily motivated 	<ol style="list-style-type: none"> Attachment Beginning of interpersonal relationships <ol style="list-style-type: none"> Parents Siblings Peers Teachers Play highly significant 	<ol style="list-style-type: none"> Still becomes angry at frustration Prone to emotional outbursts Emotional control slowly appearing Aware of gender Fantasies conform more to reality May begin to suppress emotionally unpleasant memories 	<ol style="list-style-type: none"> From first speech (cooing, babbling) to use of sentences with conjunctions and prepositions Acquires basic framework of native language 	Preoperational <ol style="list-style-type: none"> Deferred imitation Symbolic play Mental imagery Drawing Language 	<ol style="list-style-type: none"> Growing competence and autonomy Initiative and purpose 	<ol style="list-style-type: none"> Beginning of pre-conventional moral reasoning 	
Middle Childhood (7-11)	<ol style="list-style-type: none"> Mastery of motor skills Considerable physical and motor skills 	<ol style="list-style-type: none"> Attention becomes selective Begins to devise memory strategies Begins to evaluate behaviour Problem-solving behaviour shows marked improvement 	<ol style="list-style-type: none"> Organized activities more frequent Member of same sex group Peer influence Usually have "best" friend 	<ol style="list-style-type: none"> Pride in competence Confident Growing sensitivity Volatile Striving, competitive Growing sexual awareness 	<ol style="list-style-type: none"> Rapid growth of vocabulary Uses and understands complex sentences Can use sentence content to determine work meaning Good sense of grammar Can write fairly lengthy essays 	Concrete Operational <ol style="list-style-type: none"> Conservation Seriation Classification Number Reversibility 	Industry and competence	<ol style="list-style-type: none"> Continued development of pre-conventional moral reasoning Conventional moral reasoning 	

What is Youth Development?

A process of human growth through which young people move from being taken care of to taking care of others and themselves.

An approach in which young people are supported as they build their capacities and strengths to meet their personal and social needs.

Contributed by Reba Rose at Community Network for Youth Development
www.cynd.org

The Shift: From Deficit Approach to the Youth Development Approach

Deficit Approach

- Problem Fixing
- Single programs/single approach
- Youth seen as service recipients
- Rely on public institutions and systems outside young people's communities to treat or prevent young people's problems
- Different interventions for at risk youth

Youth Development Approach

- Healthy Development
- Continuity across settings, community-wide strategies
- Youth are active participants
- Strengthen young people's natural support system (families, schools, neighborhoods)
- Equality: the same positive supports and opportunities for all young people

**Contributed by Reba Rose at Community Network for Youth Development
www.cynd.org**

Session 3: Youth Culture and Influences

Story & Exercise: Chicken Eagle

Notes: _____

Video- Merchants of Cool

Notes: _____

Warrior Notes by Vic Okamoto

In some Native American traditions every tribal member belonged to a “society”. Each society was entrusted to mentor youth in the knowledge and ways that would bring out individual talents. Each person’s talent was thought to be a benefit to the tribe. Warrior Societies had strong codes of honor and respect for life. They were the protectors of the tribe. “Belonging” is a basic human need. Below are some tips for working with today's warrior youth:

- Don't start a war with warriors.
- Respect their “family”.
- Validate their lives.
- Recognize where they come from.
- Appreciate their past work.
- Tap into their value system.
- Leave them the ability to connect with their reality.
- Recognize the reality of their future.
- Establish your presence.
- Offer them “something” for “something”.
- Offer them more tools to add to their bag.
- Recognize the existing skills in each kid.
- “Let's get real” sessions.
- Establish respect and “turf”.
- Utilize existing energies to produce growth.
- Redirection of energy- not confrontation.

- They want to belong.
- They want safety.
- They want “family”.
- They want power.
- They want to survive.
- They want to believe in something.
- They want a life that has structure and organization.
- They want a definition of self.

Listening with Heart

SOME YOUNG PEOPLE WILL NEVER HAVE ADULTS IN THEIR LIVES, WHO REALLY LISTEN TO THEM...

A good listener makes a person feel valued and important.

People talk more openly and are more trusting, when they know they are being listened to.

Good listening requires putting one's own agenda and responses aside.

Pay attention to the speaker:

- Don't think ahead to what you want to say.
- Don't interrupt.

Keep an open mind and listen without judging.

Use verbal and body language that shows you are being attentive:

- Turn your head to the speaker.
- Lean forward a little.
- Make comments like "Go on.", "Oh really?", "Uh-huh."

Check your understanding of what a person is saying:

- Ask questions.
- Repeat what is said.
- Summarize and ask if that is right.

Listen and notice for the underlying feelings and emotions of the speaker.

- Notice facial gestures.
- Notice body language.

Young Eagles Poem



Young eagles stretch and flex their wings learning how to fly.
They watch their elders glide on currents,
Up over the mountains into the sky.

The elders teach the ways of life, wisdom and to be fair,
Young eagles learn through guidance and love
Before they take to the air.

Young eagles learn all you can, know the rivers, meet the crow,
Within you grows the seeds of hope
Soar to the heavens,
So your dreams can grow.

PART II

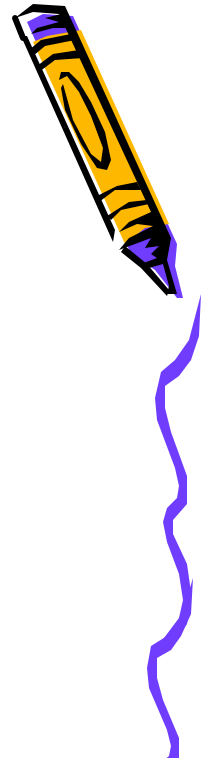
Mentoring as a Developmental Intervention

In this section, we will explore the process of youth development in more detail and we will come to understand how to apply its principles to mentor programs. We will learn about how experiences influence developmental outcomes, discuss a “youth development” approach to program design, and engage in group problem-solving around incorporating developmental and cultural needs of youth into mentor programs. Time will be allowed for addressing individual needs and questions participants may have about implementing culturally and developmentally sensitive programs.

The Relationship as the Intervention...

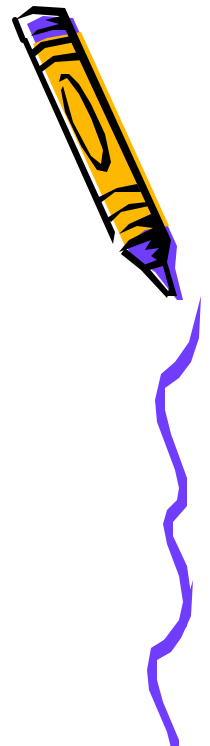
Brittany...

Now that we understand a little about development, what can we say about Brittany's development?



Mentoring is a developmental intervention because:

- It addresses a developmental task (attachment)
- It is resource-intensive when diverse and accessible mentors are provided.
- It is relationship-based practice.



Slides Contributed by Denise Johnston, MD. Excerpt taken from When Stakes are High: Research-Based Mentoring for Youth with Multiple Risk Factors. The EMT Group, Inc. June 2003. www.emt.org/publications pp. 23-29.

Implications of a developmental approach to mentoring:

- Assessment is essential
- Mentors must be appropriate supplemental attachment figures
- Mentors must receive adequate supports



Three assessment questions we might ask about Brittany are:

1. What might we say about the stages of each aspect of Brittany's development that would be most relevant to providing her with mentoring services?
2. How might the mentor and the program strive to meet Brittany's individual needs, both cultural and developmental?
3. What other needs might Brittany have, and what services might be recommended in conjunction with a mentoring relationship that would assist Brittany in developing and navigating her life?



Slides Contributed by Denise Johnston, MD. Excerpt taken from When Stakes are High: Research-Based Mentoring for Youth with Multiple Risk Factors. The EMT Group, Inc. June 2003. www.emt.org/publications pp. 23-29.

Part III

Additional Resources

The following is a list of the latest and most helpful resources to aid you as you incorporate an understanding of youth culture and development into your mentor program. In this section, you will find websites, handouts, and lists of organizations that will support your mentoring efforts.

Web Resources

Web Resources

Free Mentoring Technical Assistance Providers:

Center for Applied Research Solutions (CARS), formerly The EMT Group, Inc., is funded through the California Department of Alcohol and Drug Programs and provides FREE technical assistance to various types of youth mentoring programs throughout California. Contact Erika Urbani, Mentoring Project Director, at (916) 983-9506 or by email at erika@emt.org for more information regarding the services provided or visit the Mentoring Technical Assistance website: <http://www.emt.org/mentoring.html>

California Mentoring Program Directory:
http://www.emt.org/ment_CAprogramdirectory.htm

Customized Technical Assistance:
http://www.emt.org/ment_custom.html

Mentoring Program Resources:
<http://www.emt.org/MentoringProgramResources/home.htm>

Publications:
<http://www.emt.org/publications.html> offers free downloadable trainings and publications in PDF form

Regional Training Symposium:
http://www.emt.org/ment_symposiums.html

Workshops by Request:
http://www.emt.org/ment_workshops.html. Inquire about their "Workshops by Request," which can be tailored for 15 to 40 people.

Friends for Youth Mentoring Institute develops products and trainings for youth mentoring. <http://friendsforyouth.org>

The National Mentoring Center (NMC) is a project of the Northwest Regional Educational Laboratory, a 501c3, based in Portland, Oregon. The NMC, now in its fourth year of operation, is one of the most referenced national training and technical assistance providers for mentoring programs in the country. For more information about the NMC and its projects call (503) 275-0121 or visit <http://www.nwrel.org/mentoring>.

Web Resources: <http://www.nwrel.org/mentoring/research.html>

National Mentoring Partnership is very a comprehensive site for youth mentoring. <http://mentoring.org>

The Mentoring Matters video conference, A National Satellite Broadcast, is available online at <http://www.juvenile.net.org/jjtap/mentoring/view.html>

Mentor Peer Resources: <http://www.peer.ca/peer.html>

Publications: <http://www.peer.ca/topmenbks.html>

Links: <http://www.mentors.ca/mentorlinks.html>

The Mentoring Center (TMC): <http://www.mentor.org/>

Public/Private Venture is the leader in program research.
<http://www.ppv.org>

Youth Development

American Academy of Pediatrics: Developmental Milestones and Issues
<http://www.aap.org/healthtopics/Stages.cfm>

Child Development Institute: Piaget's Cognitive Developmental Stages
<http://www.childdevelopmentinfo.com/development/piaget.shtml>

About.com: Erikson's Eight Stages of Psychosocial Development
<http://psychology.about.com/library/weekly/aa091500a.htm>

Calgary and Area Child and Family Services Authority: Developmental Stages of Youth
[http://www.calgaryandareacfsa.gov.ab.ca/crv.nsf/\(Search\)/Developmental+Stages+of+Children-Overview](http://www.calgaryandareacfsa.gov.ab.ca/crv.nsf/(Search)/Developmental+Stages+of+Children-Overview)

Mentoring: A Promising Strategy for Youth Development. Jekielek, S.M., et. al. Child Trends Research Brief. February 2002.
<http://www.childtrends.org/PDF/MentoringBrief2002.pdf>

National Youth Development Information Center at www.nydic.org/nydic has information and directories of youth development resources.

Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the institute generates and communicates new knowledge, and brings together community, state, and national leaders. <http://www.search-institute.org/>

Additional Handouts

Youth Development

Contributed by Reba Rose at Community
Network for Youth Development:
www.cnyd.org



Attitudinal Principles to Maximize Youth Participation

- **Never give an order or direction without a reason.**

Youth will recognize your authority as legitimate when there is reason behind what you ask of them. "Because I said so" is one of the worst things you can say to a teen.

- **Look for places where youth can take responsibility.**

Never underestimate the capability of youth. Giving responsibility creates a sense of ownership and pride. Don't forget the little responsibilities, like taking attendance and cleaning up. Assign roles according to interest and talent, and try to be sure there is a role for everyone.

- **Make processes explicit.**

Explain how you make decisions and why (better yet, involve them in the process!) Be ready to answer questions about agency policy, budget, and goals.

- **Allow for failure.**

Of course, we have a responsibility to prevent major accidents. However, it can be disempowering if we step in too quickly to make sure everything works out right. Sometimes the process and the learning experience are more important than reaching your original goal. Be sure to help youth analyze setbacks in such a way that they become learning experiences.

CONTINUED ON NEXT PAGE



Attitudinal Principles to Maximize Youth Participation, continued

- **Practice common courtesy with youth.**

Youth deserve the same courteous treatment we would give parents, supervisors, or flinders. Listen to the language you use when speaking to participants.

- **Approach the work with humility.**

This means being willing to let go of our ideas about what the group should be doing, or what the goals should be. It also means not being overly invested in how much youth "like" us or our ideas. We have to be able to let go of our plans, and able to let relationships develop at their own speed, if the youth are to take the lead. On the other hand, it is important to know when to be an adult, stepping in to protect vulnerable members of the group, for example.



Steps in Expanding a Youth Participation Program

Evaluate where your agency is on the continuum:

- Getting youth involved in stating goals/needs
- Getting youth involved in activity planning
- Getting youth involved in program evaluation
- Identifying leaders in the group

Training youth with leadership skills (facilitation, conflict resolution, peer counseling, advocacy, activity planning and design)

Have youth train, recruit and support each other
(Older youth train and support younger youth)

Youth involved in program planning/strategic planning, evaluation development, staff hiring, and/or developing indicators and outcomes for themselves

Place youth on board

Hire youth as program staff



Exercise: Practitioner Assessment of Youth Participation and Leadership Development

PURPOSE: TO GUIDE YOU THROUGH THINKING ABOUT YOUR OWN AGENCY AND THE OPPORTUNITIES THAT YOU PROVIDE FOR YOUTH PARTICIPATION AND LEADERSHIP DEVELOPMENT.

1. How do you motivate youth to join? To take responsibility?
2. Do you get youth input into activity planning?
3. Do you get youth input into program design?
4. Do you get youth feedback after they have participated in activities?
5. Do you insure that youth input impacts the program?
How?



Exercise: Relationship Building Indicators

PURPOSE: TO GUIDE YOU THROUGH THINKING ABOUT INDICATORS FOR RELATIONSHIP BUILDING.

	Staff Practice	Youth Experience	Organizational Structure
Emotional Support	ex. Informal staff/youth interaction	ex. The adults here pay attention to what's going on in ray life	ex. Effective staff/youth ratio
Practical Support	ex. Helping youth practice for a job interview	ex. Adults here pay attention to my needs	ex. Staff trainings on community resources for youth
Guidance	ex. Helping youth make difficult decisions	ex. Adults support me through difficult times	ex. Staff have free time to interact with youth
Knowledge of Youth	ex. Asking a youth about his/her family	ex. The staff knows me well	ex. Effective staff/youth ratio



Safety

Creating a safe environment for young people is critical to their healthy development. They must feel secure that they will be protected from harm. They must also feel that their peers and the adults with whom they work will support them in their growth and allow them to make mistakes without judgment. When young people do not feel safe they can become defensive, disconnected, and more likely to engage in high-risk behaviors.

It is essential that youth development programs provide experiences of both **physical** safety and **emotional** safety. Young people feel physically safe when the surrounding environment is properly equipped with systems and procedures to protect them from physical harm. Many programs go to great lengths to train their adult staff in emergency procedures. However, fewer programs put the same amount of consideration into the emotional safety of their environment. A young person feels emotionally safe when s/he is fully accepted and valued as an individual by adults and their peers. This feeling of security allows for greater freedom of expression and sense of connection in their community.

In our exploration of safety, we will:

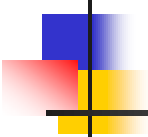
- Define safety and how it contributes to long-term development
- Determine what elements need to be in place in order to promote an environment of physical and emotional safety
- Discuss the importance of creating group agreements with young people as a tool for promoting a safe environment
- Explore the many ways that diversity of age, culture, and experience can affect emotional safety and how to be an adult ally to young people

Guidebook Defs

The World of Adolescents: What
We Need to Know to Work More
Effectively With Them

Contributed by Joel L. Phillips at EMT:
www.emt.org

Additional Handouts



The World of Adolescents: What we need to know to work more effectively with them

Presented by:
Joel L. Phillips
Center for Applied Research Solutions (CARS)
391 South Lexington Drive, Suite 110
Folsom, CA 95630

April 19, 2004



Overview

- Definition
- Facts and myths concerning adolescents
 - Adolescents as a time of change
 - Some statistics
- Adolescent challenges
- Factors that contribute to their development
- What can adults do to promote positive adolescent development?



Adolescence

What is it?

“Adolescence is the pivotal period between childhood and adulthood. It is the time when youth need to acquire the attitudes, competencies, values, and social skills that will carry them forward to successful adulthood. It is also the time when they need to avoid choices and behaviors that will limit their future potential.”

- Eccles and Appleton, 2002

Some terms used to describe the adolescence period:

- Change
- Turbulence
- Difficulty

However:

- Youths can and need to be understood
- Adults can and need to play a constructive role

3



Factors Contributing to Myths about Adolescence

- Adults know all about adolescence; after all, we were kids once.
- Adults tend to generalize about youths based on their personal experience with their children.
- Belief that youth are conformists – monolithic culture.
- Belief that the teen culture is oppositional to the adult world, or at best seeks to exclude adults.



Adolescence as a Time of Change

Changes in adolescents are evident in:

- Gathering and processing information
- Development of their bodies
- Development of their mind
- Relationships and social situations

Rapid change is the underlying characteristic for describing adolescence.

5



Change and Information

- Adolescents seek to increase personal control or how information is collected.
 - ↓ Parents' role as gatekeepers erodes
 - ↑ Information from friends and media expands
- Adolescents process information differently.
 - ↓ Less reliant on authority
 - ↑ Receptive to other sources



Change in Appearance

- Physical development
 - awkwardness
 - many changes challenge their self-esteem
- Differing rates of physical maturity
 - girls generally faster (early maturation linked to eating disorders)
 - for some boys, advantageous for sports
- Period where young people often feel good about their physical changes



Changes in Thinking

- Brain functioning not complete until later adolescence
- Cognitive skills development occurs throughout the adolescent period
- Interaction with adults plays an important role in stimulating and supporting positive cognitive development
- Ability to exercise mature judgment and restraint not fully developed



Changing Relationships and Social Situation

- Period characterized by new experiences, new relationships, new attitudes
- Relationship with family changes
- Growing importance of peer groups
- Adolescents often adopt (try on) new attitudes about school, church, governments and other institutions representing autonomy
- Find themselves in new situations – experience independence and choice
- Most adolescents will experiment with new behaviors, some risky.

9




Some Facts about Adolescent Risks

Alcohol Use

- Nearly one-third (29.1) had first drink before 13.
- Approximately 14.1% of 8th graders, 26.2% of 10th graders, and 30% of 12th graders binge drink in the prior two week before the survey (MTF).
- For 14 years approximately 30% of California 11th graders reported binge drinking in the 30 days prior to the survey. (CSS)
- 30.7% of high school students had ridden 1 or more times with an impaired driver. (YSRB)
- 13.3% of high school students had driven a vehicle one or more times after drinking. (YSRB)

Drug Use

- 42.4% of students had used marijuana during their lifetime.
- 9.4% had used cocaine (lifetime).
- 14.7% had used inhalants (lifetime)
- 9.8% had used methamphetamines.



Some Facts about Adolescent Risks (continued)

Sex

- About 1 million teens get pregnant each year – 80% are unintended, almost 50% end in abortions.
- Among 7th and 8th graders, 16% have had sexual intercourse. For 11th and 12th graders, it is 60%.

Suicides

- During the 12 months prior to survey, 14.8% of high school students nationwide had made a specific plan to attempt suicide.
 - Females were more likely (17.7%) than males (11.8%) to make a plan.
 - Younger students (9th grade) more likely than older students to make a plan.
- 8.8% attempted suicide.

School

- Nearly 25% of high school students do not graduate.
- Approximately one-third do not like going to school.

11



Five Developmental Challenges

1. Achieve independence – change relationship with parents.
2. Form an independent identity, explore new roles: personal, social, sexual.
3. Establish functional peer relationships.
4. Prepare for the future.
5. Acquire and refine effective problem-solving capabilities and moral reasoning.



Five Social Factors That Mediate Adolescent Development

- Peers
- Media
- Family
- Schools
- Community

13



Peers

- Peer relationship extremely important.
- Youth spend 20-25 hours a week with friends.
- Too much time together not good.
- Youth need to spend time with adults, as well as peers – moderates influence of peers.

14



Media

- Music – Extensive role in today's youth's life.
- Music is single most powerful driver for youth in aligning with peer groups.
- Video/computer gaming (social isolation a problem).
- Movies – Most for youth are infused with adult subject matter – violence/sexually provocative.
- Internet – 85% use internet regularly.



Family

- Family life less stable/predictable.
- Less than 40% of parents eat dinner with their children.
- Parents (on average) spend less than 2 hours/week in conversation with their children.
- On average, families move every 2½ years.
- Working women – 71% of married women.
- Approximately 50% of marriages of couples (25-40) will end in divorce. (2/3 will involve children)
- Parents often confused about parenting.
- Families are a positive anchor in lives of most teens – only 5-10% of families experience dramatic deterioration in relationship.

16



Schools

- Defines the framework of teen lives.
- Structure of school system and day to day school environment not aligned with adolescent development.

Promotes

Competition
Social comparison
Behavior control
Diminishes decisions
responsibility

Need

Belonging
Acceptance
Exploration
Responsibility to make own decisions

- Over one-third do not like school.
- Approximately one-quarter drop-out.

17



Community


- Great variations in the amount and nature of youth involvement with community.
 - Involvement with church very positive
 - Exposure to business and employers important
 - Participation in civic action
- Youth are fearful of community as well.
 - Concerned about AIDS, racism, terrorism, and war.
 - Often victim of crime (three quarters of deaths among 15-24 year olds are violent – homicide, suicide, accidents).



Foundational To Their Journey

Youth are trying, through meeting their developmental challenges, to answer three questions:

- Who am I?
- Am I competent?
- Am I loved?



Role for Adult Mentors

- Understand adolescent world and their developmental challenges.
- Discuss with them what it means to be an adolescent.
- Encourage youths to express their specific points of view and explore and reflect on their thoughts and feelings.
- Expand their decision making capacity in your relationship.
- Provide opportunities for youth to share information, experience a sense of sharing and demonstrate respect for others.
- Expose youth to potential employment opportunities.
- Assist youth in beginning the process of thinking about educational and career goals that conform to their sense of self.
- Provide opportunities for civic involvement.
- Provide opportunities for youth to produce or construct concepts, rather than repeat concepts provided by adults.

20

Thank You!

We appreciate your participation in our regional workshop. If you would like more information on our trainings and services contact us by phone at (916)-983-9506 or by emailing our Project Manager, Erika Urbani, at Erika@emt.org. To access our organization online, visit www.emt.org/mentoring.html. We look forward to hearing from you!



Center for Applied Research Solutions

TECHNICAL ASSISTANCE APPLICATION FOR MENTOR PROGRAMS

**ADMINISTERED BY CENTER FOR APPLIED RESEARCH SOLUTIONS (CARS)
FOR THE CALIFORNIA DEPARTMENT OF ALCOHOL AND DRUG PROGRAMS**

Please Return Completed Application By Fax Or Mail To:

**Erika Urbani, Project Manager
Center for Applied Research Solutions (CARS)
771 Oak Avenue Parkway, Suite 110
Folsom, CA 95630
(916) 983-9506 (916) 983-5738 FAX
Website: www.emt.org**

PLEASE ALLOW 2 TO 3 WEEKS FOR YOUR APPLICATION TO BE PROCESSED

Please attach a description of your youth mentor program and any other materials that are relevant to this technical assistance request (e.g., training agenda, mission statement, action plans, etc.). If you have questions about this application, please contact: Erika Urbani at Erika@emt.org or (916) 983-9506. Thank you!

MENTORING Technical Assistance Application

(For CARS Use Only)
TA Number: 1007 -

Program Contact Name: _____ Title: _____

Agency/Organization: _____

Program Name: _____

Street: _____

City: _____ State: _____ Zip: _____ County: _____

E-Mail: _____ Web Address: _____

Phone: () - _____ Fax: () - _____ Program Start Date: (Month/Day/Year) ____ / ____ / ____

How long has this mentoring program been in operation? Under one year: ____ Months One year and over: ____ Year(s)

How would you categorize your site/office? Sole program/office Headquarters/Main office Satellite office
If other than sole office, specify total number of offices: _____

For each question, check *the* most applicable category. Responses will be posted as cumulative results. Thank you!

1. TYPE OF MENTORING PROGRAM (Please check ONE)

- | | | |
|--|--|--|
| <p>Academic</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle school</p> <p><input type="checkbox"/> High school</p> <p><input type="checkbox"/> Junior college</p> <p><input type="checkbox"/> University</p> <p><input type="checkbox"/> School district</p> <p>After-School Program</p> <p><input type="checkbox"/> After-School Program</p> <p>Business</p> <p><input type="checkbox"/> Business</p> <p>Children of Incarcerated Parents</p> <p><input type="checkbox"/> Children of incarcerated parents</p> <p>Coalition</p> <p><input type="checkbox"/> Coalition of mentoring programs</p> | <p>Community-Based</p> <p><input type="checkbox"/> Mentoring is sole program</p> <p><input type="checkbox"/> Mentoring is one of several programs</p> <p>Disabled</p> <p><input type="checkbox"/> Disabled youth</p> <p>Faith-Based</p> <p><input type="checkbox"/> Individual program</p> <p><input type="checkbox"/> Faith-based coalition</p> <p>Foster Youth</p> <p><input type="checkbox"/> Community-based program</p> <p><input type="checkbox"/> Residential home</p> <p><input type="checkbox"/> School-based program</p> | <p>Government</p> <p><input type="checkbox"/> City Agency</p> <p><input type="checkbox"/> County Alcohol and Drug Programs</p> <p><input type="checkbox"/> County Health service agency</p> <p><input type="checkbox"/> California Department of Alcohol and Drug Programs (ADP)</p> <p><input type="checkbox"/> Friday Night Live (FNL)</p> <p><input type="checkbox"/> Governor's Mentoring Partnership (GMP)</p> <p>Literacy Mentoring Program</p> <p><input type="checkbox"/> Literacy Mentoring Program</p> <p>Other</p> <p><input type="checkbox"/> Other, specify: _____</p> |
|--|--|--|

2. AGES OF MENTEES (Check ALL that apply)

- Elementary Middle school High school All youth Other: _____

3. AGES OF MENTORS (Check ALL that apply)

- Middle school High school College students Adults 55 and under Adults 56 and over
- All adults Other, specify: _____

4. PRIMARY TYPE OF MENTORING MATCHES (Check only ONE)

- One-to-one E-Mentoring, one-to-one E-Mentoring, team Integrated approach, specify: _____
- Group mentoring Peer mentoring Team mentoring Other, specify: _____

5. ADDITIONAL TYPES OF MENTORING MATCHES (Check ALL that apply)

- One-to-one E-Mentoring, one-to-one E-Mentoring, team Integrated approach, specify: _____
- Group mentoring Peer mentoring Team mentoring Other, specify: _____

6. AVERAGE ANNUAL MATCHES (including ongoing and new matches)

- a. Number of matches during 2003: _____
Percentage of matches that lasted: **under 6 months:** _____ % **over 6 months:** _____ %
- b. How many youth are currently on a waiting list? _____

7. DOES YOUR PROGRAM/OFFICE PARTNER WITH OTHERS IN YOUR COMMUNITY (Check ALL that apply)

- Business Local government Schools Service organizations
- State agencies Volunteer centers Other, specify: _____

8. How did you hear about Mentoring Program Technical Assistance? (Check only ONE.)

- | | |
|---|---|
| <input type="checkbox"/> CARS/EMT | <input type="checkbox"/> Conference |
| <input type="checkbox"/> Colleague | <input type="checkbox"/> Internet |
| <input type="checkbox"/> County Alcohol and Drug Program | <input type="checkbox"/> Mentoring consultant |
| <input type="checkbox"/> California Department of Alcohol and Drug Programs (ADP) | <input type="checkbox"/> Mentoring training event |
| <input type="checkbox"/> Governor's Mentoring Partnership (GMP) | <input type="checkbox"/> Previous utilization |
| <input type="checkbox"/> Other: _____ | |

9. If you checked previous utilization in number 1, please describe:

10. Do you currently receive government funding? (e.g., AmeriCorps, Office for the Secretary of Education, Community Challenge Grant, Community Services Development, ADP, etc.)

- Yes No

If so, what? _____

11. Please describe your existing mentoring issue(s) or need(s) and what technical assistance (TA) or training is needed to address this issue or need. (Use additional paper if necessary.)

12. Primary issues addressed by your program:

- | | | |
|---|--|---|
| <input type="checkbox"/> Academically at-risk/drop-out prevention | <input type="checkbox"/> Drugs/Alcohol | <input type="checkbox"/> Homeless Youth |
| <input type="checkbox"/> Adjudicated Youth | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> School-To-Career |
| <input type="checkbox"/> Children of Incarcerated Parents | <input type="checkbox"/> Gangs | <input type="checkbox"/> Teen pregnancy |
| <input type="checkbox"/> Disabled Youth | <input type="checkbox"/> General youth development/support | <input type="checkbox"/> All issues |
| <input type="checkbox"/> Other (please specify): _____ | | |

13. How long have you been associated with this agency/organization?

14. Proposed timeline or training date(s): (Please allow 2 to 3 weeks for processing)

15. Estimated Number of Participants.

Estimated number of people participating: _____

Estimated number of organizations participating: _____

16. Where will the consultation occur?

- Yes No

If yes, please specify: _____

17. Are you requesting a specific consultant?

- Yes No

If yes, please specify: _____

18. Please identify your primary goal(s) and specific outcomes to be achieved through the requested TA or training.

TA Goal(s): _____

TA Outcomes: _____

19. Does/will your mentoring program primarily serve specific populations of mentees? (e.g., disabled, racial/ethnic, gay/lesbian/bisexual/transgender, foster youth, homeless, etc.)

Yes No

Please describe: _____

20. Please identify the primary target populations that will be directly impacted by the TA or training services (i.e., populations that will receive the training or TA). Check all that apply.

Racial/Ethnic Groups:

- African American Asian American Caucasian Hispanic/Latino
 Native American Pacific Islander All Other: _____

21. Does your organization have resources to pay for or share the cost of the technical assistance or training services? (e.g., funding for consultant fee, photocopying training materials, etc.)

Yes No Partial (please describe): _____

22. Briefly describe the current status of your mentoring program:

23. List any products that your organization will develop as a result of this TA or training service (e.g., videotape, handbook, curriculum.)

Please remember that the ADP Resource Center has written resources available for you. You may contact them at (800) 879-2772 or (800) 662-4357 or <http://www.adp.state.ca.us/rc>.