

HELIN INSTITUTE

Youth Uprising Project (YUP!)

Social Emotional Learning Youth Development Program

The starting point for the Social Emotional Learning Youth Development Program for Socio-Economically Disadvantaged, Foster Care and Juvenile Justice-Involved youth development mentoring programs began with two critically important questions:

1. Why is there a need for a Disadvantaged Youth Mentoring program?
2. What does success look like for the participants of a SEL program?

What You Should Know About Foster Youth...

- *There are approximately 400,000 children in foster care in the United States*
- *At least 38% of foster youth experience 5 or more placements*
- *73% of foster youth spend two or more years in the foster care system*
- *Studies have shown that an average of 61% of children entering the foster care system test positive for developmental delay – In sharp contrast, the general population averages 4 to 10%*
- *Many young children who enter the foster care system are further traumatized as they are placed in a different home than their brother or sister.*
- *Many foster care youth are also juvenile justice-involved youth (crossover youth)*
- *African-American children have the highest rate, per capita, of children entering the foster care system in the United States*
- *Many foster care youth live in group homes.*

What You Should Know About Child Abuse...

- *Child Abuse is the 3rd leading cause of death of American children under the age of 4*
- *Every 10 seconds a child abuse report is placed*
- *On average, 5 children die every day in the United States as a result of child abuse*
- *79% of the children killed as a result of abuse are younger than 4 years old*
- *Children ages 0-3 are the most likely to experience abuse*
- *25 percent of all children entering the foster care system are infants*
- *30% of abused and neglected children will later go on to abuse their own children, continuing the horrible cycle of abuse*
- *The estimated annual cost of child abuse and neglect in the United States for 2008 was \$124 billion.*

Disadvantaged Youth and Education

- *Disadvantaged and Foster Care youth are 15% less likely to complete high school when compared to their peers*
- *24% of Disadvantaged and Foster Care youth struggle with disabilities while in school*
- *Across the United States, 52% of Disadvantaged and Foster Care youth attend schools that rank in the lowest 30 percent*
- *Only 50% will receive a high school diploma*
- *Only 10% of former foster youth will attend college and, of that 10%, only 3% will graduate*

Statistics After Leaving Foster Care

- *50% of former foster youth will be homeless during their first two years after exiting the foster care system*
- *40% of foster care youth are also Juvenile Justice-Involved, have been incarcerated*
- *33% of foster care youth will suffer a mental illness*
- *60% of girls become pregnant within a few years after leaving the foster care system*
- *50% of youth leaving foster care are unemployed*
- *33% receive public assistance*

...this is why we do what we do.

The mission of the Youth Uprising Project (YUP!) is to stop the downward direction of young lives and help under-served disadvantaged youth rise to their full potential. The YUP vision will be translated into SMART objectives: ***specific, measurable, attainable, relevant and time-bound***. The SMART objectives will provide direction to program participants, establish program key performance indicators (KPIs), and help organizational leaders, the community, volunteers, and program participants understand why they should offer their support. Our success will be determined by the degree to which we measure our performance against established goals. Performance goals and objectives will be the collaborative outcome between all stakeholders.

YUP mentoring programs will offer both structure and flexibility. Structure provides participants a mentoring workflow to follow and is critical to help participants achieve productive learning that reaches defined goals. Similarly, flexibility is essential to support varying individual mentoring needs across specific performance goals, preferences, and individual needs.

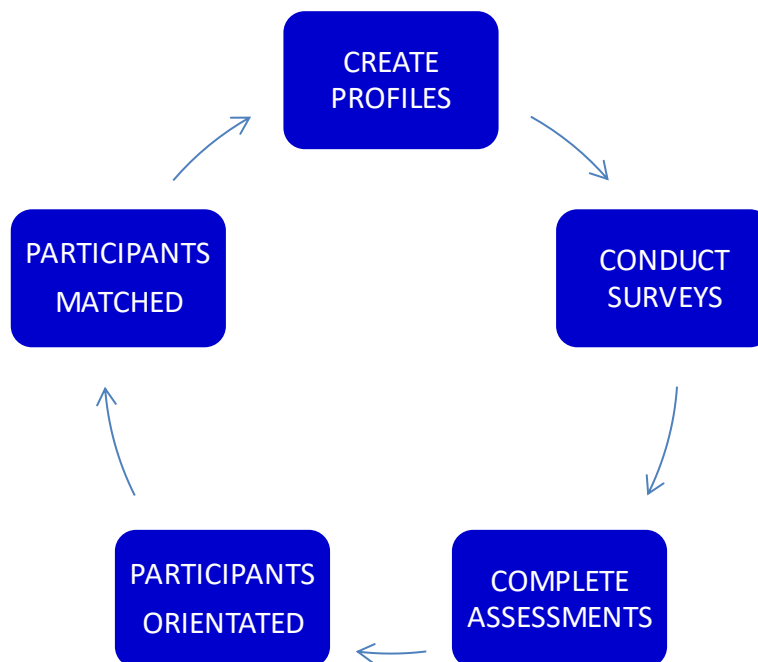
Key design decisions include:

- **Enrollment** – Disadvantage/Foster Care/Juvenile Justice-Involved Youth
- **Matching** – Participants (mentors and mentees) will be profiled
- **Assessment** – Each participant youth will undergo an assessment
- **Mentoring style** – Traditional, flash, reverse
- **Connection type** – 1 on 1, group, projects, and activity clubs
- **Connection duration** – Weekly and incessantly
- **Community/social aspects** – Measuring, tracking and reporting needs.
- **Summer engagement** – Summer Camp

Youth Uprising Project Connection and Development Activities

Connection and Development Activities	HS	MS	ELEM
• Mentoring Series – 8 Seminars	✓	✓	
• Off-Series Focused Acute Diversion Activities	✓	✓	✓
• 1 on 1 Mentoring-BIG Hero House	✓	✓	✓
• Social Emotional Learning-Language/Performing Arts	✓	✓	✓
• BIG Girl Exceptional Women Conference	✓		
• ConVerse Café Spoken Word Events	✓	✓	✓
• YUP! Writing Club	✓	✓	✓
• HELIN INSTITUTE Emerging Leaders Program	✓	✓	✓
• Economic Development/Entrepreneurship Youth Conference	✓		

The program director will create a program workflow diagram to explain each step of the youth development program. The diagram will provide details such as key actions, timeframes, support resources, and criteria for moving to the next phase. Specific areas that may require some flexibility to support participant needs will be clearly identified.



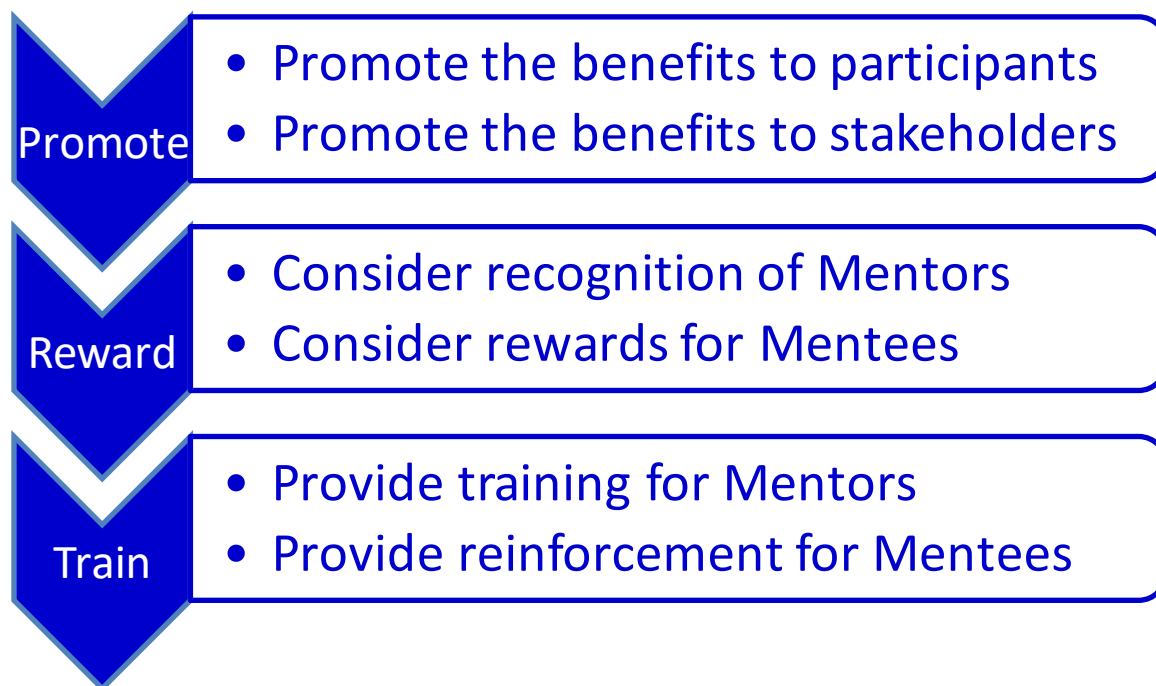
Attract Participants for Your Mentoring Program

The effectiveness of the Youth Uprising Program social emotional learning programs will be predicated on the quality of the program's promotion, mentor recruitment, and mentor training. Program marketing will follow the identical process utilized by The HELIN INSTITUTE Youth Programs and our Mentoring the HELIN Way mentoring program.

Mentors and mentees will be educated on the benefits of the program. For many, this will be their first opportunity to participate in mentoring. They will understand the true value of their time and effort in participating. Beyond participants, key leaders and stakeholders will be educated on the benefits of the program and strategic value to the school district, the community and the participant mentees and mentors.

Considering the needs of mentors will be critical. Building a solid base of professional, talented and committed mentors will be the foundation of the programs. Lastly, productive mentoring doesn't just happen. Mentoring the HELIN Way training will be provided to all mentors regarding the program's goals, participant roles, mentoring best practices, and the mentoring process. An orientation will allow mentors and mentees to clarify their own objectives. The need for training and guidance doesn't end after the initial orientation. Tips and best practices will be provided throughout the mentoring program to help participants stay on track and get the most out of the program.

HOW TO ATTRACT PARTICIPANTS TO THE PROGRAM



- Promote the benefits to participants and stakeholders
- Consider recognition and rewards for participation
- Provide training and reinforcement throughout the program.

Connect Mentors and Mentees

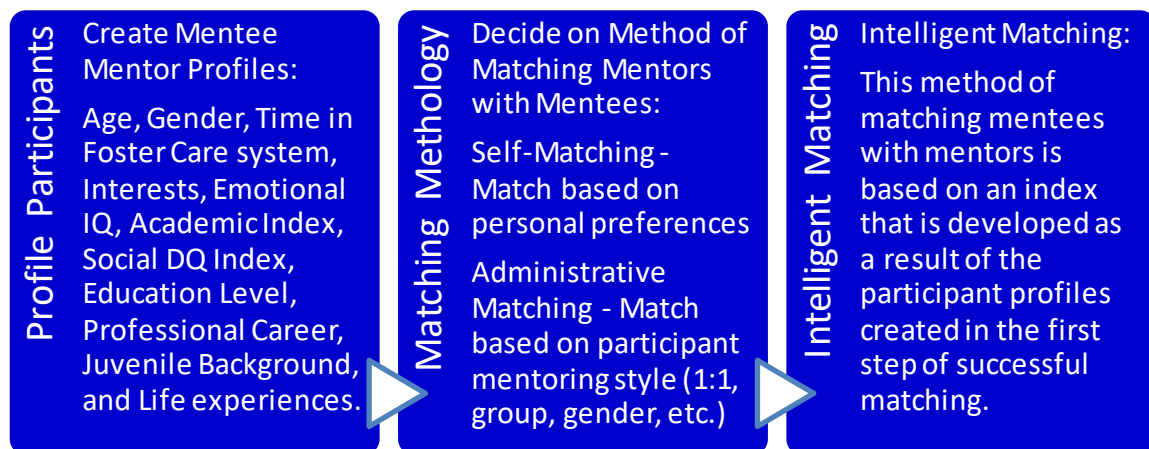
A productive mentoring relationship depends on a good match.

Matching is often one of the most challenging aspects of a program. Participants will bring various competencies, backgrounds, learning styles and needs. A great match for one person may be a bad match for another.

Matching starts by deciding which type of matching offered in the program: self-matching or admin-matching. Mentees will be given a say in the 1 on 1 matching process by allowing them to select a particular mentor or submit their top three choices. Self-matching is administrative light, which in larger programs can be a huge plus.

For the more structured programs, such as large groups and the lecture style series, the program will utilize bulk, or admin-matching. The program will evaluate various match combinations before finalizing, as ensuring quality mentors are provided for all mentees.

3 STEPS TO SUCCESSFUL MENTOR MATCHING



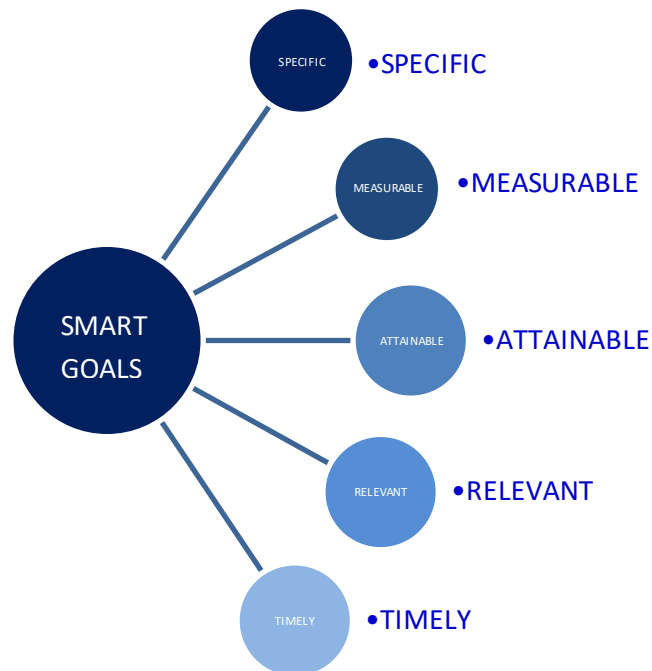
Steps to Successful Mentor Matching

- Create user profiles with rich data like gender, college, interests, and job function
- Decide on your method: self-matching or admin-matching
- Intelligently match based on profiles, improving match quality while saving time through software

Matching best practices start with a solid profile for all participants (mentors and mentees). Critical profile elements will include development goals, specific topical interests, location, experiences, and matching preferences. **All 1 on 1 matching will be same-sex mentor-to-mentee matches.**

Guide Mentoring Relationships

SMART GOALS



Once participants are enrolled, trained, and matched, the real action begins. This is the point where mentoring can get stuck. Left to themselves, many mentoring matches will take off and thrive. But some may not. Why? Because mentoring is not typically part of one's daily routine. Without direction and a plan, the mentoring relationship is vulnerable to losing focus and momentum. That is why YUP will provide structure and guidance throughout the mentorship. Such guidance will be vital to the success of the foster care youth mentoring program.

All mentorships will have SMART goals and action plans. This will serve two purposes. First, it will provide a focus at the onset, which will help mentorships get off to a good start. Second, it will add accountability to accomplish something.

Establishing SMART goals will be a collaborative effort between public school districts and the Relationship Academy. Dr. Terrence Schofield, a licensed clinical psychologist and founder of the Relationship Academy, will conduct mental health and behavioral health assessment of each youth participant. LEA's will provide information concerning academic performance, social development, attendance, and personal conduct of each youth participant. From this collaboration, individual participant and programmatic SMART goals will be established. Dr. Schofield will be the primary provider of structure and guidance for the mentoring program.

In addition, all mentoring relationships will have the benefit of timely and relevant “help resources” (topical content, mentoring best practices, etc.) throughout the mentorship. Chunk-sized content will be delivered at key points to ensure SMART goals are met.

As a mentoring connections progress, established checkpoints will require mentorships to report on their progress. HELIN INSTITUTE will formally track the details, as the act of reporting progress helps mentors and mentees stay productive.

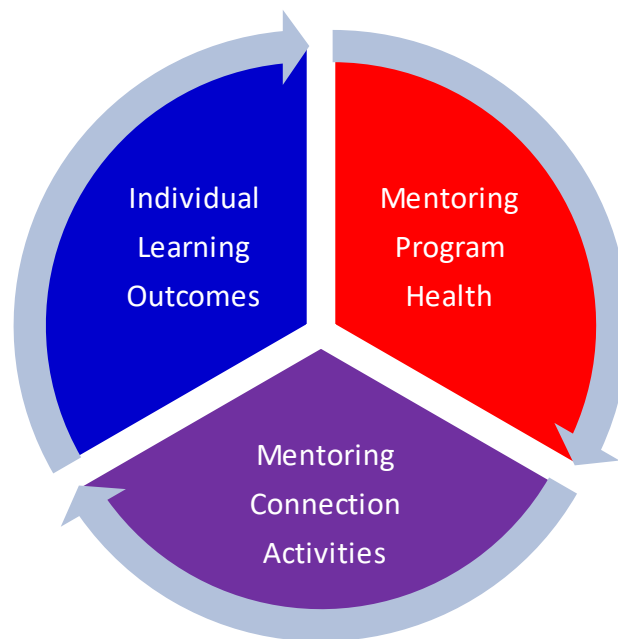
Lastly, there will be a formal process that brings closure to the mentoring experience. Within this process, the program will provide an opportunity for both the mentor and mentee to reflect upon what was learned, discuss next steps for the mentee, and provide feedback on the benefits of the program and process.

Measure Your Social Emotional Learning Program

Understanding how our YUP program measures up to expectations will be the most important phase of all.

Mentoring is a significant investment when you consider program management, infrastructure, and the valuable time of participants. Articulating the impact is essential to secure ongoing funding and support. In addition, the measure phase is also focused on assessing program health to identify trouble spots and opportunities.

YUP! Mentoring programs will be tracked, measured, and assessed at three altitudes: the program, the mentoring connection, and the individual. To be effective the program will require the ability to capture metrics and feedback throughout the program lifecycle.



At the program level, the program will build metrics around defined SMART objectives. For mentoring connections, the program will strive to understand mentorship behavior to identify roadblocks and opportunities. Common questions the program will ask are: Is the mentoring timeframe too long, too short, or just right? Are mentorships getting off to fast starts? Are participants leveraging content resources provided by the program?

Participants will understand the impact of mentoring in terms of outcomes while acquiring program feedback. Surveys will be administered to participants and stakeholders to capture outcome and feedback. The surveys will, in part, guide the future performance goals and ideas for improvement of the program.

The Benefits of Social Emotional Learning

As a development strategy, social emotional learning is one of the most effective methods of long-lasting youth development and learning...

- Increase in academic performance
- Increase in the rate of emotional and social development
- Positive behavior modification
- Increase in self-esteem and personal confidence
- More positive outlook on life
- Better understanding of cause and effect
- Increased trust in adults and the social system

Mentoring is a proven strategy for positive youth development. Youth are more likely to succeed in life when they have the additional support of a caring, consistent adult mentor. Having a mentor can enhance a young person's learning skills and help build resiliency and self-control. Youth with mentors are less likely to engage in risky behavior with drugs and alcohol, and are more likely to develop positive relationships with peers and adults, and to grow up to become productive members of society.

The Mentoring Effect

The Mentoring Effect is a study completed in 2014 by *MENTOR, The National Mentoring Partnership*. It shares data from the first national survey of young peoples' opinions on formal and informal mentoring. The survey showed that mentoring has a profound positive impact on youth, especially *at-risk* youth.

At-risk youth who had a mentor are...

- **200% more likely to hold a leadership position in a club, school council, sports team or other group**
- **81% more likely to participate in sports or extracurricular activities**
- **78% more likely to volunteer regularly in their communities**
- **55% more likely to enroll in college**

The Role of Risk: Mentoring Outcomes for Youth with Varying Risk Profiles

The Role of Risk is a study completed in 2013 that examined mentoring program relationships, experiences, and benefits for *at-risk* youth found that the strongest most consistent benefit for mentored youth was a reduction in depressive symptoms. The study also found...

- **Greater acceptance by their peers**
- **More positive beliefs about their ability to succeed in school**
- **Better grades in school**

Making a Difference

A study by Big Brother Big Sisters found mentoring can have a profound impact on youth. After just 18 months in a mentoring relationship youth were...

- **46% less likely to begin using illegal drugs**
- **27% less likely to begin using alcohol**
- **52% less likely to skip school**
- **37% less likely to skip a class**
- **33% less likely to hit someone**

Social Emotional Learning

Social emotional learning, also known as “soft skills,” isn’t a new phenomenon, but it is rapidly gaining momentum nationally as educators, employers and even economists recognize the value of developing the whole individual utilizing “wrap-around” programs, not just focused academic readiness. In a three-part series approach, The HELIN INSTITUTE engages social emotional learning from a human-interest standpoint, as a burgeoning local and national movement, and as an investment opportunity into the lives of youth and young adults. Partnerships, funding and support from public and private foundations, local education agencies, county Juvenile Justice-Involved systems, and innovative community-based programs, such as the Youth Uprising Project, have proven to have tremendous positive outcomes.

Social Emotional Learning at Work

Here’s a story about emotional redemption: A teenager on probation enters the Creative Solutions 2016 summer program at Southern Methodist University. He’s withdrawn, non-verbal, can’t even make eye contact. He has closed off the world in his attempt to hide behind a broken soul.

Two weeks into his work with Creative Solutions, a partnership with the Dallas County Juvenile Department, SMU and Big Thought that teaches performing and visual arts to teen probates, proves cathartic. He suddenly felt comfortable enough to write down his emotions and recount past traumas through poetry.

“A couple more weeks later and he felt safe enough to share those with his mentors,” says Allison Caldwell, Youth Development Specialist at Big Thought. “During the very last week of the program, he decided that he wanted his words published in the poetry anthology and that his poem was worthy of sharing in front of an audience. His voice shook towards the beginning, but his confidence grew as he felt the support from his peers.”

Writing was the salve, the elixir that helped this teenager overcome depression. “His story is the perfect example of the beginning of a journey towards social emotional growth,” says Caldwell. “He reflected on his emotions and experiences, connected with others, and was beginning to learn how to manage his emotions.”

There you have social emotional learning at work, its transformative powers in full throttle. But what exactly is social emotional learning, and why has it become a national buzz phrase in education? According to CASEL, The Collaborative for Academic, Social and Emotional Learning, “social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

HELIN INSTITUTE, Youth Uprising Project, has spent more than five years applying social emotional learning to our work in the Amani Man Project (AMP) and the BIG (Brilliant, Independent, Gorgeous) Girl Mentoring Program, the trauma informed language and performing arts program for middle and high school students in partnership with the Relationship Academy’s Big Hero House.

Social emotional learning skills exist on a continuum – a person can never truly master an entire social or emotional skill, rather one continues to deepen his or her understanding of himself or herself and the world around them as he or she practice social and emotional competencies. All of our programs at the Youth Uprising Project are infused with opportunities for youth and young adults to develop social emotional learning skills.

ConVerse Cafe

Social Emotional Learning: Developing the Whole Individual

The Challenge

The disconnecting social trends, fractured human relations and lack of access to performing arts and other modes of emotional self-expression, with the additional absence of safe havens for creative mental exchanges, widens the opportunity gap for youth and young adults.

The Solution

In a collaborative alliance with the Sierra Health Foundation, Mental Health California and the Relationship Academy, we use basic cognitive intervention techniques, empathy elevation and imagination planning to help middle and high school students find their voice through behavior modification mentoring programs, after-school programs, writing workshops, and ConVerse Cafe spoken word events at local schools, community centers, and juvenile justice facilities. Participants are administered an information survey and are exposed to an intake interview to assess the participants. The SMART mentoring is utilized as a basic means of behavior modification. Once the participants graduate from the mentoring program, they are introduced to our written and spoken word language and performing arts social emotional learning program.

Our Five-Step Approach

1. **Inform.** We assess each individual and become trauma informed so that we can tailor necessary programmatic services as an initial acute diversion to suffered trauma and commence basic behavior modification.
2. **Rehabilitate.** We provide an 8 weeks traditional mentoring program to create a safe haven, establish program parameters and advance behavior modification.
3. **Learn.** We build a curriculum-based cognitive learning program that teaches and develops students' skills in the spoken word genre of language and performing arts of their choosing (poetry, rap, song, essay writing, storytelling, etc.).
4. **Practice.** We provide ongoing instruction through after-school programs, summer programs and spoken word events.
5. **Perform.** We provide a unique open-mic setting at ConVerse Cafe, including music and art, to showcase their work throughout the year.

Life-cycle Programs

HELIN INSTITUTE further engages the life-cycle of the person by providing two annual conferences and a leadership institution opportunity that extends the impact of social emotional learning into the economic and leadership development of participants, as high school-aged participants transition into adulthood.

- IMANI MAN Project Mentoring Program
- BIG Girl Mentoring Program
- BIG Girl Conference
- California Economic Development, Health, and Education Youth Conference
- HELIN Institute Emerging Leaders Program Year-at-the-Institute