Congratulations and welcome New Mentors to the Hoosier Youth ChalleNGe Academy (HYCA) Family!

Dear Friend of Youth,

Today’s youth encounter many risks that place them in jeopardy of poor developmental outcomes. One of the best ways to combat these risks is through education. Unfortunately, roughly 22,000 Indiana High School students dropped out last year or are habitually truant, costing Indiana taxpayers over 5 million dollars annually in state and government assistance programs, criminal activities, juvenile detention and prison cost, substance abuse and treatment facilities, teen pregnancies, and increasing medical costs.

Statistics indicate that 67-80% of Indiana State and Federal inmates are high school dropouts. As you are aware, in the early 1990’s Congress not only recognized the National guard’s ability to train, lead, and mentor youth, but also the importance established through strong community ties. As a result, Congress enacted legislation authorizing each state the opportunity, as part of its domestic mission, to conduct a Youth ChalleNGe Program. The Indiana Hoosier Youth ChalleNGe Academy (HYCA) is a result of this effort.

HYCA is a 17 ½ month program offered to youth ages 16 – 18, who are at risk of not graduating, have dropped out, been expelled from High School that are currently drug free, an Indiana resident, unemployed, not pending felony charges or convictions, willing to commit for the 5 ½ residential phase, and mentally and physically able to complete the program. Supported by a mission of offering Cadet participant’s the opportunity to develop the strength of character and the life skills necessary to become successful, responsible citizens. We are very fortunate to be involved with such a valuable asset to our communities.

Please help us spread the word and the need for community support for the Indiana HYCA. If you are familiar with anyone within the Indiana Department of Education (IDOE) please share this with them. For more information, please visit our website at www.ngycp.org/state/in. HYCA staff, graduates, and Parents are available to make on-site presentations in your area to share our stories and successes with everyone. We look forward to speaking with you soon.

The Post Residential Advisors (PRAs) will be sending you their contact information this month via cadet mail. We want to welcome you aboard and introduce ourselves to you. If we catch you at a bad time, feel free to give us a better time and/or location to contact you. Each month your PRA or Mentor Coordinator will call or email to say hello, review your mentor report, give you encouragement, discuss any questions or problems, and to get some specific information about your Cadet/Mentee in the post residential phase. Monthly calls usually last no more than 20 minutes, depending on your timeliness and accuracy when you turn in your mentor report and are based on any concerns addressed at that time. If the PRA contacts you and gets information about your Cadet that DOES NOT MEAN that you can neglect submitting your report. We need your report to authenticate your student’s file and to have in our records as proof that mentoring is very valuable to the success of our young adults.

Your Mentor training packet includes 1 “Monthly Mentor Reports (MMR)” for your use during the Post Residential phase of your commitment as a Mentor. Please feel free to copy these if you prefer this method and would like to fax or mail the report to the PRA. We also offer other convenient methods to submit your Mentor report. You will learn about them later in the training. Please begin tracking all contacts with your Cadet while they are at HYCA which includes email, mail, phone call, or face to face visits. Your reporting schedule is written below for your convenience. Please keep this information somewhere readily accessible in case you need it again. HYCA PRA contact information is listed below. Please contact your PRA immediately if you have a crisis or emergency in your relationship with your youth. We’re here to help you build a relationship and friendship that will last a lifetime.

Again, thank you for allowing us to assist Indiana youth with an opportunity to DREAM, BELIEVE, ACHIEVE!

Sincerely,
The HYCA RPM Team
Hoosier Youth ChallengeNG Academy Basic Mentor Training

Welcome to the Hoosier Youth ChallengeNG team. Your combined 4 hours of training sessions will:

- Educate you about the National Guard Youth ChallengeNG Program
- Educate you about the benefits of Mentoring
- Enlighten you about how Mentoring helps Cadets
- Advise you of our expectations and standards for the mentoring relationship for your Cadet
- Provide you with resources and tools to be the best Mentor you can be
- Bring to light issues of today’s youth and the mechanics of forming bonds with them

Please take some time to review the following forms and await instructions from the training leader about which forms to complete. In about three to four hours you will be ready to improve Indiana, One youth at a time!

This manual is not all-inclusive, but it is designed to serve as a resource for mentor during the residential and post residential phases of the program. Remember that as a mentor you are limited only by your imagination and creativity. Use the ideas provided in this manual as a spring for you to bounce into your new role as a mentor. If you create exciting new activities that work please share those ideas with us. We are always open to new suggestions for improving and enhancing our training courses and materials.
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I. PROGRAM OVERVIEW

In 1993 ChalleNGe was designed to produce long-term post-residential success for young adults that were struggling academically. Studies showed that these youth were less likely to succeed as adults and three times more likely to slip into poverty or criminal activity. Without intervention delinquent youth cost states millions of dollars per year. In 2007, Indiana became the 27th state and the 32nd Youth ChalleNGe Program across the United States.

The Indiana National Guard Hoosier Youth ChalleNGe Academy is a 17 ½ month program, which offers at-risk adolescents an opportunity to change their future. The initial part of the program consists of a five-month residential phase. During this time, the young people will learn self-discipline, leadership and responsibility, while working towards a high school equivalency diploma (GED). Participants live and work in a controlled military environment, which encourages teamwork and personal growth. A second twelve-month phase consists of helping to enroll students in continued education, a technical school program, or an entry-level job. The young person works with the guidance of a trained mentor during the post-residential phase.

A. GOALS AND OBJECTIVES

The Youth ChalleNGe Program curriculum combines work, service to the community, physical training, and challenging individual and team activities into one unique experience. The core of the program consists of 200 hours of classroom instruction to prepare students for the state high school equivalency diploma (GED). Other major blocks of instruction include a career skills and exploration program, health and drug abuse awareness, leadership and discipline, personal development, physical fitness, and basic work skills. Cadets participate in service to community projects to encourage personal growth and development.

The Hoosier Youth ChalleNGe Program is run by trained, active, or retired National Guard and civilian personnel. One adult counselor is assigned to an appropriate ratio of cadets, and classroom size is limited to ensure maximum personal attention for each student. Additional support staff includes certified medical personnel, administrative staff, case managers and placement counselors. Upon completion of the residential phase, a trained and matched mentor from their community assists the cadet in post-graduate development.

The post-residential phase of HYCA is a period of 12 months of continued support to cadets who have successfully completed the program’s residential phase. The goal of the post-residential phase is to place and keep each cadet in continued, gainful, and meaningful employment or in a vocational/educational program. There is no cost to participants or their families for this program.

The Hoosier Youth ChalleNGe Program does not exclude any person based on race, color, national origin, gender or religion. “As required by the USDA National School Lunch Program, This institution is an equal opportunity provider”. 
B. EIGHT CORE COMPONENTS

While attending the Hoosier Youth Challenge Academy, the cadets are introduced to the eight core components. Each component emphasizes essential skills needed to function in today’s society. The cadets are trained and then tested on the eight core components. In order to achieve their rank and successfully complete the program cadets are required to excel in each component. The eight core components are:

- Life Coping Skills
- Academic Excellence
- Job Skills
- Responsible Citizenship
- Leadership/Followership
- Health and Hygiene
- Physical Fitness
- Service to Community

**LIFE COPING SKILLS:** Under the core component of life coping skills, cadets receive training on everyday skills required to function in today’s society. Cadets are tested on for example: understanding basic economics and personal financial management, obtaining and maintaining a good credit rating, debt management, debt avoidance strategies, ability to set and achieve goals, and knowledge and understanding of conflict resolution strategies.

**ACADEMIC EXCELLENCE:** Within the educational excellence component, cadets are pushed to increase their educational grade level or obtain their GED. They are coached on strategies for continuing their education or obtaining verifiable employment. Additionally, to make them more marketable HYCA cadets are instructed on keyboarding to keep up with upcoming technology.

**JOB SKILLS:** Cadets are trained in the art of making themselves more marketable for job hunting. Cadets are instructed how to obtain a job to maintaining employment. Some specific skills that are emphasized are: completing a job application, constructing a suitable resume, responding to employment ads, and appropriate appearance and behavior during job interviews.

**RESPONSIBLE CITIZENSHIP:** Cadets will be taught the importance of being a responsible citizen of the United States. They will learn: the basic understanding of the Constitution and U.S. government, understand the election and voting process, and will register with the Selective Service Board and register to vote when applicable and appropriate.

**LEADERSHIP/FOLLOWERSHIP:** Cadets are placed in various positions within their platoon to learn skills in being a leader and follower. Every cadet will hold a leadership position within his or her platoon. Cadets are expected to have to ability to demonstrate: basic military custom and courtesy, moral/ethical leadership, good
citizen values: i.e. integrity, honesty, trust, ethical behavior, morality, fair play, responsibility, respect for oneself and others, and loyalty. Additional, cadets are taught the importance of teamwork and functioning as an effective team member.

**HEALTH AND HYGIENE:** Cadets are expected to demonstrate the understanding of: the effects of substance abuse on physical health and well-being, the importance of a proper diet, a general knowledge of physical fitness concepts, and sexually transmitted diseases including AIDS.

**PHYSICAL FITNESS:** Cadets will be in the best shape of their lives during their time at HYCA. Cadets are evaluated on their participation in regularly scheduled physical fitness training to the greatest extent possible. Also it is a goal of HYCA for each cadet to improve their level of fitness in all categories of the President’s Council on Physical Fitness Training.

**SERVICE TO COMMUNITY:** Cadets are taught that part of being a responsible citizen is giving back to the community. While at HYCA, cadets are required to complete 40 hours of community service activities, participate in planning a community service project, and demonstrate an awareness of value of community service.

**C. PROGRAM ELIGIBILITY**
The mission of the National Guard Youth Challenge Program is to intervene in the life of an at-risk youth and produce a program graduate with the values, skills, education and self-discipline necessary to succeed as an adult.

**FOR A CADET:**
The basic qualifications for acceptance into the Hoosier Youth Challenge Academy (HYCA) program are:
1. Must be between the age of 16-18 at entrance time (Class start date)
2. A high school dropout, expellee, or someone who has not attained a GED or high school diploma
3. Committed to remain “Drug Free” (applicants will be tested between the first 45 days of class start date)
4. Mentally and physically capable to participate in the program
5. Not in trouble with Law Enforcement (No pending cases or ever convicted of felony charges or convictions)
6. An Indiana resident

**FOR A MENTOR:** See Mentor Prospect Position Description
II. DEFINITION OF A MENTOR

In Greek, it means “steadfast” or “enduring”. In the Western thought, we have come to use the term role model as interchangeable with the mentor. Riverside Webster’s II New College Dictionary 1995 defines a mentor as “a wise and trusted teacher or counselor”.

The act of mentoring is a series of ongoing of little successes. You will be able to make a real impact through consistent and ongoing relationship building. As you and the young person develop new skills, goals and new habits begin to emerge, the mentor should continue to encourage, guide, and shape this growth.

Partners, Inc., a twenty-five-year-old intensive-mentoring program in Colorado, defines a mentor as a “friend, advocate, and role model.” The young people at the Youth Challenge Program look for the same fundamental things everyone does in a friend. A friend should be someone who is trustworthy, sincere in their actions, and shares common interests and experiences. Though the cadets did not use the term “advocate”, they did echo the concept. The mentor should be willing and active in their efforts to further the young person’s interests and goals. While discussing the term role model, the cadets voiced a need for someone to look up to and to have the opportunity to learn from the experiences of another. But most importantly, to guide and support them to become whoever they choose to be.

<table>
<thead>
<tr>
<th>Position Summary</th>
<th>The mentor serves as a role model, friend and advocate to a cadet for at least 14 months. (2 months after match and for 1 year after graduation)</th>
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</table>
| Working Relationships | • Reports to Regional Coordinator or the Post Residential Advisor  
• Mentors a cadet  
• Returns completed screening materials promptly. |
| Duties and Responsibilities | • Complete Mentor Basic Training (learning about your commitment to the youth and to HYCA) and two three hours of visitation with the youth during the residential phase at the Mentor Match Ceremony.  
• Commits to spending at least 14 months in consistent contact with a cadet.  
• Makes consistent contact with the cadet by phone, mail, or in person monthly. Four contacts per month are required. At least two of these must be face to face during the Post-Residential Phase each month.  
• Shares occasional, informal fun activities with his or her cadet. The mentor and cadet will jointly select and schedule the activities.  
• Assist the cadets with the PRAP modification and discusses his or her progress in that plan.  
• Communicates at least monthly by phone, mail or online reporting with the Post Residential Advisor. The mentor promptly informs the Advisor of problems or needs in the cadet’s life or in their relationship.  
• Observes all program policies and guidelines for mentors. Discuss violations of policies by cadets with the Post Residential Advisors.  
• Refers the cadet to community resources as needed |
III. RESPONSIBILITIES OF MENTORS

A. During the Residential Phase of the program there are two major requirements for mentors. You must attend a 2 hour online mentor training and a 2 hour mentor training facilitated by trained HYCA staff. And Mentors must maintain weekly communication with the cadet during the 5 ½ month residential phase by either writing, emailing, or through phone calls offered by the academy. This ensures you both are communicating while he/she is here and sharing insight on what you and his plans are for his success track. If for some reason you are unable to accomplish either one of these, mentoring may not be for you at this particular time for a HCYA cadet. By maintaining communication, whether it is by face to face visits on Sundays which are optional, phone calls provided, emails sent by mentor or letter communications to and from cadet and mentors it will make a world of difference in the formation of this relationship. The length of the formal mentoring relationship is 14 months which is a total of 2 months while the Cadet is in the Residential Phase and 12 months in the Post Residential Phase. The more contact your Cadet has with you, the stronger your foundation will be. Mentors are allowed to visit Cadets when scheduled after the Mentor Match Ceremony. This time will allow you to bond and become familiar with each other. To have the most positive impact on your cadet it will take you and the parents/guardians working together also.

B. During the Post-Residential Phase mentors are to provide support, guidance, and encouragement to keep their cadet in pursuit of goals established in their Post Residential Action Plan (PRAP). The PRAP is a tool used to build the bridge between the Residential and Post Residential Phases and reflects a series of planned goals and objectives based on each of the 8 Core Components established by HYCA to achieve success. The PRAP was developed with the intention that it would guide youth into long-term placement after graduation from the Residential Phase. The PRAP is implemented when the graduates return home to their communities. With the guidance of their mentor, 85% of the graduates from HYCA have achieved these goals and have engaged in positive and productive lifestyles 2 or 3 years after completing the program. Most continue to benefit from ongoing mentoring relationships. The mentor is required to have consistent monthly contact with their cadet. Contacts can be through various forms of communication: telephone, mail, internet, through Parents/Guardians; however, when possible that face to face contact is the most valuable type of communication possible. Each month the cadet and the mentor will report to their assigned POST RESIDENTIAL ADVISOR (PRA) in the Post-Residential Department. This report merely discusses the progress, or lack of progress, the cadet is making or has made. These reports provide a great opportunity for the mentor and cadet to meet and discuss the cadet’s current status with regards to their PRAP. The HYCA will supply Mentors with blank report forms prior to graduation. The primary long-term outcome for all ChalleNGe programs is defined as “successful placement at the end of the 12 month Post-Residential Phase”. Successful placement means that a Graduate is active in the military, enrolled in school, working or participating in volunteer projects. Placement serves as the primary way to measure program success. Although programs celebrate successes along the way like cadets’ educational and physical achievements, the true test of any program is its long term impact on the lives of its graduates.
C. MENTORING SCREENING

Mentor screening is a comprehensive, multi-phase process that requires cooperation, communication, and discretion from Post-Residential staff and Recruiters. Every Mentor must authorize the HYCA to conduct a statewide and federal criminal background history report by completing the Mentor Disclosure and Release Authorization on page 10 of the mentor application.

Although it is impossible to foresee some of the indeterminable and unpredictable factors that can influence whether a mentor match is both effective and successful, there are definite warning signs that can help you to weed out candidates who may be volunteering for the wrong reasons. The following is a compilation of red flags and risk indicators which may become evident through a candidate’s background and reference checks or during the application and interview process.

Red Flags - The following should be cause for immediate suspicion and concern:

- Inconsistencies found between the information a candidate discloses in interviews and applications as compared to that made available through criminal background checks. Candidates should not deny charges, respond defensively, or be evasive regarding their criminal pasts.
- Past accusations of child abuse and molestation. Be careful to look for convictions of an abusive nature that may have been renamed or reduced to lesser charges during judicial processes.
- Candidates who have a history of drug, alcohol, or mental health problems but for some reason have not sought professional help because they “don’t believe in... (therapy, AA, etc)” or “have it all under control.”
- Negative references that are evasive and lack concrete explanation and reasoning for their hesitance.

Risk Indicators - The following may indicate that a candidate is incapable or ill-prepared to handle the responsibilities of being a mentor:

Criminal Background Checks

- Alcohol related offenses
- Driving record offenses which place others at risk

Reference Checks

- Unreasonable desires to switch or change references
- Difficulty supplying long-term or non-familial references
- Unwillingness to identify friends or significant others
- References are unwilling to return phone calls or messages to PRA’s

Personal History

- Unexpected termination of mental health or chemical dependency treatments, therapy, or rehabilitation
- Inexplicable patterns of termination in areas of education, work, military, and/or volunteerism
- Inexplicable relocation and/or difficulties finding suitable living situations
Irregular and inconsistent patterns in personal relationships
- Noticeable anxiety regarding sexual preference or romantic relationships
- Unwillingness to revisit or attempt to resolve issues from own childhood

**Hobbies, Attitudes, Beliefs**
- Leisure activities are concentrated in areas that do not seem age-appropriate
- Lack of hobbies and interests because all spare time is dedicated to child specific causes and organizations
- Unreasonable or overzealous beliefs regarding issues of religion, sexuality, race, or ethnicity

**Flexibility & Time Commitment**
- Tendencies to over-commit and neglect areas of personal life while volunteering
- Candidate has “all the time in the world” to spend with their mentee and is uncommonly accommodating to others’ schedules
- Candidate is not flexible and too rigid or specific in their demands to spend time with mentee

**Expectations of Relationship**
- Desires to assume a strong “parental” role in mentee’s life
- Solely desires to be mentee’s friend
- Unrealistic expectations of change

### IV. ROLE OF A MENTOR

**A. CADET GOALS:** While at HYCA, cadets develop their Post Residential Action Plan (PRAP). One role the mentor plays during the post-residential phase is providing support and guidance. This support enables the cadet to remain focused on his/her original educational and/or employment goals.

**B. PARENTS:** As a mentor, you are not a foster parent, nor are you expected to become one. However, the mentor should try to establish a positive relationship with the cadet’s parent(s). Also, attempts to encourage a positive, productive relationship between cadet and parent should be fostered and are expected. We understand you cannot control what goes on in the cadet’s household.

**C. PLACEMENT:** Through modeling behaviors such as networking, mentor’s pass along valuable life skills needed in today’s society. One of the tasks during the Post-Residential phase is helping the cadet find and maintain appropriate employment and/or placement into vocational training or some form of higher education. The Post-Residential Department initiates this process; however, it’s the mentor that will have the biggest impact on the outcome. Various studies have demonstrated the effect mentors have on cadets staying focused on their education. Big Brothers/Big Sisters of America 1995 Impact Study revealed that young people with mentors were 53% less likely to skip school and 37% less likely to skip a class.

**D. TEACHING AND COACHING:** In order to become a more productive, stronger citizen, mentors are expected to supply cadets with opportunities to learn. “Teachable Moments” This does not mean the relationship turns into one of dictatorship or intolerance for mistakes. Instead the cadet, observing the mentor in daily living chores, will be taught valuable life skills without even knowing it. Some examples are: appropriate
appearance and clothing for different occasions, proper etiquette in social and business settings, the importance of continuing education, and problem solving. The above are skills that each one of us possess and take for granted, yet did we ever stop to think whom did we learn these skills from?

**E. COMMUNICATION:** Communication is the key to any successful relationship. Many failures can be measured by the mere lack of communication. To ensure success for you and the cadet contact with each other should be consistent and frequent. Although that sounds like a great deal, keep in mind that your strength and guidance will make the cadet’s transition from residential to post-residential smoother.

**F. SUPPORT:** Mentors are not expected to provide any financial support to cadets or their families. Instead, mentors should assist in identifying appropriate community service resources available. Take the time now to determine what services and systems your Mentee already needs or may benefit from. Make sure you are aware of your Mentee’s current involvement with:

- Foster or kinship care
- Juvenile or Family courts
- Mental health services/counseling
- Tutoring and other supplemental school services
- Social clubs (such as Boy/Girl Scouts or 4-H) or Community/recreational centers (such as YMCA or Boys & Girls Clubs)

There is no point in being able to identify “red flags,” or youth needs that may hinder the match, if you or our program is not in a position to help do something about them.

**V. THE BASIC NEEDS OF YOUTH**

Based on the work of Dr. Larry Brendtro, in his book Reclaiming Youth at Risk: Our Hope for the Future, there are basic needs to every young person that need to be met. Whether it is through negative means or positive means, the young person will find a way to meet those needs. Depending on the personality and how they respond to their environment the young person will either act out or drop out.

The need to **belong** is among the most basic needs among all of us. Young people actively seek out acceptance, attention, and affection from others. If that is not available a young person who is prone to acting out would do such things as: joining a gang, promiscuous, overly dependent, and open to cults. While the young person who is prone to dropping out would display such behavior as: unattached, aloof, isolated, and guarded.

The next need is **mastery**. Everyone possesses the need to be good at something. Some examples of acting/dropping out are: arrogant, risk taker, risk avoider, unmotivated, gives up easily, and overachiever.

The need for **independence** is something that we can all recall, the desire to have control of your own destiny. Being able to take credit for the failures as well as the achievements begins the journey into adulthood. In order to gain independence a young person may: bully others, misuse sex, rebel, lack confidence, and feel inferior.

The act of **generosity** is another need that young people strive for. Having the ability and opportunity to give rather than always receive. By having the ability young people begin to establish a sense of worth and to
contribute to other’s lives. To obtain this sense some young people may become: co-dependent, over-involved, anti-social, disloyal, and hardened.

VI. STAGES OF MENTOR/MENTEE RELATIONSHIP

Upon entering this relationship, as with another, there are distinct stages that you will encounter. And there will be times when you can get stalled in a phase or even get backtracked. Don’t let this discourage you. Through consistency, you can change the way the cadet views the world.

The first stage is **forming**. During this phase expect anxiety and testing of one’s limits. Both of you are entering into a new relationship. Even if you already know each other, the cadets have changed and there will be some getting used to the “new” young person standing before you. As well, your role in their lives have changed, you now carry an official title. Upon completion of the forming stage, the **norming** stage begins. This is a time period where common trust begins to form and each of you searches for common interests and goals. The **storming** phase signals the end of the honeymoon… Please expect some failures and setbacks. Everyone involved are humans and fallible. However, this is also an opportunity to turn a crisis into a **learning opportunity**. As the relationship continues, the **performing** stage begins. You and the cadet begin to finally feel comfortable and secure around each other. The mentor and cadet begin working towards mutual goals as trust deepens. The final stage is marked by the **mourning and morning** period. This is the end of the formal relationship (mourning) and the beginning of the informal relationship. It is not uncommon to return to various stages several times. Persistence and consistency will ensure that this relationship will succeed.

The stages listed are not necessarily sequential. Sometimes an earlier stage that has been completed may be repeated. For example, after the Performing Stage, the Storming Stage might occur again or for the first time. This might mean emphasis needs to be placed on the Norming Stage or the Forming Stage.

The first three months of the mentoring relationship are important and need a lot of attention. Successful early stages of the relationship—Forming and Norming—are crucial to the long-term effectiveness of the match and the achievement of ChalleNGe goals.

Another critical time in the mentoring relationship is the first three months after graduation. This can become another Forming Stage. Storming is common during this period as well.

Beneath all four needs lies the search for meaning. You strive to meet their basic needs because they want their lives to have meaning and importance. The drive to meet these needs becomes even more urgent when environment is unsafe or inadequate.

**Acting Out/Dropping Out**

When the four basic needs of youth are unmet, certain behaviors result. Some youth act out in negative ways. Some turn negative feelings inward becoming passive and failing to act on opportunities. As basic needs are met, youth will resort less and less to negative behaviors in seeking to get their needs met.
VII. TOOLS FOR SUCCESS

In October 1993, the National Mentoring Institute invited a group of metropolitan Boston street youths to tell what they most needed and respected in an adult. These are the questions and answers that were given:

“What do you most respect in an adult?”
1. Endurance and perseverance despite obstacles.
2. Giving.
4. Consistency and commitment over time.
5. Setting limits and trying to do the right thing.
7. Expressing understanding.
8. Looking at all sides of an issue, being non-judgmental

“What do you least respect in an adult?”
1. Ignorance—childish behavior.
2. Close-minded/inflexibility.
3. Disrespect for others’ opinions or feelings.
4. Passing judgment, especially on teenagers.
5. False empathy—saying, “I know how you feel” when they don’t.
6. Comparing the youth to others.
7. Pressuring the youth to do too much.
8. Giving pat answers rather than helping the youth think through problems independently.

“How can adults earn your respect?”
1. Be truthful and straightforward; don’t sugarcoat the truth.
2. Be honest and willing to share your own experiences.
3. Be loyal, trustworthy, and available to people.
4. Show beliefs through actions, not just words.
5. Do what you say you are going to do; follow through.
6. Be persistent and consistent.
7. Help people to feel positive, even in a difficult situation.
8. Be a good listener.
9. Share experiences, not just ideas or principles. Work on dialogue and sharing; don’t lecture.

“What helps in developing a relationship?”
1. Having similar interests.
2. Having good listening skills
3. Learning to understand and speak the other person’s language.
5. Helping protégée’s become more independent.
6. Respecting one another’s knowledge, experience, and friends.
VIII. Keys to Mentoring Success

1. **Commitment.** Youth-at-risk feel like failures and often resist forming deep relationships. Often this is because the adults in their lives have disappointed them repeatedly. They may try to undermine the relationship with you. They may test you to see if you are truly committed. Sometimes they will reject you as a protective device, thinking, “I’ll reject them before they can reject me.” Their experience with adults may have been hurtful rejection. Remember: View your commitment as a long-term investment, a commitment not linked to the youth’s responses.

2. **Invest Time.** Mentoring is a slow process. It does not try to get a lot done in small bursts or a short amount of time. Like all healthy relationships, mentoring involves frequent contact and long-term commitments from both mentor and youth.

3. **Build Trust.** Trust builds slowly over time. Don’t over extend yourself! Don’t pressure the youth. Once information is shared with you, be careful how you use it. Generally, anything you are told in confidence, you keep in confidence. Exceptions are when there is a crime planned or committed. Or when a youth plans or commits destructive acts on himself/herself or others. The Cadet should have been trained about this. Don’t make promises you can’t keep. Do what you say you will do. This is especially important in relationships with young people. Failing to follow through is a quick way to destroy trust, which is hard to regain.

4. **Accept the Youth.** Actions speak louder than words. It is critical that the youth understands that what he or she does will not cause you to reject him or her. Be prepared for the youth to test you on this. Mentors should offer unconditional love that is not based on performance. That does not mean you approve of behavior or agree with decisions. Try to separate the person from the behavior.

5. **Be Accountable.** The other side of unconditional acceptance and trust is accountability. Effective mentoring relationships are marked by mutual accountability in areas of personal growth. Model this accountability before you ask it of your youth. Are you faithfully following the standards for contacts and reporting? Do you do what you say you will do?

6. **Let Them Talk.** We learned something very surprising when we conducted a lengthy assessment of ChalleNGe. We wanted to learn the youths’ favorite activity with mentors. Their favorite reported activity was to “just talk” with their mentor. Overwhelmingly, they chose the word “friend” over “coach” or “teacher” to describe their relationship with their mentors. Youth at this age (16 to 18 years old) did not prefer recreation or instruction.

7. **Create Shared Experiences.** It can be challenging to have a relationship with someone who has little in common with you and who comes from a completely different culture. One way to meet this challenge and build understanding is by creating shared experiences with your youth. Plan activities of interest for your youth that will engage you both! The activities need not be expensive, but many should reflect the youth’s interest. It’s also good for you to expose the youth to your interests, to new things. This will further their education and broaden their horizons, especially when you talk in depth about the shared experience. However, keep in mind that one of the most important things you can do together is “just talk.”

8. **Earn the Right to Be Heard.** Trust needs to develop before your advice is likely to be received and appreciated. It’s best to have a good relationship before you make many suggestions and give a lot of advice.

9. **Be Yourself.** Don’t try to be perfect or someone you’re not. You’re not the answer-giver or all-wise one. You should feel comfortable saying, “I don’t know.” Honesty is best. But, when practical, try to steer the mentee toward a solution or answer. Remember what these youth are looking for: someone who loves them unconditionally and values them as worthwhile human beings. Yes, they need answers and advice, but first they need a relationship with someone who respects them—you. The relationship is valuable in itself.

10. **Know Your Mentee.** Get to know your young person. Try to understand their music (including lyrics), clothes, friends, use of
time, etc. These are indications of the youth’s values and beliefs. Learn what they like and dislike and why. Watch body language. Pay attention to details. Seek first to understand, then to be understood. Listen for feelings, not just words. Ask lots of open-ended questions. Questions that carefully probe values and beliefs that focus on underline words and actions.

II. Develop Empathy. Empathy requires us to hear the feelings, not just the words, of a troubled young person. This leads us to understanding and compassion. Empathy enables us to be effective when we need to confront behavior or decisions. It is critical to be an effective, responsive, perceptive listener. Until we really know the person—the unmet needs, the hurts, and the desires—it’s difficult to have sufficient empathy.

II. Be Prepared for Teachable Moments. Convert crisis to opportunity by being available to listen and offer support. Do this when the youth is ready to receive it, not when it is convenient for you. Remember: To change, a youth needs both the pain of failure and rejection, as well as hope in the form of a caring relationship and useful information. Look for teachable moments in everything you and the youth talk about and do together. Effective teachable moments come out of a natural shared experience or conversation. Example: The mentee is working on getting his driver’s license. This is a great opportunity to talk about driving safety, drunken driving, insurance, responsibility, costs, and budgeting.

III. Measure Success by Your Actions—Not Youth’s Response. Effective mentors are long-term investors. Financial experts will tell you that long-term investors can become wealthy. The same principle works in mentoring. Mentors need to commit to making deposits of unconditional love and acceptance regardless of how unlovable a youth may be. Mentoring is a long-term commitment. The payoff may not be recognizable for months or years. In rare cases, the mentor never sees any payoff. To be a successful mentor means answering yes to these questions: Was I faithful in my commitment? Did I do what I said I would do? Did I try hard and care deeply? If you can answer yes to those questions, you are a successful mentor, regardless of how the youth responded. Or what he or she did or became.
IX. A Year’s Worth of Mentoring Activities!

52 ideas, One for each week of the year:

1. Set your mentoring goals together.
2. Tackle some homework.
3. Make dinner together.
4. Go out for dinner together.
5. Make popcorn and talk.
6. Go to a movie.
7. Go to a concert.
8. Shoot some hoops.
9. Go to the library together.
10. Just hang out.
11. Figure out how to program your VCR.
12. Learn about pop music.
13. Talk about life.
14. Give a tour of your current job.
15. Talk about your very first job.
16. Talk about planning a career.
17. Plan a career.
18. Get together with friends from work.
19. Take tours of friends’ jobs.
20. Visit a local technical school.
21. Visit a community college.
22. Talk about college.
23. Have your friends talk about college.
24. Sit in on some evening classes.
25. Work on applications together.
27. Work on a resume.
28. Talk about dressing for success.
29. Do a pretend job interview.
30. Talk about how to look for a job.
31. Talk about where to find a job.
32. Find a summer job.
33. Set up a work internship.
34. Talk about networking.
35. Talk about what it takes to get ahead.
36. Talk about health insurance.
37. Talk about taxes.
38. Talk about balancing work and life.
39. Talk about balancing a checkbook.
40. Talk about balancing a budget.
41. Talk about living within one’s means.
42. Talk about credit cards.
43. Go bargain hunting.
44. Plan a week’s worth of meals.
45. Do a week’s grocery shopping together.
46. Go holiday shopping.
47. Write “thank you” notes.
48. Go to a house of worship.
49. Celebrate a friend’s religious holiday.
50. Talk about relationships.
51. Talk about personal values.
52. Talk about the future.


Do you have other ideas that you would like to share with other HYCA Mentors? Please contact the RPM Coordinator at (765) 345-1083.
**22 Ideas for Writing Your Youth (one for each week of the Residential Phase) & 35 Post Residential Activity Suggestions:**

1. Encourage them to stick with it for at least the first four weeks.
2. Share a challenge you've had and how if you overcame it.
3. Exchange Favorites (colors, music, foods, movies, etc.).
4. Exchange Birthdays.
5. Ask how they did on their fitness test.
6. Plan an activity or meeting for their first liberty home.
7. Ask what their most fun and least fun subject is and share yours.
8. Share hobbies and interests.
9. Exchange ideas about mentoring goals.
10. Ask who their favorite staff members are and ask why.
11. Ask about their volunteer service.
12. Help them keep up to date with current events by writing about them or sending news or magazine clippings.
13. Ask what friends they've made since they've been at Seaborn.
14. Ask what progress they are making on their PRAP and directions they are leaning. Share your educational, work, and military experience.
15. Share your resume.
16. Ask about their Prom plans and plan an activity or meeting for Prom liberty. Emphasize visits to schools, employers, etc. pertaining to their PRAP.
17. Pass on a good joke.
18. Share your experience in balancing work and life.
19. Plan some 1st month activities!
20. Ask what areas they have been and where they hope to travel one day.
21. Share your ideas about what it takes to get ahead and ask for their ideas.
22. Congratulate them on making it this far!

1. Go out for dinner together.
2. Go to a movie.
3. Make dinner together.
4. Make popcorn and talk.
5. Give a tour of your current job.
7. Figure out how to program your VCR.
8. Shoot some hoops.
9. Go to the library together.
10. Just hang out.
11. Go to a concert.
12. Tackle some homework.
13. Talk about life.
14. Talk about your very first job.
15. Talk about balancing a budget.
16. Talk about planning a career.
17. Plan a career.
18. Talk about living within one’s means.
19. Talk about credit cards.
20. Go bargain hunting.
21. Visit a local technical school.
22. Talk about college.
23. Have your friends talk about college.
24. Sit in on some evening classes.
25. Work on applications together.
26. Plan a week’s worth of meals.
27. Do a week’s grocery shopping together.
28. Go holiday shopping.
29. Write “thank you” notes.
30. Go to a house of worship.
31. Work on a resume.
32. Talk about dressing for success.
33. Do a pretend job interview.
34. Talk about personal values.
35. Talk about the future.
Genuine listening is hard work. Listening requires, first of all that we are not preoccupied, for if we are we cannot fully attend. Secondly, listening involves hearing the way things are being said, the tone used, the expressions and gestures used. Listening also include the effort to hear what is not being said, what is only hinted at, and what perhaps is being held back. We hear with our ears, but we listen with our eyes and mind and heart and guts. When people feel they are being listened to they will express themselves more openly. Good listening helps identify problems and encourages respect and trust.

The Helping Skill Goals:
A. To help friends avoid problems
B. To help friends work through problems
C. To give friends support

Steps of the skill and key phrases:
1. State your concern.
   ✓ (“You look…”)
   ✓ (“You sound…”)
   ✓ (“I saw…”)
2. Identify the problem.
   ✓ (“What’s been happening?”)
   ✓ (“How have you been feeling?”)
3. Explore alternatives.
   ✓ “What ideas do you have?”
   ✓ “Have you thought about…?”
4. Predict consequences
   ✓ “What would happen if you did that?”
   ✓ “Is that a problem for anyone else?”
5. Find out what the person is going to do.
6. Express support.
   ✓ “Let me know if you need me.”
   ✓ “I’ll call you next week to see how things went.”
If you don’t understand exactly what the person is trying to say, then try paraphrasing it.
   ✓ Example: “So what you’re saying is …………. is that right?”
In other words merely restate what your interpretation of what was said to make it clearer. This shows that you are listening and that you understand what the person is saying.

Barriers to the Helping Skill

1. Difference in values and attitudes - effective friends are accepting, nonjudgmental and open. Limited Ability – if the problem is obviously above your level of expertise, your job is to let your friend know that he needs additional help and to assist them in getting it. If you feel that you can't help the person, then explain why not. (“I'd like to help, but I...”)
2. Limits of time and energy – be sure you have enough time for your Mentee. Schedule visits when you are rested and not rushed for time.
XI. MENTOR REMINDERS

1. While the cadet is with you during the Residential or Post Residential Phases, there are certain rules that we ask you to follow.

The Hoosier Youth Challenge Academy and any activities sponsored by the program are tobacco free environments. We ask that you refrain from smoking in front of your cadet and giving any tobacco products to the cadet. ABSOLUTELY NO TOBACCO AND NO ALCOHOL SHOULD EVER BE GIVEN! Cadets are to always remain in PROPER uniform during the Residential Phase!

2. We encourage mentors to attend all mentor visits and to write their cadets often. We understand that everyone has personal obligations that are priority. Please notify your PRA if you cannot make a scheduled Mentor visit.

3. HYCA offers several ways to communicate with your Mentee which include:
   a. Writing - When writing (post card, letter, cards) your cadet during the Residential Phase please use this address and format: Please write the word MENTOR in your return address. See example below.

   From Mentor (Place your name here)_______________________

   Hoosier Youth Challenge Academy
   Cadet _______________________, Platoon ___
   10892 N. State Road 140
   Knightstown, IN 46148

   b. Email – Mentors may email your Cadet words of encouragement and letters via this email address. Please do not send junk mail or chain letters to this address. The email address is: hoosieryouth@gmail.com

   Place your title, Name and Cadet’s name in the subject field. See example below:

   Subject: “MENTOR” Your Name – Cadet Smith
MENTOR REPORTING METHODS:

Again, we should receive your MMR no later than (NLT) the 10th of each month. The following are currently the only methods available to submit your report to the MC.

1. Emailing the MMR to the Mentor Coordinator (MC). Contact information is listed on page of this training manual. The Mentor Report can also be downloaded from our website! Please feel free to make 12 copies now.

2. Online Reporting Method – Go to the Mentor Report on our website at: https://www.ngycp.org/state/in/mentorreport.php Use the submission code: hoosierIN to create the report. Once complete you will need to submit it to the Mentor Coordinator. The report will automatically be sent.

3. Via Fax – “A PREFERRED METHOD” If you prefer to fax your MMR form, you may fax it to: 765-345-1024 (Please address it to the Mentor Coordinator’s attention.)

*Please remember to update the address and phone numbers for either you or your Cadet/Mentee if needed immediately!

If you have questions or concerns please contact the Mentor Coordinator at 765-345-1083.

10 Sample wallet contact tracking cards have been provided to you in your training packet to help you keep track of the letters, calls, and personal contacts you have with your cadet in the post res phase.
HYCA Mentoring Resources

☐ For more information on the CareGivers Choice-Mentoring Children of Prisoners program that the HYCA has partnered with please visit http://www.mentoring.org/caregiverschoice
☐ A comprehensive SafetyNet Manual is posted at http://www.mentoring.org/safetynet/. This manual contains complete information on volunteer screening, the details and procedures of the program and pertinent forms. Any mentoring organization that is considering applying for the CareGivers Choice-Mentoring Children of Prisoners program should visit this site.
☐ Matches can participate in service-learning activities (group or individual). See the Learn and Serve America Web site for more information on service learning http://www.learnandserve.org/
☐ The Mentoring Answer Book The perfect resource for the new mentor who is full of enthusiasm and anxious to do the right things http://www.mentoringanswerbook.com/index1.html
☐ A great collection of resources on creating safe “virtual volunteering” services can be found online at: http://www.serviceleader.org/new/virtual/index.php

If you are aware of any valuable mentoring resources that other HYCA Mentors may be interested in please contact the Mentor Coordinator at (765) 345-1083.
HYCA Mentoring Checklist

DATES TO REMEMBER!

Mentor Match: Saturday, March 19, 2016 at 1:00 PM (Please arrive no later than 12:45 PM), at the Hoosier Youth Challenge Academy.

Sunday Visits will start on Sunday, April 3, 2016 from 1pm to 4pm at the Hoosier Youth Challenge Academy, Tiger Lounge. Parents are not allowed. Please call your assigned Post Residential Advisor by Friday prior to your visit (2 days in advance) by 4 PM to RSVP.

THINGS TO REMEMBER!

- Write your cadet weekly by letter or email during the Residential Phase at: hoosieryouth@gmail.com
- Upon graduation you must have 4 contacts a month totaling 4 hours of time MINIMUM. We ask that 2 of these contacts be face to face.

MENTOR REPORTS ARE DUE BY THE 10TH OF EVERY MONTH IN THE POST RESIDENTIAL PHASE!

Please submit your reports to the MC, Ms. Deana Follick. Each report must include the following:

- Specific dates of each contact made this month
- Change of contact information for Mentor or Cadet
- Employment Activity
- Education Activity
- Military Activity/Enlistment
- Volunteer/ Misc. Projects

We will need proof of employment (copy of check-stub), education (copy of school schedule), military (enlistment paperwork), and volunteer (a letter from the place the cadet volunteered at).

Thank you for your investment in your Cadets life!
1. Ms. Amelia Perkins Phone (765) 345-1022 
   E-mail: Amelia.Perkins@hoosieryouth.org

2. Mr. Garet Garrigus Phone (765) 345-1021 
   E-mail: Garet.Garrigus@hoosieryouth.org

4. Mr. Johnny Richardson Phone (765) 345-1023 
   E-mail: Johnny.richardson@hoosieryouth.org

Recruiting Placement Mentor Coordinator – Ms. Annette Farr 
Phone (765) 345-1006 or Toll Free 1-866-477-0156   E-Mail: Annette.farr@hoosieryouth.org

Word of mouth is the HYCA’s best method for recruiting. Please share info with others that may have young adults that may benefit from this program. Contact our RPM Assistants below for more information.

PRM Recruiters: 

Region 1  Leslie Puglise  
(317) 331-9135

Region 2  Justin Hamm  
(317) 331-6573

Region 3  Lisa Yocum  
(317) 331-6979

Hoosier Youth ChalleNGe Academy Recruiting

Please contact our RPMs for more information or visit:

www.gencp.org

Regional Coordinator
1-866-477-0156

Call: (317) 331-1412
Fax: 765-345-1024

RPM Assistants:

Region 1  
Gary National Guard Armory  
1-800-237-2850 extn. 8119 x 51

Region 2  
38th DIV National Guard Armory  
1-800-237-2850 extn. 8147 x 20

National Guard R&R  
Instgrt. 38th DIV Armory  
1-800-237-2850 extn. 3191

Region 3  
Scottsburg National Guard Armory  
1-800-237-2850  
extn. 8157 x 20