MTM
EIGHTH EPISCOPAL DISTRICT MINISTRY TO MEN RETREAT
(Also for males ages 10 - 17)
The Shores at Pine Cove Christian Camp, Tyler, TX
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Mentoring Black Males in the 21st Century

“It is easier to build strong children than to repair broken men.”
~Frederick Douglas

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Introduction

• According to MENTOR: The National Mentoring Partnership, nearly 17.6 million young Americans need or want mentoring, but only 3 million are in formal, high quality mentoring relationships. Thus, 14.6 million young people still need mentors. That unmet need is called a “mentoring gap”.

• As our country continues to move forward with providing education for our children, it seems that our young black males are being left behind. This proves there is a lack of black males teachers and role models that can serve as mentors. There is a need for more male role models to step up and strengthen the confidence level for young black males.
The Need Assessment

- Divorce rates are over 50%.
- Over 40% of families are headed by single mothers.
- The overall 2007–2008 graduation rate for black males in the U.S. was only 47 percent. The report shows that out of 50 states, half have graduation rates for black male students below the national average.
- Only 35% of black males will graduate from college.
- 59 percent of black males in their early 30s who dropped out of school had prison records.
- Homicides among black males ages 15-19 years of age represent one of the leading causes of death.
- A black male has a 1 in 3 chance of going to prison in his lifetime compared to 1 in 17 for his white male counterpart.
- Boys often seek honor and respect through threats and acts of violence.
- The use of alcohol, tobacco, and other drugs is rising amongst boys.
- Boys suffer from sadness, fear, and anger, but are taught not to express their feelings.
- Fewer “healthy” mature men are taking on a mentoring role to guide and nurture boys.

It’s time to Step it up Men!
How Does Mentoring Impact The Lives of Boys?

• To Build self esteem.
• Provide a unique and safe place where boys can interact with committed, contentious, men.
• Encourage boys to be men of honor. To seek and speak the truth.
• Help boys to develop their unique strengths, talents, and gifts.
• Mentor positive role models.
• Challenge boys to live lives of responsible action and make a meaningful impact in the world.
• Teach boys how to resolve conflicts and ask for forgiveness.
• Praise the boys greatness.
• Give our boys hope, confidence, and encourage.
Model of Youth Mentoring

Based on empirical and theoretical literature, Jean Rhodes (2005)

A. Mentoring Relationships - Beneficial effects are expected only to the extent that the mentor and youth forge a strong connection that is characterized by mutuality, trust, and empathy. This is developed by mentors and youth spending quality time together on a consistent basis over some significant period of time.

Three interacting developmental processes: social-emotional, cognitive, and identity:

B. Social-emotional – Serves as a sounding board and provides a model of effective adult communication, for example, mentors may help youth to better understand, express, and regulate their emotions.

C. Positive socio-emotional experiences with mentors can generalize, enabling youth to interact with others more effectively. In support of this prediction, benefits of mentoring relationships have been indicated to accrue in part through improvements in youths’ perceptions of their parental relationships as well as their relationships with peers and other adults in their social networks.

D. Cognitive - Through interactions with mentors, children and adolescents may acquire and refine new thinking skills, becoming more receptive to adult values, advice, and perspectives.

E. Identity-Related – Mentors help shift youths’ conceptions of both their current and future identities. Relationships with mentors may open doors to activities, resources, and educational or occupational opportunities on which youth can draw to construct their sense of identity.
F. **Positive Outcomes** - Established through mentoring relationships by three interacting developmental processes: social emotional, cognitive, and identity.

G. **Influences** - Both mentoring relationships and the pathways linking them to youth outcomes may be conditioned by a range of individual, family, and contextual influences such as interpersonal history, competencies, developmental stage, duration of mentoring relationships, program practices, family and community context.
How to Start a Mentoring Program:

1. **Conduct research** - Get to know other mentor programs and borrow strategies and materials that would fit the type of program you want to build.

2. **Develop a team** - Look for partners to help — from local businesses, schools, park districts, churches, and community groups.

3. **Define mission and goals** - Borrow ideas from programs you visit and read about to build your idea of the type of program that would work best in your area with the resources already available.

4. **Look for a host/sponsor** - Program needs include a place to meet and financial support to get started. Business sites, churches, banks, insurance sales agencies, and health care sites are ideal because they also provide a source for volunteer recruitment and in-kind contributions.

5. **Determine structure** - Decide what days and times the program will meet and establish a vision of the length of months/years that the program will operate.

6. **Determine recruiting strategies and sources of volunteers** - Always include background and/or reference checks when recruiting volunteers to work with vulnerable populations.

7. **Set a start-up schedule and develop an action plan** - You must answer the "what do I do?" question volunteers have when they come each week. Plan your activities around the calendar.

8. **Recruit and train volunteers / Recruit youth** - Programs need volunteers and youth at the same time; aim for a start date when you bring them together and launch your program.

9. **Begin operations** - Remember to track participation of both youth and volunteers at every session.

10. **Engage in continuous process improvement and annual planning** - It can take months, even years, to build an effective tutor/mentor program. But once the program is started, it must be so that it is able to serve youth on a continuous basis for the number of years it takes them to grow to be productive adults.
Getting Male Volunteers

30 PLACES TO RECRUIT MALE VOLUNTEERS:

1. Professional Organizations (Medical, Legal, Business, Academic, Health, Engineering Etc.)
2. Corporations
3. Faith – Based Institutions
4. College Sports Teams
5. Universities/Professional Schools
6. Barber Shops
7. Beauty Shops
8. Men’s Clubs (Books, Cards, Hobbies, Travel)
9. Women’s Clubs
10. Fraternities
11. Veteran’s Groups
12. Civic Groups
13. Sporting Events (Major/Minor League)
14. Athletic Clubs
15. Entertainment Centers (Record Companies, Music/Spoken Word Venues)
16. T.V. Stations/Newspapers/Radio Stations
17. Automobile/Motorcycle Clubs
18. Trade/Journeyman Organizations
19. Police Departments
20. Fire Departments
21. Correctional Officers
22. Community Organizations
23. Ex-Offender’s Organizations
24. College Seniors
25. High School Seniors
26. Alumni Associations
27. City/State/Federal Agencies (Planning, Housing)
28. City Councils/State Legislators
29. Chamber of Commerce Chapters
30. Parenting Groups
10 STRATEGIES TO RECRUIT MEN:

1. Train and use male mentees to persuade and encourage men to become mentors.
2. Involve single moms raising boys in program brochures/publications and recruitment campaigns.
3. Allow the mothers of mentored boys and the mothers of male mentors to share their powerful stories.
4. Set aside two or three times a year for recruitment activities for men only.
5. Provide greater incentives to male groups, and make sure to emphasize that whichever group recruits the most mentors will receive a grand prize.

7. Solicit the support of clothing stores, car dealerships, athletic clubs, ESPN centers, barber shops, etc., and creating a special discount card made up of all of the aforementioned businesses.
8. Engage the support of female mentors and encouraging them to help recruit their husbands, male friends and associates to become mentors.
9. Engage coaches from area sports teams and appoint them “male recruitment ambassadors” for your program.
10. Provide male high school/college students with community service hours, college course credits and/or stipends for books, gift cards, discounts at eating establishments, clothing stores, sporting events, movies, plays, etc.
EXCELLENT MALE MENTORING MOVIES TO SHARE WITH MALE VOLUNTEERS

“Finding Forrester”
“Antoine Fisher”
“Coach Carter”
“Remember the Titans”
“In Search of Bobby Fisher”
“Drumline”
“The Great Debaters”
Northpark CME church
Boys To Men Mentoring Ministry!
Resources

- MENTOR: The National Mentoring Partnership - [www.mentoring.org](http://www.mentoring.org)
- MAN UP: RECRUITING & RETAINING AFRICAN AMERICAN MALE MENTORS by David Miller, M.Ed. - [www.urbanyouth.org/docs/AfricanAmericanMalePerspectivesOnMentoring](http://www.urbanyouth.org/docs/AfricanAmericanMalePerspectivesOnMentoring)
- Resource Center - [www.nationalserviceresources.org/node/17475](http://www.nationalserviceresources.org/node/17475)