



Zaagaate'

Mentoring Program



NATIVE YOUTH COMMUNITY PROJECTS
STATE TRIBAL EDUCATION PARTNERSHIPS



Zaagaaté Mentoring Program

Behavioral Health Programs

2800 S. Shepherd Rd., Mt. Pleasant, MI 48858



Zaa-gaa-te'

("Zah-gah-tay")

The coming of light; light from a source illuminating a path; the beginning of something; like the headlights of a car, showing the way

Zaagaaté Mentoring Program

Behavioral Health Programs

2800 S. Shepherd Rd., Mt. Pleasant, MI 48858



Program History

The Zaagaate' Mentoring Program, formerly known as the "Nijjkewehn Mentoring Program," is a collaborative mentoring effort between the Saginaw Chippewa Indian Tribe ("the Tribe"), higher education institutions, and school systems within Isabella County to enhance the college and career readiness of Native American youth in Isabella County.

This program has been implemented through the aid of the 2016 U.S. Department of Education: Indian Education Demonstration Grant, Native Youth Community Projects.

Our Vision

The Zaagaate' Mentoring Program seeks to enhance college and career readiness through a system of care that is comprehensive, collaborative, coordinated, and culturally-congruent in services to Native American Students within the school districts of Isabella County.

Mission Statement

It is the mission of the Zaagaate' Mentoring Program to connect Native American youth with local Native American college students to help them engage in cultural, academic, and recreational activities. In doing so, the Zaagaate' Mentoring Program aims to strengthen the cultural identities of both Native American youth and college students, leading both to become successful leaders in their tribal communities and beyond.

Who We Serve

The Zaagaate' Mentoring Program serves Native American students within the Mount Pleasant Public Schools, Shepherd Public Schools, and the Saginaw Chippewa Academy, as well as Native American college students attending higher education institutions.

The Need For Mentors



Why Youth Need Mentors

The youth of today cope with far more personal and social pressures than any other previous generation. Early intervention through a structured mentor relationship may be able to give young people the tools and support they need to deal effectively with these pressures. Understanding the social, psychological, and physical demands many youth face is extremely important for any individual who is interested in becoming a mentor.

▶ Peer Pressure

One of the greatest forces on adolescence is the power and influence of their peers.

▶ Substance Abuse

The curiosity to experiment with alcohol, tobacco, marijuana, other drugs and substances is a constant threat that adolescents deal with every day.

▶ Child Abuse & Family Violence

Physical and psychological abuse within the family environment have an immediate effect on today's adolescents, which can lead to long lasting negative attitudes and behaviors.

▶ School Safety & Violence

Exposure to bullies and other violent behaviors in the school setting often result in lower school attendance rates and lower academic achievement levels.



▶ **Depression & Suicide**

American Indians and Alaska Natives have the highest suicide rates of all ethnic groups in the United States, and suicide is the second leading cause of death for American Indian and Alaska Native youth. Native American children and adolescents have the highest rates of lifetime major depressive episodes and highest self-reported depression rates than any other ethnic/racial group.

▶ **Nutrition & Health Care**

To be healthy and successful, all youth should be encouraged to practice proper hygiene and be exposed to multiple types of healthy lifestyle choices. These choices should include, but not limited to, nutrition, exercise, dental hygiene, and personal hygiene.

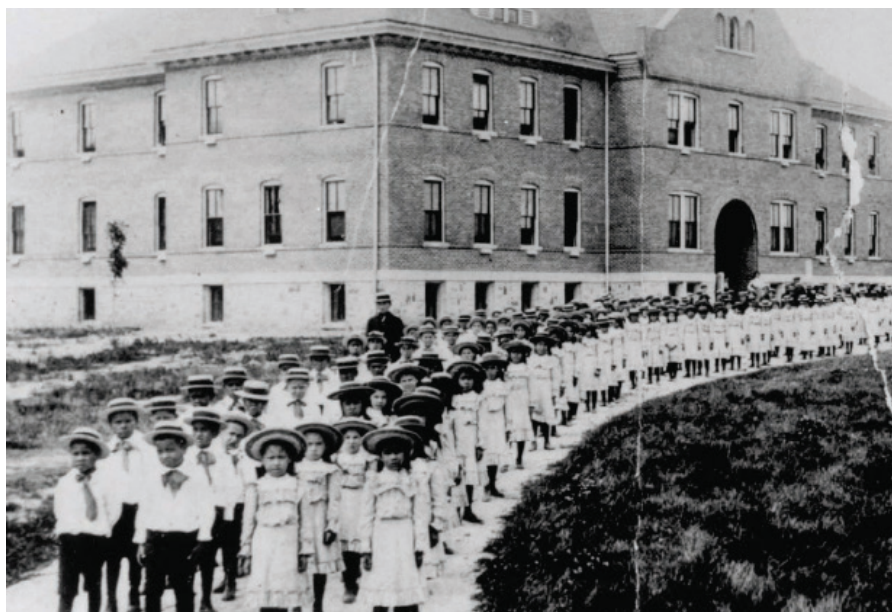
▶ **Social & Time Management**

Learn how to properly manage leisure time, schoolwork, extracurricular activities, family chores, and other social demands.

Risk and Protective Factors for Healthy Youth Development

Risk Factors	Protective Factors
Low self-esteem	Positive physical development
Emotional problems in childhood	Academic achievement/intellectual development
Depression	Good coping skills
Conduct disorder	High self-esteem
Early substance use	Emotional self-regulation
Parental mental/emotional disorders	Good problem solving skills
Poor parenting	Engagement and connection in two or more of the following contexts: school, peers, athletics, employments, spirituality, culture.
Family conflict	
Parental substance use	
Parental unemployment	Supportive family relationships
Family dysfunction	Clear values and behavioral expectations
Physical, emotional, and/or sexual abuse	Set limits, structure, rules, monitoring, and predictability
Neglect	Presence of mentors and support for skill development
School failure	Opportunities for school and community engagement
Peer rejection	Positive norms
Traumatic/stressful events	Physical and psychological safety
Loss of close relationship or friends	Sense of belonging

** This is not an exhaustive list of risk and protective factors*



Historical Trauma

Dr. Maria Yellow Horse Brave Heart describes historical trauma as the “cumulative emotional and psychological wounding across generations, including the lifespan, which emanates from massive group trauma.” An American Indian or Alaska Native (AI/AN) who is over the age of 30 is only one generation removed from the “boarding school era.”

During the “boarding school era”, many American Indian children were removed from their homes, families, and communities and forced to assimilate to the culture and practices of the majority population. Children were beaten if they spoke their native language or participated in their native ceremonies. Boys were forced to cut their hair, and many were the victims of emotional, physical, and sexual abuse. These experiences caused a ripple effect of intergenerational trauma throughout Indian Country.

There is a specific focus on Native youth and supporting the return to cultural traditions, practices, and language. Strengthening ties to community and culture have been successful in promoting behavioral health and supporting recovery.

Adverse Childhood Experiences (ACEs)



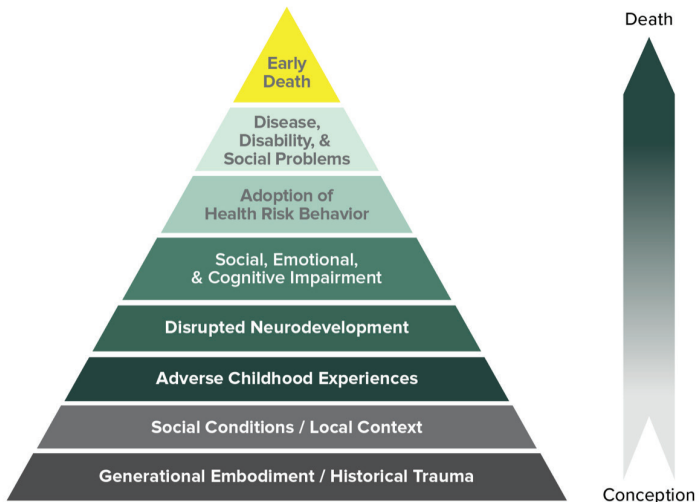
Adverse Childhood Experiences (ACEs)

The CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study is one of the largest investigations of childhood abuse and neglect and later-life health and well-being.

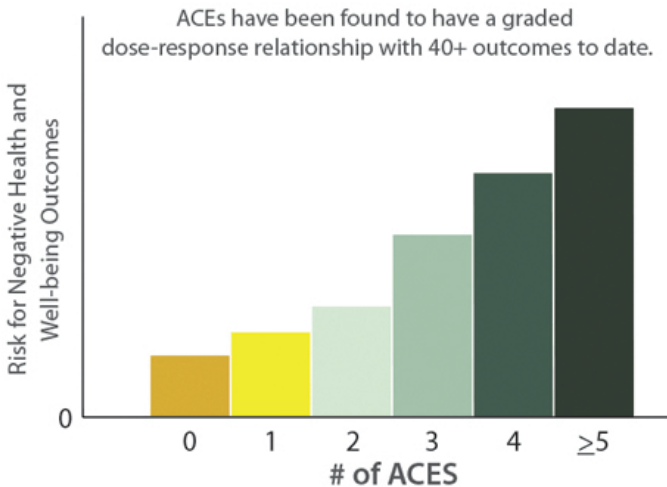
Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect and household dysfunction such as:

- ▶ **Physical abuse**
- ▶ **Sexual abuse**
- ▶ **Emotional abuse**
- ▶ **Physical neglect**
- ▶ **Parental separation or divorce**
- ▶ **Incarcerated household member**
- ▶ **Substance misuse within household**
- ▶ **Emotional neglect**
- ▶ **Intimate partner violence**
- ▶ **Mother treated violently**
- ▶ **Household mental illness**

Almost two-thirds of study participants reported at least one ACE, and more than one in five reported three or more ACEs. As researchers followed participants over time, they discovered that a person's cumulative ACEs score has a strong, graded relationship to numerous health, social, and behavioral problems throughout their lifespan, including substance use disorders.



Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.

ACEs can have lasting effects on...



Health: Obesity, diabetes, depression, suicide attempts, STD's, heart disease, cancer, stroke, COPD, broken bones



Behaviors: Smoking, alcoholism, drug use



Life Potential: Graduation rates, academic achievement, lost time from work

Study of Micro-aggressions

Micro-aggressions are defined as subtle, less overt actions or language that demean or marginalize members of a racial or ethnic minority.

In 2012, the Human Rights Committee received an allocation from the semi-annual 2% distribution of Tribal Casino Revenues to undertake a study of the nature and extent of acts of discrimination against Native Americans in Isabella County. Over 100 members of the Saginaw Chippewa Indian Tribe were interviewed over a four month period. The study revealed that numerous instances of micro-aggressions against Native Americans by non-Natives remain a significant barrier to progress towards creating an atmosphere of mutual respect in Isabella County.

Zaagaate' Mentoring Program Objectives

- Zaageete' Mentoring Program (ZMP) will enhance the capacity of the SCIT to increase career and college readiness among youth through participation in the ZMP as evidenced by:
 - A decrease of 25% in high school dropout rates,
 - 25% increase in high school graduation rates, and
 - Improve school attendance among program participants by 25%
- Maintain alcohol and drug-free lifestyles of participants by 100% through the implementation mentoring relationships that are culturally congruent
- and lastly 40% of ZMP participants will be enrolled in career and college programs, all of these to be achieved by September 30, 2021

Resiliency

Studies of resilience in Native American communities have found a number of consistent themes, including a strong sense of identity, a legacy of survival passed down by ancestors, feeling good about their tribal culture, accountability and responsibility, and successfully bridging cultures (*Grandbois & Sanders, 2009, 2012; Stumblingbear-Riddle & Roman, 2012*).

Constructing and maintaining identity is a process of adaptation, meaning that even though changes occur in life, one claims ownership of the past and feels committed to the future.

Because storytelling is inherent to American Indian cultures, implementing it as a prevention strategy is congruent with the world view of these cultures. Through storytelling as a family way of teaching strategy, says that "in passing on the stories of our lives, we pass on skills to our children, and we parent for resiliency" (*Cross, 1998:152*).



Culture is Prevention

In the Native American culture, religion relates to the land, the elements of Mother Earth and the universe. Native Americans use a holistic approach to life and tie physical healing, spiritual growth and religious observances in with the totality of nature, feeling that harmony with the natural rhythm of life promotes total health (physical and spiritual).

All life is sacred, be it human, animal, vegetable or elemental. Native American spirituality is not a set of rules; it is a way of life. The positive and negative areas of life are living examples. One must experience and live the teachings in order to pass them on.

Elders are highly respected because they are the teachers. It is believed that culture acts through family, community, peer clusters, and ceremonies that help transmit underlying spiritual values, providing a strong cultural identity.

Acknowledging, accepting, and feeling good about one's tribal culture, past and present, is a strong protective factor. A common finding across studies indicates that identifying with an individual's traditional culture and values, and participating in tribal customs, can provide a buffer against adversity and risk-taking (*Fast & Collin-Vezina, 2010*).



Our Job As Mentors



Academic Support

As a mentor, it is your responsibility to encourage your mentee to succeed in academics. The success of your mentee is directly related to activities that encourage and challenge them.

It is also important to direct them to educational resources and avenues that will enhance their success in school.

Role Model

Pointing out, bringing attention to, demonstrating and explaining your own actions and values offer youth the best chance for success and happiness; helping youth see and strive to broaden their horizons and the possibilities they may see in their present environment. Excelling in college and doing YOUR homework is also your responsibility as a good role model.

Listening

The other adults in your mentee's life may not have the time, interest, or ability to listen to try to communicate effectively. You, as a mentor, have the ability to encourage healthy communication by talking about fears, goals, dreams, or concerns that may be of interest to your mentee.

It is important to stay neutral when listening and always provide a judgment free atmosphere. Sharing your own values and concerns with your mentee is a positive strategy to help encourage communication between your mentee and adults. Remember, you may be the only adult that listens in a mentee's life.

Attention and Concern

Youth may not receive enough attention from the adults in their lives; your role as a mentor is to show attention and concern to your mentee by demonstrating dependability, sincerity, and consistency.

Accountability

A commitment made to a youth for a meeting, get-together or an activity should be a mentor's priority, barring emergencies. **Providing consistent accountability has several benefits:**

- Provides a good example for the youth to see and emulate
- Cements trust between mentor and mentee
- Creates mutual expectations that can be met

Mentors commit to spending a minimum of 4 to 5 hours each month with their youth.

Expected Activities

There are four activities that the Zaagaate' Mentoring Program expects of each mentor to complete by the end of the mentoring academic calendar:

- Make a point of meeting your mentee's parent(s)/guardian(s) early in the mentoring program.
- Attend periodic group mentor/mentee meetings.
- Attend periodic Advanced Mentor Trainings.
- Attend special events outside of normal mentoring hours that involve the community and other learning opportunities.

Evaluations

As a requirement, all mentors will complete a pre/post survey about their experience with the Zaagaate' Mentoring Program along with a weekly activity follow-up sheet that will be provided at the end of every activity.



Actively listen

It is relatively easy to give advice or express opinions. It is much harder to find someone who will suspend his/her own judgment and really listen.

Mentors often help simply by listening, asking thoughtful questions, and giving participants an opportunity to explore their own thoughts with a minimum of interference. When your mentee feels accepted, they are more likely to ask for and respond to advice.

See solutions & opportunities

Good mentors balance a realistic respect for the real and serious problems faced by their mentee with optimism about finding equally realistic solutions. They are able to make sense of a seemingly jumble of issues and point out reasonable solutions.

Be flexible & open

Good mentors recognize that relationships take time to develop and that communication is a two-way process. They are willing to take time to get to know their mentee, to learn new things that are important to their mentees (music, style, and philosophies) and allow themselves to become changed by their mentoring relationship. Mentors **MUST** be open-minded and nonjudgmental about their mentee's background and experiences.

Mentoring Expectations

The following is a comprehensive list of the important activities that a mentor provides in the lives of the mentee:

- ▶ Coach
- ▶ Guide
- ▶ Role model
- ▶ Advocate
- ▶ Motivator
- ▶ Companion
- ▶ Advisor
- ▶ Supporter



What Mentors Are NOT

The goal of being a mentor is to provide a positive influence on your mentee. Showing curiosity in your mentee's ideas and values will allow them to see themselves as worthy of this attention. Your mentee may apply this stronger sense of self to other relationships and experiences.

Mentors are NOT expected to take on the roles of a PARENT, PROFESSIONAL COUNSELOR, or SOCIAL WORKER



Mentors are NOT:

- ▶ An ATM
- ▶ Cool Peer
- ▶ Nag
- ▶ Probation Officer
- ▶ Savior
- ▶ Baby Sitter

Benefits to Mentoring

Benefits to the Mentors

- Mentors gain personal and professional satisfaction in helping their mentee
 - Mentors gain recognition from their peers
 - Mentors gain improved interpersonal skills
 - Mentoring focuses the mentor outside of him/herself
-

Benefits to the Mentee

- Exposes the mentee to a positive role model
 - Helps to focus the mentee on their future, setting academic goals and career goals
 - Exposes the mentee to new experiences
 - Exposes the mentees to people from a diverse cultural, socio-economical, and professional background
 - Provides the mentee with the attention and concern of a friend
 - Encourage emotional and social growth
 - Promotes increased confidence and self-esteem
-

Benefits to an Organization

- Mentoring builds morale
- Mentoring increases the image of the company/community
- Mentoring assists in the development of a competent future workforce

The First Day Meeting Your Mentee

The first day meeting your mentee can be a bit challenging. Here are some tips and conversation starters to help facilitate a “get to know you” conversation. You do not have to ask these questions to your mentee.



Getting to Know Your Mentee:

- ▶ What would you like to know about me?
- ▶ What is your favorite kind of music?
- ▶ Share favorite activities you do with your family.
- ▶ What is your favorite movie/what movie have you seen lately?
- ▶ What is it like growing up in Mount Pleasant?
- ▶ What would you tell a student who is new to your school to help them fit in?
- ▶ What do you like best about school?
- ▶ What are your plans for this weekend?
- ▶ How is your day going so far?
- ▶ What do you want to be when you graduate school?

Program Policies

SCIT Volunteers

Volunteers are people interested in helping the Tribe in a particular area without concern for pay. Volunteers give of their personal time to assist the Tribe. The hours and responsibilities of volunteers are generally determined by an informal agreement between the volunteer and the director of the program they are helping with. Disputes over roles and responsibilities should be handled in an informal manner.

As a Volunteer, or Intern, for the Saginaw Chippewa Indian Tribe of Michigan Zaagaate' Mentoring Program, I agree to the following:

- I agree to attend all required orientation and program trainings required of/ by the Behavioral Health Program staff and volunteers.
- I understand that my acceptance into this volunteer program is contingent upon successful completion of training.
- I agree to attend all scheduled Zaagaate' Mentoring Program required trainings, one (1) per semester, and orientations.
- In the event that I am unable to attend, I agree to inform my Mentoring Specialist, directly, at least 24 hours in advance.
- I understand that I may be discharged, upon being provided with cause by the Program Administrator at any time.
- In the event that I am unable to attend a mentoring activity outside the regular weekly mentoring program hours, I agree to contact my Mentoring Specialist at least 24 hours in advance.
- I agree to complete the standard background check required of me by the Zaagaate' Mentoring Program and understand I may need to provide information such as my legal name, birth date, and social security number.
- I understand that all mentors will need to obtain a background check through verified volunteers Sterling Screening Solutions in compliance with The Child Protection Law (MCL 722.627-722.627j); allowing employers and volunteer agencies to request Central Registry clearances on individuals who are potential employees or volunteers.

Attendance Policy

The Zaagaate' Mentoring Program is a year-long commitment that requires consistent and devoted attendance from all of its participants. A mentor will be allowed two (2) absences (one (1) per semester) from a training, workshop or mentoring activity for the academic year, only if it is accompanied by a verified and reasonable excuse or has been properly pre-approved at least one (1) week in advance.

Unexcused Absence Policy

If a mentor should have more than two (2) unexcused absences for the academic year, he/she will be asked to leave the program by taking part in the Departure Process.

Departure Process:

The departure process requires the mentor to prepare a letter for their mentee to either be sent to the mentee, or be read to the mentee, explaining why you, as the mentor, will no longer be participating in the Zaagaate' Mentoring Program. This step is VITAL because it creates closure for the mentee.

Training

All mentors will be required to attend one (1) Zaagaate' Mentoring Program training and one (1) professional development opportunity during the academic year. All training session information will, be given in advance to accommodate, as best as possible, mentors schedules.

Each training session will be held twice every academic semester. A mentor only has to attend one (1) of these sessions. However, professional development opportunities will be offered and encouraged for all mentors to attend.

Confidentiality Agreement

I understand, as a member in the Zaagaate' Mentoring Program, I will be mentoring minors under the age of 18, in Michigan. I promise that I will maintain, at all times, the confidentiality of all youth and adults I work with. I understand that any information about the students and adults that work in the Zaagaate' Mentoring Program, along with the community, will be kept confidential at all times. I understand that I do not have permission to use any information, promotional materials, images or other Zaagaate' programming materials for any applied research documents, or in any research context.

I understand that any breach of this confidentiality agreement may expose me, and/or the collegiate institution I attend, as well as the Saginaw Chippewa Indian Tribe, to liability. I understand that I will be responsible to the collegiate institution, and the Saginaw Chippewa Indian Tribe, if I violate the required confidentiality agreement that could result in expulsion and/or Federal legal action.

Mandated Reporting

Michigan Child Protection Law requires certain professionals to report their suspicions of child abuse or neglect to Children's Protective Services (CPS) at the Department of Human Services (DHS). These people are mandated reporters and have established relationships with children based on their profession.

Professionals who are mandated to report child abuse and maltreatment include:

- Social workers
- Teachers, principals, and other school personnel
- Physicians, nurses, and other health care professionals
- Childcare providers
- Counselors, therapists, and other mental health professionals
- Medical examiners or coroners
- Law enforcement officers

If you suspect student/abuse or maltreatment, contact your Mentoring Specialist immediately. All complaints will be reported to and investigated by the proper authorities.

Drugs, Smoking, Alcohol Usage

All Zaagaate' mentors are prohibited from any drug use, consumption, and/or possession of, including, but not limited to: cigarettes, vape pens/mods, e-cigarettes, medical and/or recreational marijuana, alcohol, stimulants, and/or the inappropriate use of prescription drugs during any program activities, trainings, orientations, and/or all other Zaagaate' Mentoring Program sanctioned events.

Any mentor affected in their ability to perform any and all mentor roles or duties safely and competently as a result of the use and/or abuse of any cigarettes, vape pens/mods, e-cigarettes, medical and/or recreational marijuana, alcohol, stimulants, and/or the inappropriate use of prescription drugs that jeopardize the integrity of the Zaagaate' Mentoring Program environment goals and objectives, will be asked to leave the Zaagaate' Mentoring Program immediately.

The Zaagaate' Mentoring Program prohibits the off-premise abuse of any and all controlled substances and/or stimulants as well as possession, use, or sale of all other cigarettes, vape pens/mods, e-cigarettes, medical and/or recreational marijuana, alcohol, stimulants, and/or the inappropriate use of prescription drugs when those activities adversely affect the mentor's performance or safety of anyone partaking in any Zaagaate' Mentoring Program activity and/or all other sanctioned events.

Furthermore, the Saginaw Chippewa Indian Tribe does not recognize medical/recreational marijuana and will not accommodate individuals who possess a medical marijuana prescription and/or card.



Safety Procedures

As a Zaagaate' Mentoring Program Mentor, it is your responsibility to conduct yourself in a professional manner at all times. In doing so, all mentors agree to adhere to the safety and building procedures of the location you are assigned to, or visiting, while participating in any Zaagaate' Mentoring Program activities or sanctioned events.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct, or communication of a sexual nature when:

- Submission to the conduct or communication is made a term or condition of employment.
- Submission to, or rejection of, the conduct or communication is used as a factor in employment decisions.
- The conduct or communication has the purpose or effect of substantially interfering with an individual's employment, or creating an intimidating, hostile, or offensive employment environment.

If any of these situations occur, contact your Zaagaate' Mentoring Specialist as soon as possible. All complaints will be reported to the proper authorities with the utmost discretion.

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Gift Cards

As Zaagaate' mentors, it is understood that you are volunteering to spend your time with our Native American youth to foster relationships that will help our youth grow into the leaders for our future. As an incentive and in appreciation, the Zaagaate' Mentoring Program will provide a \$10.00 gift card per regular mentoring session, to be distributed once per month.

The procedures for accepting a gift card are as follows:

- 1) Gift cards are only to be handed out once a month at the end of weekly mentoring sessions.
- 2) Gift cards will need to be signed for on the gift card tracking form.
- 3) Gift cards will only be dispersed for weekly mentoring sessions.
- 4) If a mentor comes more than ten minutes late or has to leave early for some unexpected reason, or does not attend program, they shall not receive a gift card.
- 5) Lost gift cards will not be replaced after they are signed out by the Mentor.
- 6) Gift cards will not be mailed to mentors.

Dress Code

The purpose of an established dress code is to ensure that all mentors adhere to the same standard of dress and personal presentation when participating in mentoring activities with the Zaagaate' Mentoring Program. All staff, mentees, mentors, and school personnel should feel comfortable and respected at all times during activities, or sanctioned events, held by the Zaagaate' Mentoring Program. Mentors must exhibit a certain amount of judgment in their choice of clothing. At all times, modesty, safety, health, and good taste should be the determining factors when deciding whether an article of clothing is acceptable.

Basic Guidelines

- All pants must fall below the knee at all times.
- All skirts must be no higher than mid-thigh and in good taste.
- Jeans must be in good taste with no rips, holes and/or exposing undergarments.
- Shirts must be in good taste.
- No clothing may be construed as revealing or sexually -suggestive.
- Clothing cannot display alcohol, drugs, or other elicit items.
- No holes or rips in blouses and/or shirts.
- Comfortable shoes are recommended.
- Men's jeans must not reveal any undergarments (no saggy pants).
- Wearing dark garments that are visible under clothing and wearing shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans will not be permitted.
- As a common courtesy to program staff, other mentors, and mentees, one is expected to maintain proper hygiene practices and presentation.

Disciplinary Action

If clothing or hygiene violates the outlined guidelines, the mentor will be asked to change their attire or leave the program for the day. In this event, the mentor will forfeit their \$10.00 gift card stipend for that day. If the problem persists, the mentor will be asked to leave the program.

Program Schools

Fancher Elementary

- **Grades:** 5th Grade
- **Address:** 801 S. Kinney Ave.
Mt. Pleasant, MI 48858
- **Phone:** 989.775.2230



Mary McGuire Elementary

- **Grades:** 5th Grade
- **Address:** 4883 E. Crosslanes
Mt. Pleasant, MI 48858
- **Phone:** 989.775.2260



Mount Pleasant Middle School

- **Grades:** 6th – 8th Grade
- **Address:** 440 S. Bradley
Mt. Pleasant, MI 48858
- **Phone:** 989.775.2220



Program Schools

Mount Pleasant High School

- **Grades:** 9th – 12th Grade
- **Address:** 1155 S. Elizabeth St.
Mt. Pleasant, MI 48858
- **Phone:** 989.775.2220



Shepherd Elementary, Middle School & High School

- **Grades:** 5th – 12th Grade
- **Address:** 168 E. Maple St.
Shepherd, MI 48883
- **Phone:** 989.775.6601



Renaissance Academy

- **Grades:** 5th - 8th Grade
- **Address:** 2797 S. Isabella Rd.
Mt. Pleasant, MI 48858
- **Phone:** 989.775.9889



Program Schools

Saginaw Chippewa Academy

- **Grades:** 5th Grade
- **Address:** 7499 E. Broadway Rd.
Mt. Pleasant, MI 48858
- **Phone:** 989.775.4453





Zaagaate'


Mentoring Program



Behavioral Health Prevention

2800 S. Shepherd Rd., Mt. Pleasant, MI 48858

 **Phone:** 989.775.4850

 **E-mail:** Prevention@sagchip.org