
Department of Education College Access Affinity Group: Role of Mentoring in Educational Success

APRIL 9, 2015

1-2 PM EST

MENTOR Resources



Tammy Tai, VP and Chief Mission Officer



Mike Garringer, Dir. of Knowledge Management



Brian Sales, Dir. Training and TA

- Research briefs: http://www.mentoring.org/news_and_research/issue_briefs
- Website: www.mentoring.org

Mentoring

- Relationship between a young person (i.e., mentee) and an older or more experienced person (i.e., mentor) who is acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee's development.

Mentoring and Academic Achievement

- Mentoring can support young people's academic success in a number of ways:
 - Facilitating continued academic achievement
 - Developing non-cognitive skills
 - Providing access to external supports
- 45% of at-risk youth with a mentor are enrolled in some sort of post-secondary education compared to 29% of at-risk youth who never had a mentor

Facilitating continued academic engagement

- Mentors can intervene at the onset of early warning signs for not completing high school:
 - Support improved attendance
 - Teaching/connecting young people to activities that boost academic performance (e.g., test prep, study skills, help tracking credit)
- Mentors can guide mentees in continuing their education past high school
 - Help with researching schools offering relevant degrees/credentials
 - Organizing campus visits

Developing non-cognitive skills

- Mentors can support development of non-academic skills that contribute to school success and help young people develop the ability to persevere, be optimistic and respond to challenges
- Mentors can help youth:
 - Set goals
 - Develop and follow a regular study schedule
 - Build leadership skills
 - Advocate for themselves
 - Strengthen relationships with teacher and peers

Providing access to external supports

- Mentors can be a bridge to external supports:
 - Academic: tutoring and academic counseling
 - Non-academic: mental health services, support for families and college planning services
- Mentors can help mentees explore different careers
 - Organizing job shadows
 - Making connections to people working in industries of interest to mentee



Madeline Pumariega

President/CEO

Take Stock in Children

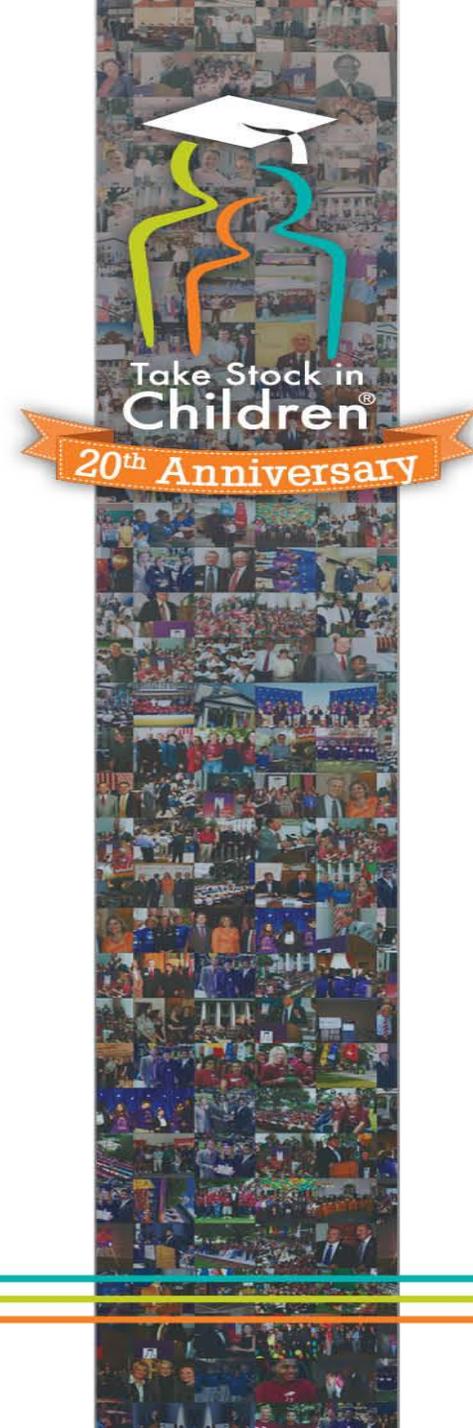
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Madeline M. Pumariega is the President & CEO of Take Stock in Children. She leads all facets of the organization, from working with a team of professionals and an active Board of Directors to overseeing the organization's management and operations, fundraising and development efforts, as well as strategic partnerships and legislative affairs. Take Stock in Children (TSIC) is a Florida statewide non-profit organization, focused on breaking the cycle of poverty through education that leads to gainful employment.

Prior to joining TSIC, Madeline spent 20 years growing her career at Miami Dade College (MDC), most recently serving as President of the Wolfson Campus. She is regarded for her work in developing innovative approaches to support academic progress and student success, ensuring that thousands of youth can access and complete college.

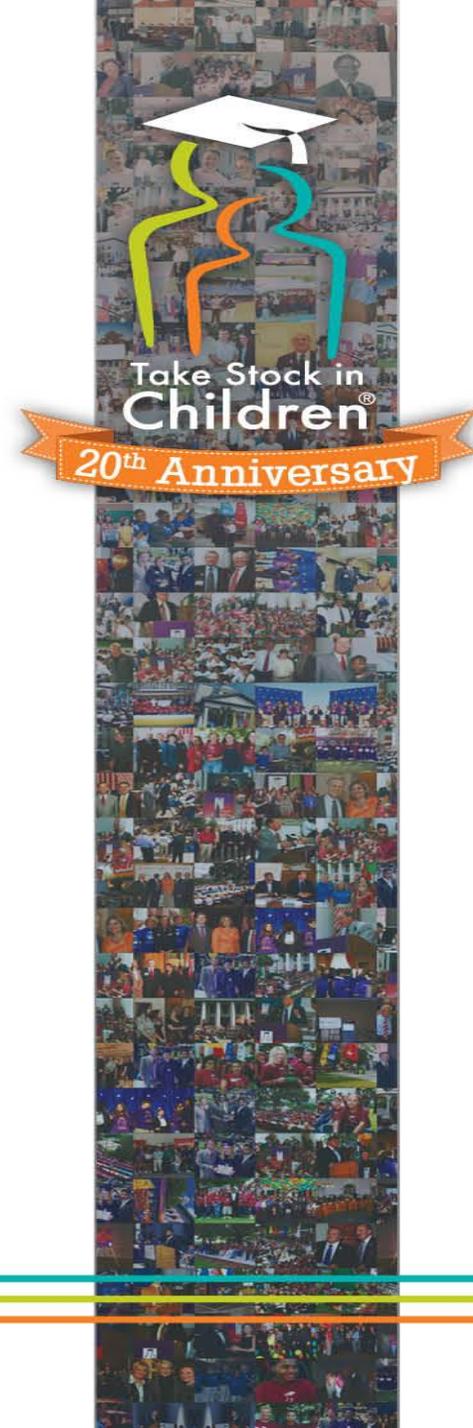
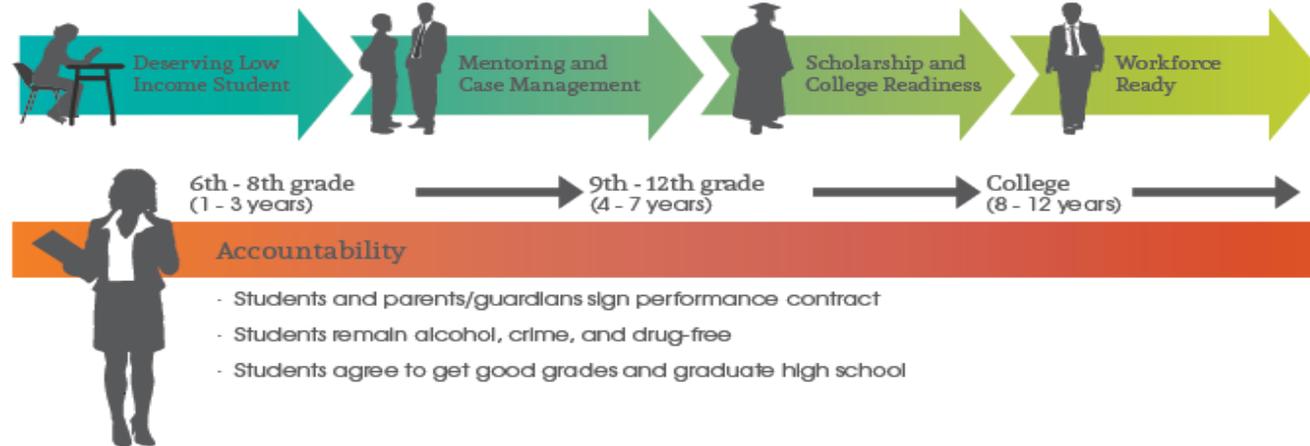
Madeline is a board member of City Year Miami, serves on a steering committee for The Miami Foundation, is a member of the International Women's Forum (IWF), and part of Leadership Florida Class XXXIII.



Our Approach

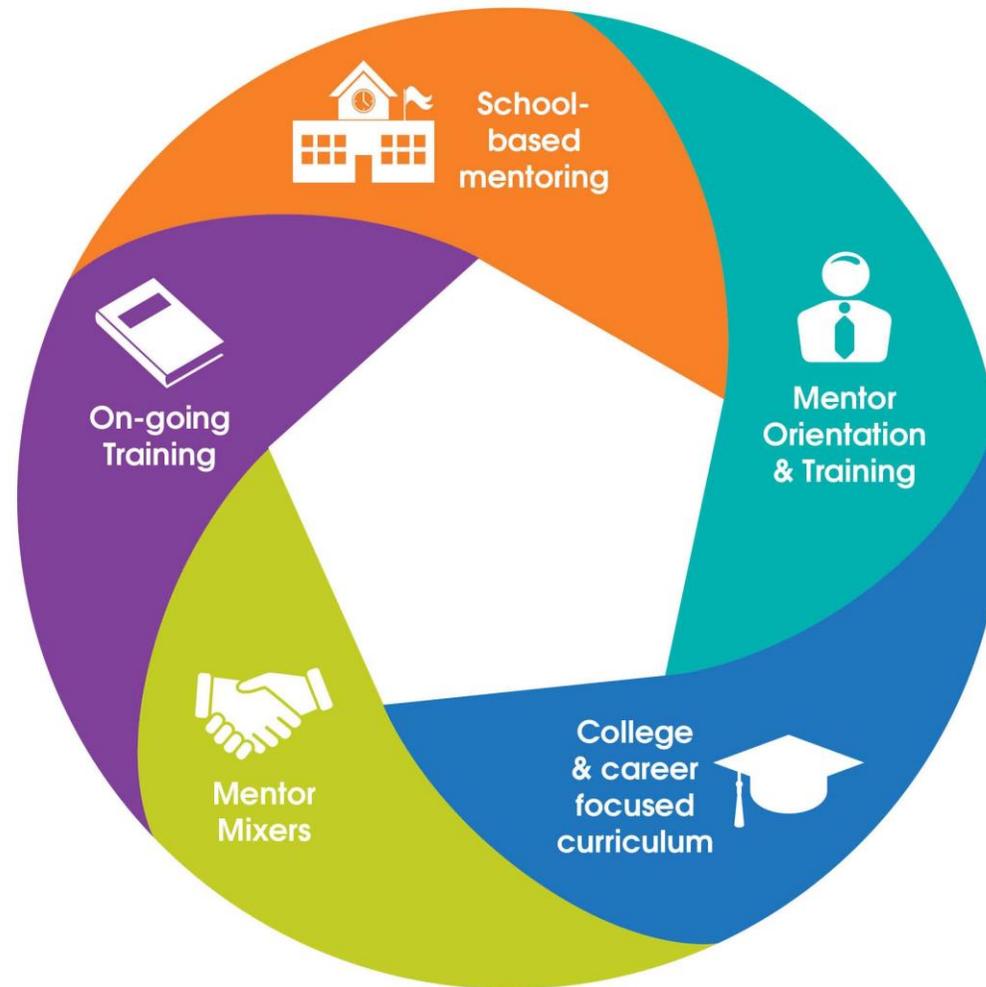
- Take Stock in Children employs a **sustainable public-private** model that is **successful and scalable**, with students achieving a high school **graduation rate of 96%**; our college attendance rate is more than 87%, triple the rate of the non-TSIC, peer control group.
- We provide low-income children with **volunteer mentors, college success coaches and social services** from middle school to high school and a **college scholarship** including transition services to attend college.

Take Stock In Children achieves success through an innovative multi-year program model of mentorship, case management, accountability, and scholarships.

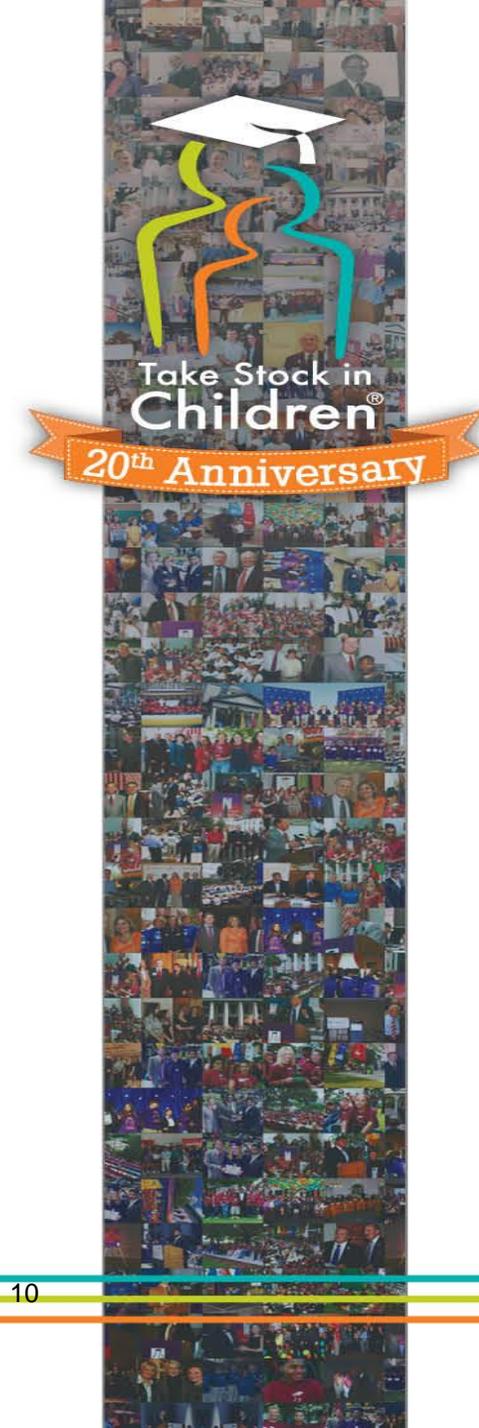


Celebrating 20 years of scholarships, mentors and hope

Take Stock in Children Mentoring



*Data Source: Take Stock in Children STAR Database



TAKE STOCK IN CHILDREN MENTORING MODEL



OUTCOME AREAS



Proficiency in reading & math



High expectations



Grades



good behavior



Attendance



metacognitive/
social capital



Social Acceptance



Parental Trust



Special Adult Relationships

LONG-TERM OUTCOMES



Reduced risky behavior



Reduced violence



School engagement



Academic achievement



High school graduation



College Readiness



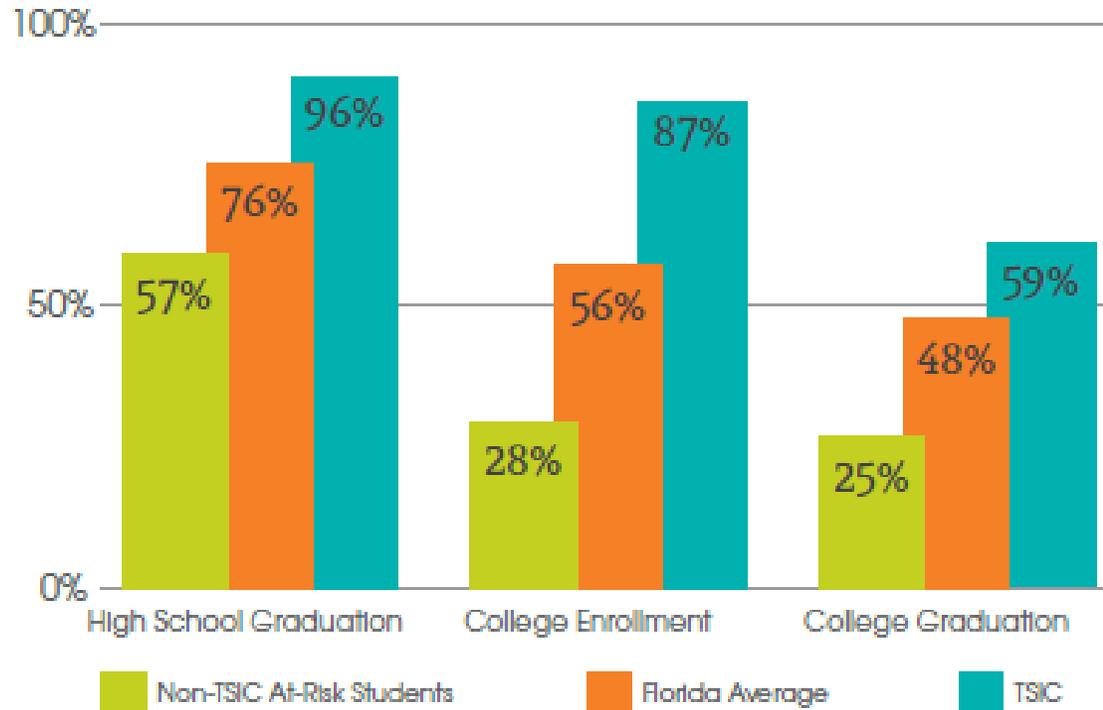
College Graduation



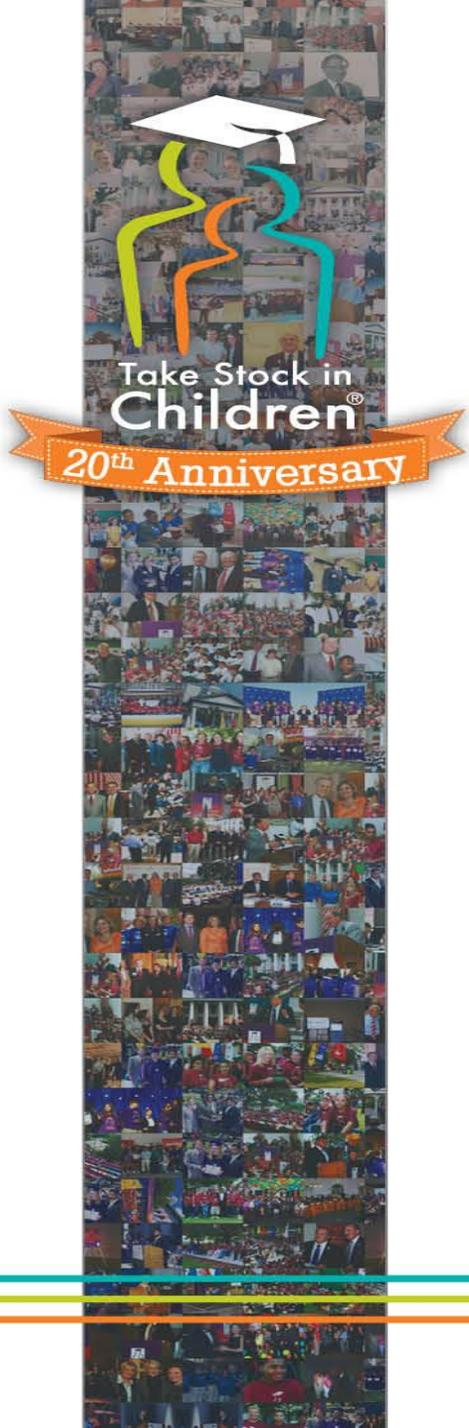
Career Readiness



High School Graduation, College Enrollment & College Attainment



Our scholars outperform in high school graduation, college enrollment and completion



*Data Source: Take Stock in Children STAR Database
Florida Department of Education Bureau of Education Information and Accountability Services 2012-13
School Year

Celebrating 20 years of scholarships, mentors and hope

iMentor: Chief Program Officer



Tarika Barrett, PhD
Chief Program Officer, iMentor
tbarrett@imentor.org

Tarika joined iMentor in 2012 with a diverse background in public education. Previously, she served as the Senior Director of Multiple Pathways to Graduation in the New York City Department of Education's Office of Postsecondary Readiness. Prior to this, she worked as the Deputy Network Leader of the Brooklyn-Staten Island Network of New Visions for Public Schools. Tarika's previous experience includes designing and implementing research and program evaluations for New York University's Center for Research on Teaching and Learning, teaching high school students, and working as a political organizer for the New York Public Interest Research Group. Tarika holds a B.A. in Political Science from Brooklyn College, an M.A. in Deaf Education from Columbia Teachers College and a Ph.D. in Teaching and Learning from New York University.

iMentor Program Model

Class Sessions

Students attend a weekly class session led by an iMentor program coordinator and a school teacher to learn about the week's curriculum and email their mentors.



Weekly Emails

Students email their mentors once a week through iMentor's secure online platform.



Monthly Events

Students and mentors meet once a month at group events iMentor organizes at the school or on a college campus.



Staff Support

Each pair is assigned an iMentor program coordinator, who is a certified college counselor, to provide coaching, resources, and support.

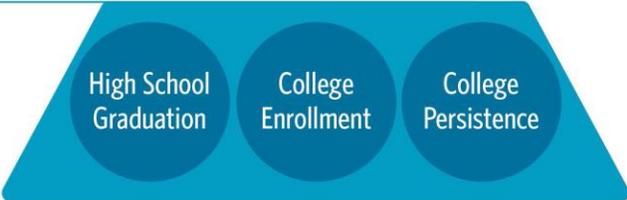


iMentor: Tracking Outcomes

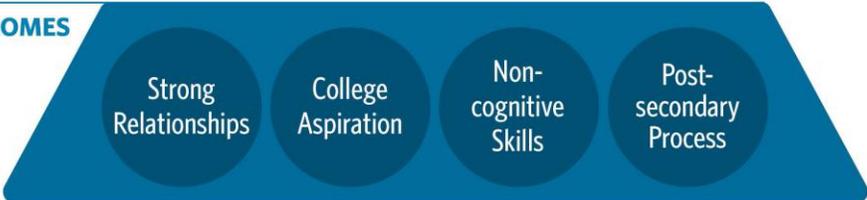
ULTIMATE OUTCOME



LONG-TERM OUTCOMES



SHORT-TERM OUTCOMES



PROGRAM EXECUTION



iMentor's Impact

- For the 2013-2014 school year:
 - **85%** of mentors reported helping their mentee research summer jobs and internships.
 - **93%** of students say their mentor is someone they can trust and depend on
 - **97%** of students completed college applications
- In 2013, **75%** of iMentor's high school graduates enrolled in college (compared to **50%** nationally for low-income students).
- On average, our students demonstrated growth on 3 out of 7 non-cognitive skills from pre-test to post-test namely: help-seeking & advocacy, perseverance and critical thinking/problem solving.



Mary & Camille (Class of '12)

Bernadette Sanchez, PhD

Associate Professor

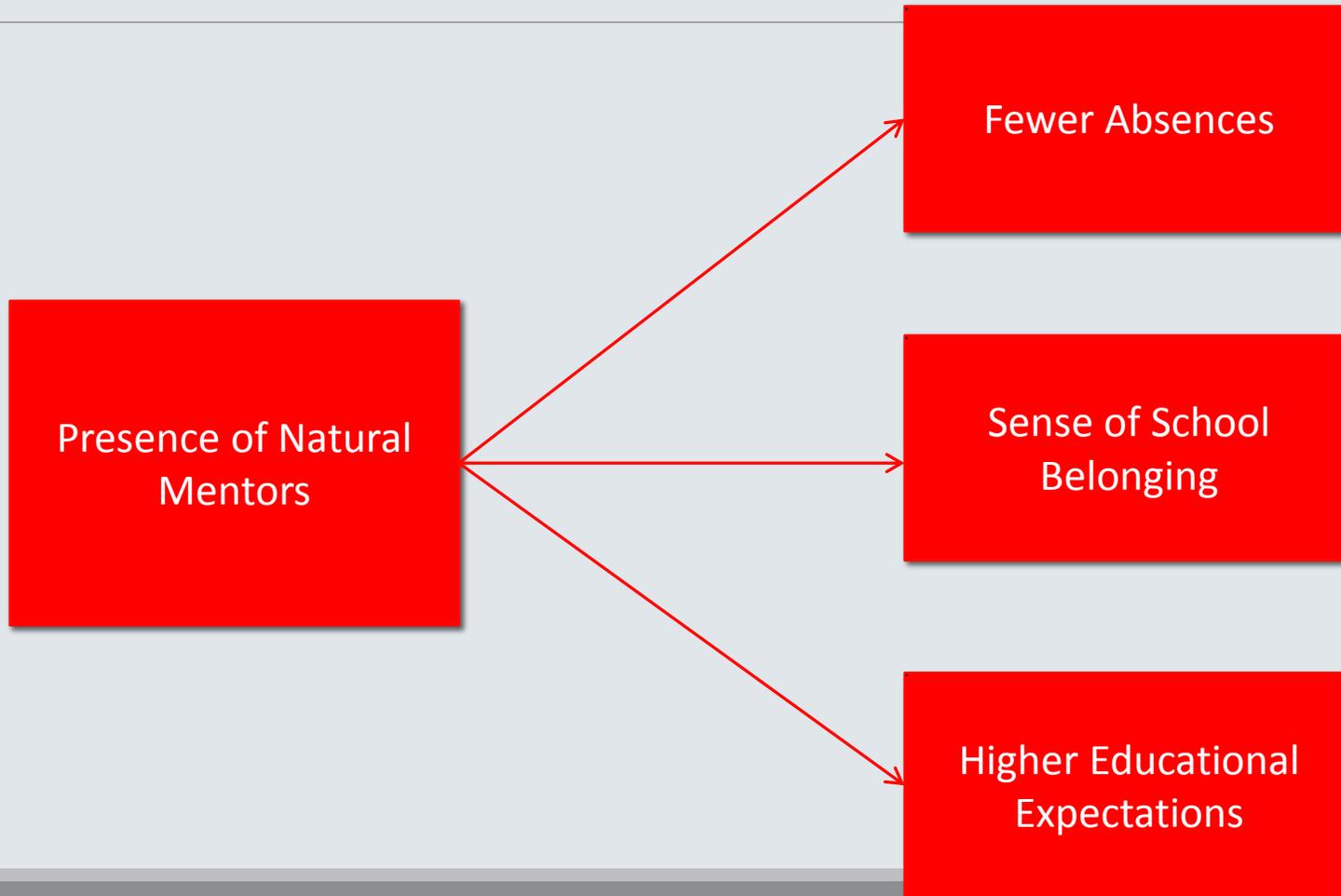
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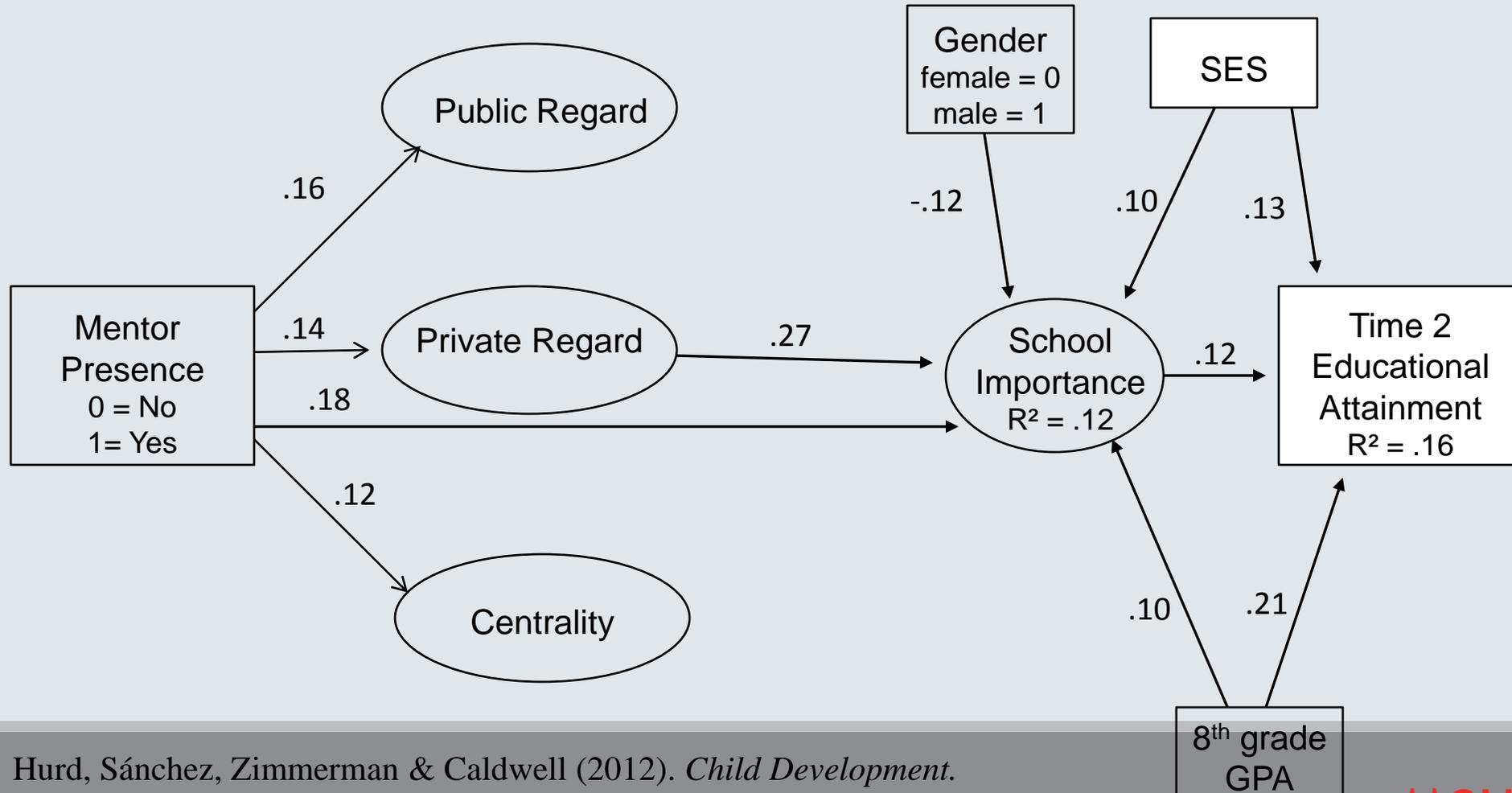


Having natural mentors predicts better academic outcomes



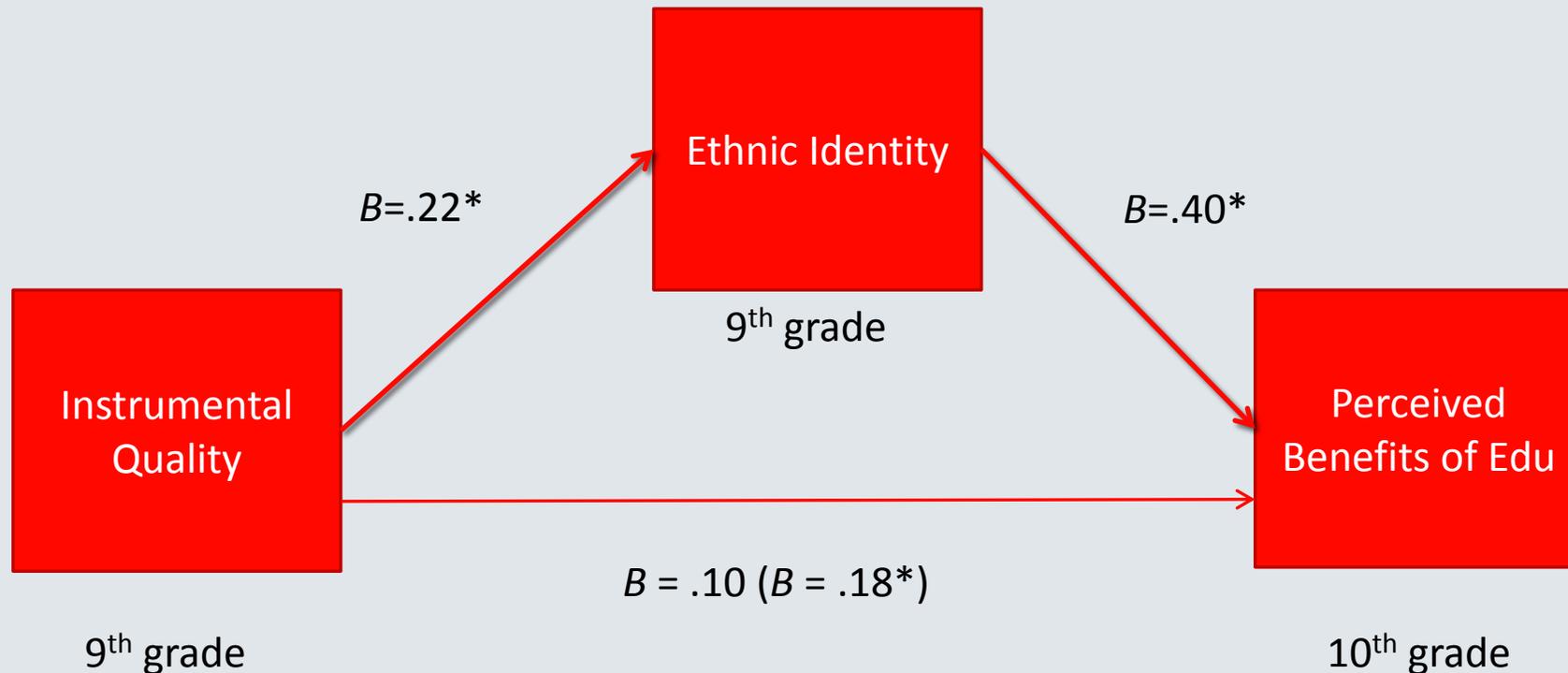
Sánchez et al. (2008). *Journal of Community Psychology*.

Having a natural mentor predicted the belief that school is important for future success via positive views about one's own race



Hurd, Sánchez, Zimmerman & Caldwell (2012). *Child Development*.

Instrumental quality predicted perceived economic benefits of education via a positive ethnic identity



Closing

- Take away points:
 - Think creatively about how mentors – both natural and through formal programs – can support your academic goals
 - Educational goals are strengthened through the 3Rs – rigor, relevance and relationships – mentors can play a key role in developing a strong foundation of relationships for students that supports increased academic gains
- Discussion/Q&A