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

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APRIL 15, 2015

1-2 PM EST

# MENTOR Resources

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- Website: [www.mentoring.org](http://www.mentoring.org)
- Access resources and no-cost technical assistance through MENTOR and OJJDP's National Mentoring Resource Center: [www.nationalmentoringresourcecenter.org](http://www.nationalmentoringresourcecenter.org)
- Research briefs: [http://www.mentoring.org/news\\_and\\_research/issue\\_briefs](http://www.mentoring.org/news_and_research/issue_briefs)

# Mentoring

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- 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

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- 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

# Mentoring and College Application Process

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- Mentors can support their mentees in the college application process in a number of ways:
  - Help with selecting schools to apply to
  - Support in filling out applications, including the FAFSA and other financial aid related items
  - Navigating housing and other logistics
  - Providing general emotional support throughout the process

# Mentoring and College Persistence

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- Once in college, mentors can provide on-going support to mentees to help them stay in and graduate:
  - Support in navigating campus systems and life
  - On-going advice around troubleshooting issues
  - Helping mentees connect to/access advanced study skills
  - General emotional support and guidance in transitioning to post-degree options

# Gallup Research

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***What are the things that happen at a college or technical school that, more than anything else, produce “engaged” employees on a fulfilling career track?***

According to Brandon Busteed, the executive director of Gallup’s education division, two things stand out:

- Successful students had one or more teachers who were mentors and took a real interest in their aspirations
- Students had an internship related to what they were learning in school

Further comment: “We think it’s a big deal where we go to college, but we found no difference in terms of type of institution you went to — public, private, selective or not — in long-term outcomes. *How you got your college education mattered most.*”

# Gallup Research

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- Graduates who had a professor or professors “who cared about them as a person — or had a mentor who encouraged their goals and dreams and/or had an internship where they applied what they were learning — **were twice as likely to be engaged with their work and thriving in their overall well-being**”
- BUT of surveyed college graduates only:
  - 22% said they had such a mentor
  - 29% percent had an internship where they applied what they were learning

Full article: <http://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html? r=0>

## SANDRA LOUK LAFLEUR, NATL VP OF PROGRAM, SUMMER SEARCH



- Strategic leadership of program quality, research/evaluation, and innovation initiatives for distributed network of 7 Summer Search sites.
- Past experience includes both national and local level work for Big Brothers Big Sisters of America in areas of program performance management, program development, research & evaluation, and innovation.



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# SUMMER SEARCH: BEGIN, BELIEVE, BECOME

## OUR APPROACH

**Our program aims to strengthen non-cognitive skills that are critical to success in school and in life.**



### INSIGHT MENTORING & TRANSFORMATIVE SUMMER EXPERIENCES

With roots in adolescent development, our program pairs professional insight mentoring with challenging summer experiences, a powerful combination designed for personal growth. Insight mentoring helps students build their capacity to chart a bright future.



### START TO FINISH COLLEGE SUPPORT

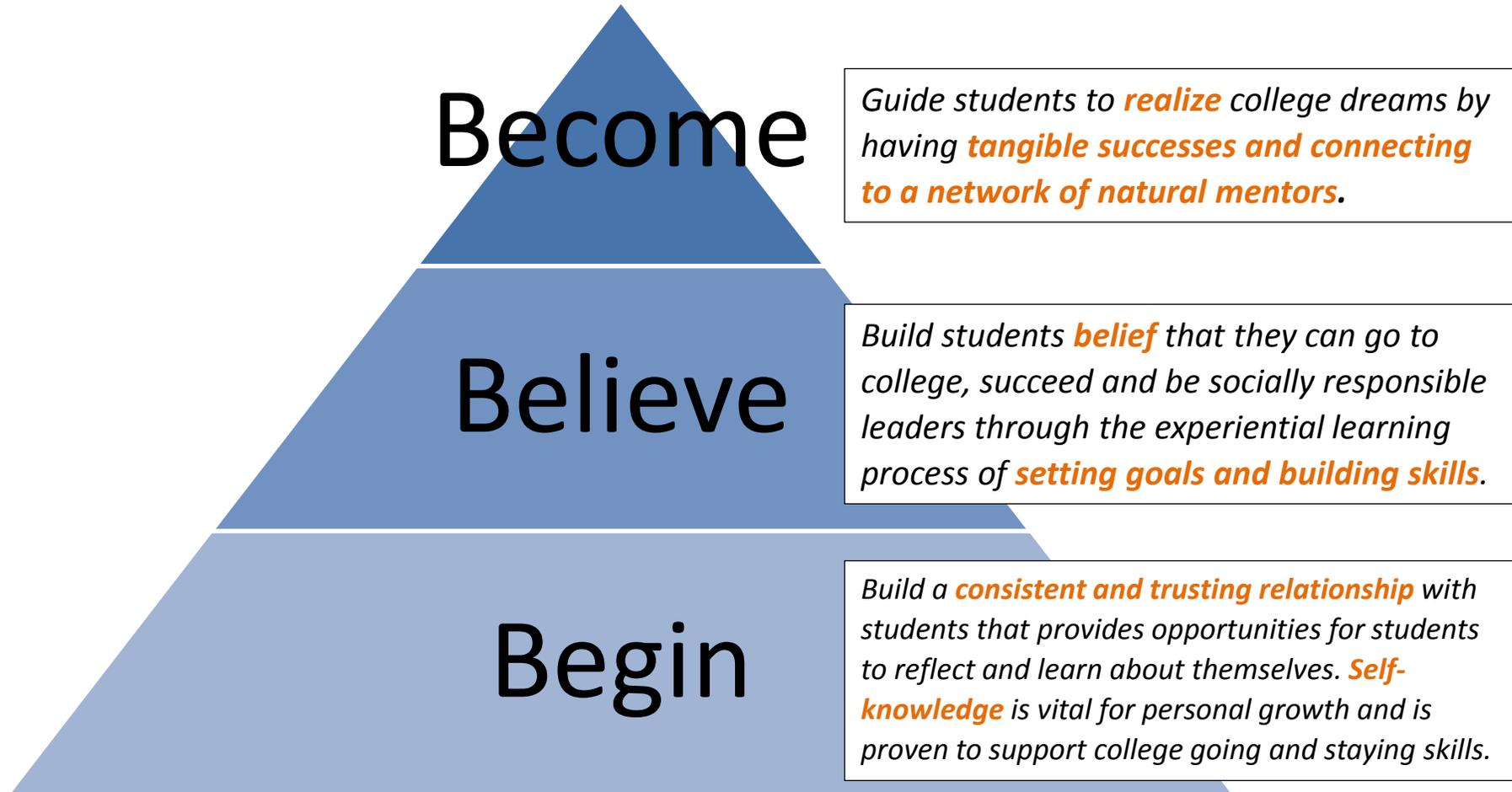
We work with students, step-by-step, to gain admission to a best-fit college, secure financial aid and scholarships, and persist to a bachelor's degree with mentoring support throughout.



### CONSTELLATIONS OF SUPPORT

Students and alumni are provided with opportunities to build their social and professional networks through events, career coaching and internships, and engagement with volunteers.

# SUMMER SEARCH MENTORING FRAMEWORK



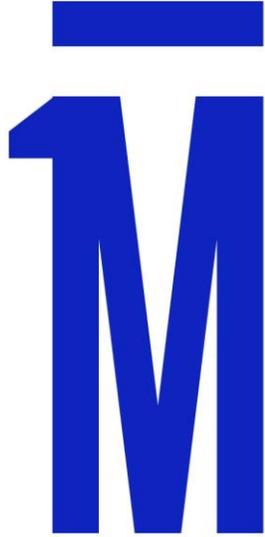
# OUR REACH / OUR IMPACT:



- 7 cities
- 1450 high school students
- 1740 college students
- 1970+ alumni

- 95% college acceptance rate
- 93% college matriculation rate
- 87% college persistence
- 72% BA attainment rate (within 6 years)





# One Million Degrees

April 15, 2015

Paige Ponder  
Chief Executive Officer  
[pponder@onemilliondegrees.org](mailto:pponder@onemilliondegrees.org)

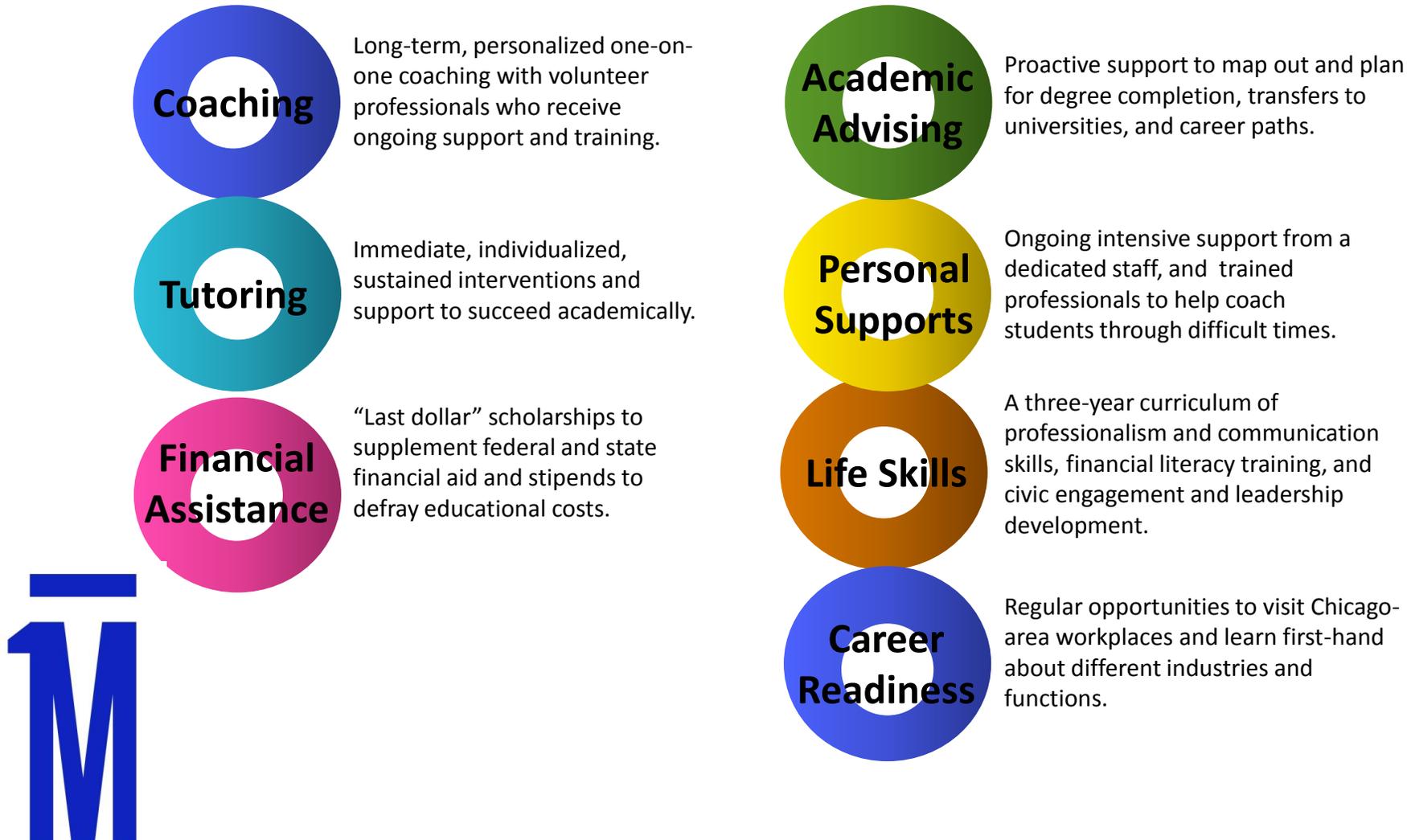


Paige works closely with all stakeholders – Board members, staff, partners, funders, volunteer coaches, and scholars – to ensure One Million Degrees achieves its mission and makes a lasting impact in the lives of the students we support. She joins One Million Degrees after leading Project Exploration, a dynamic youth STEM organization. Prior to Project Exploration, Paige was Officer of Student Support and Engagement at Chicago Public Schools.

Paige has experience in for-profit education having worked for The Grow Network and McGraw-Hill in product development, professional development, and client services capacities. She also has school-based experience as Assistant Principal of Holy Cross School in the South Bronx. Paige holds a Bachelor of Arts from Princeton University and an MBA from Kellogg School of Management at Northwestern University.

# OMD Mission and Approach

**One Million Degrees empowers low-income, highly motivated community college students to succeed in school, in work, and in life.** They receive a jetpack of critical resources that ensures successful degree completion and launches them into promising careers and 4-year institutions.



# Coaching the OMD Way

Working in small groups or one-on-one, OMD Coaches bring a wealth of knowledge, experience, and support to their scholars.

## The Coach Role

- Broaden horizons of career aspirations and possibilities
- Provide professional insights, such as real-life examples of professional challenges and growth and support in building a professional portfolio
- Expand cultural and social capital by modeling professional norms and behaviors and helping to build a professional network
- Celebrate successes and provide encouragement as they pursue goals or face challenges and setbacks
- Collaborate with OMD staff to support scholar achievement and make sure scholar is addressing potential de-railers thoughtfully and immediately

## Commitment

- One monthly in-person coaching session during our Saturday Scholar Development Sessions
- Minimum of one monthly check in outside of the Saturday Scholar Development Sessions
- Monthly activity report

## Training and Support

- Half-day training
- OMD Coaching Toolkit
- Workshops and networking opportunities for coaches to learn new strategies, more about OMD-specific topics, and to share best practices amongst themselves.
- Staff person dedicated to supporting coaches



# The OMD Coaching Toolkit

The workshop's **theme** and activity list can help guide your work with scholars. Understanding what they've been exploring during the workshop hour can provide context or some ideas for how to frame your time with them.

**Goals work** refers to focused conversations to help scholars work towards their stated goals by considering questions about possible barriers, "cheerleaders," and specific, timely steps they can take. Each conversation has a topic related to the day's workshop.

**Coach shares** are opportunities for scholars to hear about some of your own decision-making along the way. This can be a powerful way for scholars to see your journey in action and start to visualize their own next steps.

**From the Field** conversations ask you to share real life examples and expertise from your own career experience. Try to think of an overall takeaway for the scholar and a few relevant examples to illustrate the concept.

|   | THEME                    | ACTIVITIES   | COACHING SESSION  | PRODUCTS FOR PORTFOLIO   |
|---|--------------------------|--|---|--|
| 1 | There I Was; Here I Am!  | <ul style="list-style-type: none"> <li>Teambuilding: image gallery group discussions</li> <li>Education timeline</li> <li>Study strategies self-assessment</li> </ul>                | <ul style="list-style-type: none"> <li>Powerful Goal Setting Strategies</li> <li>Scholar Goal Setting Worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>Goals worksheet</li> <li>Self-assessment</li> <li>Reflective writing</li> </ul> |
| 2 | Surveying the Road Ahead | <ul style="list-style-type: none"> <li>Reading and jigsaw discussion: "Three Barrier Types to College and Career Success"</li> <li>Pair share: How I got to OMD</li> </ul>           | <ul style="list-style-type: none"> <li><b>Goals worksheet:</b> Identify first action steps<br/><i>Help scholars choose some specific action steps they can take towards their identified goals. Refer to the "open-ended questions" section of the coach toolkit for question ideas.</i></li> <li><b>Coach share:</b> How I got to OMD<br/><i>Let scholars know what first interested you about working with OMD. You can also conduct this as an interview, with scholars asking you questions about your journey to OMD. The more they can learn about others' decision-making, prioritizing, and twists and turns along the way, the more easily they'll be able to see themselves as owners of their own journeys.</i></li> </ul> | <ul style="list-style-type: none"> <li>Goals work: First action steps</li> <li>Reflective writing</li> </ul>           |
| 3 | Myself In My Community   | <ul style="list-style-type: none"> <li>Teambuilding and introduce discussion to workplace culture/behavior</li> <li>Workplace culture iceberg</li> <li>Reflective writing</li> </ul> | <ul style="list-style-type: none"> <li><b>Goals work:</b> Who are my cheerleaders?<br/><i>Scholars should think about not just friends, but all those who can support their college success—family, community members, classmates, college and OMD staff, and others.</i></li> <li><b>From the Field:</b> Coach examples of professional norms in their workplace<br/><i>Share examples of workplace norms, expectations, and</i></li> </ul>  | <ul style="list-style-type: none"> <li>Goals work: Who are my cheerleaders?</li> <li>Reflective writing</li> </ul>     |



# Gloria Crisp

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- Associate Professor at UT San Antonio
- Associate Editor of *The Review of HE* and *NDIR*
- Approach to studying mentoring
- Interest in marginalized groups/institutional types

Website: [www.gloriacrisp.com](http://www.gloriacrisp.com)

Twitter: @crisp\_gloria



# College Student Mentoring Scale

... work toward achieving my academic aspirations  
... realistically examine my degree or certificate options  
... talk with openly about social issues related to being in college

**COLLEGE STUDENT MENTORING SCALE (CSMS)**

The information obtained from this survey is designed to help colleges improve their services for students. Participants may choose to not participate without penalty at any time during the completion of the questionnaire. Please use pencil or blue or black pen and select the best answer choice for each of the following statements.

Correct Mark:         Incorrect Marks:

**MENTORING AND PERCEPTIONS OF MENTORING**

*I have had someone in my life who ...*

... regarding college-related issues

... work toward achieving my academic aspirations

... realistically examine my degree or certificate options

... talk with openly about social issues related to being in college

... perform to the best of my abilities in my classes

... choose to consider educational opportunities beyond my current plans

Strongly Disagree

- 25 items, measuring 4 types of interrelated mentoring support
- Currently used by practitioners and researchers across the country and abroad
- Scale used to identify types of support students are receiving in and/or outside formal mentoring programs and to evaluate the effectiveness of mentoring relationships on academic success outcomes

# Summary of Findings

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- Survey items measuring four constructs shown to be reliable and valid for underserved populations (Crisp, 2009; Crisp & Cruz, 2010)
- Different students may perceive and experience mentoring in both similar and different ways (Crisp, 2009, Crisp & Cruz, 2010)
- Mentoring directly impacts students' ability to integrate both academically and socially on campus (Crisp, 2010; Crisp, 2011)
- Mentoring may indirectly promote persistence in college (Crisp, 2011)
- Ongoing qualitative work suggests students rely on multiple mentors to provide different types of support

# Implications of Findings

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- Institutions should not make assumptions about the types of mentoring support marginalized students need and want
- Mechanisms should be provided to students in and outside of the classroom to provide supports measured by the CSMS
- Males and non-traditional age students may need more mentoring support while in college
- Students benefit from having multiple mentors in or outside of a formal program
- Faculty members should be proactive in connecting with marginalized populations that may not seek out mentoring support from faculty

# Closing

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- Take away points:
  - Mentors can play a huge role in helping students both get into and complete college
  - Mentors can help students connect to academic and emotional support critical for college persistence
- Discussion/Q&A