

Mentoring Relationships: A Vehicle for Timely & Meaningful Student Support

March 29th, 2021



Acknowledgement/Disclaimer

This project is supported by Grant #2019-MU-MU-K011 awarded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.



Welcome!



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MENTOR: Mission & Vision

Vision

Every young person has the supportive relationships they need to grow and develop into thriving, productive and engaged adults.

Mission

MENTOR's mission is to fuel the quality and quantity of mentoring relationships for America's young people and to close the mentoring gap for the one in three young people growing up without this critical support.



The Mentoring Gap


One in three young people are growing up without a mentor.

This is the mentoring gap in America.



1 in 3

WITH A MENTOR, AT-RISK YOUTH ARE:

-  **52%** less likely than their peers to skip a day of school
-  **55%** more likely be enrolled in college
-  **46%** less likely than their peers to start using drugs
-  **81%** more likely to report participating regularly in sports or extracurricular activities
-  **78%** more likely to volunteer regularly in their communities
-  **130%** more than twice as likely to say that they held a leadership position in a club or sports team
-  **90%** Respondents who had a mentor said they are now interested in becoming mentors

[The Mentoring Effect](#)

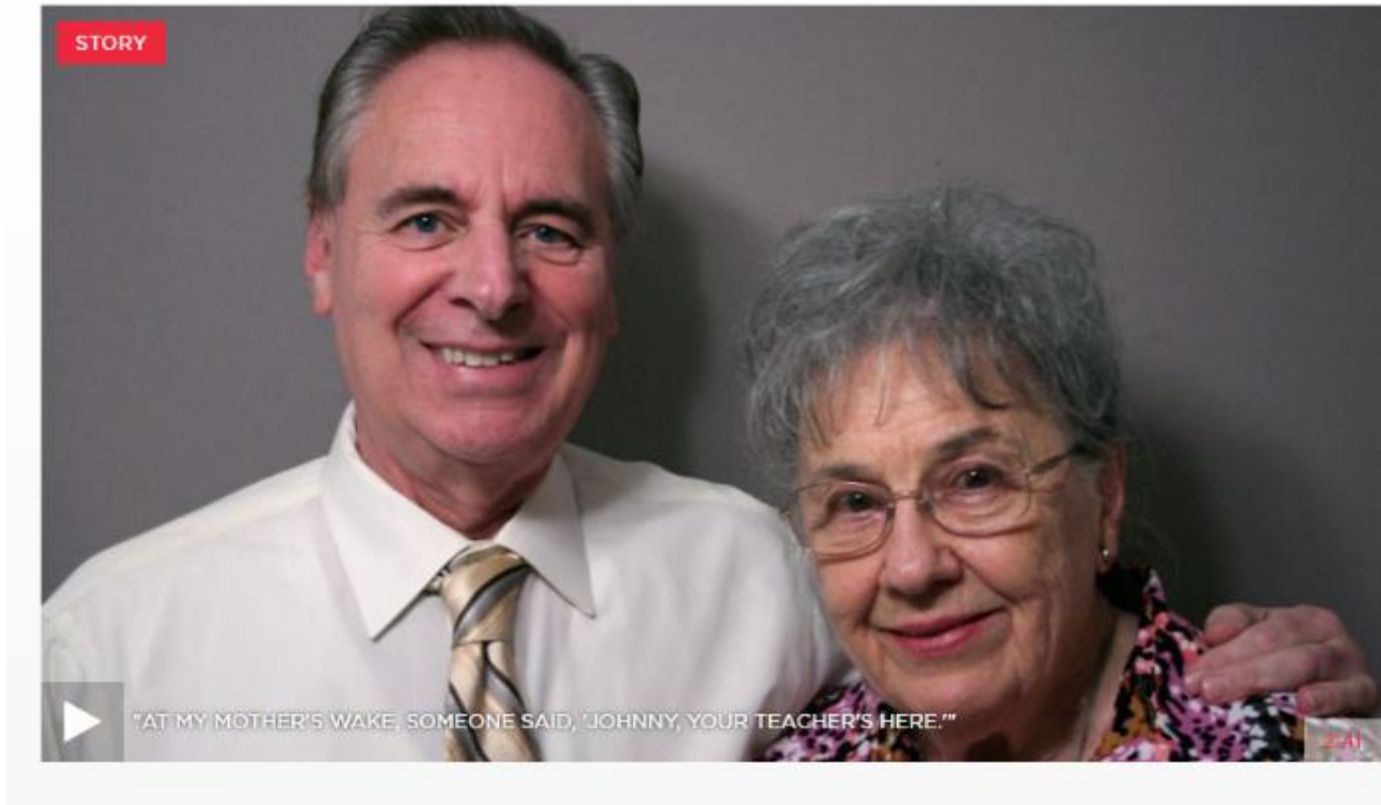
Agenda

- Introductions & a couple of stories...
- Overview of school-integrated mentoring
- Small Group Discussion: How can you tap into the power of relationships at your school/district?
- Large group share-out
- Additional resources & next steps

Icebreaker Questions

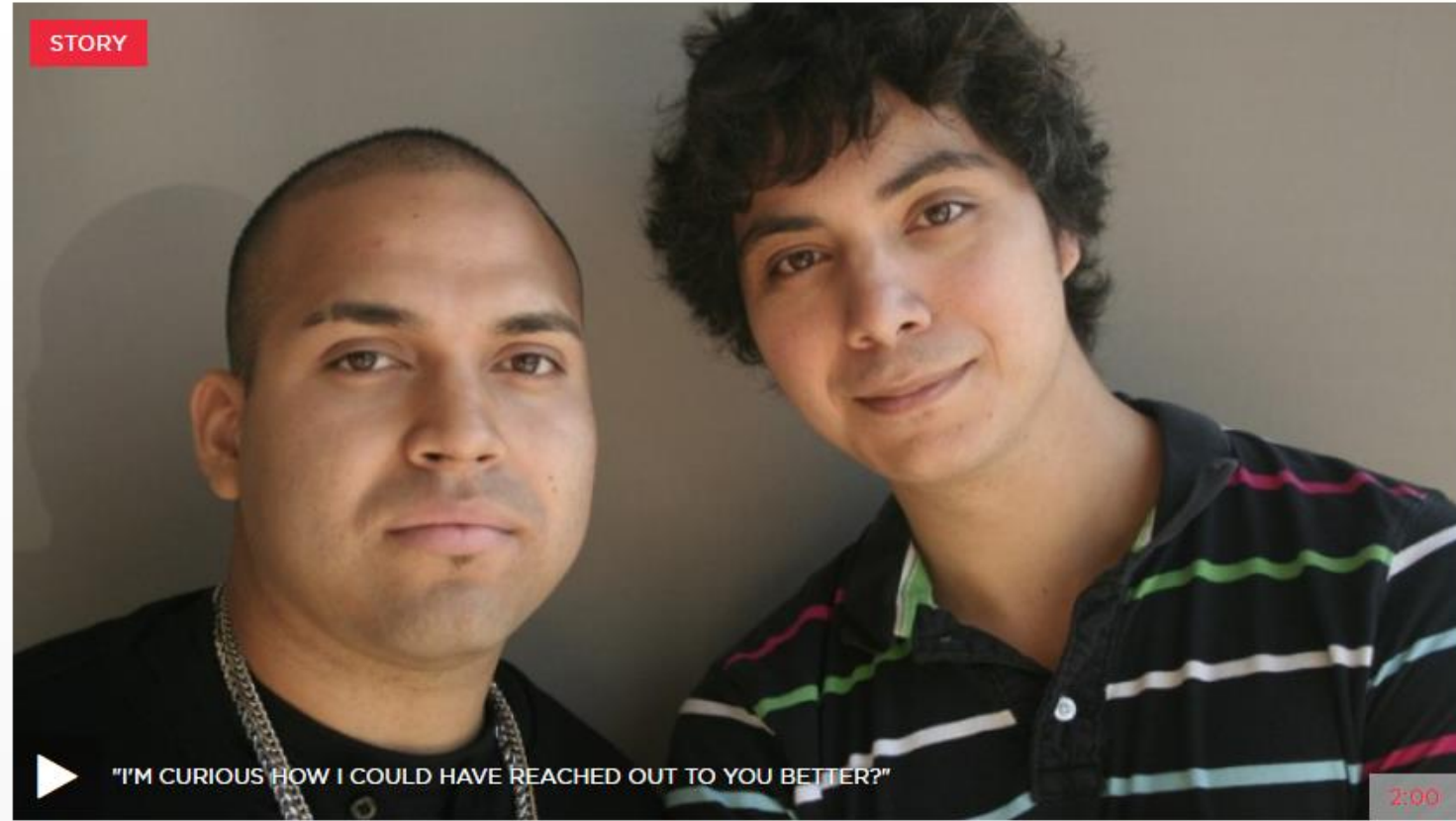
- What are the challenges students and families are facing in your community? How do you know?
- Can mentoring relationships help support solutions? If so, what might this look like?

John & Cecile's Story



NPR, as cited by Storycorps, 2012

Roger & Antero's Story



NPR, as cited by Storycorps, 2012

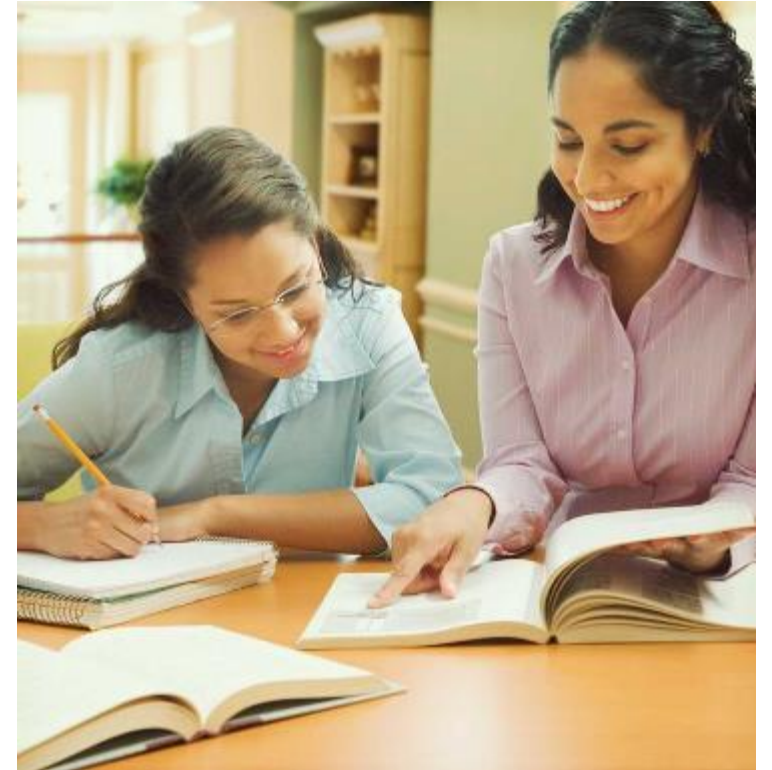
How can we create more opportunities for these relationships to be built in our schools?

School-Integrated Mentoring



School-Based Mentoring

- Can be delivered in one-to-one, group or team formats
- Can pair students with adult mentors or engage older students as “near peer” mentors
- Often aim to facilitate academic gains or improvements in school connectedness or attendance, though many also emphasize non-academic goals
- Can be run by school personnel or through a partnership with a community based service provider in collaboration with school leadership.



OJJDP National Mentoring Resource Center, 2017

What does the research say?



- Regardless of the structure, staffing, and goals of the program, mentoring programs in schools have shown to be a cost-efficient way of increasing the positive relationships students have in their lives, while also having the potential to boost factors that can lead to educational success, such as:
 - connectedness to the school environment and peers
 - improved relationships with teachers and staff
 - improved feelings of academic competence
 - greater access and use of other supports, such as tutoring, credit tracking, counseling, and postsecondary planning.

OJJDP National Mentoring Resource Center, 2017

Mentoring & Bullying, Violence & Victimization



Stockphotos/NMRC

Peer victimization: repeated exposure to interactions with peers that involve an intent to harm, result in harmful effects and are endorsed by a peer group.

Elledge, Cavell, Ogle, & Nugent, 2010

- “Mentors may be able to leverage their relationship with youth to challenge beliefs that support bullying (e.g., victim blaming, hostile attributional biases, etc.) and to serve as a role model for non-aggressive social interactions.”
- Mentors may be able to assist targeted “youth in building positive relationships with other peers and instruct youth in the use of adaptive coping skills, which have been shown to be negatively impacted by peer victimization” (Troop-Gordon, Sugimura, & Rudolph, 2017).
- Mentoring programs in which mentor-youth interactions take place in settings where youth interact with peers (e.g., schools) may enable mentors to witness peer interactions that involve either bullying or victimization and then be able to intervene directly in the youth’s peer ecology by responding within the social context to both their mentee and other youth.
- Read the evidence review [here](#)

Key Topics: OJJDP National Mentoring Resource Center, 2017

How is School-Integrated Mentoring Different?

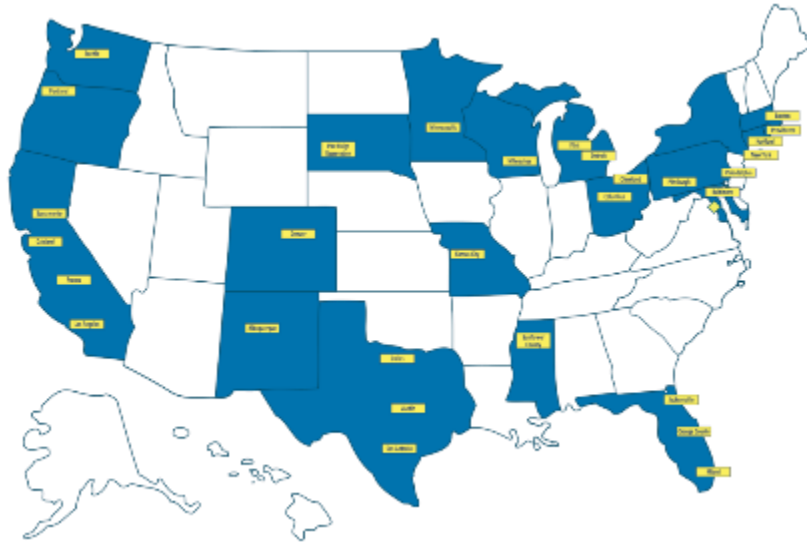
- School or district builds an intentional culture of mentoring at all levels
- Mentoring is championed by school leadership
- Spaces are created in student and staff schedules for intentional relationship-building
- Students have options for finding supportive relationships
- Data about student and family needs are shared intentionally to facilitate connections to needed supports



The MBK Success Mentors Initiative



EVERYONE
GRADUATES
CENTER



Background: What is Success Mentors?

- An evidence-based, resource-friendly mentoring model that targets chronic absenteeism
- Emphasizes frequent interactions with students to foster a sense of belonging while identifying and responding to barriers to attendance
- Relies on the frequent sharing of information between mentors and school administrators, both to respond to student needs and inform whole-school prevention approaches
- Emphasizes strengths-based approaches to student and family engagement

Balfanz, 2016

The Success Mentors Model

Goal: Students come to school (so they can benefit from school)

School builds a welcoming, family-centered environment & culture that values relationships.



Mentors build relationships with students, celebrate successes, and uncover true student needs.



Strengths-based messaging

School identifies patterns in student needs and uses this information to inform whole-school and targeted strategies.



Mentors collaborate with school to coordinate social services to meet students' individual needs & consider appropriate family engagement responses.



The Power of School-Integrated Mentoring

Making the Grade: Combating Chronic Absenteeism

Four Boston Public Schools are using a targeted approach to keep kids in class

Officials: Mentoring program has strong impact on student success

Cleveland Schools Push Attendance and Mentorship

School 5 principal reduces absenteeism by 76-percent

Kansas City Public School Leaders to launch new mentoring initiative

First of its kind, reaching 7,500 students



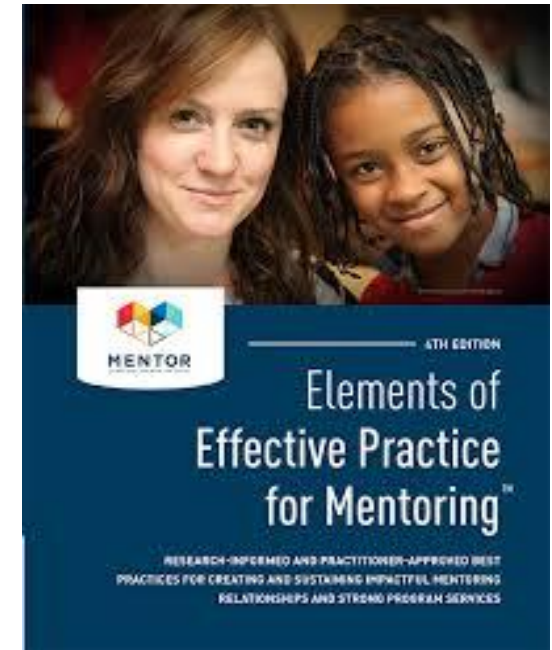
Best Practices for School-Integrated Mentoring



Elements of Effective Practice for Mentoring

What works in mentoring program design?

- Recruitment
- Screening
- Training
- Matching and Initiating
- Monitoring and Support
- Closure



[The EEPM](#)

Key Frameworks

- Grounded in positive youth development
- Developmental relationships
- Strengths-based perspectives
- Culturally relevant programming

Positive Youth Development

Positive youth development is an **intentional**, pro-social **approach** that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances **youths' strengths**; and promotes positive outcomes for young people by providing opportunities, **fostering positive relationships**, and furnishing the support needed to build on their leadership strengths.

youth.gov

Development Relationships



Source: Search Institute

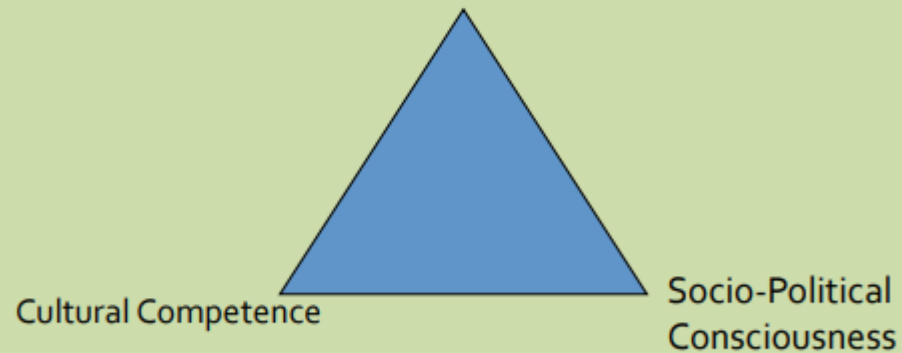
What Does Strengths-Based Really Mean?



Culturally Relevant Programming

Culturally Relevant Pedagogy

Academic Achievement/Student Learning



Develop Cultural Competence

- What do you know about your students' lives?
- What are your strategies for learning more?
- Relationships are reciprocal. What do you share about your life?

Ladson-Billings, 2018

Customize Your Program, Deepen Engagement Resources & Guides




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MHA-NYC
Innovations in Mental Health

SUPPORTING YOUNG PEOPLE IN THE WAKE OF VIOLENCE AND TRAUMA


Episodes of violence and trauma in young people's communities, especially those that arise from a place of systemic inequality, prejudice and racism, impact young people's lives in a variety of ways. Mentors are uniquely positioned to help young people process these experiences by providing a space to express their emotions, ask for help, and channel uncertain feelings into positive, constructive action. However, mentors may need strategies for supporting these discussions and actions as well as support for being allies to young people trying to make sense of their feelings. For example, in the aftermath of



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SOCIAL AND EMOTIONAL DEVELOPMENT IN EARLY ADOLESCENCE:

Tapping into the Power of Relationships
and Mentoring



Guide to Mentoring Boys and Young Men of Color

Sponsored by My Brother's Keeper Alliance and
MENTOR: The National Mentoring Partnership



SUPPORTING AND INSPIRING NATIVE YOUTH

A critical orientation for mentoring programs and mentors who work with or
in American Indian/Alaska Native communities



Cultural and Class Conflicts in Mentoring Matches (Part of the Collaborative Mentoring Webinar Series)

RESOURCE CENTER
A Program of OJJDP

Cultural and Class Conflict in Mentoring Matches: Strategies for Building the Culturally Competent Mentoring Organization and Professional



Visit www.mentoring.org for these resources and more

Q&A



Resources and References



OJJDP National Mentoring Resource Center

- Visit www.nationalmentoringresourcecenter.org
- Funded by OJJDP, the NMRC disseminates information about “What Works” in mentoring through evidence reviews on the effectiveness of program models and specific programs, practices, and services for specific populations of mentees
- Disseminates high-quality program implementation resources, including tools, program curricula, and training materials
- Provides FREE technical assistance to youth mentoring programs to help them more deeply incorporate evidence-based practice into their work.
- Sign up for the monthly e-newsletter [here](#)



The screenshot shows the homepage of the National Mentoring Resource Center. At the top, there is a navigation bar with the logo and a search bar. Below the navigation bar is a large video player showing a mentor and a mentee working together. To the right of the video is a call-to-action button that says "Not sure where to start? SEE KEY TOPICS". Below the video is a "Welcome to the National Mentoring Resource Center" section with a list of bullet points describing the center's services. To the right of this section is a "Latest News" section with several news items. At the bottom of the page, there is a "Subscribe to our Email List" section with a text input field and a "Subscribe" button. The footer of the page features three columns: "Featured Mentoring Resource", "Featured Program Review", and "Featured OJJDP Grantee".

Additional Resources

- [MBK Success Mentors Implementation Guide](#)
- [Relationships Matter: A Toolkit for Launching an Elementary Success Mentor Attendance Initiative](#)
- [MENTOR - Success Mentors Resources & Tools](#)
- [Checklist for Developing and Launching a Success Mentors Program](#)
- NSAESC Webinars:
 - [Strengthening Your EWS Strategy through Relationships](#)
 - [Managing an Effective School-Integrated Mentoring Program](#)
 - Access all webinars [here](#).

References

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- Storycorps.com
 - <https://storycorps.org/listen/john-cruitt-and-cecile-doyle/>
 - <https://storycorps.org/listen/antero-garcia-and-roger-alvarez-2/>
- [Key Topics: School-Based Mentoring](#). OJJDP National Mentoring Resource Center.
- [Practice Review: Strategies for Preventing Peer Aggression, Bullying and Victimization](#)
- Bayer, A. (2013) [School-Based Mentoring Programs: Using Volunteers to Improve the Academic Outcomes of Underserved Students](#). MDRC.
- 27 January, 2016. White House & U.S. Department of Education. My Brother's Keeper School Success Mentor Initiative Virtual Training Summit.
- [Meeting the Challenge of Combatting Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities](#), Balfanz & Byrnes, 2013, Everyone Graduates Center & Johns Hopkins University

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