



Mentoring – an Approach to Promote Positive Youth Development and Outcomes

January 14, 2015



★ JANUARY ★
NATIONAL MENTORING MONTH

BE SOMEONE WHO MATTERS
TO SOMEONE WHO MATTERS





Mission:

With a focus on Connecticut's youth, The Governor's Prevention Partnership is a statewide public-private alliance building a strong healthy future workforce through leadership in mentoring and prevention of violence, underage drinking, alcohol, and drug abuse.

Discussion Agenda

- Definitions, background, modes of mentoring
- Current status of mentoring in CT
- National mentoring model approaches
- Data, findings, outcomes
- Considerations for practical application
- GPP technical assistance and resources



Youth Mentoring Defined

A structured relationship over a prolonged period of time between two or more people, where an older, caring, more experienced individual provides help to the younger person as he/she goes through life.



MENTORING JOB DESCRIPTION

Purpose:

- Provide social and academic support to a mentee.

Commitment:

- Meet with the mentee once a week for approximately one hour, on school grounds, during school, for at least 1 year

Responsibilities:

- Be a role model, advocate, friend
- Accept the mentee, non-judgmental
- Discuss academic assignments

25
YEARS

THE GOVERNOR'S
Prevention
PartnershipSM



AT WORK FOR KIDS.
BE INSPIRED.

Did You Know?

Youth who are mentored through a quality program are:

52% less likely than their peers to skip a day of school and **37%** less likely to skip a class

46% less likely than their peers to start using illegal drugs and **27%** less likely to start drinking

33% less likely to hit someone

Source: Public/Private Ventures study of Big Brothers Big Sisters



76% vs. 56%

More likely to aspire to enroll in and graduate from college than those who did not have a mentor



45% vs. 29%

More likely to be enrolled in college than those who did not have a mentor



67% vs. 37%

More likely to report participating regularly in extracurricular activities than those who did not have a mentor



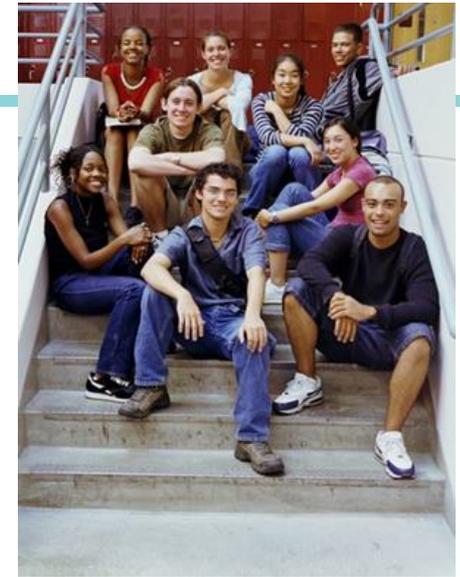
51% vs. 22%

More likely to hold a leadership position in a club, sports team, school council or another group than those who did not have a mentor



48% vs. 27%

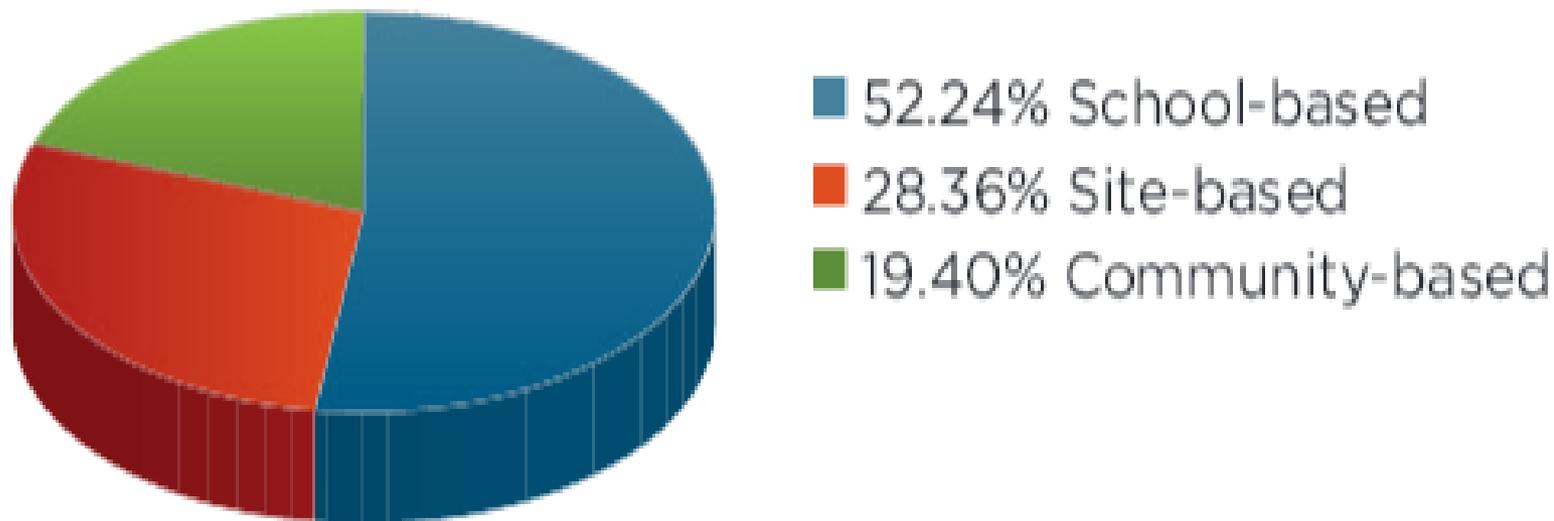
More likely to volunteer regularly in their communities than those who did not have a mentor



Why Mentor in Connecticut?

- **Over 180,000 youth could benefit from mentoring.**
- **Only 21,000 have a mentor**
- **One in 10 children lives in poverty;**
 - on average, low-income students are three grades behind their peers.**

Sources of Mentoring in Connecticut



Source:

Governor's Prevention Partnership 2012 Mentoring Census

<https://www.youtube.com/watch?v=zIGwXKlgqDY>



6 Standards of Quality-Based Mentoring

The Elements of Effective Practice for Mentoring™ are based on evidence-based research and best practices. These Elements, which are being used nationally as standards against which to evaluate the strength of mentoring programs, were also carefully reviewed by an advisory committee with representation from mentoring program executive directors, funders and recognized researchers from the field of mentoring.

- 1 Recruitment** — Recruit appropriate mentors and mentees by realistically establishing and describing the program's aims and expected outcomes.
- 2 Screening** — Screen prospective mentors to determine whether they have the time, commitment and personal qualities to be an effective mentor.
- 3 Training** — Train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship.
- 4 Matching** — Match mentors and mentees along dimensions likely to increase the odds that mentoring relationships will endure.
- 5 Monitoring and Support** — Monitor mentoring relationship milestones and support mentors with ongoing advice, problem-solving support and training opportunities for the duration of the relationship.
- 6 Closure** — Facilitate bringing the match to closure in a way that affirms the contributions of both the mentor and the mentee and offers both individuals the opportunity to assess the experience.

Source: MENTOR



Connecticut Juvenile Justice Mentoring Network

Initiative: The first of its kind in the nation, filling a gap in services for the “low-moderate risk” juvenile offenders in Connecticut by offering community-based mentoring services.

Network Goals: Strengthen capacity to deliver high quality mentoring programs and, ultimately, lower recidivism.

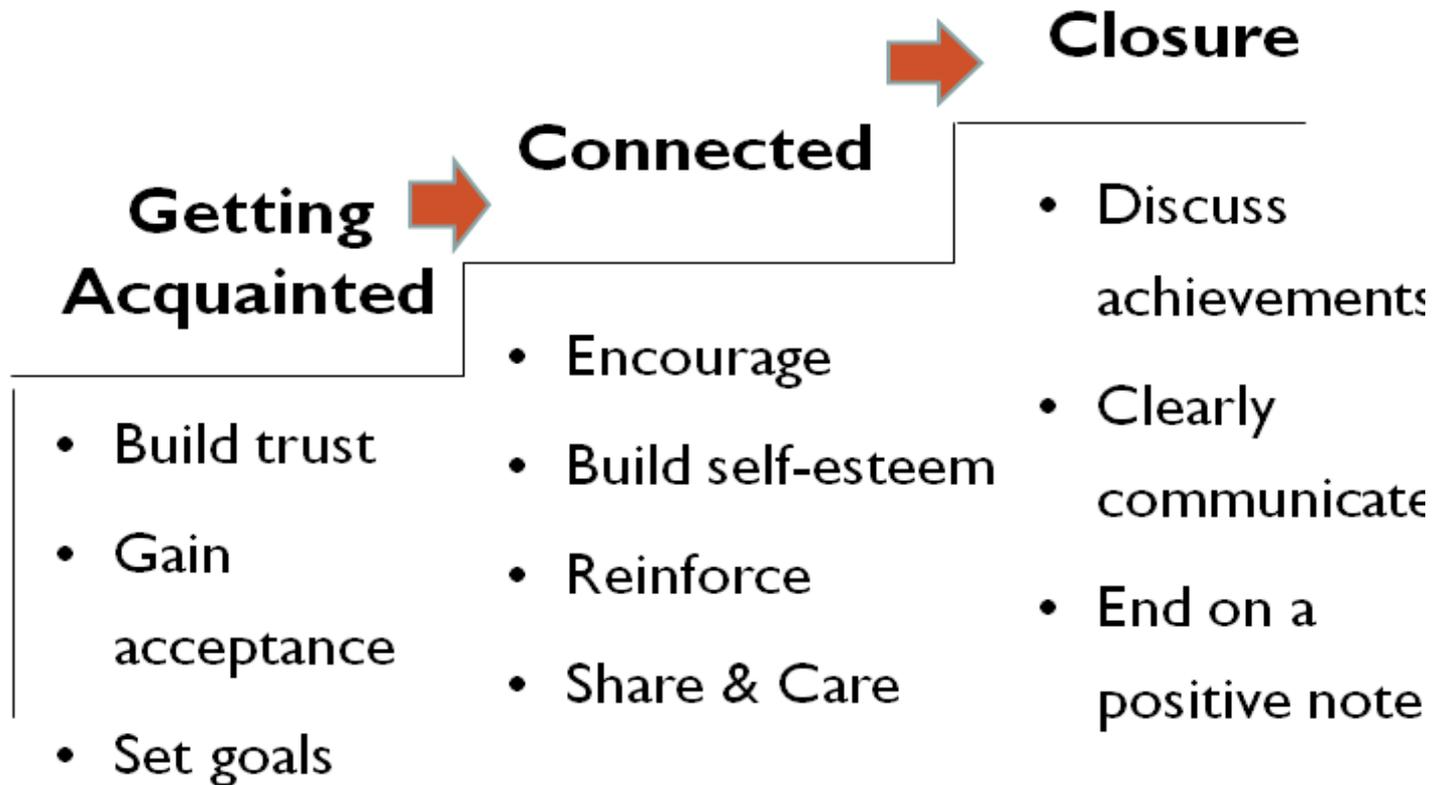
Youth Served
70% Male
Most youth 14-17 years old
Almost 50% African American

Program Performance	
Average Days to Intake	32
Average Days to Match	51
% Boys Matched	46%
% Girls Matched	66%



<https://www.youtube.com/watch?v=NIGHRwEG2x0>

The Relationship Stages





Check & Connect

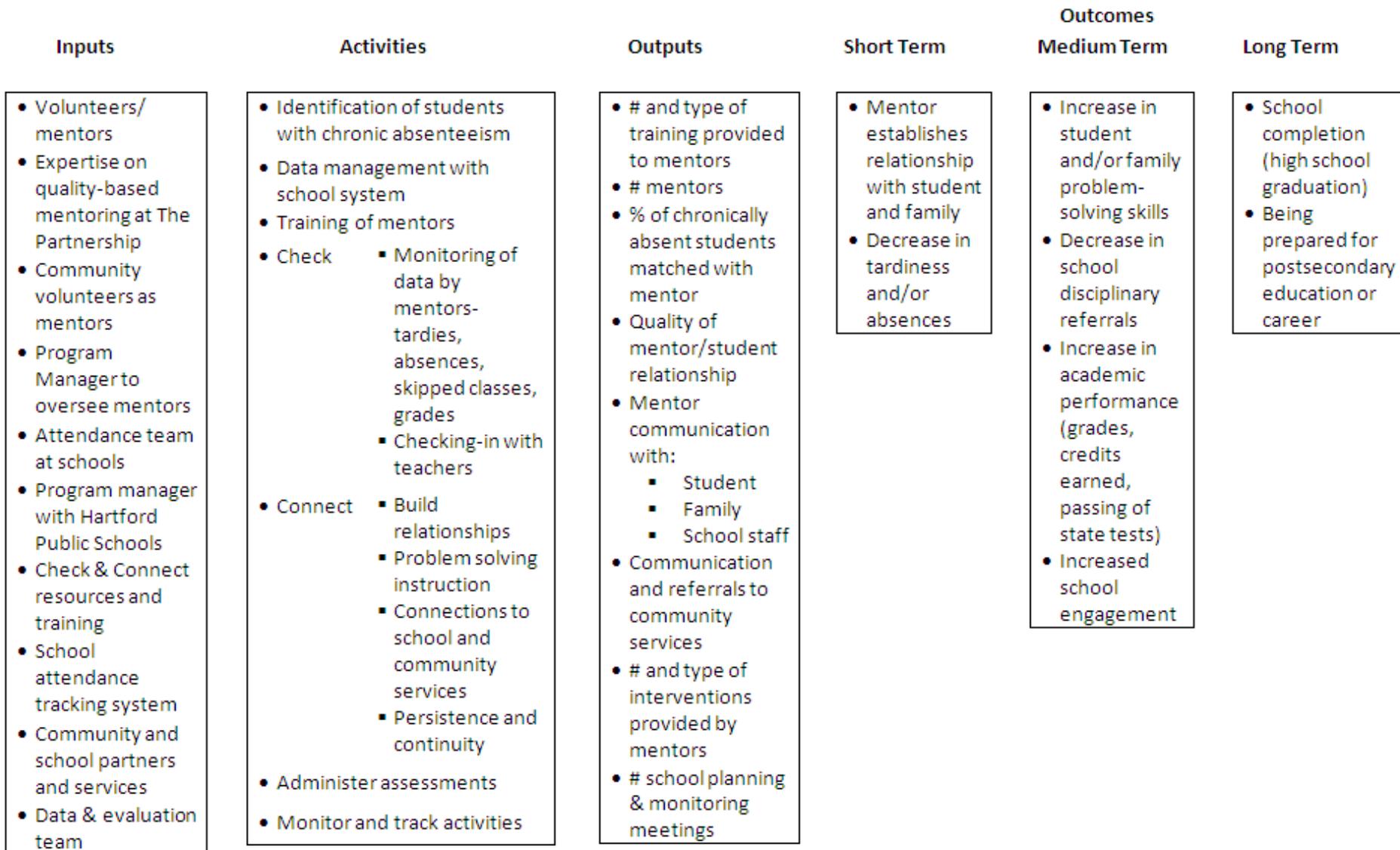
A comprehensive student engagement intervention

Implementing with Fidelity

Institute on Community Integration

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

CHECK & CONNECT CHRONIC ABSENTEEISM INTERVENTION LOGIC MODEL



Intervention Effectiveness Rating ?

Student Outcome	Improvement Index (percentile gain for average student)	Effectiveness Rating	Extent Of Evidence
Progressing in school	 30		Small
Staying in school	 25		Small
Completing school	1		Small

Find What Works for these outcomes.

Scope of Research Meeting Standards

Grade: 9, 10, 11, 12

Delivery Method: Individual

Program Type: Supplement

Gender: Mixed

Every Student, Every Day.

PRINCIPALS' GUIDE

2012-2013 ACADEMIC YEAR

NEWLY UPDATED



Mayor's Interagency Task Force
on Truancy, Chronic Absenteeism
& School Engagement

Meeting the Challenge of Combating Chronic Absenteeism

Impact of the NYC Mayor's Interagency
Task Force on Chronic Absenteeism
and School Attendance and Its
Implications for Other Cities



Robert Balfanz

Vaughan Byrnes



JOHNS HOPKINS
SCHOOL *of* EDUCATION

EVERYONE CENTER
GRADUATES

Specific Impact Findings:

- Success Mentors, and their supporting infrastructure, were the most effective component of the task force's effort across all school types. Previously chronically absent students who had mentors gained almost two additional weeks (9 days) of school per student, per year.
- Previously chronically absent H.S. students with Success Mentors were 52% more likely to remain in school the following year than equivalent comparison students who did not receive mentors, suggesting that this is a useful dropout prevention strategy.

Resources

The task force assembled and made available on a public website (www.nyc.gov/EveryStudent) a comprehensive set of tools, how-tos, guidebooks, lessons learned, and videos that other cities can use as a roadmap.



Vision

Given the scale of the efforts in NYC (25 schools participated in year 1 of the efforts, 50 in year 2, and 100 in year 3), and the size of the NYC school system (well over a million students enrolled, equal to the state of North Carolina), the NYC efforts, strategies, and tools can also inform not only mayors and school district leaders, but also state-wide programs led by governors to combat chronic absenteeism.

Building a Grad Nation

Progress and Challenge in Ending
the High School Dropout Epidemic

A Report By:
Civic Enterprises

Everyone Graduates
Center at the School of
Education at Johns
Hopkins University

America's Promise
Alliance

Alliance for Excellent
Education

Lead Sponsor
AT&T

Supporting Sponsor
Target

Written by
Robert Balfanz
John M. Bridgeland
Joanna Hornig Fox
Jennifer L. DePaoli
Erin S. Ingram
Mary Maushard



[Blog](#)

[City Year Boston](#)

[Returning Applicants](#)

[Return to City Year National](#)



[OUR WORK](#)

[SUPPORT US](#)

[EVENTS](#)

[ABOUT US](#)

[APPLY NOW](#)

Our Approach

TAPPING INTO BOSTON'S POTENTIAL

At City Year, we're working to bridge the gap in high-poverty communities between the support the students in the communities actually need, and what their schools are designed to provide. In doing so, we're helping to increase graduation rates across the country, and changing the lives of the students we serve.



[LEARN MORE](#)



Building Capacity for Data Collection and Evaluation of Outcomes

- Types of data available
- Feasibility
- Coordination & tracking
- Analysis and generation of reports
- Personnel
- Infrastructure
- Support





Potential Next Steps for Alliance District Schools:

1. Establish buy-in for mentoring at the highest levels of school leadership. Find a “champion,” identify a key supporter to promote the program to key personnel.
2. Create an advisory group to plan the initial goals, structure, and implementation of the program, as well as the scope and logistics.
3. Designate a point person or coordinator to manage referrals and matching mentors-mentees within the mentoring program.
4. Contact the GPP for technical assistance and information.



GPP T.A. & Services:

- **Offer training sessions & webinars, ex: “Design and Build a Mentoring Program”**
- **Online portal to request technical assistance**
- **PSA’s and outreach to recruit mentors**
- **Facilitate as liaison with community and business partners**
- **www.preventionworksct.org for resources**



Use this portal for free in-depth T.A. from
GPP:

http://mentor.onlinereporting.org/technical_assistance_request.php





Upcoming Training Sessions

- **Webinar: Making Just the Right Match**
Monday, January 5, 2015 11:00 am - 12:00 pm
- **Evaluation: Ensure Program Quality and Effectiveness**
Tuesday, January 27, 2015 8:30 am - 12:30 pm
- **Webinar: Parents Mid-Year Check-In**
Tuesday, January 27, 2015 6:00 pm - 7:00 pm
- **Webinar: Bringing Closure to the Match**
Thursday, February 5, 2015 11:00 am - 12:00 pm
- **Webinar: The Essentials of Mentor Recruitment & Screening**
Thursday, March 5, 2015 10:00 am - 11:00 am
- **Design and Build a Successful Mentoring Program**
Wednesday, March 11, 2015 8:30 am - 1:00 pm



Follow us on Twitter

[Follow OJJDP](#)

[Follow MENTOR](#)

Latest News

[OJJDP Roundtable on Mentoring](#)

On Monday, November 10, OJJDP invited leaders from national and local mentoring



**For more information,
contact:**

Sharon Mierzwa or Roland Harmon
860-523-8042

Sharon.Mierzwa@preventionworksct.
org

Roland.Harmon@preventionworksct.o
rg