“Empowering Communities to Promote Supportive, Responsive Student-Centered Relationships”

will begin momentarily

July 29, 2021
MENTOR and Learning Policy Institute
Before we get started…

- Within one week, all attendees will receive an email with materials and a recording of today’s webinar.
- All attendees are muted for best sound.
- Please type questions into the questions box. We will respond if time allows. If your question isn’t answered, we’ll pass it along to the panelists.
- Live captioning is available to those who wish to utilize it.
- Bios of today’s speakers linked in the chat box.
Adam Edgerton, Ph.D.
Learning Policy Institute
“Too often, we use time as the constant, and we don't see it as a variable in education that can be modified, adjusted, added, subtracted.”

– Dr. Baron Davis, Superintendent of Richland School District Two
Addressing SEL Leads To…

- Safer schools
- Greater belonging
- Higher achievement
- Higher graduation rates
- Improved college- and career-ready skills

Achievement gains persist over time.

Source: Taylor, Oberle, Durlak, & Weissburg, 2017
Structures to Build Relationships
Getting Tutoring Right

1. Groups of 5 or fewer students (ideal is 2)
2. Training and support for continuous improvement
3. Structured time with alignment to local curriculum
Resources

- Learning Policy Institute
  - *Restarting and Reinventing School*
  - Accelerating Learning As We Build Back Better
  - The Importance of Getting Tutoring Right
  - Expanded Learning Time: How States and Districts Can Use Federal Recovery Funds Strategically

- Wallace Foundation
  - *Afterschool Programs: A Review of Evidence Under ESSA*
Center for Supportive Schools (CSS)

CSS helps schools become places where students want to be.

We help leverage the resources in schools to create safer and more supportive, engaging, and inspiring learning communities.

- Developing all students into leaders
- Empowering teachers to collaborate with each other and with students
- Engaging entire school communities to improve how learning happens
Peer Group Connection (PGC)

A peer-to-peer group mentoring model that trains and mobilizes older students to help ease the transition into school for incoming students, improve school culture and climate, and develop SEL and leadership skills.

- **PGC for high schools**: 11th and 12th graders support 9th graders
- **PGC for middle schools**: 8th graders support 6th graders
PGC for High Schools

- Stakeholder Team
  (6-10 administrators, faculty, parents/guardians, students)

- Faculty Advisor Team

- Two faculty advisors team-teach the daily peer leadership course

- 20 peer leaders co-facilitate weekly activities for 9th graders in small groups to discuss common issues facing high school students
The PGC curriculum uses engaging, hands-on activities to address SEL skills and behaviors that have been shown to help reduce risk behaviors and produce positive student outcomes, including high school completion. Curriculum topics include:

- Sense of School Belonging
- Competence in Interpersonal Relationships
- Conflict Resolution, Anger Management, & Violence Prevention
- Bullying & Bystander Behavior
- Achievement Orientation & Motivation
- Goal Setting
- Coping Skills
- Decision Making
- Peer Acceptance & Resisting Peer Pressure
- Anger Management
- Stress Management
- Service Learning
PGC Impact

**Attendance:** 9th grade students and peer leaders who participated in PGC attended school over 6 more days than non-participants.

**Achievement:** 9th grade students and peer leaders who participated in PGC exhibited GPAs an average of 1.3% higher than non-participants.

**Graduation:** After participating in PGC as 9th graders, PGC participants graduated in 4 years at a rate of 9 percentage points higher than non-participants.

See [https://www.supportiveschools.org/results](https://www.supportiveschools.org/results) for full reports.
Students report improvements in the following SEL Outcomes:

- Academic self-efficacy
- Ability to set goals
- Decision-making
- Problem-solving
- Asserting themselves
- Help-seeking
- Coping with problems
- Resisting peer pressure
- Making friends
- Social and academic adjustment to high school
- Leadership skills

See [https://www.supportiveschools.org/results](https://www.supportiveschools.org/results) for full reports
Laura Green
iMentor Baltimore
iMentor Model Overview
Our Commitment to Educational Equity

iMentor exists because this country has a history of systemic racial and socio-economic inequity.

For young people of color and young people who are the first in their family to go to college, this inequity has resulted in a vast disparity in who is likely to achieve their highest career ambition and the host of positive life outcomes that come with it.
### College Readiness Matters

<table>
<thead>
<tr>
<th>Type of Generation</th>
<th>Completion Rate (within six years of enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Generation</td>
<td>40%</td>
</tr>
<tr>
<td>Non-First Generation</td>
<td>69%</td>
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</tbody>
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*2010 National Center for Education Statistics Study, excerpt in Chicago Tribune’s “When it’s tough to be first”

**Type in the Chat Box:**

*What factors contribute to the disparity in graduation rates?*
Poll: Counselor to Student Ratio

1: 356

High School Guidance Counselor
iMentor Program: What makes it unique?

Whole School Model
We serve all students

Mentoring for College Success
Overcoming the 1:356 guidance counselor to student ratio with 1:1 mentoring

Guided Curriculum
Weekly emails and monthly in-person connections
The Big Picture

8800+ students nationally since 1999

100+ staff across NYC, Chicago, the Bay, Baltimore, BBBS Partner Programs

135+ pairs in Baltimore and growing this fall

- Students of Color: 98%
- Free/Reduced Price Lunch Eligible: 92%
- First-Generation Students: 69%
- Mentors of Color: 49%
- Mentors w/ at least a master’s degree: 36%
- First-Generation Mentors: 26%
The Impact

High School Graduation Rate
Without iMentor: 74%
With iMentor: 82%

College Enrollment Rate
Without iMentor: 51%
With iMentor: 66%

On-Time College Completion Rate
Without iMentor: 26%
With iMentor: 49%
Mentor Time Commitment

Communicate with your mentee weekly

Meet with your mentee monthly

Engage in the mentor community
Guided Curriculum

• Supports the development of your pair relationship
• Prepares students for post-secondary success
• Follow the curriculum prompts on Platform
• Use Conversations chat function to supplement (check out the app!)
Mentor Education

- Self-directed online modules
- Virtual program trainings
- Quarterly DEI-focused events
Thank You!
Darrin Person
Fresno Unified School District
DEPARTMENT OF PREVENTION AND INTERVENTION
MENTORING PROGRAMS

“NO SIGNIFICANT LEARNING OCCURS WITHOUT A SIGNIFICANT RELATIONSHIP”

DR. JAMES P. COMER
Mission Statement

Creating a culture of mentoring in Fresno Unified School District through community collaboration and partnerships to increase the number of quality mentoring relationships for students.
Flowchart of Mentoring Services

Mentors

Recruitment:
Mentoring Office
Community
Staff
Partners (CBOs)

Process

Mentoring Office
Guidelines
Screening
Matching
Monitoring
Training
Evaluation

Match

CBO’s Community

SCHOOL SITE

Mentoring Program

Fresno Unified School District
Mentoring Growth

![Chart showing the growth of mentors and students over the years 2008 to 2019. The number of mentors and students increases significantly from 2008 to 2019. The chart indicates a steady increase in both mentor and student numbers, with 2019 showing the highest number of both mentors and students.]
Types of Mentoring Programs

- One-on-One
- Group Mentoring
- E-mentoring
- Community Based Mentoring
- Peer Mentoring
- Men’s and Women’s Alliance
- MBK Success Mentoring