Collaborative Mentoring Webinar Series

NATIONAL MENTORING RESOURCE CENTER
A Program of OJJDP

School-Based Mentoring: Strategic Interventions to Maximize Positive Youth Outcomes

October 15, 2015

2015 Collaborative Mentoring Webinar Series Planning Team

Good to Know…

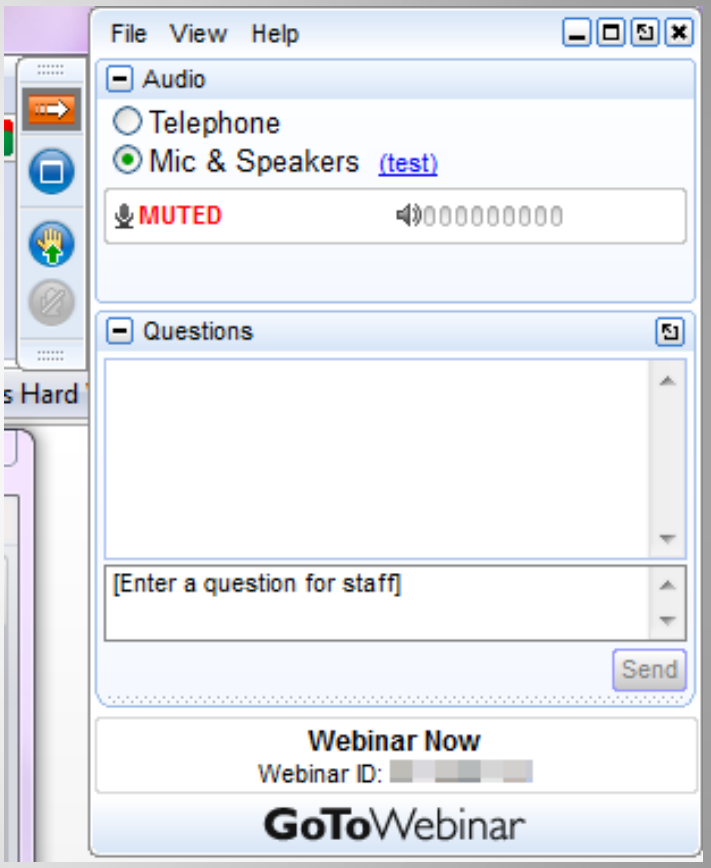
One week after the webinar, all attendees receive:

- Instructions for how to access PDF of presentation slides and webinar recording
- Link to the Collaborative Mentoring Webinar Series webpage, where all slides, recordings, and resources are posted.

Please help us out by answering survey questions at the end of the webinar.

Participate in Today's Webinar

- All attendees muted for best sound
- Type questions and comments in the question box
- Respond to polls
- Who is with us today?

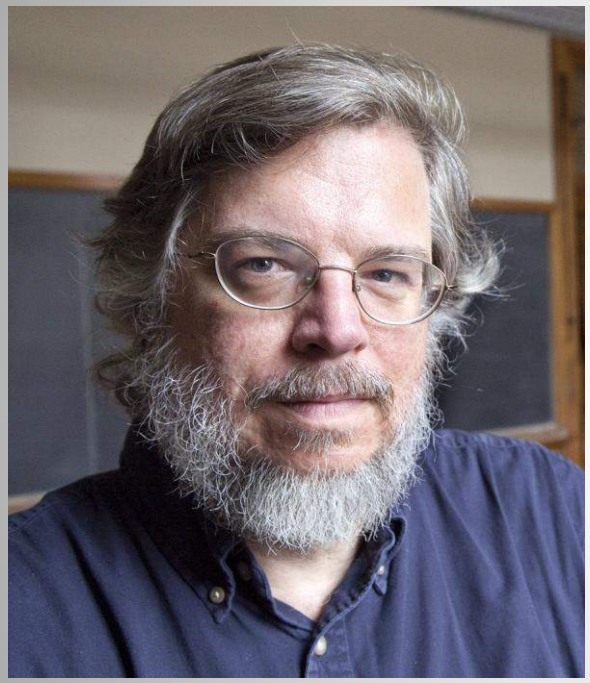


Today's Webinar

- Dr. Robert Balfanz, PhD, John Hopkins University
- Cheryl Ward, Director of Family Engagement, Columbus City Schools
- Abby Fisher, Vice President of Programming, Big Brothers Big Sisters of Central Ohio

Q & A throughout the presentation (use the Q & A panel)

Dr. Robert Balfanz, PhD



Robert Balfanz, PhD

Johns Hopkins University

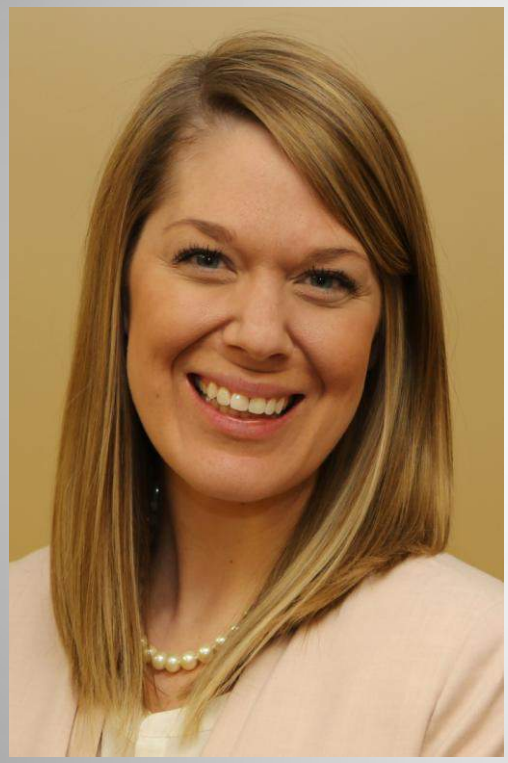
Dr. Balfanz's extensive research focuses on chronic absenteeism, secondary school transformation, high school dropouts, early warning systems and instructional interventions in high-poverty schools. In 2013, the Obama Administration recognized Dr. Balfanz as a Champion for Change in the education of African American youth.

Cheryl Ward

Cheryl Ward
Director of Family Engagement
Columbus City Schools

Cheryl is a licensed counselor and oversees the service delivery of school counselors, school social workers, parent consultants, community and mental health partnerships, and the PBIS (Positive Behavior Intervention Supports) framework.

Abby Fisher



Abby Fisher
Vice President of Programs
Big Brothers Big Sisters of Central Ohio

Abby manages one of the largest Big Brothers Big Sisters Program Departments in the country, and has responsibility for the agency's Community-based and School-based mentoring programs, including Project Mentor, a collaboration with Columbus City Schools. She is also responsible for the Big Brothers Big Sisters of Central Ohio's Amachi program, which serves children of incarcerated parents, and its program for pregnant and parenting teens.

What are early warning indicators, and what are the benefits to my organization's mentoring program?

Early Warning Systems

-Employ collaborative approaches

-Aggregate student data to identify risk factors

-Provide targeted interventions

The Process for Early Warning Systems

- Utilize “real time data”
- Incorporate on-going evaluation
- Employ modifications
- Generate shared learning outcomes

Reliable Predictors of Student Retention

Attendance

Behavior

Course Performance

Session Goals

Factors that impact immediate and long-term academic gains

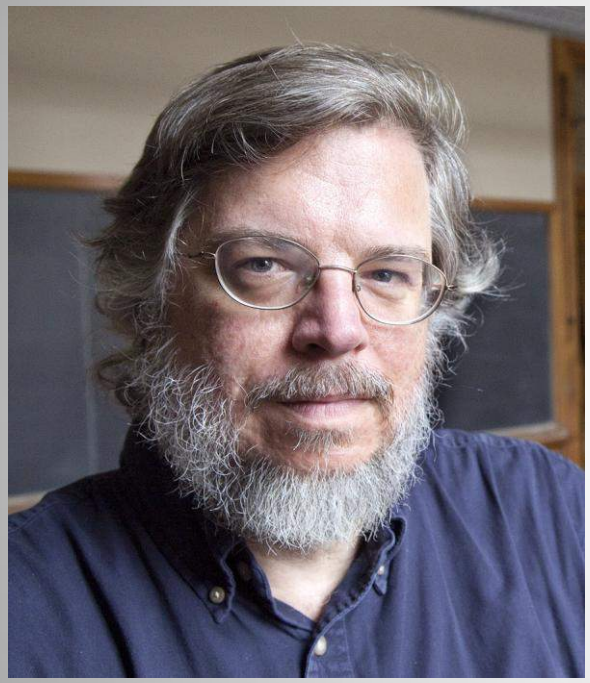
Strategies to fully integrate mentoring program staff into school culture

Tools to respond to specific interventions

Evidence of positive outcomes

Poll 3

Dr. Robert Balfanz, PhD



Robert Balfanz, PhD

Johns Hopkins University

Dr. Balfanz's extensive research focuses on chronic absenteeism, secondary school transformation, high school dropouts, early warning systems and instructional interventions in high-poverty schools. In 2013, the Obama Administration recognized Dr. Balfanz as a Champion for Change in the education of African American youth.

Early Adolescence is a Critical Time

- It's when students make an independent decision-is schooling for me-or is it something to simply be endured for as long as I can?

- It's also when their relationship to their families, neighborhood, and peers is changing and poverty can often make these transitions more complicated.

An Era When All Students Need to Graduate Prepared for College and Career

- The best teachers and the best curriculum are essential but not enough.
- Students also need to attend school regularly, focus in class, and complete their assignments.
- Poverty complicates this and the challenges are significant.
- Schools can (and need to) be organized to enable students to attend, behave, and try.
- Mentors organized at the scale and intensity required have a key role to play.

Major Findings

- Students in high-poverty schools who successfully navigate grades 6 through 10 on-time and on-track, by and large, graduate from high school.

- Students in high-poverty schools who struggle and become disengaged in the early secondary grades (in particular those who have an unsuccessful 6th- and/or 9th- grade transition) do not graduate.

- (Often 25% or lower graduation rates.)

Disengagement and withdrawal from schooling can become so great in the middle grades that students have almost no chance for post-secondary attainment

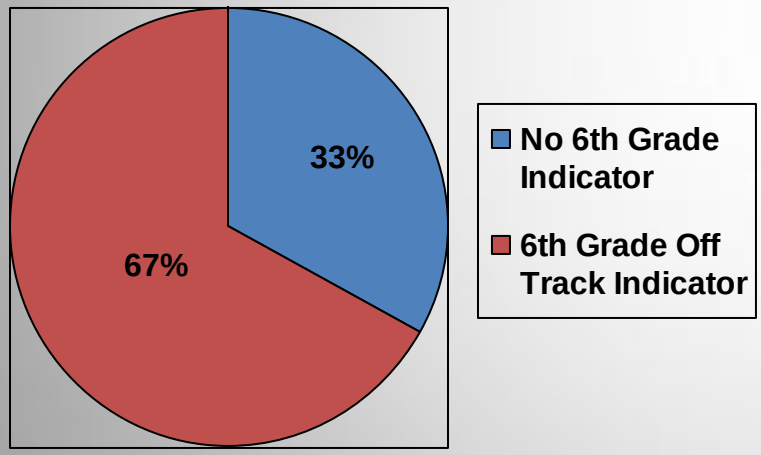
Results from the Research

- In a major state, 20,000 students missed a half year or more of schooling between 6th and 9th grade - and had a 3% enrollment rate in the State University System.

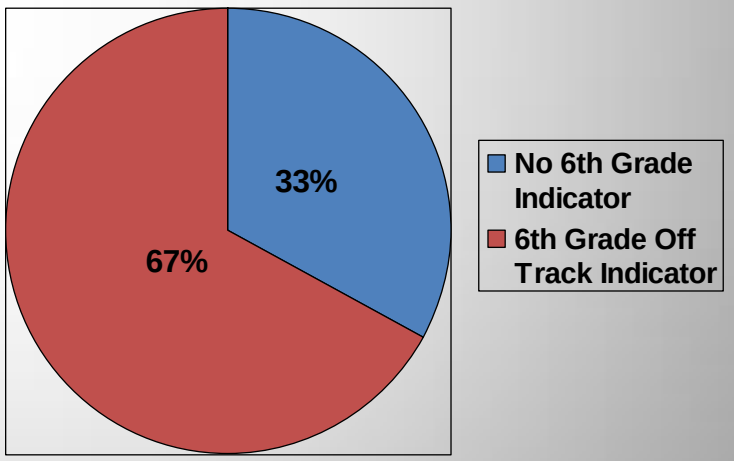
- California found approximately 17,000 students a year dropout before they reach high school.

School Disengagement in Middle Grades Precedes Involvement with the Juvenile Justice System and Teenage Pregnancy

Males Incarcerated in High School-Philadelphia



Females Who Give Birth in High School-Philadelphia



Students Signal Early and Often

- That they are on-track to post-secondary success.
- That they are off-track and on the path to dropping out.
- This gives us time to help them change course.
- Early warning and multi-tiered intervention systems are a powerful tool to help us do this.

ABC's of Secondary School Success

Early Indicator	On Path to Dropping Out	On Path to College Ready
Attendance	Miss 20 or more days- 10%	Miss 5 or Fewer
Behavior	Multiple Suspensions Sustained Mild Misbehavior	Have Self-Management, Regulation, and Advocacy Skills High on Hope
Course Performance	F's and D's (Failure often driven by not completing/turning in assignments)	B average

Effective Early Warning and Student Support Systems Combine:

- Ready access, at the classroom level, to on- and off-track indicators (the ABCs);
- Regular time to analyze the data, pool adult knowledge about students, and leverage existing adult-teacher relationships; and
- An organized response system that can act upon early warning data in both a systematic and tailored manner.

Mentors Have a Critical Role to Play

- In High Needs schools there can be over 100 students who are exhibiting an early warning indicator.
- Once a student is chronically absent, continually getting in trouble, and/or failing courses improvement requires solving a problem or changing a behavior.
- In order to do this-it's essential to have a positive relationship with the student.
- Mentors at the scale and intensity required can fill this relationship gap.

For Mentors to Play This Key Role

- They need direct access to their mentee's ABC or at least attendance data (through data sharing agreements).
- They need to be trained, supported and networked (Mentor Prep and Support).
- Early Warning Systems and the supports provided by mentors need to be integrated into school organizational structures (i.e. weekly student success meetings etc.)

Learning Leading to Action

Diplomas Now-an example of an integrated school improvement and student support model in which mentors play a key role.

Diplomas Now Model

Surrounding Teachers with Support

Instructional Supports

- Double dose math & English
- Extra help labs
- Common college preparatory or high school readiness curricula

Organizational Supports

- Inter-disciplinary and subject focused common planning time
- Bi-weekly EWI meetings
- On-site school transformation facilitator

Professional Development Supports

- Job-embedded coaching - Math and English instructional coaches
- Professional learning community
- Professional development linked to grade/subject instructional practice

Teacher Team
(4 teachers)

75-90 students

Data Supports

- Easy access to student data on the Early Warning Indicators
- Benchmarks tied to national and state standards
- On-site facilitator to leverage EWI data

Student Supports

Multi Tiered Response to Intervention Model

- 8 to 20 City Year AmeriCorps members: whole school and targeted academic and socio-emotional supports
- Communities In Schools on-site coordinator: case managed supports for highest need students

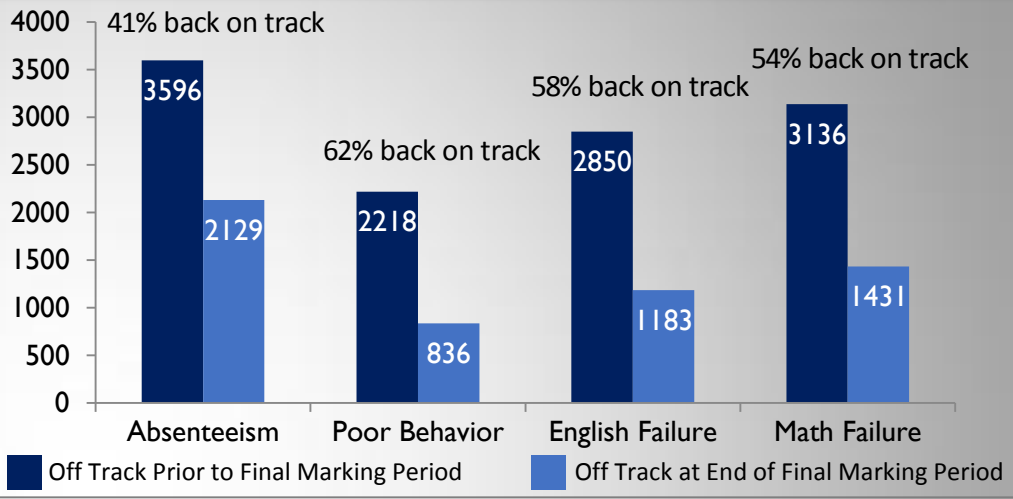
Interventions to address early warning indicators of

- Attendance
- Behavior
- Course Performance

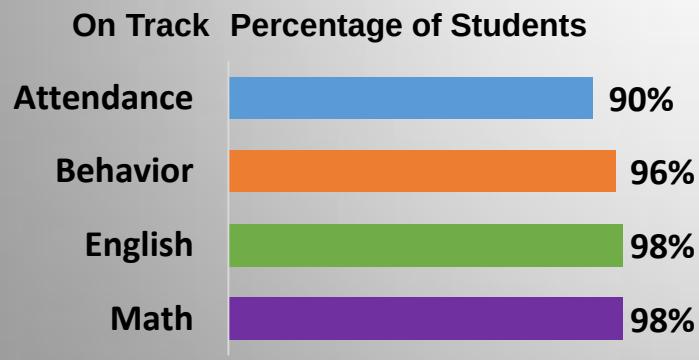
- Whole school attendance, positive behavior, college-going culture
- Strengthening student resiliency

Diplomas Now i3 2013-14 End-of-Year Results

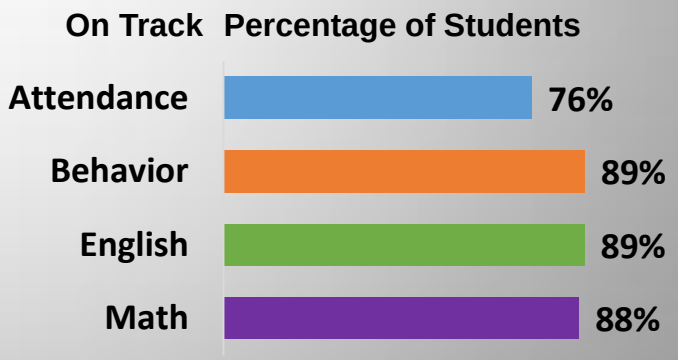
Getting off-track students back on track:
The progress of students flagged with an off-track indicator prior to the final marking period of the 2013-2014 school year in all DN i3 schools.



Preventing students from falling off-track :
Percentage of students in all DN i3 schools **not flagged with an off-track indicator prior to quarter 4 who stayed on track**.



Overall Success : Percentage of students **who ended the year on track** in all DN i3 schools for the 2013-2014 school year.



**Averages based on longitudinal data as available from 82 participating grades in 29 schools in 11 urban districts.*

Collaborative Mentoring Webinar Series

Poll 4

Cheryl Ward

Cheryl Ward
Director of Family Engagement
Columbus City Schools

Cheryl is a licensed counselor and oversees the service delivery of school counselors, school social workers, parent consultants, community and mental health partnerships, and the Positive Behavior Intervention Supports(PBIS) framework.

Columbus City Schools

Largest urban school district in Ohio

Over 50, 000 students

111 schools

Integration into the School Day

- Mentoring coordinators are assigned schools and work with school counselors and the principals to receive information updates.
- Mentoring coordinators connect with mentors and provide necessary information.
- Mentors work with students during their lunch period.
- Mentors have a curriculum to address relevant topics.

Identifying Interventions

Our school district implements PBIS(Positive Behavior Intervention Supports) tiered system framework at a school wide level and an individual level.

School wide-buildings set up 3 to 5 expectations, teach these expectations to students, monitor, evaluate and re-teach as necessary.

Multi-Tiered Systems of Support

Tier 1 is what "ALL" students get in the form of instruction (academic and behavior/social-emotional) and student supports.

Tier 2 services are more "intense" (more time, narrow focus of instruction/intervention) than Tier 1.

Tier 3 is what "few" students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students.

Early Warning Indicator Meetings

As a district we have buildings who participate in Early Warning Indicator meetings.

During these meetings we identify students and develop a plan of action to address the identified indicators.

Impact of Interventions

- Through our Intervention Assistance Teams(IAT) we identify students who need additional supports academically, behaviorally and/or socially.
- The team identifies interventions, sets a monitoring period and then re-convenes to address progress.
- The team incorporates parent feedback and observation.
- The team identifies early warring indicators and uses this information in discussion and decision making for the student.

Benefits of Mentoring to the District

- Builds consistent, healthy relationships with our students and staff
- Develops positive adult role models for students
- Teaches our students how to interact with adults in a positive, pro-social way
- Provides a resource for parents and an extension of care
- Provides intentional topic discussions and strategies to use to work through situations

Partnership with Big Brothers Big Sisters

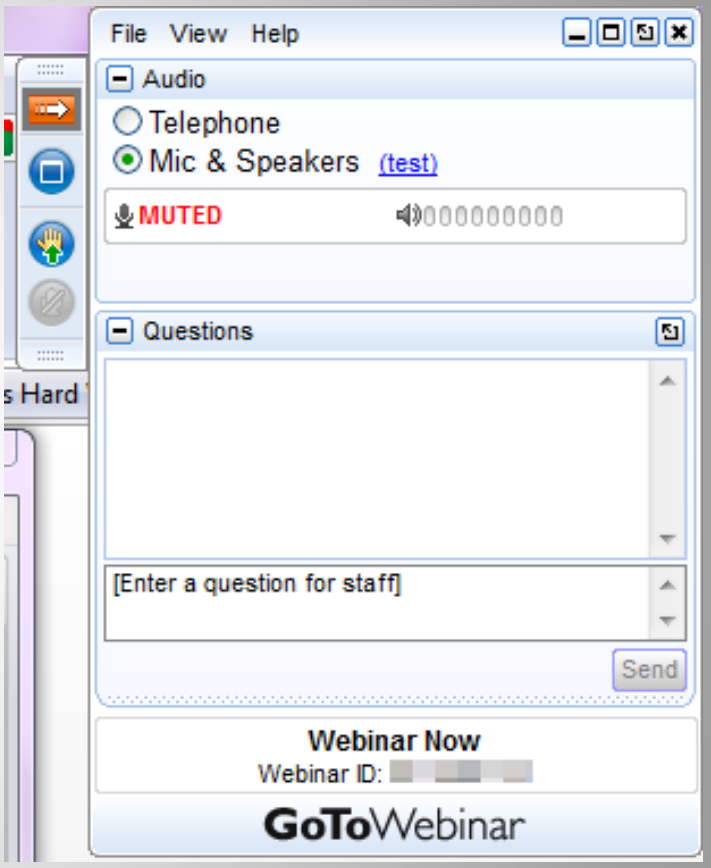
- Key components have been:
  - Collaboration
  - Curriculum that aligns with our district goals and expectations
  - Ongoing conversations around successes and areas of growth
  - Commitment to our students and families

Benefits of Collaboration

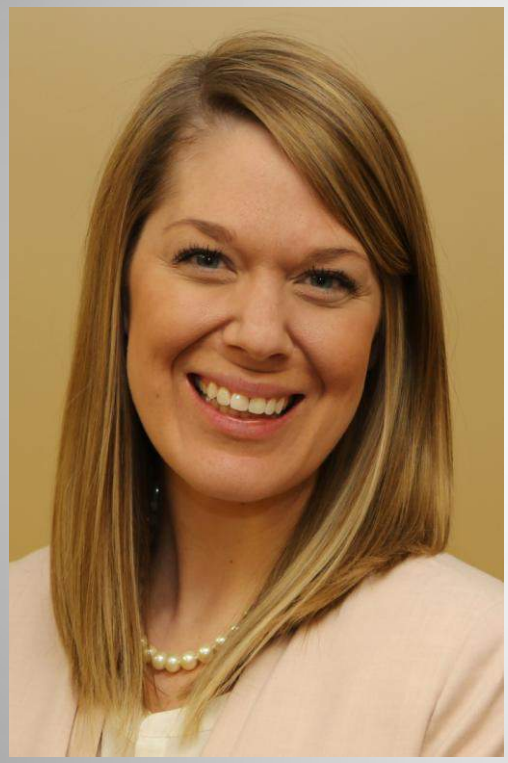
- Mentors provide additional support to students
- Mentors discuss how education impacts students beyond high school
- Mentors can work in collaboration with school staff to assist in addressing areas related to academics, attendance and behavior
- Mentors provide a relationship built on encouragement and acceptance and long lasting student connection

Q&A for Panelists

Type your questions in the question box:



Abby Fisher



Abby Fisher
Vice President of Programs
Big Brothers Big Sisters of Central Ohio

Abby manages one of the largest Big Brothers Big Sisters Program Departments in the country, and has responsibility for the agency's Community-based and School-based mentoring programs, including Project Mentor, a collaboration with Columbus City Schools. She is also responsible for the Big Brothers Big Sisters of Central Ohio's Amachi program, which serves children of incarcerated parents, and its program for pregnant and parenting teens.

Big Brothers Big Sisters of Central Ohio

Mission:

-Provide children facing adversity with strong and enduring, professionally supported 1-to-1 relationships that change their lives for the better, forever.

Vision:

-All children achieve success in life.

Big Brothers Big Sisters of Central Ohio

- A non-profit prevention-based agency
- 5th largest agency out of 300 affiliates nationwide
- Last year, we served approximately 3,000 central Ohio children through community-based and school-based mentoring programs and more than 5,000 children through Camp Oty'Okwa.

A Collaboration Love Story

- Collaboration with district has yielded:
  - Alignment
  - Positive, Sophisticated Experience
  - Retention
  - Outcomes
- Data informed support to matches

What is Project Mentor?

- School-based mentoring program, one-to-one relationships
- Sessions held at the school, during lunch period, one day a week
- Partnership with Columbus City Schools
  - Liaison Roles
    - Within district administration team
    - At every school building
    - With each volunteer partner company
  - Surpassed the first-year goal of matching over 1,000 mentors with youth

How does Project Mentor Work?

- Matches invest **one hour, once a week** at the school
- One year commitment
- New matches made in either the 1st or the 6th grade
- Weekly activities that focus on academics and social/emotional development
- On-site staff to provide continuous support
- Training provided by **The Mentoring Center of Central Ohio**

Data Informed Support to Matches

- Using Early Warning Indicators (Attendance, Behavior, Coursework) to:
  - Develop action plans
  - Provide additional intervention/support to youth
  - Coach and encourage mentors to focus their attention on areas of need
    - Developmental approach
  - Engage school personnel
  - Engage parent/guardian

Program Coordinator On Site

- Defining our focus
  - Education is a pathway out of poverty
- Program Coordinators are responsible for:
  - Service Delivery Management
  - Program Operations
  - Augmented Support

Alignment

- Alignment
  - Graduation Rates, Social Emotional Needs, School Attendance, Reading and Literacy
- An independent study found that youth matched with a Big Brother or Big Sister after one school year improve in outcomes in a range of areas, including:
  - Academic Performance
  - Serious school infractions
  - Skipping school

Project Mentor Youth Outcome Survey

Percentage of Youth with Positive Outcomes

Project Mentor | 2014-2015 School Year

Outcome Summary	Percentage
Percentage of youth who reported improvement in at least one major category	93%
Percentage of youth who reported improvement in at least two major categories	74%

Survey Categories

Social Acceptance

Academic Performance

Scholastic Efficacy

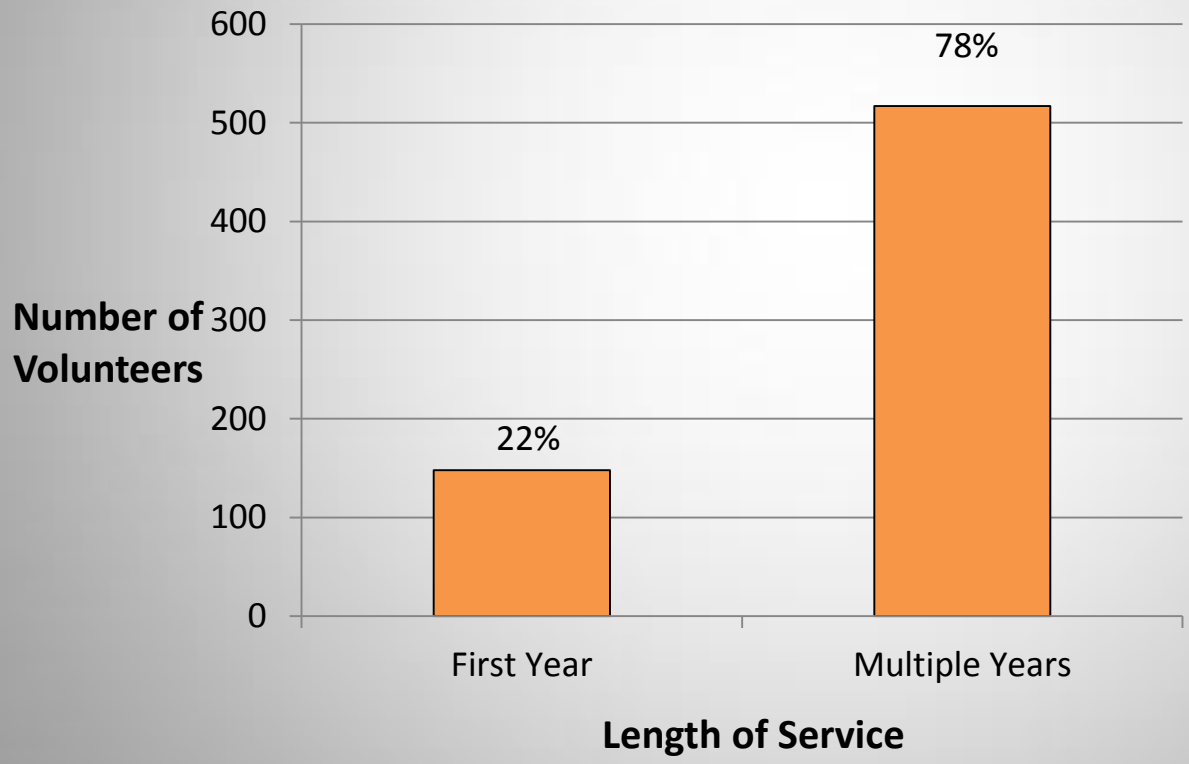
Attitudes Towards Risky Behaviors

Educational Expectations

Parental Trust

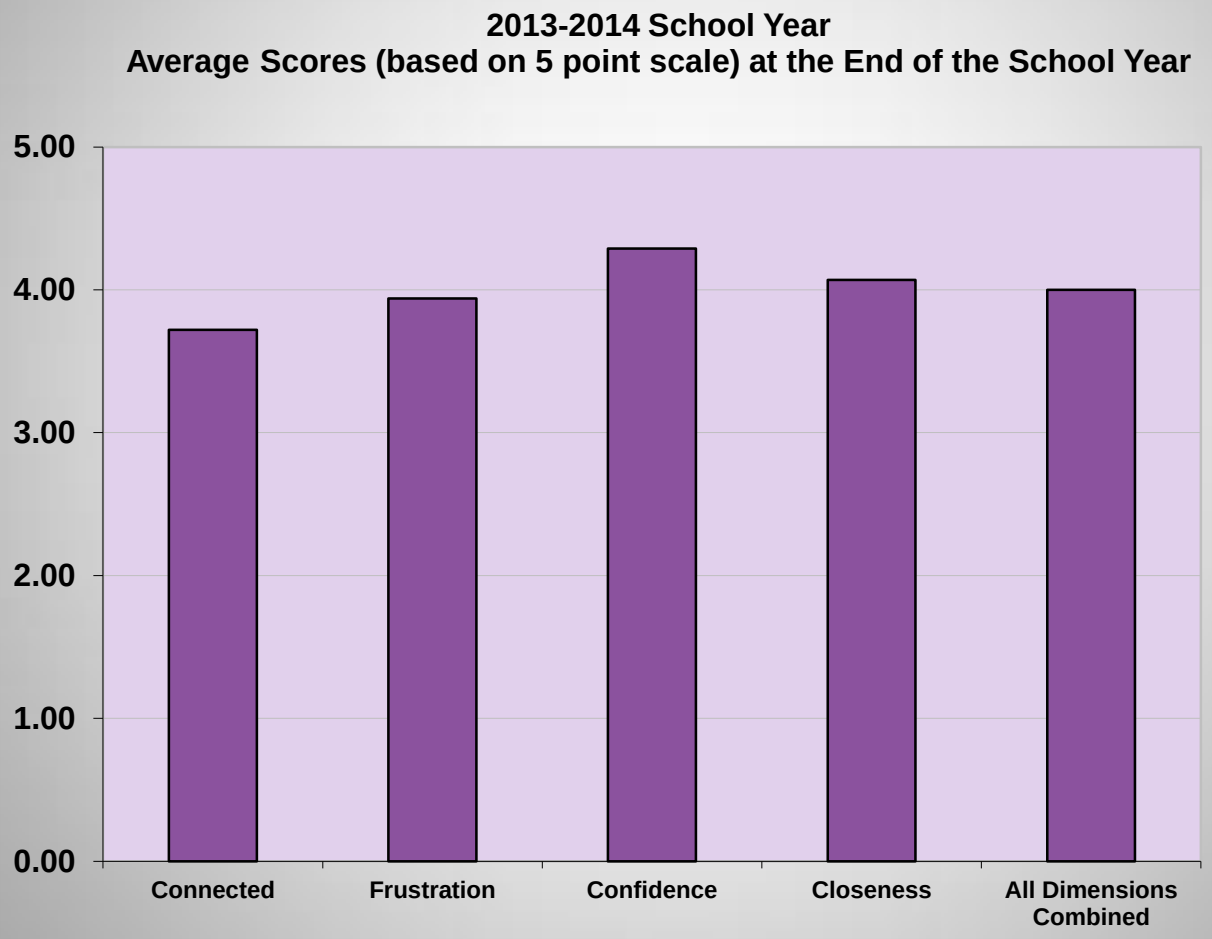
Retention

- Average Match Length of Closed Matches in Project Mentor

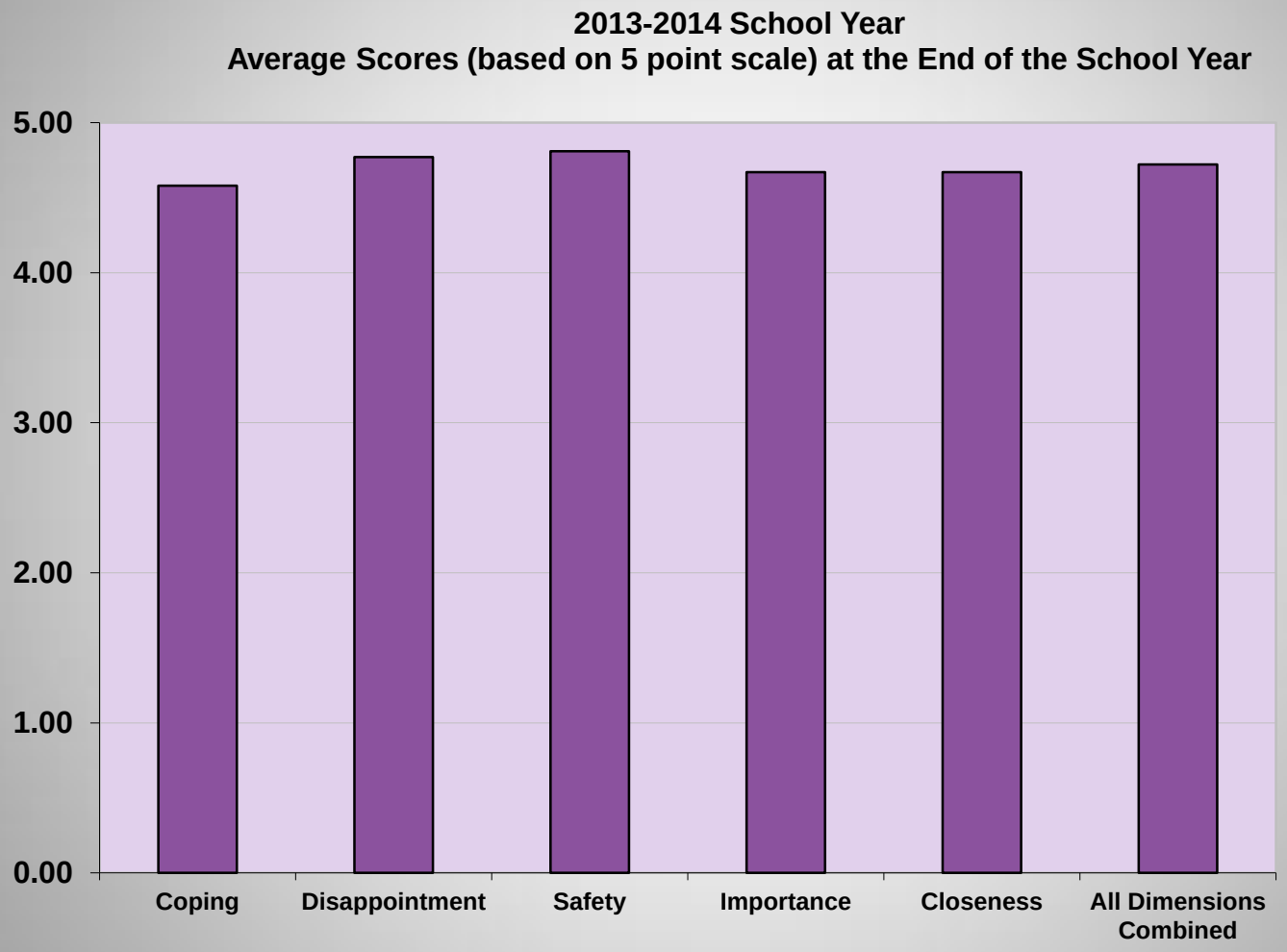


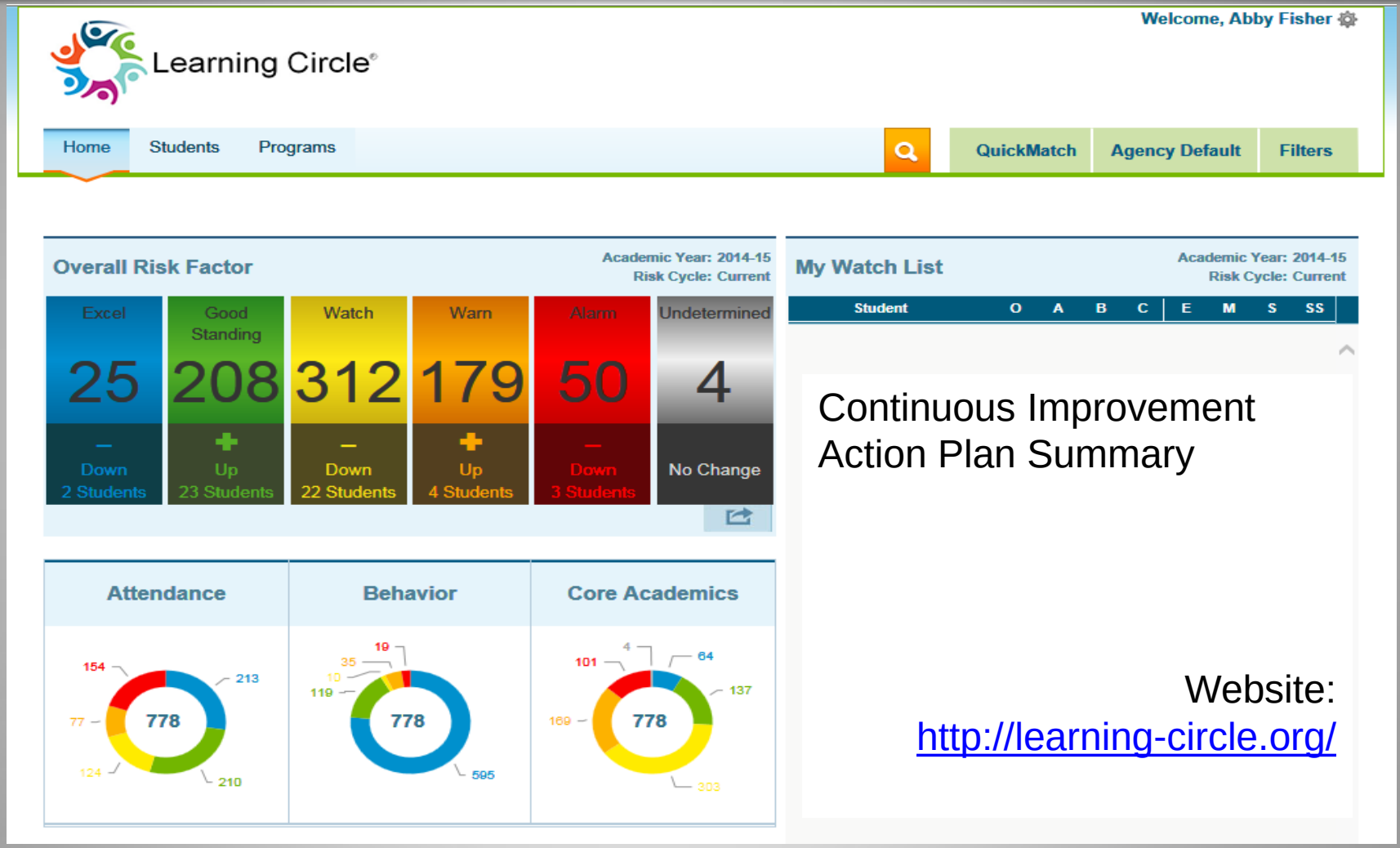
25.4 Months

Agency Strength of Relationship Survey Results (Volunteer)



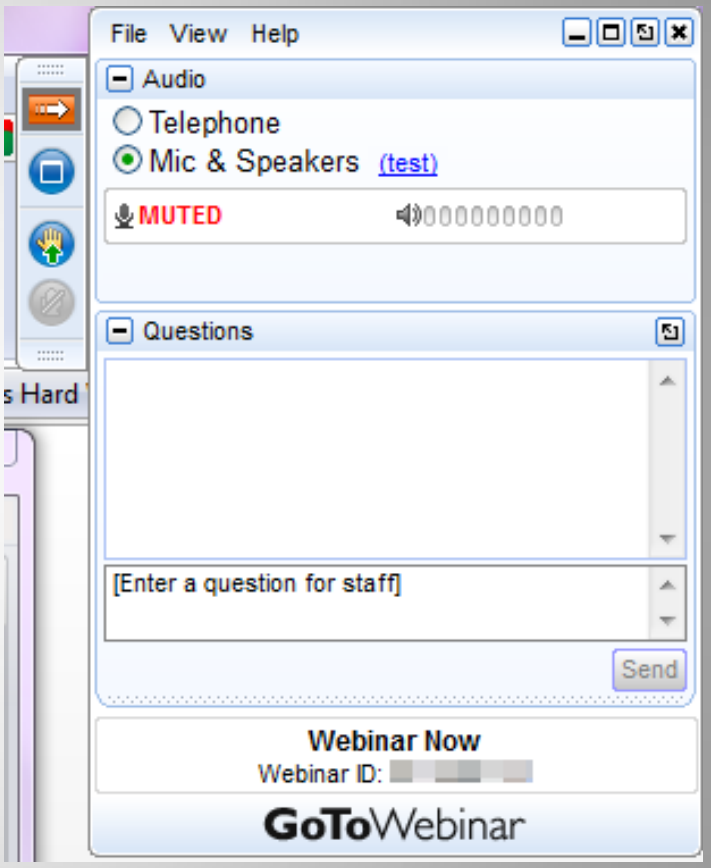
Agency Strength of Relationship Survey Results (Youth)




Learning Circle
Welcome, Abby Fisher
Home
Students
Programs
QuickMatch
Agency Default
Filters
Overall Risk Factor
Academic Year: 2014-15
Risk Cycle: Current
Excel
25
Down
2 Students
Good Standing
208
Up
23 Students
Watch
312
Down
22 Students
Warn
179
Up
4 Students
Alarm
50
Down
3 Students
Undetermined
4
No Change
My Watch List
Academic Year: 2014-15
Risk Cycle: Current
Student
O
A
B
C
E
M
S
SS
Attendance
154
213
77
778
124
210
Behavior
19
35
10
119
778
595
Core Academics
4
101
64
137
169
778
303
Continuous Improvement Action Plan Summary
Website:
http://learning-circle.org/

Q&A for Panelists

Type your questions in the question box:



Remember…

After the webinar:

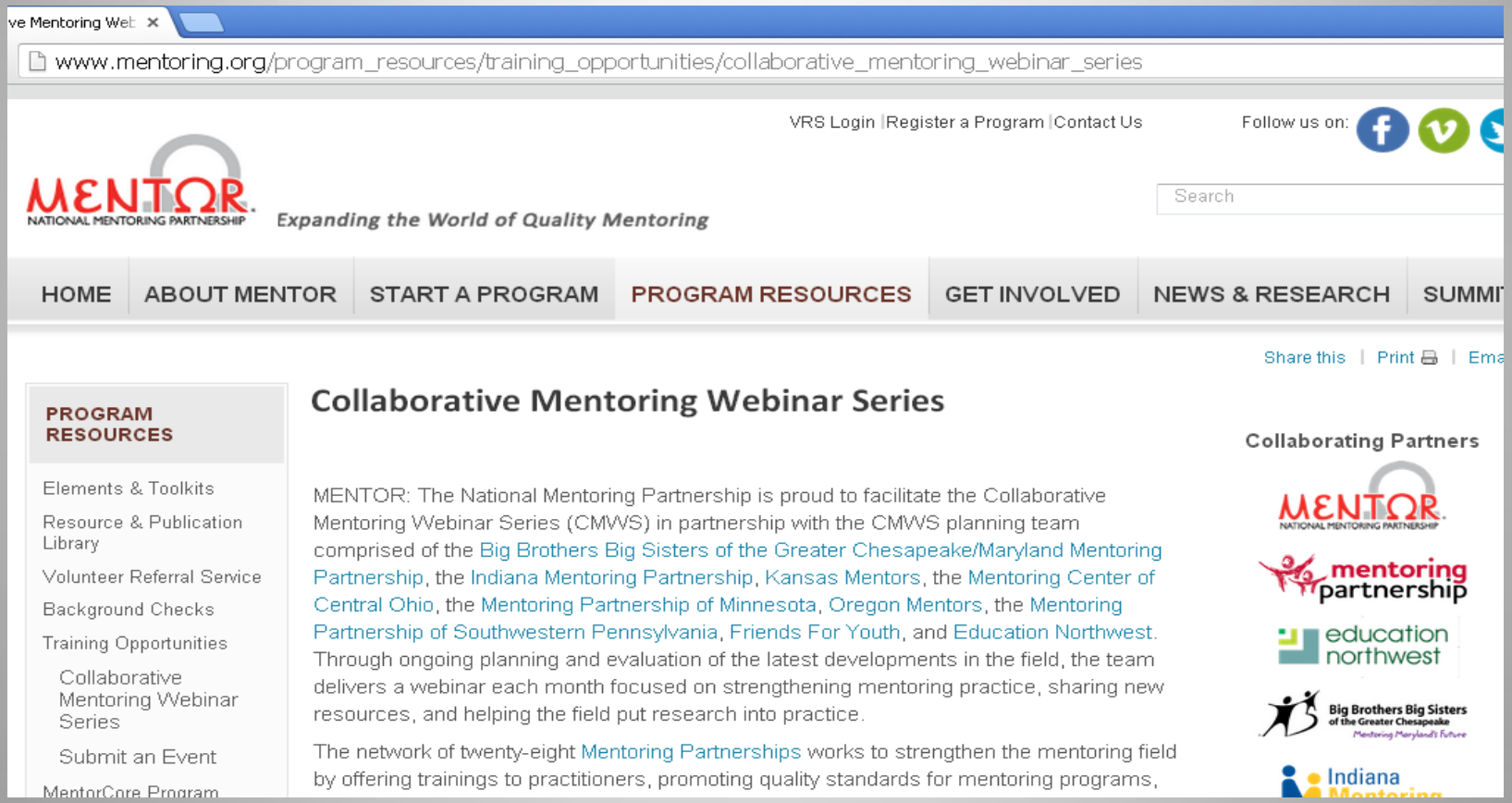
- Please help us out by answering survey questions at the end of the webinar.

- Everyone will get an email **one week from today** with information on how to download the slides, recording, and resources on the CMWS webpage on the MENTOR website:

http://www.mentoring.org/program_resources/training_opportunities/collaborative_mentoring_webinar_series/

Access CMWS Information

- **Email us** at collaborativewebinarseries@mentoring.org
- **Tweet** with hashtag #MentoringWebinar
- **Visit our webpage** on the MENTOR website for past and upcoming webinars:



Additional Resources

National Mentoring Resource Center

Apply for no-cost help for your mentoring program

www.nationalmentoringresourcecenter.org

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector (previously called the VRS)

https://connect.mentoring.org/admin

Join Us Next Month!

National Mentoring Month: Amplify Your Voice
November 19, 2015
1 - 2:15 pm Eastern