



NATIONAL
MENTORING
RESOURCE CENTER
A Program of OJJDP

Mentoring Through The Ages:

*Supporting Young People
During Transitions from
High School to College &
College to Workforce*

July 21, 2022



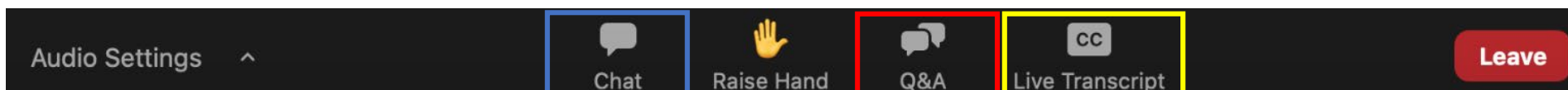
RACHEL ESTRELLA

Rachel is a recent graduate of Duke University who studied neuroscience and history. She has spent several years as a peer mentor through programs at her high school and university and has benefitted from peer mentorship in her undergraduate career.

She has been a member of the National Mentoring Resource Center's Youth Advisory Council for a year and is continuing to work to make peer mentoring resources more equitable.

Participate in Today's Webinar

- All attendees muted for best sound
- Type questions in the **Q&A** panel
- Type comments in the **Chat** box
- **Live captions** available in the panel by clicking on the “**CC**” at the bottom of the screen
- Respond to polls
- Who is with us today?
 - Type in the **Chat** to introduce yourself!
 - For all participants to see your message, change to “All panelists and attendees” in the Chat



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Good to Know...

One week after the webinar, all attendees receive an email with:

- Instructions for how to access a PDF of presentation slides and webinar recording

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

These materials will also be posted on the OJJDP NMRC website, at www.nationalmentoringresourcecenter.org



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Agenda

- Introductions & Meeting All of You
- Sharing Key Recommendations
 - The Transition from High School to College
 - The Transition from College to Work or Grad School
- A Conversation with the Experts: Panel Discussion
- Answering Key Questions
- Further Resources



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National Mentoring Resource Center & Office of Juvenile Justice and Delinquency Prevention

- This project is funded through a cooperative agreement from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, & the U.S. Department of Justice.
- The NMRC builds on OJJDP's history, leadership, and investments in quality youth mentoring



National Mentoring Resource Center Overview

Key Components:

- National Mentoring Resource Center Website
 - Great Practitioner Focused Blog
 - Grantee Dedicated Part of Site
 - Numerous Research Vetted Resources
 - Evidence Reviews on Programs, Models, and Populations
- Research Board
- Training and Technical Assistance!
 - No-Cost Assistance For Your Youth Mentoring Program



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About MENTOR

- Unifying champion for mentoring
- Thought and practice leader
- 4th *Elements of Effective Practice for Mentoring™*
- 24 state and local Affiliates



MENTOR



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Who's in the room?

Answer the polls!

What is your role in mentoring?

Are you currently mentoring young people through a major transition?



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THE IMPORTANCE OF MENTORING DURING THESE TRANSITIONS

- “Young people with mentors report setting higher educational goals and are more likely to attend college than those without mentors.” (*The Mentoring Effect*)
- “Mentors often create the spark inside of youth that helps them realize that they can accomplish whatever they set their minds to achieving if they are willing to put in the hard work.” (*Finding the Greatness Within*)
- “With the ratio of guidance counselors to students often limiting individualized academic and career planning support, mentors can guide youth in reviewing and selecting academic courses and even school choices.” (*Finding the Greatness Within*)

THE IMPORTANCE OF MENTORING DURING THESE TRANSITIONS

- “There are over 5,000 colleges and universities in the United States. For youth, especially those who are the first to go to college in their families, it can be overwhelming when they start to research college options. Mentors play an important role in assisting youth with researching and prioritizing college options based on what they want to achieve in their college experience.”
- “To support academic achievement, mentors can help coach youth or explore with youth effective research and study skills that can positively impact their academic performance.”

(Finding the Greatness Within)

Introducing our Moderators



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THE NMRC YOUTH ADVISORY COUNCIL

- Formed in spring of 2021
- Composed of young leaders who identify as **youth mentees and peer mentors**
- Convenes to provide **thought leadership** and guidance on **ways to center and elevate youth voice and the mentee experience** on the NMRC

On being a peer mentor

“ Being a peer mentor has been an incredibly rewarding experience, as I have been able to give back to the community and pass on the advice to others that I wish I had received. ”

Jocelynn, 17, Heritage HS, Wake Forest, NC

“ I have loved being a peer mentor. I believe it has bettered me in unimaginable ways. I have been given the privilege to counsel students from underserved communities and helped them to achieve all that they are capable of. ”

Emilee, 18, Pleasant Valley HS, Brodheadsville, PA



KAMAL AMIRNENI

Kamal is a sophomore at the University of Louisville studying biology, public health, and Spanish. He plans on pursuing medicine in the future, specifically hoping to work in the oncology field.

After serving as both a mentor through College Mentors for Kids and a mentee this past year, he has seen both sides of the mentoring relationship and appreciates its benefits. As a recent addition to the NMRC's Youth Advisory Council, he is excited to serve as an advocate for mentoring to connect programs with valuable mentoring resources.



KYNDALL MILLER

Kyndall is a full-time student, writer, mentoring advocate, and aspiring lawyer from Covington, Kentucky. After being a mentee for four years, she served as a board member for her local mentoring program, Covington Partners, to help ensure that a student's perspective was shown in all mentoring-related decisions. Now a sophomore at the University of Louisville, she pursues a degree centered around restorative justice and peace studies.

Kyndall has worked with MENTOR National as well as the NMRC on youth advocacy and establishing one of the first official peer-mentoring guides.

The Transition Out of High School:

*Recommendations
from Our Research*



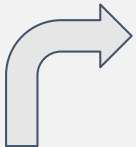
KEY RECOMMENDATIONS

- **Lengthen the mentor -mentee relationship!**
- The Indiana College Success Mentoring program found that extending the mentoring relationship **3 months into the summer greatly increased the number of mentees who enrolled in college** .



College Access Mentoring: Preparing Students for Graduation and Beyond

<https://nationalmentoringresourcecenter.org/resource/college-access-mentoring-preparing-students-for-graduation-and-beyond/>



KEY RECOMMENDATIONS

- Help mentee to create a file of awards, report cards, honors, and community activities.
- Assess student portfolio of extracurriculars and leadership positions to help them best stand out on their applications.



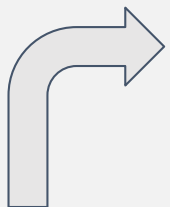
Mentoring Partnership Minnesota - Journey Map

https://nationalmentoringresourcecenter.org/wp-content/uploads/2022/04/MPM_Journey_Map.pdf



KEY RECOMMENDATIONS

- Remind mentees about important dates (ACT/SAT tests, college applications)
- Assist mentees in filing their FAFSA and comparing college financial aid/scholarship offers.

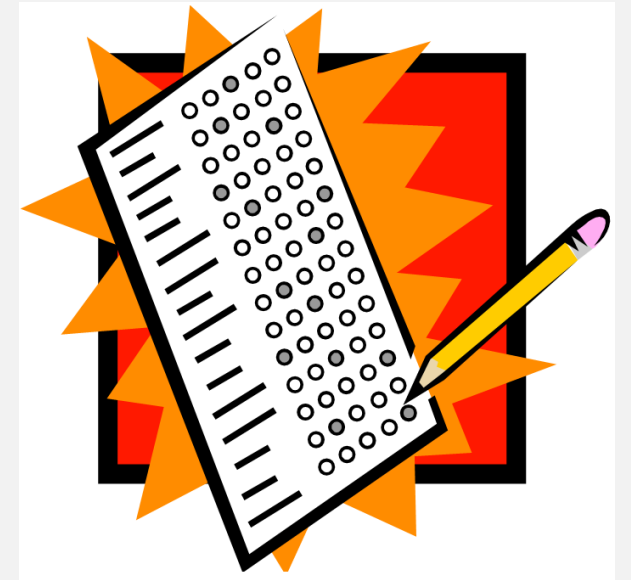


Mentoring Partnership Minnesota - Journey Map

https://nationalmentoringresourcecenter.org/wp-content/uploads/2022/04/MPM_Journey_Map.pdf

KEY RECOMMENDATIONS

- Help students explore college campuses and what they have to offer - extracurriculars, professors, research opportunities



Mentoring Partnership Minnesota - Journey Map

https://nationalmentoringresourcecenter.org/wp-content/uploads/2022/04/MPM_Journey_Map.pdf

KEY RECOMMENDATIONS

- Help mentee build a partnership with a person on campus who can have the greatest influence on their postsecondary pathway.

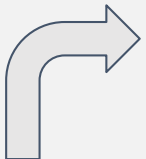


College Access Mentoring: Preparing Students for Graduation and Beyond

<https://nationalmentoringresourcecenter.org/resource/college-access-mentoring-preparing-students-for-graduation-and-beyond/>

KEY RECOMMENDATIONS

- “Exposing high school students to colleges that are a good academic fit in the first place improves their chances of succeeding once they’re on campus.”
- Although students should always be encouraged to reach for their dream schools, mentors should keep in mind that not all schools are a good fit academically and/or socially for their mentees, which increases their chances of struggling in college.



College and Career Success Mentoring Toolkit

<https://nationalmentoringresourcecenter.org/resource/college-and-career-success-mentoring-toolkit/>

KEY RECOMMENDATIONS

- “Money is one of the greatest barriers a student faces in accessing and completing college.”
- Mentors should work with mentees to help build their financial literacy and ensure that they are aware of non -loan forms of financial aid such as special college funding and outside scholarships.



 *College and Career Success Mentoring Toolkit*

<https://nationalmentoringresourcecenter.org/resource/college-and-career-success-mentoring-toolkit/>

KEY RECOMMENDATIONS

- If the mentor attended a college, it is important to talk about the experience at the college to get mentees accustomed to college life.
- “Encourage mentees to participate in extracurricular activities through their high school years to develop a strong pre -college portfolio.”
- Present all options of higher education (i.e. community college, vocation school, 4 year university)



College Positive Mentoring Toolkit

<https://www.michigan.gov/leo/boards-comms-councils/mcsc/mentor/better/college-positive-mentoring-toolkit>

The Transition Out of College:

*Recommendations
from Our Research*



KEY RECOMMENDATIONS

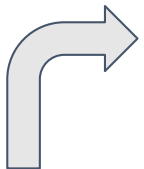
- “Career mentoring helps mentees develop a brand identity, set realistic career goals in alignment with prevailing employment trends, and tailor training and resumes to achieve those goals.”
- Career mentoring gives insight into the workplace and allows them to understand its unspoken rules and culture.

 *Mentoring through the Transitions: Voices on the Verge*

<https://files.eric.ed.gov/fulltext/ED592380.pdf>

KEY RECOMMENDATIONS

- “Mentors should share their unique stories about entry into a career, highlighting important decisions, people, and transformative experiences.”
- Mentors should help students prepare for professional or graduate school interviews by sharing their experiences so that they have the greatest chance for success.

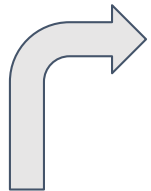


Mentoring through the Transitions: Voices on the Verge

<https://files.eric.ed.gov/fulltext/ED592380.pdf>

KEY RECOMMENDATIONS

- “Job search self-efficacy increased for those students who took part in the mentorship program. This result suggests that it was extremely beneficial for junior and senior undergraduate students to develop a relationship with a mentor from their desired occupation and/or industry”



Examining the Impact of a University Mentorship Program on Student Outcomes

<https://doi.org/10.1108/IJMCE-02-2018-0013>

KEY RECOMMENDATIONS

- The success of graduate program acceptance, selection, and education depends on a student -faculty relationship based on integrity, trust, and support.
- “...a mentor should not discount the value of taking time to eat lunch or grab a cup of coffee with the mentee, for example. Conversations about topics unrelated to the research, such as those giving the student advice about classes or future goals, can have a lasting impacts”

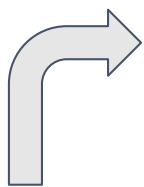
 *Five Effective Strategies for Mentoring Undergraduates: Students' Perspective*

<https://go.gale.com/ps/i.do?id=GALE%7CA324399339&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=10725830&p=AONE&sw=w&userGroupName=anon%7E5c971301>

KEY RECOMMENDATIONS

- Build a network of mentors.

“Even the most excellent faculty mentor will not be able to meet all of your professional needs [...] we recommend that you identify a team of mentors to help you get the full range of mentoring support that you need.”



Continuing Education Mentoring: Preparing Students for Graduate School
[student-mentoring-handbook.pdf \(umich.edu\)](#)

Mentoring Through the Ages

A conversation & knowledge sharing



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Introducing our Panelists



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**BOSTON
PRIVATE
INDUSTRY
COUNCIL
(PIC) &
SUCCESS
BOSTON**





**ZAINAB SALEJWALA,
POSTSECONDARY
CAREER COACH**

**BOSTON
UNIVERSITY
COLLEGE
ACCESS &
STUDENT
SUCCESS
(CASS)**

**BOSTON
UNIVERSITY**



CLARE FITZGERALD,
UNDERGRADUATE
PROGRAM
MANAGER (CASS)

Covington Partners





**DEBBIE
CANNATELLA,
MENTOR**

QUESTIONS FOR THE PANELISTS

**AS MENTORS HOW DID YOU
ESTABLISH A FOUNDATION
OF MUTUAL TRUST WITH
YOUR MENTEE?**

**HOW DO YOU PREPARE YOUR
HIGH SCHOOL STUDENTS FOR
THE TRANSITION TO COLLEGE?**

**WHAT ARE SOME OF THE
OBSTACLES THAT MAKE IT
DIFFICULT DURING THAT
TRANSITION?**

**WHAT ARE YOU DOING TO
PREPARE YOUR MENTEE FOR
THE TRANSITION FROM A TWO
YEAR TO A FOUR YEAR
COLLEGE?**

**HOW DO YOU ADVISE YOUR
MENTEES ABOUT
CONTINUING EDUCATION
PAST A TWO YEAR
INSTITUTION VS JOINING THE
WORKFORCE DIRECTLY?**

**HOW DO YOU PREPARE YOUR
MENTORS BEING PAIRED WITH
TRANSFER STUDENTS TO
SUPPORT THEM WITH THE
TRANSITION?**

**WHAT'S SOME OF THE
FEEDBACK YOU'VE RECEIVED
FROM MENTORS SUPPORTING
MENTEES THROUGH THE
TRANSITION TO GRADUATE
SCHOOL/THE WORKFORCE?**

**WHAT TOOLS DO YOU GIVE
YOUR MENTORS TO SUPPORT
YOUTH THROUGH THEIR
FIRST AND LAST YEAR OF
COLLEGE?**

**WHAT IS ONE CHALLENGE
YOU'VE FACED WHILE
MENTORING A YOUNG
PERSON? PLEASE SHARE HOW
YOU NAVIGATED THE
CHALLENGE TO CONTINUE
MAINTAINING A HEALTHY
RELATIONSHIP DURING A
TRANSITION?**

Answering Key Questions from Our Audience

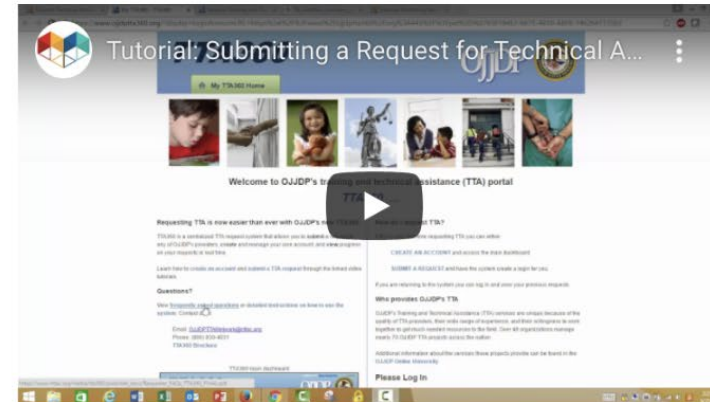
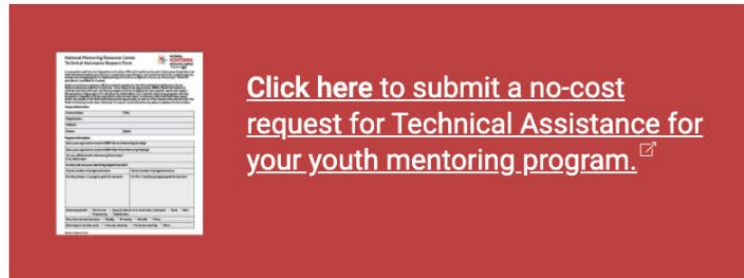


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Request No-Cost Help for your Youth Mentoring Program

Request no-cost help for your youth mentoring program

The National Mentoring Resource Center provides no-cost technical assistance to youth mentoring programs around their individual needs and the improved implementation of specific mentoring practices. Requests are now submitted through OJJDP's centralized technical assistance site, TTA360.



Thank you!



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Disclaimer

**Office of Juvenile Justice and
Delinquency Prevention**

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Washington, D.C. 20531

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The opinions, findings, and conclusions or recommendations expressed in this program are those of the author(s) and do not necessarily reflect those of the Department of Justice.



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