



# **Additional Resources and Sources of Training, Programs and Technical Assistance related to Mentoring**

**Promotion of Underrepresented Minorities in Academic STEM  
(PUMA-STEM)'s**

## **2017 Student Mentoring Workshop**

**Location:**  
**Concordia University Chicago**  
**Christopher Center, Room 200**  
**River Forest, Illinois**

**Date:**  
**Wednesday, November 8, 2017**

**Sponsored by:**  
**The National Science Foundation and the**  
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### **Disclaimer**

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This document presents additional resources and sources of training, programs and technical assistance related to mentoring.

## PUBLICATIONS

- 1) Wilson, Z.S., Holmes, L., deGravelles, K. et al. Hierarchical Mentoring: A Transformative Strategy for Improving Diversity and Retention in Undergraduate STEM Disciplines. *Journal of Science Education and Technology*, February 2012, Volume 21, Issue 1, pp 148–156.

*Purpose:* The Howard Hughes Medical Institute (HHMI) Professors Program at Louisiana State University on a mentoring model that addresses the key factors that impact STEM student attrition at the undergraduate level. By integrating mentoring and strategic academic interventions into a structured research program, they had developed an innovative model to guide STEM undergraduate majors in adopting the metacognitive strategies that allow them to excel in their programs of study, as they learn to appreciate and understand science more completely.

*Main Findings:* Comparisons of the persistence of participants and nonparticipants in STEM curricular, at the host university and with other national universities and colleges, show the impact of the model's salient features on improving STEM retention through graduation for all students, particularly those from underrepresented groups.

*Web Link:* <https://doi.org/10.1007/s10956-011-9292-5>

- 2) Bayer, A., Grossman, J. B., & DuBois, D. L. (2015). Using volunteer mentor to improve the academic outcomes of underserved students: The role of relationships. *Journal of Community Psychology*, 43(4), 408–429.

*Purpose:* The authors explores whether School-based mentoring (SBM) does yield significantly improved academic outcomes for youth, while also investigating the mediators of the effect of mentoring on youth outcomes. School-based mentoring (SBM) refers to mentoring relationships in which mentors meet with mentees on school grounds, either during or immediately after the school day.

*Main Findings:* Their findings in this paper have exciting implications for schools that are looking for cost-effective ways to support struggling students. Simply by cultivating emotionally close relationships with mentees, mentors may be able to improve students' academic outcomes. This means that volunteers need not be trained with a rigorous academic background, and that mentors might prove as beneficial as tutors to struggling students. Finally, by underscoring the efficacy of SBM, this study emphasizes the multifaceted and ever expanding effects that mentoring can have on young people.

### 3) The Elements of Effective Practice for Mentoring™, 4<sup>th</sup> Edition

*Purpose:* Book reflects the best and most up-to-date thinking our field has to offer. It represents 25 years of evolution at MENTOR and in the mentoring field, and the continuous refinement of practices aimed at ensuring mentoring relationships deliver on the promise of being a powerfully driver of support and opportunity for young people of all ages.

*Web Link:* [http://www.mentoring.org/images/uploads/Final\\_Elements\\_Publication\\_Fourth.pdf](http://www.mentoring.org/images/uploads/Final_Elements_Publication_Fourth.pdf)

- 4) Schmidt, Shumow, & Kackar, 2006.59 Schwartz, S. E. O., Rhodes, J. E., Spencer, R., & Grossman, J. B. (2013). Youth initiated mentoring: Investigating a new approach to working with vulnerable adolescents. *American Journal of Community Psychology*, 52(1–2), 155–69.

*Purpose:* The authors carried out a study that examined youth initiated mentoring (YIM), which is a new approach to mentoring in which youth nominate mentors from among the non-parental adults within their existing social networks (e.g., teachers, family friends, extended family members). YIM is currently being implemented through the National Guard Youth ChalleNGe Program (NGYCP), an intensive residential intervention program for youth ages 16–18 who have dropped out or been expelled from high school.

*Main Findings:* Qualitative data suggested that, when relationships endured, mentors contributed to improvements in participants' educational and occupational success, quality of relationships with parents, peers, and others, and self-concept by providing social-emotional support, instrumental support, and guidance. Results also revealed that relationships were more likely to endure when youth chose their mentors on their own (rather than receiving help from parents or program staff) and when mentors were of the same race as youth. Implications for research and practice are discussed.

- 5) DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How effective are mentoring programs for youth? A systematic assessment of the evidence. *Psychological Science in the Public Interest*, 12(2), 57–91.

*Purpose:* In this article, the authors used meta-analysis to take stock of the current evidence on the effectiveness of mentoring programs for youth. The meta-analysis encompassed 73 independent evaluations of mentoring programs directed toward children and adolescents published over the past decade (1999–2010).

*Main Findings:* Overall, findings support the effectiveness of mentoring for improving outcomes across behavioral, social, emotional, and academic domains of young people's development. The most common pattern of benefits is for mentored youth to exhibit positive gains on outcome measures while non-mentored youth exhibit declines. Programs that typically have utilized adult volunteers and focused on cultivating one-to-one relationships and those that

have engaged older peers as mentors or used group formats show comparable levels of effectiveness. Collectively, these findings point toward the flexibility and broad applicability of mentoring as an approach for supporting positive youth development.

## **MENTORING PROGRAM TRAINING AND TECHNICAL ASSISTANCE**

- Oak Park and River Forest Township Youth Services - Youth interventionists work closely with parents, schools and local government and social service agencies to engage young people in positive activities and help them make better life choices. The Youth Intervention Program is cooperatively funded by all of the governmental units of Oak Park and River Forest and operated by the Oak Park Township.

<http://www.riverforesttownship.org/youthservices.asp>

- Mentoring Partnerships – MENTOR’s network of affiliate Mentoring Partnerships provides access to training and technical assistance opportunities across the nation. Please visit the MENTOR website to find the Partnership nearest you.

<http://www.mentoring.org/mentoringpartnerships>

- National Mentoring Resource Center – This center is funded by the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention and operated by MENTOR to provide free training and program improvement services to service providers nationwide.

<http://www.nationalmentoringresourcecenter.org/>

- National Mentoring Summit – This annual event, convened by MENTOR, brings together approximately one thousand mentoring leaders, practitioners, researchers, corporate partners, and youth for several days of learning, networking, and advocacy work, with an eye on innovation and key advancements in the field.

<http://www.mentoring.org/summit>

- The IEEE Mentoring Program is an online program that facilitates the matching of IEEE members for the purpose of establishing a mentoring partnership.

[https://www.ieee.org/membership\\_services/membership/mentoring/index.html](https://www.ieee.org/membership_services/membership/mentoring/index.html)

## **NONPROFIT MANAGEMENT EXPERTISE**

- Board Source – <https://www.boardsource.org/eweb/>
- Foundation Center – <http://foundationcenter.org/>
- National Council of Nonprofits – <https://www.councilofnonprofits.org/>
- Nonprofit Finance Fund – <http://nonprofitfinancefund.org/>
- Nonprofit Risk Management Center – <http://www.nonprofitrisk.org/>

## **TRITON MENTORING MODEL**

### *1) TEAM (Triton Employees As Mentors)*

A mentoring program designed to support the academic success of students enrolled in their first year at Triton. As a participant (mentee) in the program, you will be assigned a mentor who will support and guide you throughout the year. All mentors are Triton College faculty or staff members who are familiar with the processes of the College and who can support you through any challenges or obstacles you may encounter.

[http://www.triton.edu/NewsAndEvents\\_detail.aspx?id=15464&terms=mentoring](http://www.triton.edu/NewsAndEvents_detail.aspx?id=15464&terms=mentoring)

### *2) Student Support Services (TRiO)*

Through a grant competition, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. The goal of SSS is to increase the college retention and graduation rates of its participants.

<https://www2.ed.gov/programs/triostudsupp/index.html>

TRIO Student Support Services is a one stop shop that will support students with whatever they may need throughout their college career here at Triton College.

<http://www.triton.edu/trio/>

*3) Peer Mentoring Collaborative (PMC)*

Classroom-based mentoring that merges academic support with traditional mentoring to provide students the best opportunity for success, retention and completion. Peer Mentors facilitate out-of-class group study sessions.

*4) Triton Undergraduate Men Pursuing Higher education (TRIUMPH)*

It is minority male retention program, designed to increase the number of minority males graduating from Triton College, by providing increased student services, academic support, service learning projects, community service projects and mentoring.

<http://www.triton.edu/triumph/>

*5) Veteran Resource Group*

Program designed to assist veterans as they transition from serving in the Armed Services to Triton College as a student

<http://www.triton.edu/veterans/>

*6) Triton's Scholars Program*

It is a two-year program for academically talented in-district students who plan to earn an associate of arts or sciences degree, and transfer to competitive four-year colleges and universities.

<http://www.triton.edu/scholars-program/>

*7) AmeriCorps*

AmeriCorps engages more than 80,000 Americans in intensive service each year at 21,600 unique sites including nonprofits, schools, public agencies, and community and faith-based groups across the country.

<https://www.nationalservice.gov/programs/american>

The Triton College AmeriCorps Affiliate program seeks to provide support, and facilitate access, to services and resources that contribute to improved educational outcomes for economically disadvantaged students, and improve school readiness for economically disadvantaged students in Community College District 504. Service members will work with partnering organizations in Oak Park, Proviso Township and at Triton College to perform activities including, one on one and group tutoring, coaching, and serving as peer advocates over the course of one year.

[https://my.americorps.gov/mp/listing/viewListing.do;jsessionid=SUa2CWf\\_iyKWtp7kVuaP4NHPFTJ7xaSxLty5jMOXsQUj0Z7uC11B!-1263324410?id=76417&fromSearch=true](https://my.americorps.gov/mp/listing/viewListing.do;jsessionid=SUa2CWf_iyKWtp7kVuaP4NHPFTJ7xaSxLty5jMOXsQUj0Z7uC11B!-1263324410?id=76417&fromSearch=true)

8) *Center for Access & Accommodative Services (CAAS)*

The mission of CAAS is to provide campus accessibility and accommodations that foster the development of students' abilities preparing them to work at their fullest potential.

<http://www.triton.edu/caas/>

===== The End =====

