

Graduation Equity Webinar Series

Peer Mentoring & Empowering Youth Voice



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.



Washington Office of Superintendent of
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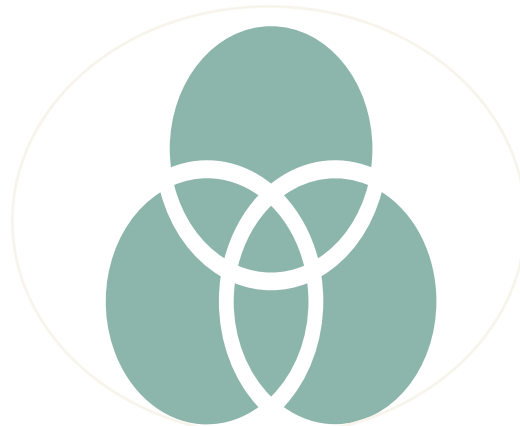
I am on Squaxin, Cowlitz, Coast Salish, & Nisqually Land



Equity Pause – Why Are We Doing This?



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?



Objectives

- Get foundational ideas on peer support programs
- Learn from Hope Squad and implementers from Manson School District
- Get ideas on how to elevate youth voice
- Get resources to help you get started



Presenters



Kefi Andersen

Assistant Director of Early Warning
Systems

OSPI

kefi.andersen@k12.wa.us



Francesca Matias

Youth Engagement Program
Supervisor

OSPI

Francesca.matias@k12.wa.us



Dr. Jean Rhodes

Author, Researcher, Professor
University of Massachusetts, Boston

jean.rhodes@umb.edu

We want to know about you!



Who's here?



What grade band do you work with the most?



How familiar are you with our topic?



OSPI Supports

Francesca Matias

Youth Engagement Program Supervisor
OSPI

Francesca.matias@k12.wa.us

Why Peer Support Programs



Students with problems naturally seek out other students – and adults – whom they trust.

Natural Helpers and Hope Squad are a couple of examples of programs that tap into an existing helping network to create a safe and health school environment.

2023 Healthy Youth Survey

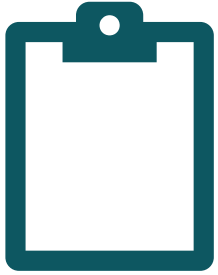
30% of students reported to feeling sad or hopeless in the last 12 months.

50% of student stated they would turn to a friend or peer when feeling sad or hopeless.

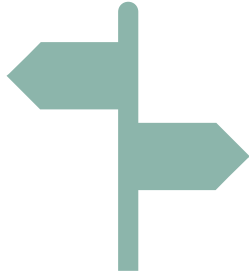
This is a natural helping network!



Program Overview



Schoolwide
Survey



Student and
staff selection



Retreat



Ongoing check-
ins



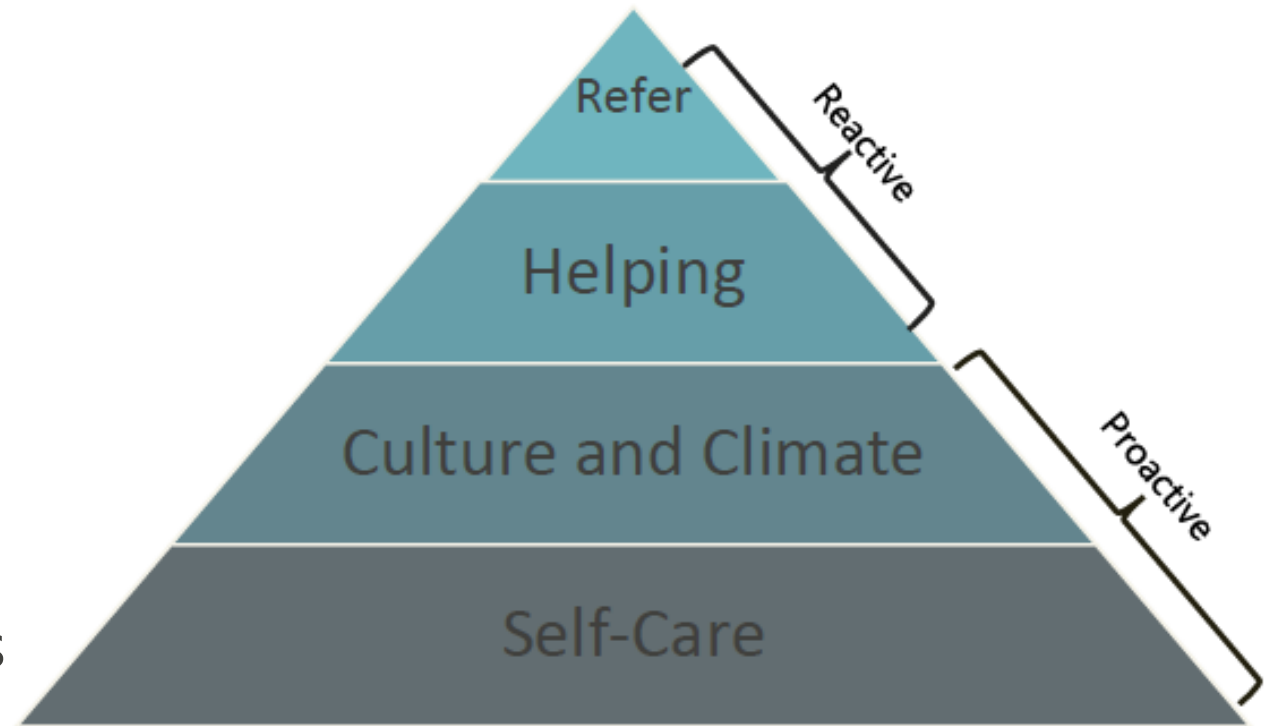
Program
evaluation



Roles of Natural Helpers

Important roles that Natural Helpers take part in:

- Focus on self-care
- Improve the culture and climate of the school to make it more welcoming and inclusive.
- Helping friends work through everyday problems.
- Referring friends with more serious concerns to trusted adults



Natural Helpers Pilot



OSPI is piloting a Natural
Helpers Reimagined
program with 5 schools



A full online toolkit



Lessons, activities, all
with evidence-based
practices



Elevating Youth Voice

Position students as equal partners

- When students come **more involved** in their education, they assume greater control and responsibility over what they learn and how they learn it.

Engage students in decision-making

- Supporting students in decision-making is **effective** at the classroom and school level.

Collect & act on student feedback

- Student perspectives not only need to be heard; they need to be **followed up on with action.**

Implementation matters

- When using student feedback to build better learning environments, we get closer to a public education system that **expands opportunities to all students.**





What You Need to Know About Mentoring



Jean Rhodes

Frank L. Boyden Professor of Psychology
Director of the Center for Evidence-Based
Mentoring

University of Massachusetts, Boston

jean.rhodes@umb.edu



Staff



CENTER *for*
EVIDENCE-BASED
MENTORING

PUTTING RESEARCH *into* ACTION



Overview of Talk

1

What is mentoring and
how effective is it?

2

How can we improve
mentoring programs?

3

How do we balance
quality and expansion?



Overview of Talk

1

What is mentoring and
how effective is it?

Audience Polling

According to meta-analyses, on average, what is more effective?

Peer mentoring

Intergenerational Mentoring

Audience Polling

According to meta-analyses, on average, what is more effective?

Friend-ship based mentoring

Targeted mentoring



Audience Polling

According to meta-analyses, on average, what is more effective?

Afterschool programs

Mentoring programs



Audience Polling

According to meta-analyses, on average, what is more effective?

Youth-initiated mentoring (YIM)

Formal mentoring



What we talk about
when we talk about
Mentoring

Mentoring

Mentee Age

Early childhood
Middle childhood
Adolescence
Early adulthood

Role of Technology

Technology-assisted
None

Structure

Formal
Informal
Hybrid

Compensation

Paid mentors
Unpaid mentors

Risk Status

Prevention
Early intervention
Treatment
Rehabilitation

Reach

Large, non-specific
Small targeted

Age Difference

Intergenerational
Cross-age peers

Distribution

One-on-one
Group
One-to-many

Mentor Age

Working adult
College student
Teens

Directionality

Bi-directional
Uni-directional

Skills

Positive youth development
Mental health
Academic/college readiness
Workforce development

Training & Supervision

Low
Moderate
High

Length

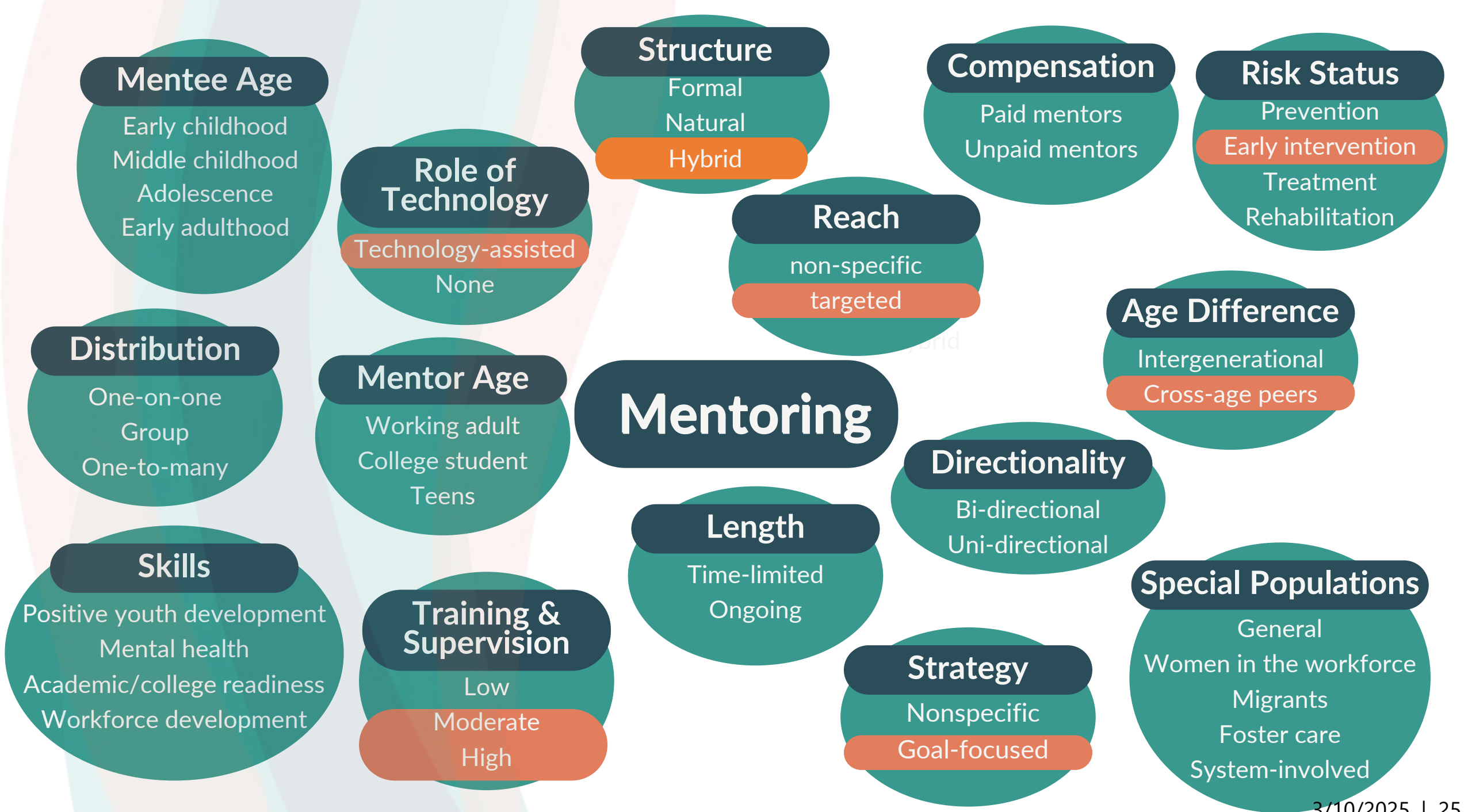
Time-limited
Ongoing

Strategy

Nonspecific
Goal-focused

Special Populations

Child and Adolescents
Women in the workforce
Migrants
Foster care
System-involved



That are comparable to other Peer Youth Development programs...

“It is noteworthy that after-school programs yield almost identical overall effect sizes as mentoring programs, but serve more youth in a less expensive and more accessible way.”

A meta-analysis of the effects of after-school programmes among youth with marginalized identities

Kirsten M. Christensen¹ | Kristen P. Kremer² |
Cyanea Y. S. Poon¹ | Jean E. Rhodes¹

¹Department of Psychology, University of Massachusetts Boston, Boston, Massachusetts, USA

²Department of Sociology, Anthropology, and Social Work, Kansas State University, Manhattan, Kansas, USA

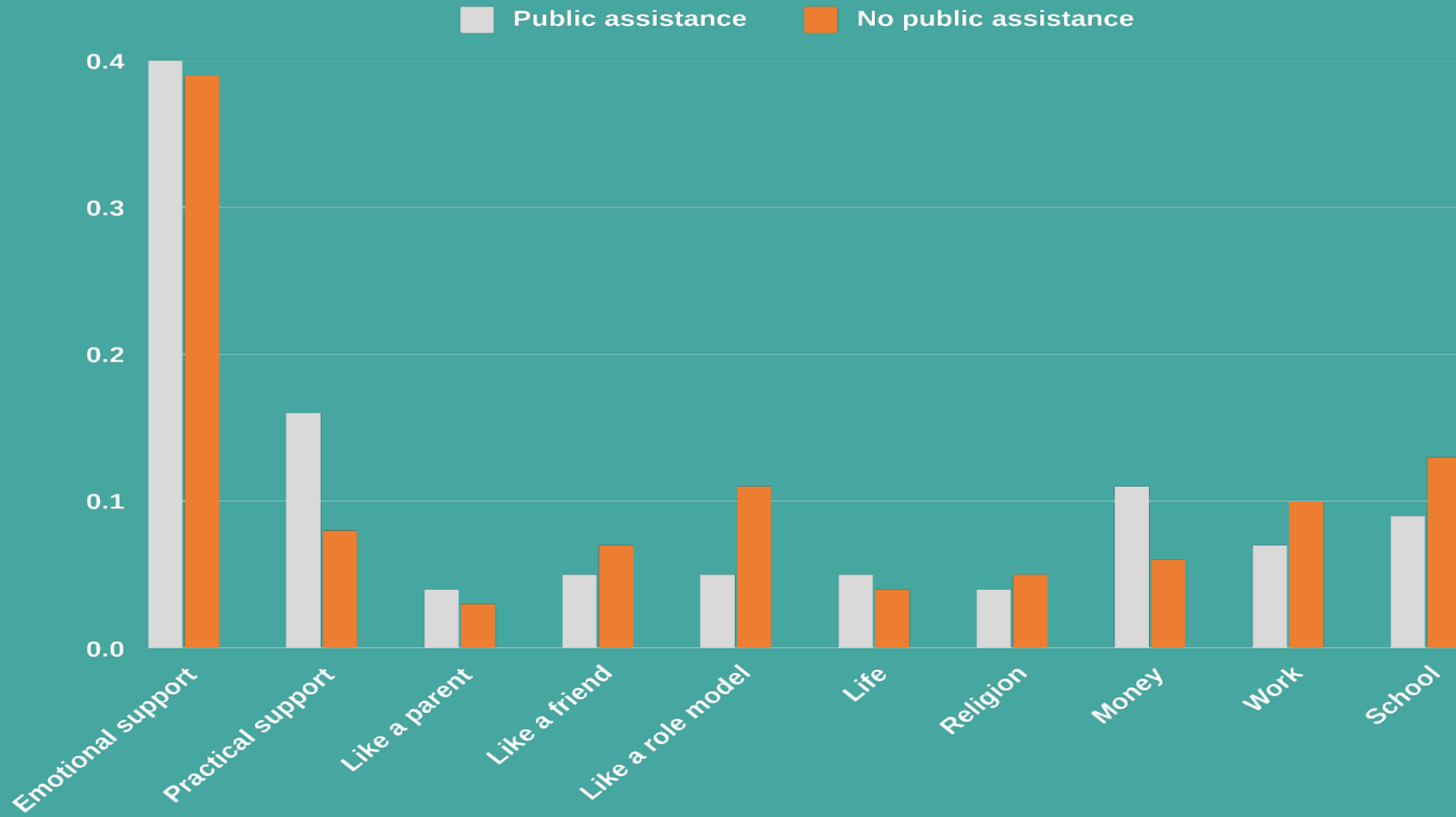
Correspondence

Kirsten M. Christensen, Department of Psychology, University of Massachusetts Boston, 100 Morrissey Blvd, Boston, MA 02125, USA.
Email: kirsten.christens001@umb.edu

Abstract

After-school programmes (ASPs) often provide youth with a safer alternative to unstructured time while providing a context for building skills and forging positive relationships with programme staff and peers. ASPs may be particularly effective for youth with marginalized identities, including youth of colour and youth from low-income backgrounds. Despite this promise, few rigorous evaluations of ASPs have been conducted and even fewer meta-analyses have investigated the effects of ASPs among youth with marginalized identities. Using a multi-level meta-analysis of 615 effect sizes across 56 studies (overall $n = 128,538$), the current study examined the overall effects of ASPs on internalizing, externalizing, school-related, social functioning, and self-perception/identity outcomes among kindergarten through 12th grade youth with marginalized identities. Results indicated ASPs to have a small, yet significant positive overall effect on youth outcomes ($g = 0.2049$, $p = .001$, 95% CI = 0.08–0.33). Moderator analyses revealed significant differences in effects based on outcome source and outcome measure type. Given the ubiquity of ASPs and the challenges that youth experiencing marginalization face, this study uniquely adds to the existing literature and outlines important implications and recommendations for research, policy, and practice.

The Impacts of Public Assistance vs. No Public Assistance on Mentoring Relationships



Raposa, E. B., Erickson, L., Rhodes, J., & Hagler, M. (2018). How Economic Disadvantage affects the availability and nature of mentoring relationships during the transition to adulthood. *American Journal of Community Psychology*. 1-13.

Peer Mentoring for the Win



Where it all began...

National Guard Youth ChalleNGe Program

Randomized Controlled Trial > Am J Community Psychol. 2013 Sep;52(1-2):155-69.

doi: 10.1007/s10464-013-9585-3.

Youth initiated mentoring: investigating a new approach to working with vulnerable adolescents

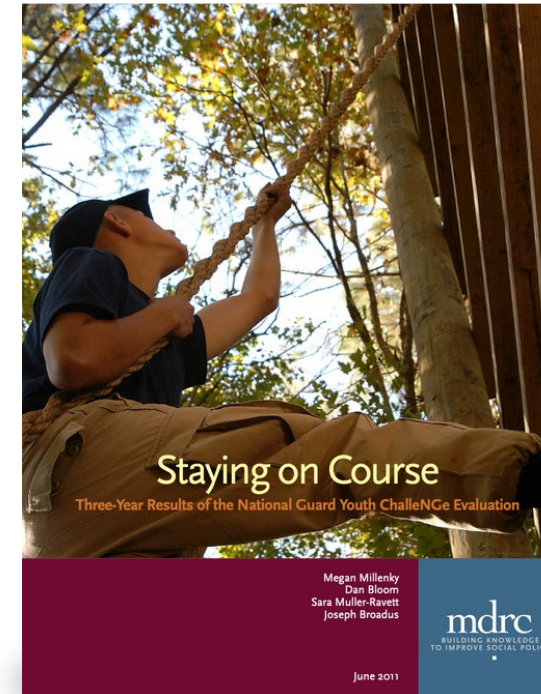
Sarah E O Schwartz ¹, Jean E Rhodes, Renée Spencer, Jean B Grossman

Affiliations + expand

PMID: 23780477 DOI: 10.1007/s10464-013-9585-3

Abstract

This study examines youth initiated mentoring (YIM), 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. This study employed a mixed methods explanatory design, drawing on quantitative data from a national longitudinal evaluation of NGYCP (N = 1,173) and qualitative data from a subsample of participants (N = 30) in the evaluation. Results indicated that more enduring mentoring relationships were associated with increased retention of educational, vocational, and behavioral outcomes at the study. Qualitative data suggested that, when relationships improved, participants' educational and occupational outcomes improved, as did their relationships with parents, peers, and others, and self-concept by providing social support, and guidance. Results also revealed that relationships were more enduring when youth chose their mentors on their own (rather than receiving help from parents or others). Implications for research and practice are discussed.



More enduring Youth Initiated Mentoring (YIM) relationships associated with retention of educational, vocational, and behavioral outcomes **three years following** entry into the study.

Youth-initiated Mentoring for Students: Qualitative Evidence



Students placed more value on social capital and mentoring relationships.

“I didn't know you could just ask:” Empowering underrepresented college-bound students to recruit academic and career mentors☆☆☆

Sarah E.O. Schwartz^{a,*}, Stella S. Kanchewa^b, Jean E. Rhodes^b, Evan Cutler^b, Jessica L. O'Neil^b

^a Department of Psychology, Suffolk University, 41 Temple St., Boston, MA 02114, United States

^b Department of Psychology, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125, United States

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Adolescence
Education
Positive youth development

ABSTRACT

This study investigates a new approach to cultivating mentoring relationships through workshops to develop their capacity to recruit mentors and other supportive adults from their existing social networks. Drawing on in-depth pre- and post-interviews and participant feedback and workshop materials from a pilot intervention conducted in their senior year of high school, this study explores whether and how the intervention influenced their interactions with potential academic and career mentors. Although additional research is needed, this study highlights the importance of such connections, and influenced their interactions with potential academic and career mentors. Although additional research is needed, this study highlights the importance of such connections, and influenced their interactions with potential academic and career mentors. Although additional research is needed, this study highlights the importance of such connections, and influenced their interactions with potential academic and career mentors.

1. Introduction

In the current paper, we propose a new approach to cultivating mentoring relationships that seeks to empower adolescents and emerging adults to recruit mentors and other supportive adults from their existing social networks. Substantial research indicates the key role of mentoring relationships and social capital in adolescents and emerging adults' transition to college, particularly among low-income, racial or ethnic minority, and first-generation college students (e.g. Crisp, 2010; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Stanton-Salazar, 2011; Tinto, 1993). Unlike traditional mentoring programs, which have focused primarily on developing relationships by assigning formal mentors to youth, this intervention focuses on training youth so they can identify, recruit, and maintain the support of adults whom they believe would help advance their academic and career goals. The current qual-

1.1. Educational a

In recent years, there has been a growing concern about the lack of college access to students, including those from low-income and ethnic minority backgrounds. Disparities in college enrollment and completion rates are well-documented (Mortenson, Stokols, & Terenzini, 2004). In the United States, for example, low-income, first-generation students are nearly four times more likely than their higher income and continuing generation peers to leave after the first year of college (Engle & Tinto, 2008). There is, therefore, a critical need for the development of new strategies that support low-income, racial or ethnic minority students in their transition to college. The current qual-

Improved knowledge, skills, and self-efficacy in connections.

Influenced their interactions with potential academic and career mentors.

Youth-initiated mentoring for students: Quasi-experimental design

Am J Community Psychol (2017) 0:1–13
DOI 10.1002/ajcp.12206

ORIGINAL ARTICLE

“I’m Having a Little Struggle With This, Can You Help Me With This?” Examining Impacts and Processes of a Social Capital Workshop for First-Generation College Students

Sarah E. O. Schwartz,¹ Stella S. Kanchewa,² Jean E. Rhodes,² Grace Gowd,¹
Horn,³ McKenna Parnes,¹ and Renée Spencer³

Highlights

- Social capital plays a key role in college and career success.
- Social capital is unequally distributed during the transition to college.
- Workshops can change students’ attitudes and behaviors related to the acquisition of social capital.
- A social capital workshop can improve first-generation college students’ academic outcomes.

© Society for Community Research and Action 2017

Abstract Social capital plays a key role in college and career success, and research indicates that a dearth of on-campus connections contributes to challenges first-generation college students face in effectively navigating

Keywords First-generation college students · Transition to college · Social capital · Intervention

Students who participated in the intervention demonstrated:

Improved attitudes and behaviors around seeking support in college.

Closer relationships with instructors.

Higher GPAs at the end of their first year in college.

Meta-analysis of Youth-initiated Mentoring

[Home](#) > [Journal of Youth and Adolescence](#) > [Article](#)

Youth Initiated Mentoring: A Meta-analytic Study of a Hybrid Approach to Youth Mentoring

Empirical Research | Published: 29 October 2020

Volume 50, pages 219–230, (2021) [Cite this article](#)

[Levi van Dam](#), [Danielle Blom](#), [Esma Kara](#), [Mark Assink](#), [Geert-Jan Stams](#), [Sarah Schwartz](#) & [Jeanne](#)



2278 Accesses 24 Citations [Explore all metrics](#) →

Abstract

Youth initiated mentoring is a hybrid approach that empowers youth to identify and connect with natural mentors, potentially combining the strengths of informal mentoring relationships with the infrastructure and support provided by formal mentoring programs. This meta-analytic review examined the association between youth-initiated programs and youth outcomes across four domains: academic and vocational functioning, social-emotional

Youth-initiated programs were **significantly associated with positive youth outcomes** ($g = 0.30$), which was somewhat larger ($g = 0.40$) when controlling for possible selection bias.

Randomized Controlled Trial of Youth-initiated Mentoring

American Educational Research Journal
Month XXXX, Vol. XX, No. X, pp. 1–37
DOI: 10.3102/00028312231181096
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Teaching to Fish: Impacts of a Social Capital Intervention for College Students

Sarah Schwartz 
McKenna Parnes
Rebecca Browne
Laura Austin
Megan Carreiro
Suffolk University
Jean Rhodes
University of Massachusetts
Janis Kupersmidt
innovation Research and Training (iRT) Inc.
Stella Kanchewa
Bellarmine University

Social capital plays a key role in college students' academic and career success. Using a random assignment design, the current study evaluated the impacts of a one-credit college course designed to increase student help-seeking and social capital within a racially diverse sample of college students. Compared to the control group, students in the treatment group reported improved attitudes towards help-seeking, increased help-seeking behavior, and higher levels of social capital and mentoring support. Academic benefits were mixed, however, with an increase in academic self-efficacy, no impact on college GPA, and a decrease in academic cognitive engagement. Additionally, differential impacts based on year in college, race, and first-generation college student status were observed. Implications for research

Students who took the one-credit college course reported improved:

Attitudes towards help-seeking

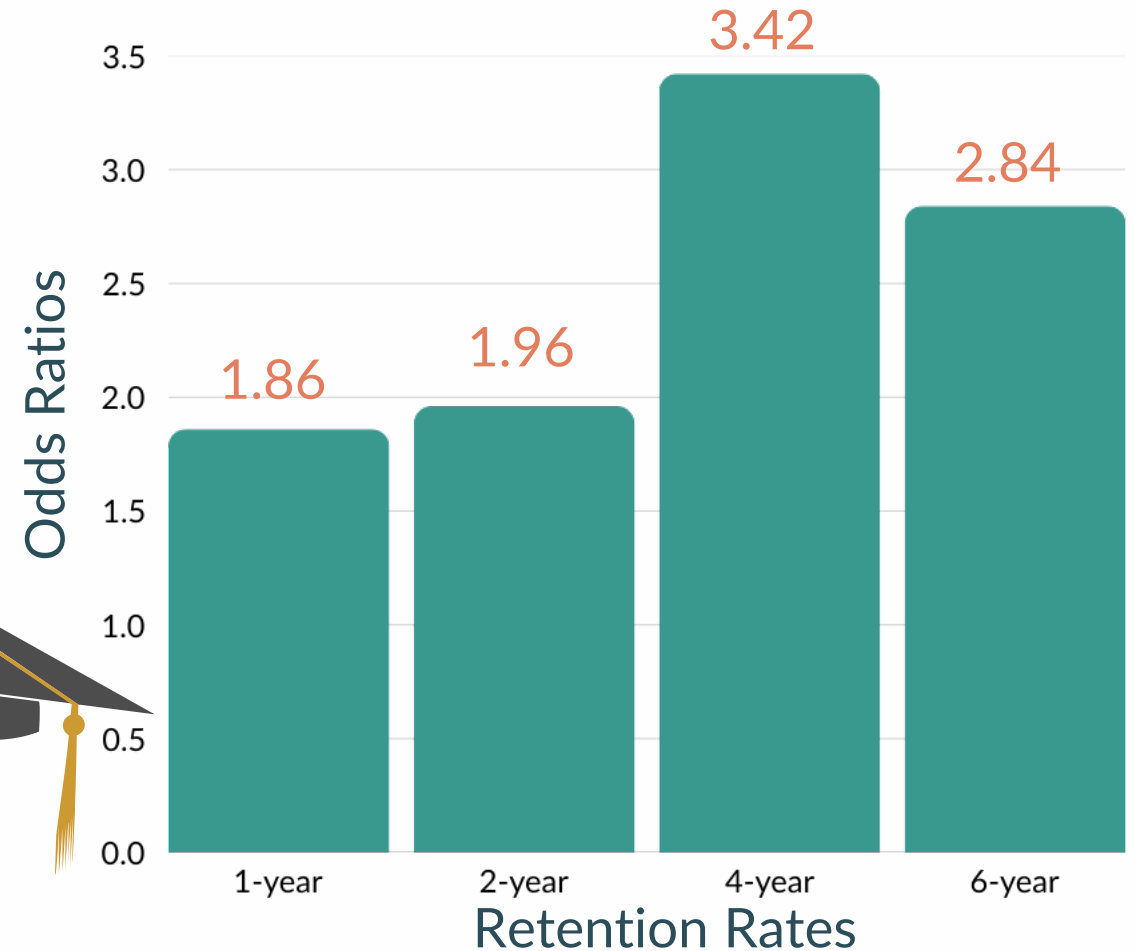
Increased help-seeking behavior

Higher levels of social capital and mentoring support

UMass Boston undergraduates

- Students who opted into the full-semester, one-credit course for the last six years
- Passing the course was **significantly associated with greater retention rates** compared to all other students at the University (and after controlling for risk factors)

Students who passed the class were 3.42 times more likely to graduate in four years!





Overview of Talk

1

What is mentoring and
how effective is it?

2

How can we improve
mentoring programs?

3

How do we balance
quality and expansion?

Young people need know how to identify anchors and cast wide nets...



Course Content

Expand All ▾

- ▶ Lesson 1: An Introduction to Mentors, Social Support, and Social Capital 4 Topics | 4 Exercises ☐
- ▶ Lesson 2: Mapping Out Social Support and Building Social Capital 11 Topics | 1 Exercise ☐
- ▶ Lesson 3: Navigating a Successful Mentoring Meeting 6 Topics | 1 Exercise ☐
- ▶ Conduct Your Interview 3 Topics | 1 Exercise ☐
- ▶ Lesson 4: Mentoring Relationships in College 7 Topics | 2 Exercises ☐



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Scale and quality *are* possible

“

“Quality is more important than quantity. One home run is much better than two doubles.”

Steve Jobs

”



Scale with fidelity



Apply evidence-based practice from related fields



Leverage technology and data



Seek continuous improvement



If you know your lane

Skills

Positive youth development

Mental health

Academic/college readiness

Workforce development

Risk Status

Prevention

Early intervention

Treatment

Rehabilitation

Special Populations

General

STEM

Immigrant Youth

Foster care

System-involved

Thank you!

Jean Rhodes, PhD

Jean.Rhodes@umb.edu

Frank L. Boyden Professor of Psychology

University of Massachusetts Boston

Director, Center for Evidence-Based Mentoring

*Co-Founder, **mentorPRO***



Do you have any questions?

Add them to the **Q&A**
Upvote the questions you like



What Does it Look
Like to Do This Work?

Panelists

- Add your questions to the **Q & A**
- **Upvote** questions you want answered most



Camille

Student

Manson School District



Kayla Helleson

School Counselor

Manson School District

Share What You Learned



- Discuss your ideas with leadership



- Share ideas with your Professional Learning Community



- Lead a discussion with students





Resources

Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Read & Subscribe](#) to the Engage Newsletter
- [Engage Care Package](#)

Websites

- [OSPI Youth Engagement](#)
- [Center for Evidence-Based Mentoring](#)
- [Chronicle of Evidence-Based Mentoring](#)
- [MentorPRO](#)

People

- [Connect with OSPI staff](#)



Next Month

April 9

10:00 a.m. – 11:30 a.m.

Alternative Learning Options



Evaluation

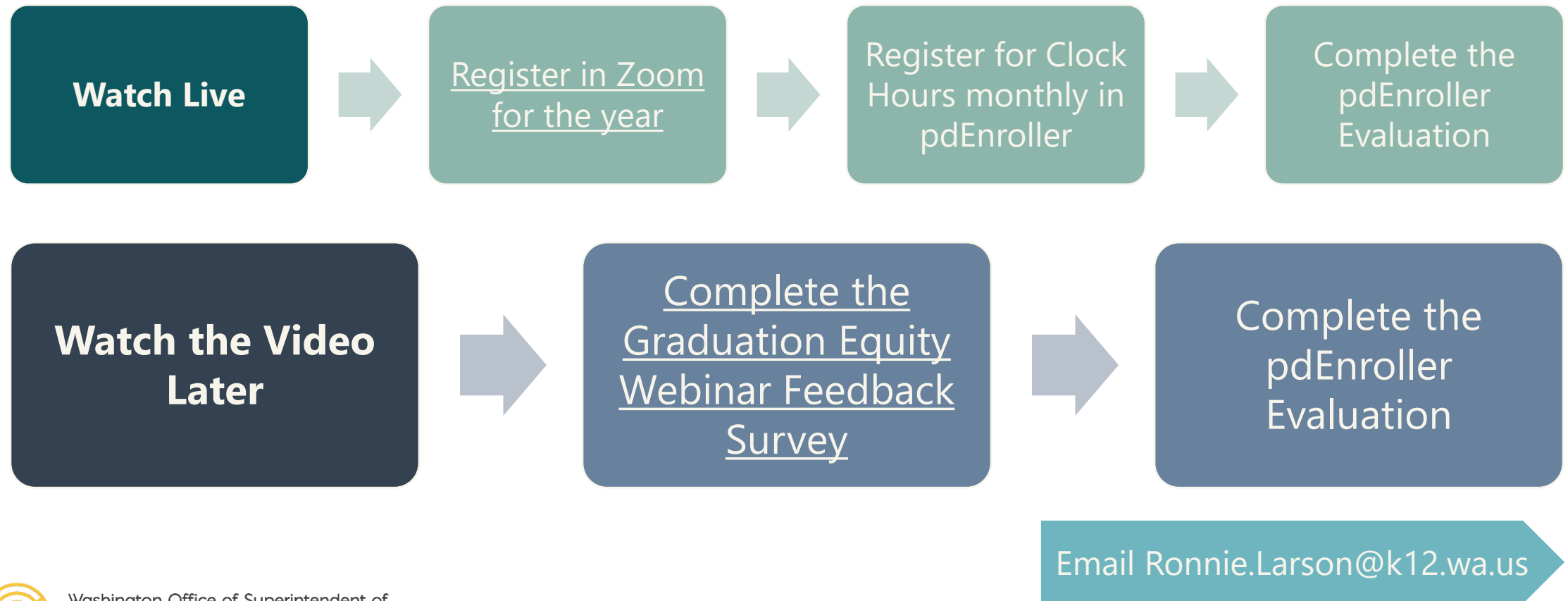


What
worked?

What could
we adjust?



Do You Need Free Equity Clock Hours?





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