

Peer Mentoring

New Research and Innovative Practice

Mentoring Resource Center Webinar
Tuesday, December 16, 2008
10:00 a.m. Pacific (1:00 p.m. Eastern)

To connect to the audio portion of this Webinar:

1. Dial 1-866-699-3239 (toll free)
2. Enter session number 333-056-385



If you have technical difficulties during the session, please contact Kay Logan at 503-275-0135 or by email at logank@nwrel.org.

Greetings from Rochester, NY and Portland, OR!



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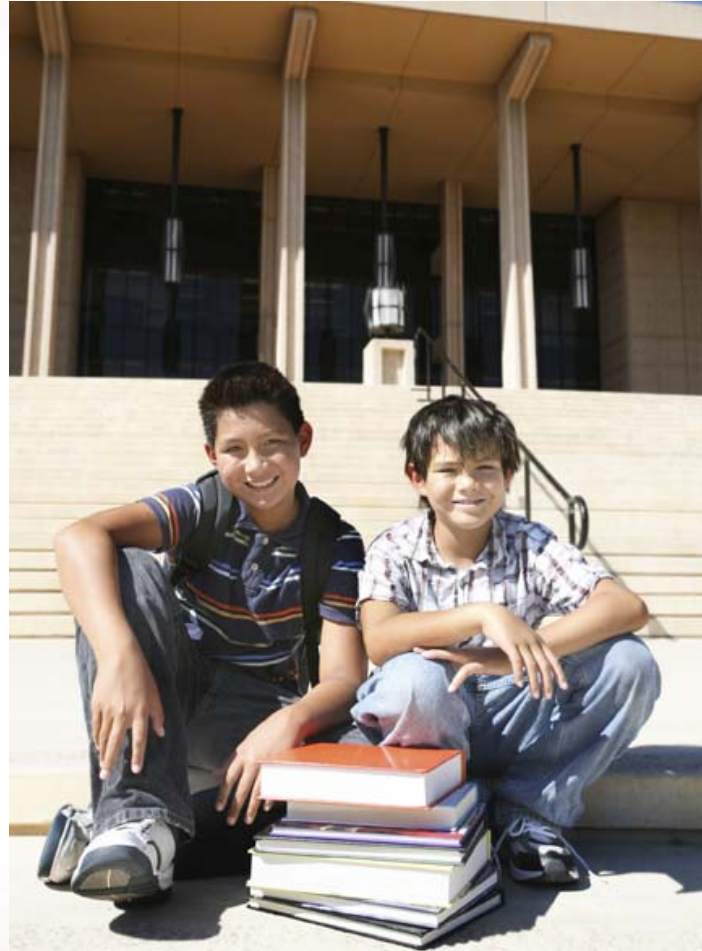


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Housekeeping

- Phones muted
- We will take questions at the end
- Follow along with copy of slides if you can't log in or get disconnected
- Additional materials will be sent afterward
- Please complete post-session survey

Setting the Stage



Overview of BBBS Impact Study Design and HS Bigs Report

- Analyzed the high school matches that were involved in “Making A Difference In Schools.”
- 10 Agencies and 71 Schools
- 1,139 Youth in grades 4 through 9
- Surveys administered to youth, teachers, mentors and program staff
- 3 Waves of data collection (15-month study)
 - Focus here on first two (first school year)

The High School Bigs

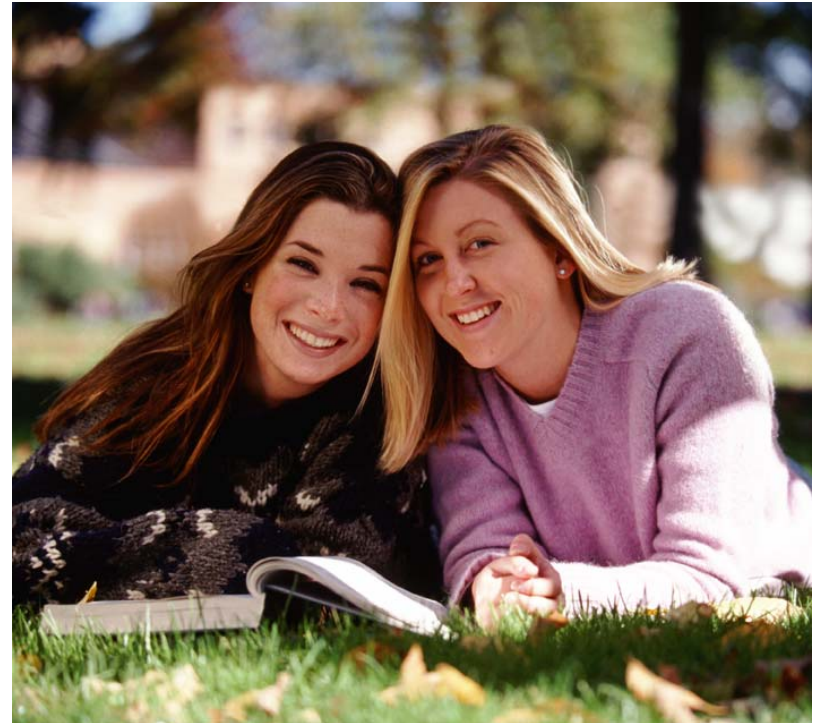
- $\frac{1}{2}$ juniors, $\frac{1}{4}$ seniors
- Highly involved in extracurricular activities
- More likely to be in cross-gender matches
- Reported personal benefits including increased interpersonal skills

OUTCOMES

- Youth matched with HS Bigs had only one impact, social acceptance, at the end of the first school year of their program involvement.
- Littles matched with HS Bigs with more BBBS staff for support or advice had four positive impacts: teacher-reported social acceptance; task orientation; assertiveness; and positive classroom affect.
- Eight impacts were found when examining all matches together; eleven were found when examining Littles matched with adult Bigs.

Youth Impacts

- High School Matches
 - Social acceptance
- Adult Matches
 - Written and oral language
 - GPA (youth report)
 - Quality of class work
 - Number of assignments
 - Classroom effort
 - Attendance (youth/teacher)
 - School misconduct
 - Difficult in class
 - Scholastic efficacy
 - Prosocial behavior



Findings from the HS Report

- HS Bigs were more likely to miss match meetings.
- Receiving two or more hours of mentor training increased the likelihood the match would continue into a second school year.
- HS Seniors and those HS Bigs receiving credit for their mentoring were less likely to continue into a second school year.

Findings (cont.)

- More support and higher quality support may help keep matches together longer.
- HS Big matches were more likely to meet within a larger group.
 - Linked with longer matches, but lower youth-reported relationship quality than those meeting outside of the group setting.

Strategies to Strengthen Peer Programs

- Advantages of group programs
- Activities that achieve outcomes
- Additional support of staff
- Match support considerations

Strategies to Strengthen Peer Programs

Group activities help achieve results:

- Make participants accountable
- Support of match is immediate
- Peer mentoring of mentors
- Developing attachment to Coordinator is important

Content of Program will Improve Outcomes

- Develop 'totes' or 'curriculum'
- Attach activities to school standards
- Develop activities to strengthen relationship
- Combine program with community service
- Summer contact

Considerations for Staff Development

- Classroom management or group facilitation skills
- Experience with adolescent population
- Experience with institutions and schools



Match Support is key

- Different from adult population
- Contact with your staff is more frequent
- Training is ongoing
- Need reminders of program purpose and mission
- Reinforcing rules more often
- Reminders of commitment

Summary

- Programs that use High School Students as mentors need to be designed differently than adult programs
 - Support and training are very important
 - Important to assess motivations for volunteering
 - Groups can be a good way to design programs, but need to be managed effectively
- Staff that work with High School Students need different supports and training

Additional Peer Mentoring Resources

- *High School Students as Mentors: Findings From the Big Brothers Big Sisters School-Based Mentoring Impact Study*
http://www.ppv.org/ppv/publications/assets/252_publication.pdf
- *Making a Difference in Schools: The Big Brothers Big Sisters School-Based Mentoring Impact Study*
http://www.ppv.org/ppv/publications/assets/220_publication.pdf
- *Building Effective Peer Mentoring Programs in Schools: An Introductory Guide*
http://www.edmentoring.org/pubs/peer_book.pdf
- *Preparing Participants for Mentoring and Ongoing Training for Mentors*
<http://www.edmentoring.org/pubs/training.pdf>
http://www.edmentoring.org/pubs/ongoing_training.pdf
- *Effective Peer Mentoring: The California Friday Night Live Mentoring Program*
http://www.edmentoring.org/pubs/peer_study.pdf
- *Cross-Age Peer Mentoring (MENTOR's Research in Action Series)*
http://www.mentoring.org/downloads/mentoring_388.pdf

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