Notes on Mentoring For Success: Capturing the Essential Elements of Jones-Zimmermann Academic Model Executive Summary: Primary goals of the Jones-Zimmermann Model are to demonstrate an ability to reduce the dropout rate in high school. There were 6 areas of improvement/1:ATTENDANCE 2: ACADEMIC PREPARATION 3: SCHOOL SUCCESS 4: IMPROVED CONFIDENCE 5: SELF-SUFFICIENCY 6. HIGHER OUTCOMES. Dr. Hughes & Dunlop found fewer unexcused absences and better behaviors in school, better chance of going to college, got along better with parents, and they are better persons because of direct contact with mentors. Better view of relationships with family, friends, and school and enjoying school more, ability to communicate better, and more positive view of their future.

1. Data showed that the mentees accessed valuable resources through their relationships in mentoring program. Improved in their perception of their worth. Emotional support from their peers and more positive attitudes toward their elders and toward helping others.
2. Improved self-sufficiency: aspire to go to college, learned important social skills that promote perseverance. Higher expectations of themselves after being with the mentors.
3. Achieve school success, the most disadvantaged and at-risk students had especially high GPA’s than many others not in the program.
4. Develop sustainable quality outcomes: program promoted higher-quality mentoring relationships through its: structure and planning, triangulation design, mentor training preparation, college academic support, program supervision, mentor-mentee matching process, imbedded social and academic activities, and the adoption of a student-centered academic, yet personal, approach to the mentoring relationship.

Results of the Jones-Zimmermann mentoring program

1. Mentees outperformed their peers not in program by 10% in GPA.
2. Statewide Mastery Tests—Mentees outperformed other peers by 17% Math and 24%Reading.
3. After 3 YEARS, almost 60% of mentees like school more than 70% mentors agree with this assessment.

The problem with traditional mentoring programs was that they were not rigorous, no well-defined standards, thereby not getting funds. The Jones-Zimmermann mentoring program became standardized therefore they qualified for money. **Chapter 1: The Beginning: The Mentoring Model.**

/8\*9Jones had begun to mentor students most of his academic career, but in 1991 the bottom fell out with the fiscal restraints that cut off the purse strings to his district. However, Zimmermann, a friend of Jones gave him money to develop mentoring disadvantaged urban youth in order to improve their educational opportunities.

How the Jones-Zimmermann mentoring program works and why it works!!

The particular essential elements vary from each program site, they generally include demographic or other characteristics of participants; intensity and duration of programming; content and flexibility of activities; key transition points for participants; the presence and types of requirements, and incentives for participation; performance expectations for participants and staff; staff qualifications, and program’s relationships with other organizations and agencies.

The structure of This Report: The Multi-Site Model

The Cookbook draws upon experiences in first three years of the model’s implementation. First, Trinity College, an environment steeped in rigor, and other mentoring programs. Second is Sacred Heart University, rich in social consciousness, experienced with community outreach, and brimming with community activism. Three, Wheelock College, highly reputable undergraduate program in response to the emerging realization to the early and middle childhood years where low income families were at greater risk for poor outcomes.

While each program represented a different approach to identifying essential elements, they all point toward the critical role played by this task.

The program provided selection, orientation, and training for mentors and then placed mentor participants in academic mentoring sessions twice a week for two hours, each mentor with two students. Focusing of reading and mathematics literacy.

Summary of the Jones-Zimmermann Academic Mentoring Program Principles

Goals: 1. Improve ed. Performance & increase HS grad. Rates

2. produce approaches to cost/benefit analysis through quantifiable measurements of success, as well as subjective commentary.

3. produce & publish a cook book of the program

Objectives:

1.encourage middle schoolers to graduate HS. And aspire to college.

2. reduce dropout rates at the HS level

3. build self-confidence and positive social values in mentored students.

4. dev. Appreciation among college students for the teaching profession.

5. provide on-going source of trained academic mentors for local school systems.

NEEDS:

1. Need for supplementary instruction for students to enhance their potential for success is well documented.
2. 7th grade marginal students are targeted group for 2 reasons: 7th grade is the transition from self-contained elementary classrooms to departmental instruction. 7th grade is the age level where parental influence wanes in favor of peer groups.
3. Many low income and urban talented minority students do not reach their full academic potential.

THE PROGRAM

1. Should be focused on motivation, concentration, and mastery of skills.
2. Tutoring should focus on homework and skill development needs.
3. Tutor/mentor should have considerable flexibility is motivating the

mentees

1. Should include some social activities to encourage interest in college

PROGRAM STRUCTURE

1. Each tutor has 2 students creating triangular bonding. (students can help each other in understanding, learn to cooperate, and be more aggressive in pursuing their goals).
2. Tutor has to be same sex
3. Sessions should be in public building twice a week after school
4. Provide busing.
5. Supervised by public school teachers/ program coordinator/ and college professor.

Importance of program measurement

To demonstrate by various measurement criteria that the mentoring/tutoring on a rigorous, regularly scheduled basis offers unparalleled advantages to youngsters who are below grade level and at risk of failure.

CHAPTER2 What We Need To Know: School-BSD Mentoring/for/At-Risk Children

According to NSMA, 2001 7 key characteristics of middle school students: 1. Pos social interaction with adults and peers 2. Structure and clear limitations 3. Physical activity 4. Creative expression 5. Competence and Achievement 6. Meaningful participation in families, school, communities 7. Opportunities for self-direction.

To address these needs and make sense of the complex world around them, young adults need a caring adult who can guide them in the right direction.

Research has shown that adolescents in urban areas can be an isolated group, deprived of supportive relationships with adults in their fams, schls, and work places. This deprivation can result in poor socialization to adult roles, as well as no networks needed for ed. And career success. But planned mentoring programs link youth with someone older and more experienced help them.\\

Research also shows that prov. Adol w/ consistent adult support through a well-supervised, frequently meeting, long-term mentoring relationship improves grades and family relationships, and helps prevent initiation of drug and alcohol use. Community-based versus school-based mentoring: school based programs refer students instead of parents bringing their children to a community center. School programs are inexpensive, funded by grants or taxes by teacher’s salaries or stipend, the school based mentors are fully screened, trained and evaluated by supervisors at the site by educational experts.

CAVEATS:

1. Psychosocial Role of Mentors: mentors must help compensate for inadequate/dysfunctional socialization or give psychological support for new attitudes and behaviors and simultaneously, create opp. To move in new arenas of education, work, and social life. Mentors act as role models, counselors, offering confirmation, clarification, and emotional support. Mentors act as teachers, advisers, coaches, advocates, and dispensers and sharers of concrete resources. (s)he is not merely a substitute teacher after school.
2. Successful mentoring occurs when the older individual is not far removed from the mentee by a great social distance because the mentors’ values, knowledge, skills and networks are real, relevant and concrete.
3. Trust: mentors need to be personally trustworthy and predictable.
4. Natural Mentoring of adolescents build bonds, thereby developing a bridge of ideas, influences, information, people, and other resources that lead to positive experiences.
5. Realistic expectations for mentoring: Research suggests that planned mentoring is a modest intervention: its power to substitute for missing adults in the lives of youth is limited. Nor can it compensate for years of poor schooling. While planned mentoring can increase the availability of adults to a greater number of adolescents, it is unlikely to serve all who need it. Even should mentors be found for every young person, the youth must still make their way and want to be helped, and find the support and resources of the mentors suited to their needs, Nor can planned mentoring pluck adolescents out of poor homes, inadequate schools, or disruptive communities. Mentoring will always be effective only insofar as it accommodates, transforms, vitiates, or expands, the influences of family, school, community, or job. Thus, the other influences in the lives of youth must be recognized.

After surveys 4 conclusions: 1. Sch-bsd mnt pr. Reach mentors and youth who would not otherwise be reached.2. school staff prov. Inf. To help create strong matches and closely supervise the matches. 3. Mentoring in school rov. Mentors with support and enable them to act as educational advocates for youth. 4. Strong relationships can develop within the school context and make a difference in a young life.

However, school support is need, programs need to develop strategies, need to continue collaboration bet/w school, businesses, and programs, and expand funding resources to sustain success.

Chapter 3: The Essential Elements of the Jones-Zimmermann Model: The first Three Years. St. John’s University partnered with the Jones-Zimmermann Foundation agreeing to conduct evaluative research over the three years. The intent of the mentoring process was to create a process of triangular bonding where one mentor and two mentees would all help each other’s understanding. Goal of the program was to track student improvement through grade levels 6-8 using student GPA and state assessment tests. Overarching goal was to provide the students with a viable role model who might spark college aspirations. Selection of students was at-risk students and performing below grade level. John Winthrop Elementary School (Bridgeport CT. 6-8 800 students); and Sacred Heart University John W. McCormack Middle School (6-8 800 students),-Wheelock College (Harford CT and Hartford Magnet Middle School Hartford CT 6-8 380 students),—Trinity College.

Number of participants: Winthrop=34 21F and 13 M

HartFord=26 17F and 9M

McCormack 21 16F and 5M

Mentors Demographics:

Sacred Heart=16 11f/5m 13 caucasian 2 hispanic 1 African-american=$10hr

Trinity =17 9f/8m 13 caucasian 2 hispanic 2 african-american=$7.40hr

Wheelock=12 14f(no sense) 10causasian 1black 1hispanic =3,000 stipend.

SETTING THE STAGE FOR EFFECTIVE AT-RISK STUDENT PROGRAMS

THEORETICAL FRAMEWORK : In past dropout theory has linked student’s background with dropping out (Taylor-Dunlop 1997). Over time concept evolved into at-risk students, focusing on potential for dropping out. According to Wehlage Tabachnick Rutter, and Lesko (1989) dropping out is an event in a long series of life stresses. All Students are at-risk at a certain point, the risk becomes simply too high. Along with background obstacles, students experience active negative forces in the schools themselves. These forces are id. As impediments and include the lack of intrinsic rewards, teacher obsession with covering curriculum, technical definitions of knowledge, mechanical perceptions of success, and a lack of variety in teaching styles. (Wehlage, et al., 1989; popkewitz, tabachnick and wehlage 1982; taylor-dunlop, 1997). Research on successful secondary schools has cited common characteristics that include a quality of caring comprised of shared values, a sense of belonging, a sense of school membership, and academic engagement (goodlad, 1984; wehlage, 1989).

Engagement requires intention, concentration, and commitment by students and staff. Engagement is a result of interaction bet/ stds, teachers, and curriculum (taylor-dunlop, 1997; wehlage, 1989). 4 elements studens need from their schools: relevant schoolwork, a nurturing and supportive environment, opportunities for academic success, and help with personal problems (National institute on the Education of At-risk students 1999),

Wehlage, et al. definitions of at-risk, school membership, educational engagement, and bonding were used to guide the development of the grogram elements of the J-Z AMP Model.

Wehlage’s Dropout Prevention Theory: School Factors

Learning Impediments

1. Narrow Idea of Learning

Obseesion With “Coverage”

Social/Cultural Educational Outcomes conditions Student Engagement 1) Achievement Personal School 2)Personal/Social Problems Membership Engagement

Membership Impediments

1. Adjustment 3) Incongruence
2. Difficulty 4)Isolation

At-Risk Students: consistently discouraged by the school because of signals about academic inadequacies and failures, perceives little interest or lack of adult caring, sees the institution’s discipline system as ineffective and unfair, but has serious encounters with it, becomes alienated, and loses one’s commitment to goal of graduating.

School Membership: 4 part definition: 1. Attachment through social, emotional ties to others; personal stake in meeting expectations of others, (Wehlage calls this good and proper behavior). 2. Commitment or rational participation, conformity to school rules. 3. Involvement or engagement in school activities. 4. Belief or faith in the institution.

Educational Engagement: psychological investment to master knowledge and skills explicitly taught in school. Ed. Engagement results from an interaction bet/w students, teachers, and curriculum; it requires intention, concentration, and commitment by students, but not them alone. The engagement is highly dependent on the institution’s contribution to the equation that produces learning.

3 impediments to educational engagement: 1. School work is not intrinsically and not extrinsically motivating, 2. Learning process is too narrow, 3. Educators are obsessed with the coverage of the subject matter and do not care about the students. (Impediments to school membership include adjustment difficulties, non-congruence, and isolation. These impediments prevent students from engaging with the curriculum and making connections with the value of education. Once these impediments are removed, students are more likely to be successful academically.

BONDING: Bonding is attachment to school, commitment to goals, wehlage states that there are 5 principles that must guide state and district policy for traditional comprehensive educational programs to become substantially more effective in diminishing at-risk population and dropout rates. 1. Schools need good information about students, 2. Good information about effects of school policies on at-risk students, 3. Personal and smaller environments are more likely to produce school membership and educational engagement for at-risk students, 4. More of same kind of teaching does no good for at-risk students, and 5. Need a mechanism to hold schools accountable for success with at-risk students.

The Jones-Zimmermann mentoring program planned to address 6 issues for at-risk students: 1. Future educational aspirations and success,2. High school dropout rates, 3. Remediation in language skills and mathematical quantitative skills 4. Low self-confidence and unclear social values, 5. Lace of appreciation for teaching. And 6. Lack of trained mentors for local school systems.

There are 4 essential goals of the Jones-Zimmermann Model: 1. Remediate competency in 2 skill areas—language skills and mathematics-quantitative skills, 2. Build self-confidence and positive social values in mentored students, 3. Develop an appreciation among college students for the teaching profession, 4. Provide ongoing source of trained academic mentors for local school systems.

5.Encourage middle school students to aspire to higher educational levels and to graduate from high school, 6. Reduce high school “drop out” rates.

***Learning need not be seen as an essentially individualistic activity focused on the manipulation of symbols and mastery of the predetermined body of information. It should be conceived of as a joint exploration of the world, an exploration in which students are urged to contribute their own skills and insights into an ever-changing and broadening understanding of their shared experience. This is the nature of the out-of-school learning that Resnick describes, the kind of learning that might indeed elicit more commitment from …all students. (Wehlage, p. 217-218).***

***Chapter 4: Building the Model’s Foundation: What We Learned About Training Mentors!!***

Some examples of what our mentors were trained to do: Build upon knowledge that mentees already have. Connecting new info to prior knowledge; when defining new words, or concepts, give a couple of examples; explain the real-life importance and relevance of information you are providing; use relevant audio and colorful visual aids, provide tools such as checklists, written instructions and reminder cards; create opportunities to practice new skills one step at a time; make sure the created experiences are safe for the mentees and will not embarrass them; practice opportunities must be authentic, and realistic, Leave time to debrief the experiences through discussion or Q and A time so all of the mentees’ questions are addressed.

Experiential learning: refers to giving mentees a chance to do something with the knowledge they just acquired. Building in chances to utilize new skills will increase the chances that they will remember the concepts. This type of learning makes it real for mentees.

Social Learning: refers to creating opportunities for mentees to learn with others. The triangulated setup of one mentor and two mentees supports this notion to a tee. Through group discussions and activities, mentees will have the opportunities to share ideas, and develop confidence, become contributing members of a group and support their peers

Environmental Learning: refers to learning that does not take place in a vacuum. The culture, community, and personal history of the mentees influence their learning. Through the training, Mentors learn to understand that content can be customized and tailored to the unique environmental characteristics of your mentees. The youth come from different backgrounds, different home environments and circumstances and different day-to-day challenges. These varying environment and circumstances may include cultural transitions, foster care, gender issues, homelessness, and language barriers, to name a few.

Also, noncontent =related factors come into play and must be addressed—give them food, a good conversation, pat on the back, whatever to give them what they need to begin to get started.

Modes of Learning: accepted modes of learning: kinesthetic, visual, and auditory. Some learners learn best through activity, touching, creating, or doing. Visual learners suggest diagrams or pictures, some do best by listening. A basic knowledge of the learning styles helps the mentor understand the importance of creating variety in training. A good mentor uses facilitation, interpersonal communication, and group development skills to engage and elicit participation from the mentees.

What we have learned in the J-Z AMP Mentoring Program: Identify Program and Youth Needs; 2. Identify specific skills/information to cover in the trainings; 3. Identify specific training activities that meet your needs as mentors; 4. Be sure that your Agenda covers all the topics you have identifies as Meaningful 5. Use a Variety of Activities with your mentees---including, but not limited to the following types of activities: short large group discussions, connecting information via multimedia, sharing life experiences, small-group discussions, panel discussions, Role plays and vignettes, guest presenters, quizzes and games, interactive exercises, use of newsprint of dry erase boards, storytelling, artwork, fill-in-the-blanks work-sheets, handouts sheets, overheads or slides.

The mentors were able to engage middle school mentees because the mentor was seen as a friend and teacher, the mentor continue to involve the students in construction of new knowledge, building on the mentee’s current knowledge and beliefs; and the mentors learn what the mentee care about and what the mentee hopes to accomplish in the future. The improved outcomes were accomplished for many reasons: id/disusing with mentors and mentee the educational value in the events that they participated in, addressing the issue that mentees bring up during weekly sessions built upon existing knowledge and introduced new info; having students problem solve and present the information that they have regarding issues raised, speaking to mentees about their current experiences in school and at home, analyzing future goals with the studens and providing opportunitities to identify the value schoolwork plays in that goal, exploring students’ future interest, genuine care and concern, high expectations communicated by the caring mentors, focus efforts on maintaining a close bond and relationship while getting the students involved in the activities, believing in the value of school and being a good role model.

Chapter 5: Assessing the Program’s Promise and Effectiveness: A Meta-analysis

Research indicates that when indicators of improvement are developed to evaluate mentoring programs, mentoring behaviors that produced significant improvements are often the following: Mentors who interacted with the students daily, Mentors who tutored students or supervised after school study sessions, Mentors who monitored academic success, Mentors who elicited parent involvement.

The Jones-Zimmermann Model: 6 Goals: 1. Develop an appreciation among college students for the teaching profession 2. On-going source of trained academic mentors for local school systems 3. Build self-confidence and positive social values in mentored students, 4. Encourage middle school students to aspire to higher education levels and to graduate from High school, 5. Remediate competency in 2 areas: language skills and mathematical-quantitative skills 6. Reduce high school dropout rates.

Summary: Fidings: Mentees: improved academic performance by higher GPA, increased attendance rates, higher educational aspirations, better attitudes about school, and enhanced self-esteem and self-confidence.

Findings: Parents: increased community support-through mentors who often become school advocates, community gains a better understanding of the challenges students, teachers and schools face, community becomes aware of students’ accomplishments and achievements.

Findings: Mentors: friendships with young people, connections with youth, satisfaction of having contributed to the community, opportunities to enhance personal strengths and develop new skills, thinking more about teaching.

Findings: Communities: opportunities to further develop partnerships with businesses and community organizations, improved image of the school in the community, knowledge of school programs and other educational opportunities, better attitudes about school, enhanced self-esteem and self-confidence

CHAPTER 6: Lessons Learned: How Did We Do?

***Meier has emphasized the importance of developing “habits of mind”: the value of raising questions about evidence (“How do we know what we know?”), point of view (“Whose perspective does this represent?”), connections (“How is this related to that?), supposition (“How might things have been otherwise?”), and relevance (“why is this important?”)…Dewey reminded us that the goal of education is more education. To be well educated, then, is to have the desire as well as the means to make sure that learning never ends.Alfie Kohn, 2004, P. 9-10 ((page 91 in Mentoring for Success)) Kohn, A. (2004) What it means to be truly educated.***

Overall, our students improved on important measures, mentoring shows promise in Helping youth develop healthy and safe behaviors, mentoring improves a number of social and behavioral outcomes, the impact of the Jones-Zimmermann Model increases self-sufficiency, Implementation characteristics that promote or weaken the effectiveness of mentoring, characteristics shaping longer lasting or higher quality relationships.

Chapter 7: Lessons for the Future: the JONES-ZIMMEMAN MODEL AS A CATALYST FOR HOPE: THE LESSONS learned are blueprints for continued growth of the existing programs and building blocks for new programming. Some of the lessons are the following: well defined goals are crucial. A direct correlations exists between length and degree of training and retention rates of mentors, Defined strategies for program sustainability are necessary, maintaining accurate date is important, recruitment approaches must be identified, a commitment to shared program ownership and vision is vital, the integration of life skills is a key component in mentoring, program improvements must be on-going and the data must drive the improvements, the need for program flexibility and adaptability is essential, the need for program flexibility and adaptability is essential, the need for instructional strategies that foster higher order thinking skills is key, In addition to measurable outcomes, the Jones-Zimmermann Academic Mentoring Program had results that were difficult to measure, and the significance of these outcomes is as important to the success of the students and the program as the measurable ones. First, for each student mentored, at least five others were receiving the benefits from the student being mentored: children, families, community structures and organizations, the schools, the colleges/universities. Second, hope was another important aspect that came out of the program, Hope provides students with a “can do” attitudes by providing exposure and awareness of opportunities they have not realized. Hope breaks down walls of distrust and apathy, and helps students set obtainable goals and become active members of their communities. Hope breaks the vicious cycles of illiteracy, poverty and dropout rates. The mentoring program has been a catalyst for HOPE.