



Study of Mentoring In the Learning Environment

- Over 420 Latino Youth
- 20 Public Schools
- Youth met once each week for 1 hour
- On-Site Case Managers in *Communities in Schools* monitor matches

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- Weekly logs document mentoring activities
- Surveyed youth about Connectedness to Teachers (Other measures not included for this presentation)





Step 2: Examine activity types

Styles & Morrow's describe *Prescriptive* (heavy handed) *vs*. *Developmental* (relationship-based) activities.

The Hamiltons' Instrumental (goal-oriented) vs. Psychosocial

DuBois et al.'s meta-analysis found the association^{*} between positive outcomes and instrumental activities was greater (d = .21/.22) than for psychosocial activities (d = .14/.16) <u>although</u> associations were not <u>significantly</u> different. **

*non-experimental findings ** fixed effects/random effects

Given the emphasis on academics in school-based mentoring, we attempted to use measures of total **Instrumental** and **Developmental** activities to explain changes in connectedness.



	Dev/Inst	Name of Activity	<u>DuBois</u>	<u>CIS</u>	<u>Pilot</u> Study
Step 2:	Inst	Academics (Help with homework, tutoring, helping with reading, library, computer work, etc.)		CIS	Prior Logs
Create	Dev	Sports or athletic (Basketball, catch, etc.)	DuBois		Prior Logs
Activity	Dev	Creative activiti es (drawing, arts and crafts, reading and writing for fun, photography, etc.)			Prior Logs
Logs	Dev	Indoor games (board games, playing cards, chess, computer games, puzzle, etc.)			Prior Logs
		games, puzzle, etc.)			
DuBois, Neville, et al. (200	2). Testing	a new model of men	toring. In I	Rhodes	

	Dev/Inst	Name of Discussion Topic	DuBois	<u>CIS</u>	Pilot Study
	Inst	Attendance & Stay -in-School		CIS	
	Inst	Academics		CIS	
Stop 2:	Inst	Behavior (Detention, misbehavior, etc.)	DuBois	CIS	
Create	Inst	Future (College, career, goals, dreams, etc.)			Prior Logs
Activity	Dev	Casual conversation (Discussion of sports, weekend activities, holiday plans, Fiesta, etc.)	DuBois		
Logs	Dev	Social issues (Current events/news, poverty, crime, religious issues, race - related issues, etc.)	DuBois		Prior Logs
	Dev	Relationships (Family, teachers, friends, romantic friends, etc.)	DuBois		
	Dev	Listening & Learning (Mentee's hobbies & interests, feelings			Prior Logs
	Dev	Prevention curriculum			Prior Logs
DuBois, Neville, et (Ed.), A critical vie	al. (2002 w of yout	2). Testing a new model of meh mentoring	entoring.	In Rho	des

			cicuness
Predictor	β (Year 1 Youth, n = 300)	β (Year 2 Youth, n = 144)	eta (all Youth, n = 444)
Pre-Teacher Connectedness	.52***	.54***	.52***
Instrumental Activities	15**	19†	15***
Developmental Activities	.09	.21 †	.13**

Step 3: Predict change in Teacher Connectedness

<u>Findings</u>: Total "instrumental" activity hours was negatively related and "developmental" activity hours was positively related to changes in connectedness to teachers at the end of the year.



Step 4: Interview Outliers (Youth not well predicted by model) Identified 12 youth under-• predicted and 12 over-Scatterplot Dependent Variable: Teachers2n predicted by the regression model predicting end-of-year teacher connectedness from activities. Interviewed these mentees eachers2n about factors that "enhanced connectedness to mentors." Regression Adjusted (Press) Predicted Value We developed a new survey • based on their responses. Outlier

Step 5: Predict change in Teacher					
Connectedness (again with 2 new predictors)					
Predictor	Model 1	Model 2			
Pre-Teacher Connectedness	.46***	.60***			
Instrumental Activities	16	08			
Developmental Activities	.37*	.34*			
Wish we met more times each week		27*			
Mentor explained reason why absent		.27*			

Finding: The inclusion of mentees' desire for more mentoring (i.e., less time in the class!) and explanations for mentors' absences increased percentage of variance explained (R^2) from 34% to 50%.







