"I wouldn't have gone to college and I wouldn't have gotten my first job without my mentor. Now I want to be a mentor and show someone the one thing that people can't take away from you, and that's an education. That's what my mentor taught me."

Julia Blue, former mentee and current mentor; graduate, Howard University; deputy finance director, New York tri-state region, Obama for America
Mission

iMentor builds mentoring relationships that empower students in low-income communities to graduate high school, succeed in college, and achieve their ambitions.

Stephanie & Emani (Class of ‘12)
iMentor Model Evolution
Over our first decade, iMentor’s model went through four significant evolutions. Each stage of development was necessary to enable us to pursue this new focus.

1999 - 2003
Get more people to be mentors

2003 - 2007
Make mentors effective against discrete outcomes

2007 - 2009
Create whole school partnerships

2009 - Now
Focus relationships on a single outcome

College Success
Our Ultimate Outcome

Biggest positive impact on mentees
Mentors can be consistently effective
Not being provided effectively by schools
The Challenge

Students from low-income communities complete college at dramatically lower rates than their peers.

School resources are not leveraged to provide the non-academic supports students need to succeed in college.
Existing School Models Cannot Effectively Support College Readiness

A school’s core competency is academic instruction. There are scarce school resources devoted specifically to non-cognitive skill development and generally only 1 counselor per school focused on college knowledge.

- **Academic Preparation**
  - School’s job
  - 30+ teachers per school
  - 1,000+ hours of instruction per year

- **Non-Cognitive Skills**
  - Not a defined role of schools
  - No dedicated staff
  - No dedicated instruction

- **College Knowledge**
  - Counseling function
  - 1 counselor; 459:1 student ratio
  - Less than 1 hour of individualized support each year

**Result**: Not a defined role of schools, no dedicated staff, no dedicated instruction, less than 1 hour of individualized support each year. Therefore, true college readiness cannot be achieved by existing school models.
Mentoring’s Solution

Mentoring provides an innovative method to address schools’ human capital challenges, providing every student in a school with a college graduate solely dedicated to helping them prepare for, and succeed in, college.
iMentor partners with schools in low-income communities where the majority of students will be the first person in their family to attend college. **iMentor matches all students 1:1 with a volunteer mentor in relationships lasting 3 or 4 years in length.**

- Partner with schools with high “college challenge”
- Enroll every student in a school
- Integrate iMentor with existing school supports
- 1:1, same gender matches
- 3-4 years in length
- Weekly email; monthly in-person meeting

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**Our School Partnerships**

**Our Mentoring Relationships**
Core Outcomes of iMentor Mentoring Relationships

All mentor-mentee relationships utilize iMentor’s curriculum and resources to focus on 4 core outcomes.

1. Develop a strong personal relationship
2. Grow and nurture a college aspiration
3. Develop non-cognitive skills critical for college success
4. Provide individualized support with the college process and connect mentees to college resources and opportunities

Natasha (Class of ‘12) & Asmita
iMentor’s Core Non-Cognitive Competencies

1. Social Capital Skills
Mentees increase their comfort and ability to work successfully with people of different backgrounds and experiences. Mentees are aware of their own motives and feelings, as well as those of other people. Mentees are able to work collaboratively in large and small groups.

2. Utilizing a Growth Mindset
Students understand the growth mindset concept and believe that intelligence is changeable. This belief leads to greater student engagement in school and increases mentees' resilience in the face of setbacks.

3. Perseverance
Mentees demonstrate a combination of persistence and resilience that allows them to work effectively toward goals, even in the face of obstacles and setbacks.

4. Critical Thinking Skills
Mentees enhance their ability to gather multiple opinions, assess the benefits and drawbacks of various viewpoints, and make a decision.

5. Help Seeking & Self-Advocacy
Mentees show an ability to effectively assess when they need help, identify sources of support, and acquire that support.

6. Optimism & Excitement About the Future
Mentees are excited about their future and about working toward their future goals. Mentees broaden their understanding of their potential future options, have a more realistic understanding of what it will take to achieve those goals, and make direct connections between future aspirations and what they are currently doing in school.

7. Curiosity and a Love of Learning
Mentees display an interest in learning new things and engaging in new experiences. Mentees learn to cultivate this curiosity in their academic work and outside of the classroom.
Top Priorities for Further Model Development

iMentor has taken the time to identify the most important areas for model development and the most difficult challenges our program model faces as we seek to accomplish our goals. We will focus our continued model development work on answering the questions below.

**What are the most important focus areas for model development in order to maximize iMentor’s impact on college completion?**

- School Partnerships: How will we build strong and sustainable school partnerships and maximize the impact of iMentor integration within a school?

- Building Mentor Capacity: How will we effectively and efficiently build mentor capacity for both new and returning mentors?

- Non-Cognitive Skill Development: Now that we have a list of non-cognitive skills to focus on, how will we ensure our program is effectively teaching and growing these skills?

- Core Metrics: What are the best core metrics to serve as leading indicators to our long-term goals?

- Extension of Program Into the College Years: What do we need to do in order to effectively extend our program to support students during the college years and through college completion?

- Consistency and Quality: As iMentor grows to serve nearly 6,000 pairs annually in NYC by 2018, how will we ensure consistency and quality across thousands of mentor-mentee pairs and hundreds of staff members?
The Challenge:

iMentor developed a number of sophisticated ways to measure and monitor pair participation, but we did not have the tools to measure and monitor how well we were supporting our pairs. As the program expands and replicates, we need to develop a tool that will allow us to measure levels of support so that we can develop benchmarks and ensure programmatic consistency.
Support Tracker enables staff to input case notes quickly, run a number of different reports, easily categorize the type of support that is being given (e.g. academic, personal, career), and identify pairs that have not received support.
The Challenge:

How can we measure pair satisfaction in real time in order to easily determine which pairs need support? Historically, pair participation was used as a proxy for satisfaction, but iMentor was looking for a more robust tool that would allow for more efficient outreach and allow the program to correlate satisfaction to future outcomes.
iMentor’s Solution:

*Pair Rater* was developed in order to allow pairs to rate their relationship each month. Staff uses these ratings to identify pairs in need of additional support and look at trends in mentoring relationships.

**Individual Pair Snapshots**

**Program Snapshot**
While there are great resources to navigate the college application, enrollment, and transition process, many students do not access them because they are overwhelmed by the sheer quantity. How can we aggregate the best college resources to help pairs navigate this process?
iMentor’s Solution:

The Resource Database provides partners, mentors and mentees with an aggregated database of the best college resources to help students more efficiently and effectively navigate the college application, enrollment, and transition process.
Research shows that anywhere from 10 to 40 percent of young people who graduate high school with the intention of enrolling in college change their plans over the summer or simply do not enroll.*

35%-50% of recipients responded to at least one message, and that college enrollment rates were four to seven percentage points higher for students in low-income communities who received personalized text messaging about college tasks compared to those who did not receive text messages.

*(Castleman and Page, 2013)
iMentor’s Solution

iMentor Text Message Campaign Pilot

• iMentor will send 10-12 texts between high school graduation and the fall to help remind students of the tasks they need to complete before the first day of college. These texts will be personalized to their individual needs using information from matriculation guides that iMentor developed in conjunction with New York City-based college access organizations. We expect to send 12,000 texts this summer.

• Students will be able to respond to the text if they have any questions and someone from iMentor will be there to provide support.

• Mentors will receive a similar text so that s/he also knows what college supports to provide.

• Topics for the text include: Financial aid, Deadlines, College orientation, Class registration/enrollment, etc.
iMentor Text Message Matriculation Guide

Matriculation Guides provide summer support for students the summer prior to starting college.

John Jay College of Criminal Justice

Financial Aid
- Make an Appointment with the Office of Financial Aid. Over the summer, make an appointment with the Financial Aid office to verify your forms and ask about work study. John Jay may email you a verification form to verify the information from your FAFSA. Complete the verification form and also log into your FAFSA to use the IRIS link to transfer your families updated tax forms. If it doesn’t work online you will need to request a copy of your tax transcript at www.irs.gov. Call 212.237.8151 or see http://top.sjx.cuny.edu/financial_aid.php for more information and for downloadable forms.
- Complete Residency Form for in-state Tuition. In order to qualify for in-state tuition, you need to complete a residency form. See http://www.jjay.cuny.edu/NYS_Residency_Requirments_and_Form_06_31_12.pdf for more information.

Class Registration/Orientation
- Sign up for Orientation and Register for Classes. A first-year student is required to attend a special pre-registration orientation session in August. Find out more information by emailing orientation@jjay.cuny.edu, or by calling 212.237.8100.

Health Immunization

Check If You Need to Submit Your High School Diploma.

Bottom Line
- Goddard Riverside Community Center
- Graduate NYC
- NSA
- New Settlement Apartments
- The Urban Assembly

This Matriculation Guide was developed by a coalition of college access organizations and is intended to provide students, families, mentors, and counselors with the information needed to enroll in college successfully. In addition to using this guide, it is important that students are in close contact with their college during the summer before they enroll, and that they are regularly checking their mail, their school email addresses, and school portal accounts.

For more information, contact Daniel Voshch at DVoshch@iMentor.org.
Vision for the Next 5 Years

Over the next 5 years, iMentor will match over **20,000 young people** with mentors and provide them with the skills, support, and resources they need to graduate college and achieve their ambitions.

Additionally, iMentor seeks to fulfill 3 key objectives: maximizing the program’s impact on participants, establishing iMentor as a national solution, and using what we are learning in our programs to inform the national conversation about college success.

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<thead>
<tr>
<th>Program Growth</th>
<th>NYC</th>
<th>iMentor Interactive</th>
<th>Replication to 3 Cities</th>
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<tbody>
<tr>
<td><strong>2,400 – 5,750</strong></td>
<td>4,500 – 12,000</td>
<td><strong>1,800</strong></td>
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<tr>
<td>Annual enrollment of mentor-mentee pairs through 20 school partnerships in New York City</td>
<td>Increase iMentor Interactive partnerships from 20-40; average 300 pairs per partner</td>
<td>Pairs served by 2018</td>
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Learn More

www.imentor.org

Tarika Barrett, CPO
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Mary & Camille (Class of ‘12)