COLLEGE *AND* CAREER SUCCESS MENTORING
TOOLKIT

The Indiana Youth Institute

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COLLEGE AND CAREER SUCCESS MENTORING TOOLKIT

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PROGRAM
THAT
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INTRODUCTION

Before you can begin building your mentoring program, you need a blueprint. Mapping out your plan ahead of time will help your program rollout or expansion go as smoothly as possible. Once you've completed the tasks in this section, you will have developed a plan for an impactful and sustainable **college and career mentoring** (CCM) program. If you are enhancing an existing program, this exercise is a valuable opportunity to evaluate your program and make improvements where needed.

USING DATA TO DESIGN YOUR PROGRAM

Examining data on current and past students can help you gain a deeper understanding of the needs your program may want to address.

Find out what kind of data is already available related to your students' college and career readiness, access and/or success. Reliable sources of data on Indiana students include:

- Indiana Commission for Higher Education — IN.gov/CHE

- National Student Clearinghouse — StudentClearingHouse.org

- Database: Postsecondary Success Mentoring — PSMdatabase.civicore.com

- Family Educational Rights and Privacy Act (FERPA)/Release of Information — Ed.gov/ferpa

Determine which data points identify the areas of greatest need for your students. For example, are college completion rates low? Are students failing to file their FAFSAs? These unmet needs will become the focus of your CCM program.

DEVELOP A CCM STATEMENT OF NEED

A statement of need will come in handy if your organization plans to apply for any grants. It explains why your CCM program is needed — this is information you will have gleaned from examining the data — and then outlines how and why you are prepared to address those needs. Learn more about writing a statement of need at http://foundationcenter.org/getstarted/tutorials/shortcourse/need.html.

Add a second paragraph to your needs statement that puts your student data in the context of relevant community data and research from the fields of postsecondary success and youth mentoring.

Keep in mind that quantitative data may not tell the whole story. Consider talking with local educators, community partners or others who have insight into student performance and behavior — you may even talk to students themselves. This qualitative data can help provide a more complete picture of your students' needs.

Data collection and review should be an ongoing practice after your program is off and running. This will help ensure you can be responsive to the changing needs of your students. For example, if you notice a steep drop in the percentage of students who have taken a standardized test, such as the SAT or ACT, you can instruct your mentors to provide more help to students who need to register or prepare for these tests.

Creating a CCM Data Dashboard (see box at right) will help you identify what data you want to review on a regular basis. Not only will the dashboard help show what kind of progress your program makes over time, but it can also help you identify areas for improvement or change. Once you've set up the dashboard, decide how often updates will be made, who will make them and how they'll be shared. It's important to keep the data in the dashboard current so you are using accurate information to help make decisions. Having quick access to the most recent data will also help when it comes time to write grant applications, make program decisions or give presentations in the community.

> **CCM RESOURCE:**
>
> Data Dashboard template (located in the Toolkit Appendix)
>
> Tips for using the Data Dashboard:
>
> - Include data that is both aggregate and on an individual student level.
>
> - Develop data collection methods.
>
> - Operationalize the use of the data by deciding how the dashboard will be a) reviewed by staff and b) used to intervene with students and inform program refinement.

In addition to regularly collecting and reviewing data about your own students, you should take a look at data about other students. For example, how are students in neighboring cities or similar school corporations performing compared with your students? What about compared with students regionally? Nationally? Making these kinds of comparisons can help your program set goals, make adjustments and stay in touch with the bigger picture.

Make sure you're regularly sharing your Data Dashboard and other data findings with your staff, board, mentors and other key stakeholders. You might decide to share a copy of the dashboard at one staff meeting per month and at every other board meeting, for example. You could also include a copy in each mentor's orientation packet. Establishing an organizational culture of reviewing and using data will help ensure that all stakeholders are making informed decisions.

CCM RESOURCES:

Indiana Youth Institute Consulting: Consultants available to facilitate strategic planning retreats
IYI.org/consulting-services

21st Century Scholars Outreach: Staff available to present annual updates regarding the Scholars program
Scholars.IN.gov/staff

Reaching Higher, Achieving More: Return on Investment (Indiana Commission on Higher Education reports)
IN.gov/che/2349.htm

The Mentoring Effect (MENTOR, National Mentoring Partnership)
Mentoring.org/mentoringeffect

Indiana College Readiness Reports (Indiana Commission on Higher Education)
IN.gov/che/2489.htm

Learn More Indiana Online Student Survey, Report Builder
CGI.ASAInstitute.org/cgi-bin/schoolcounseling/learnmoreresults

Indiana Youth Institute KIDS COUNT Data Center, includes County Pages
IYI.org/reports.aspx

To make your program effective and sustainable, college and career mentoring must be embraced at every level of your organization, from board members and staff to key external stakeholders. If you're starting a new program and there are concerns about mission creep or inadequate resources, address and resolve these issues as soon as possible. If you're expanding or revamping an existing program, consider holding a training or retreat that reinforces the importance and impact of your program and familiarizes stakeholders with any large-scale changes. Be sure that creating or revamping a CCM program aligns with your organization's mission. Your leadership and staff should understand the relationship between your organization's mission and the existence of the CCM program. Be prepared to explain how the creation of a new CCM program (or the expansion of an existing CCM program) aligns with your agency's mission. It may help to create a short document containing these details.

CCM RESOURCE:

Strategic Planning Questions
(located in the Toolkit Appendix)

Once you've demonstrated that CCM is aligned with your organization's mission, create a CCM task force to formalize the planning process. Identify who should be on the task force, and then create a timeline that includes meeting dates and what results will be produced when. Work with staff leadership to determine what resources can be made available to support the CCM planning process.

Foundation Center offers tips to help your organization craft mission and vision statements.

FoundationCenter.org

The task force should begin the CCM planning process by identifying:

- CCM program's needs and organization's current assets to support those needs (in terms of both dollars and human resources)
- Target outcomes for the CCM program (for example, increase FAFSA completion rates by X%; increase number of college applications by X%)
- Target outputs for the CCM program (for example, provide X number of FAFSA workshops; schedule X number of college application support nights)
- The mission and vision of the CCM program
- What local resources and organizations exist that could support the CCM program

The task force should incorporate this information into a master document that includes a rationale for how CCM aligns with the organization's mission. Then, they should submit a recommendation to the board of directors to adopt a CCM program and allocate resources to the program as needed.

Once the board has given its approval for the program's creation or expansion, update your organization's strategic plan as necessary. Also be sure to keep your board apprised of progress and any new developments as you implement or expand the CCM program. You should provide at least semi-annual written reports and/or presentations.

You'll also want to be sure that you provide continuous updates to your staff as the program is built or expanded and rolled out. Consider having a special meeting or training that covers the information the task force has put together. It's important to create a feeling of involvement and to allow staff stakeholders to provide input as appropriate. Staff should be apprised of progress and alerted when key milestones are met. Remember to make time to celebrate your progress, too.

DEVELOPING AND PILOTING YOUR CCM MODEL

By now, you've laid the foundation for your CCM program by exploring why your organization is investing in this important work. Now, it's time to enter the phase that will determine what your unique model of college and career mentoring looks like.

This stage of the process will take more time than the previous stages, especially if you're building an entirely new program and not just expanding a current one. You'll develop and refine a CCM program that's aligned with your mission, strategically focused on target outcomes and informed by the data you collected and reviewed in the Data Dashboard.

CCM RESOURCE:

Program Development Questions
(located in the Toolkit Appendix)

First, inventory the external CCM-related resources available to your staff and the students you'll be working with.

- List the CCM-related work your community partners are doing. You may need to hold stakeholder interviews with a few key partners to find out more about what they do in the areas of college and career success and/or mentoring.
- Connect with your county's College Success Coalition to find out about their activities at the coalition and individual member levels. You can find your local coalition at LearnMoreIndiana.org/our-partners/community-partners.
- Connect with your region's Indiana Youth Institute Outreach Manager to find out more about partners in your area and how IYI events and trainings can support your CCM work.
- If you work with 21st Century Scholars, connect with your Scholars Outreach Coordinator to find out more about other local partners serving Scholars, the requirements of the program and how Scholars resources can support your work.

CCM RESOURCES:

Indiana College Success Coalitions (county level)

IYI Outreach Managers (8 regions)

21st Century Scholars Outreach Coordinators (8 regions)

Next, you'll want to create models for how your CCM mentoring relationships and mentoring programming will look. Below, we provide key questions that will guide your thinking. Create a formalized document that addresses all or most of these questions.

Questions to ask as you begin to form a model for how the mentoring relationships will look in your CCM program:

- What does our data tell us about how the support we provide may help youth succeed in preparing for and completing college?
- What does our data tell us about where the gaps in relationships may be?
- Do we provide our youth with one-to-one relationships from staff and/or volunteers? If not, why?
- Can we provide every youth we serve with a one-to-one relationship with a caring adult who will inspire and make him/her accountable to working toward college and career success? What would it take?
- When will the relationship be provided?
- Will it be worked into support/programs we already provide, or will it be a new service?
- What resources would it require (either new resources and/or existing resources that can be leveraged)?
- For how long do we currently support our youth?
- How can we support them for longer, through relationships that either begin earlier and/or last longer?
- For our high school youth, can we continue to provide them with support after they graduate high school and/or turn 18 years old?
- What youth outcomes are we working to improve by deepening the relational support we provide?

Questions to ask as you begin to form a model for how the CCM programming will look:

- What does our data tell us about which of our programs may be the most successful in preparing students for college and helping them succeed?

- What does our data tell us about where the gaps in programming may be?

- Are our programming gaps in the area of readiness, access and/or success?

- Are our programming gaps in the area of academic, social and/or financial preparation?

- What youth outcomes are suffering as a result of those gaps?

- What gaps will we fill and how? By expanding a program, adding a new program or connecting youth to an external partner?

- What resources will the proposed programs require?

- What youth outcomes are we working to improve by filling the gaps with the proposed programming?

When you have finalized your document addressing these questions, ask two or three stakeholders who have not been involved in developing the draft to review it and provide feedback. Reviewers may be external stakeholders (such as partners) or internal stakeholders (such as staff and board members). They should be familiar with the demographic of youth you serve and have some perspective on what it will take to help them be successful after high school.

At this point, you may also wish to return to your CCM dashboard and consider whether to add or change any of the data points you'll be tracking. As you continue to refine and improve your model of CCM, these data points will help inform your decisions.

Identify, gather and review any of your agency's existing policies and procedures that may need to be updated for the CCM program. Focus on these high-priority areas:

- Human resources (staff and volunteers, job descriptions, application, screening and hiring)

- Student participation (eligibility, application/enrollment procedures)

- Quality assurance (program monitoring and reporting, data collection)

- Information sharing and privacy considerations (releases of information, MOUs with partners)

Develop the operational details of the CCM program through curriculum, policies and procedures, and supporting documents and materials.

Congratulations — now you're ready to pilot your CCM program.

You do not need to pilot your full CCM model all at once. If your model has a number of different components, you might opt to pilot just one or two components at a time. First, decide how long your pilot will last — one year at a minimum is recommended. Then, select a sample or subset of your youth and mentors to participate in the pilot.

Assess the pilot implementation on an ongoing basis through monthly staff reviews and student data to identify successes and areas for improvement.

At the conclusion of the pilot, distribute participant surveys or conduct focus groups to get qualitative feedback from the participants. Quantitative data is also important to collect and review, so revisit your data dashboard to see how, if at all, your key data measures have changed during the course of the pilot. From there, you'll be able to determine which parts of the model worked and which didn't. Use the qualitative and quantitative data to decide which elements of the pilot to keep, eliminate or refine.

Now is the time to define what outside resources it will take to build or expand, implement and sustain your CCM program. Stakeholders from multiple sectors care more and more about your students' success beyond high school. The challenge is to cultivate and convert their caring into an investment in your CCM model.

Your organization must demonstrate to prospective supporters that your CCM program can and will generate results for students — and the word "results" means different things to different groups. Your high school partners may want to see an increase in the number of students enrolling in postsecondary education; your manufacturing partners may want you to help them fill a gap in their workforce by increasing the number of students who explore nontraditional postsecondary pathways, such as earning a manufacturing certificate.

Take a look at potential or current partners that are currently affecting, or in a position to affect, your students' levels of postsecondary success. These partners might be at the local or state level. Some recommendations for local partners include:

- K-12 schools your students attend (including administrators and frontline staff)
- Postsecondary institutions your students attend (including your local Ivy Tech and regional public universities)
- Workforce development partners (including WorkOne, Workforce Development Councils)
- Your county's College Success Coalition
- Your local 21st Century Scholars Program Outreach Coordinator
- Your local Indiana Youth Institute Outreach Manager

CCM RESOURCES:

Indiana College Success Coalitions (county level)

IYI Outreach Managers (8 regions)

21st Century Scholars Outreach Coordinators (8 regions)

Develop a plan to reach and engage priority institutional partners. Identify your CCM partner engagement goals, supporting actions, lead staff person and timeline for completion.

- Treat them to lunch (at their school, in your office or in the community)
- Ask them what key priorities and challenges they are tackling this year, particularly in the area of preparing their students for college and career success
- Ask them how your agency, through your CCM strategy, can support their goals
- Consider if your agency could offer a CCM-related program to their student body
- Invite them to participate in your programs (as a guest at an event, a speaker or visitor to a program)
- Cultivate the most essential school partner(s) for volunteer leadership positions within your agency (for example, as a committee or board member)
- Formalize your partnership with them through an agreement, such as a memorandum of understanding

Identify funding prospects that may be leveraged as sources of income to meet the financial requirements of the CCM program. The sources may be internal or external, existing or new.

- Current line items for administrative overhead, program materials, training, events and transportation
- Current funders of your organization's other programs who may be able to provide additional funding for the CCM program

New sources may include:

- Local businesses
- Schools — most will not have funds available to offer direct support, but they may have resources that can be offered in kind, or they may be willing to jointly apply for funding
- Local colleges and universities
- Community foundations
- Regional and local private foundations
- Civic organizations, such as the Chamber, Kiwanis and Rotary

Local businesses have a vested interest in having access to a strong pipeline of qualified future employees, so try to cultivate their partnership by demonstrating how your CCM strategy can benefit them. You can also engage local businesses by offering them brand placement or other promotional opportunities. Examples at various price points include:

- Materials for students, such as binders, calculators or sweatshirts
- Sponsorship of an event, such as a leadership academy or summer bridge program
- Computers or other technology
- CCM program space at your agency

Business partners may also be interested in other ways to contribute to your program. Offer information about how their employees can volunteer their time as mentors.

No matter how your local partners assist your CCM program, remember to periodically report back to them with results and progress. Show them the impact of their generosity, and thank them for their support.

Ways to thank your supporters:

- If you have a particularly successful mentor-mentee pair, create collateral that showcases their relationship. Consider including a photograph and conducting a short interview that allows their voices to come through.
- If your organization produces a newsletter, thank a different supporter in each issue.
- Use your social media platforms to thank supporters, and tag their businesses or organizations if possible.

CCM RESOURCES:

Indiana Philanthropy Alliance

IYI Prospect Research

Local Community Foundation

Setting fund development goals will help guide your fundraising efforts. Your CCM fund development plan should be updated as appropriate in response to the evolving needs of the CCM program (as identified based on student data and changing external factors).

SELECTING, PREPARING *AND* SUPPORTING
MENTORS

Download more College and Career Success Mentoring Toolkit resources on the Learn More Indiana website:

LearnMoreIndiana.org

INTRODUCTION

Think about this: A mentor from your college and career mentoring program may be the only one who ever asks a student what his or her dream is. That same mentor may be the face a student remembers in 20 years when someone asks, "How did you stay focused on going to college and graduating?"

The power of mentoring lies in providing young people with a consistent and caring mentor who will help them achieve their dreams. To have a successful and impactful CCM program, you must be sure you're selecting the best possible mentors and making the best possible matches. You will also need to focus on supporting your mentors and mentees throughout their match relationships. These match relationships are the heart of your CCM program.

In CCM, the term "mentoring" does not only refer to formal youth mentoring programs. If your program does not offer formal youth mentoring, the term "mentoring" refers to the supportive relationship your program is providing to every youth you serve.

As you would do with any position, write a "job description" that outlines the requirements for being a mentor. This exercise will help you give thoughtful consideration to what expectations you have for mentors who engage with your program.

Once you have a job description in place, you can begin searching for caring adults who are interested in becoming mentors. You don't have to start from scratch here. Connect with local businesses — some larger businesses may even allow dedicated time off for their employees to engage in volunteer work. Talk with organizations that already have volunteer networks, such as United Way affiliates. Civic, social and religious organizations may also be good sources of volunteer interest.

When you speak to groups or individuals about becoming a mentor, make sure to bring copies of the job description with you. You should also be prepared to explain all the benefits mentoring can provide — for both the mentee and the mentor. Remember that students aren't the only ones whose lives can be changed by a mentoring relationship!

Conduct in-person interviews with each candidate. This will give you a chance to gauge their level of commitment and take notice of any potential red flags. The interviews are also an opportunity for prospective mentors to determine whether mentoring is the best fit for them. Encourage candidates to ask questions at the end of the interview — this is their chance to learn more about your organization, too.

Sample questions include:

- Why do you want to become a mentor?
- What skills and personal qualities do you possess that will help you be a good mentor?
- How important do you believe a college education is to a student's future success?
- How can you help your mentee prepare for college and then succeed when he or she gets there?
- What is your schedule like? How much time can you commit to mentoring?
- How often would you meet with your mentee?

Not everyone who is interviewed should be selected to become a mentor. Some candidates might not pass a background check, and others may simply lack the time or drive to fully commit to the position. Carefully assess the suitability of each candidate, and don't be afraid to say no.

ONBOARDING NEW MENTORS

Before any mentor enters into a formal match relationship, he or she should be required to attend an orientation session. The orientation session should provide an overview of the path a mentoring pair will take to get the mentee ready for success after high school. Re-emphasize the commitment the match relationship will require from both parties, particularly the mentor. You can develop your own orientation materials or borrow from other organizations that have successful CCM programs.

GETTING STARTED CHECKLIST: ORIENTATION AND TRAINING RESOURCES

Indiana Mentoring Partnership, Indiana Quality Mentoring Standards and ICSM Trainings

....

ABetterHour.org

MENTOR: National Mentoring Partnership, Monthly Collaborative Webinar Series and Elements of Effective Practice in Youth Mentoring

....

Mentoring.org

Mentoring Central, online mentoring

....

MentoringCentral.net

This is also a chance for potential mentors to ask questions and fill out any necessary paperwork, such as background check consent and emergency contact forms.

The orientation session is only the beginning of what should be an ongoing training process. There are a number of possible formats for trainings: in-person sessions, information distributed to pairs (such as newsletters or articles) or on-demand webinars. Remind attendees that they will continue to receive support and guidance throughout their match relationships, and have a plan in place to make sure this happens. More information about supporting mentors is available at the end of this section.

After you have piloted your CCM program, you'll have a chance to make adjustments to the orientation sessions and materials based on feedback from your staff, mentors and mentees. Make it a point to ask for and review this feedback so you can learn what's working and what isn't.

MAKING EFFECTIVE MATCHES

Now it's time to implement your college and career mentoring relationships by making mentor-mentee matches. Of all steps within the CCM Toolkit, this is the one that can have the most significant impact on your participants — both the youth and adults. This step also marks the most intensive, ongoing work you undertake as a program.

There are two driving objectives when implementing quality CCM relationships:

- Manage each relationship so both the youth and adult fulfill the commitment they have made.
- Sustain long-term mentoring relationships for your students, even if the main mentoring match they are in closes or dissolves prematurely.

Make it a practice to talk regularly with both mentors and mentees about how their match relationships are going. It's just as important to know what's working as it is to know what isn't. As you pilot your CCM program, record data about successful (and less successful) match relationships. You may see patterns begin to emerge that can help inform future match and programming decisions.

Ideas for gathering feedback:

- Surveys — paper or electronic (SurveyMonkey.com offers free online survey tools)
- One-on-one in-person meetings
- Group sessions

There will be instances where a match relationship is simply not working out, or where an adult is no longer able to serve in his or her mentoring role. Your organization should develop match closure and dissolution procedures and policies that provide clear directions for how to handle matches that are ending prematurely. These might include:

- A closure meeting with one or both parties, depending on the situation
- An exit interview with one or both parties, depending on the situation, that includes a discussion of progress made throughout the relationship
- A decision regarding future contact between the mentor and mentee
- A decision regarding a new match for the mentee, if necessary

Creating an exit procedure checklist can help ensure completion of these tasks.

Remember to maintain open communication during a match closure or dissolution to help ensure a smooth transition for both the mentor and mentee.

Make it a priority to find a new mentor for any student whose match relationship ends for any reason.

Keys to success:

- Mentors and youth understand expectations of match (via training and mentor job description)
- Mentors and youth commit to the match for one year (via signed commitment forms)
- Staff check in with youth and mentors at least monthly (via online surveys, phone calls, emails or texts)
- Policies and procedures that identify how and when staff will intervene if match is struggling

At every stage in the match relationship, from the first meeting to high school graduation and beyond, mentors need to know they have the full support of your organization. If they have questions, concerns or even just want to share a success story, they should know where to turn. Make sure you have designated a staff person or people who mentors know they can reach out to. Your organization should also have policies and procedures in place for addressing problems.

Ongoing training opportunities, as discussed earlier in this section, are one way to provide support to your mentors. The goal is to ensure that your mentors have the resources they need to effectively navigate the road to college with their mentees. These trainings might focus on a component of college planning, such as an information session about how to complete a FAFSA or how to write a college admissions essay. Consider creating monthly handouts for your mentors with suggestions for free or inexpensive activities that pairs can do together — after all, part of the mentoring relationship is about having fun and getting to know each other.

Make sure you're recognizing your mentors for the important work they're doing:

- The National Mentoring Organization suggests having a "match of the month" that showcases a different mentor-mentee pair (or, spotlights a different mentor each month)

- Find ways to get local news coverage of mentors' efforts

- Nominate mentors for mentoring or civic awards (with their consent)

- Organize special outings for mentor-mentee pairs (local sports teams may be able to provide free or discounted tickets; also consider other attractions such as a museum, zoo or park)

- Host an annual party or other special event

- National Mentoring Month, which takes place each January, is the perfect time to celebrate mentors

PREPARING STUDENT MENTEES

Remember that student mentees may be unfamiliar with what exactly mentoring is or how it works. Match relationships will work best when both the mentor and mentee enter with a clear idea of the expectations. Create an orientation session for mentees that gives an overview of mentoring in general and drills down to college and career mentoring specifically. Allow time for questions, and consider providing some take-home materials that summarize the information covered in the session. Make sure you also let students know which staff member at your organization they can contact if they need help or have more questions.

ENGAGING A
COMMUNITY *OF* SUPPORT

INTRODUCTION

"I stayed in college because I would have let too many people down if I didn't succeed."

This was how one former student explained his choice to not give up to Andrew Green of Indianapolis' Shepherd Community Center. Green explained the now-college graduate's success like this: "We built multiple relationships around him of people who were looking out for him."

Building effective partnerships is about engaging a community of support around your organization's mentees. This support system reinforces the work being done by each mentor and can comprise a mentee's parents/adult caregivers, school staff and other community partners. The goal is to make mentees feel as if they have support at every turn and in every environment: at home, at school, in the greater community and from their mentors.

Keys to Success:

- Involve parents/caregivers throughout your program — not just for one or two events.
- For K-12 students: Save your students' school counselors as contacts in your phone and make sure they do the same for you.
- For postsecondary students: Find the on-campus support person who will let you know if one of your students is struggling.

Note: In college and career mentoring, "adult caregivers," "families" and "parents" are used interchangeably to reflect that youth live in a wide variety of family structures and household types.

It will be especially challenging to support your students through college if you have not brought their adult caregivers into the support model you're providing. Many young people will delay college because of a message they get from home. Students may fear change, or they may want to (or feel that they need to) help their family by providing income or caregiving. A student's family members might not believe their child could or should earn a college degree or any other postsecondary credential.

By engaging students' family members in your program, you're helping them see the value of a college education and the hard work their students are doing to achieve their goals. Giving families a stake in the process can help change the message students are receiving at home. It's even beneficial for families who are already on board with the idea of college but may be unsure of how best to help their student succeed or how to complete certain steps, such as filing the FAFSA.

Your CCM program should position adult caregivers not just as a support, but ideally as a driver of their child's college and career pursuits. Integrate family engagement into all aspects of your program. For everything you do, ask yourself how you can connect families to it. Families will know if they are truly valued as partners or if they are just an afterthought.

It's particularly important to bring in adult caregivers during the points of greatest transition or decision for the student. For example, the summer between high school graduation and college enrollment is a time of great risk when many under-supported students decide to opt out of college. Family support at this junction can make a critical difference.

While you're piloting your program or expansion, gather feedback from students and their families about how your engagement methods are working. It might be necessary to refine and change your strategies as time goes on. Don't be afraid to make adjustments.

Ways to engage families:

- Involve parents/caregivers in the application process for mentees who wish to join your program
- Maintain regular communication with all parents and at least annual one-on-one, in-person visits (for example, goal-setting sessions)
- Host a social activity, such as a game night, and encourage mentees to bring their family members
- Invite parents/caregivers on college visits, or coordinate one just for parents
- Meet with each mentee and his or her parent/caregiver and mentor during the summer between finishing high school and starting college to review the student's enrollment checklist
- Include family/caregiver input when setting goals for mentees
- Create opportunities for parents/caregivers to be involved in activities or to volunteer their time
- Share compliments about mentees with their parents/caregivers
- Partner with other community agencies to expand the range of workshops available to families

The educators your students interact with every day at school can be valuable allies on the road to college access and success. They could be school counselors, teachers, principals or even coaches. They see your students frequently and are often involved with the choices students are making about their postsecondary pursuits.

Connecting with educators can look different depending on a student's grade level:

Elementary school: Even though these kids are younger, you can still connect with their school staff — it's never too early to start talking about college and career plans. Teachers, counselors and principals can be great partners in ensuring younger students are acquiring the academic and social skills they need to be successful in middle and high school.

Middle and high school: Working closely with school counselors is important for student success. Any community partner supporting students in college and career success should have the names and numbers of the students' counselors programmed into their phones.

Likewise, make sure that the counselors know you and feel comfortable reaching out to your staff with student needs. Note that some students may work more closely with a particular teacher, coach or other staff member depending on their school and schedule. If you believe someone other than the school counselor might have greater insight into a student's life, connect with them as well.

Make sure your program is acknowledging the work your school partners do to help your students. Send thank-you notes and pass along student success stories, or provide thanks publicly through social media outlets.

Information Sharing & the Family Educational and Privacy Act (FERPA)

A valuable part of connecting with partners can be sharing data regarding a student's progress towards accessing and completing postsecondary education. However, if you do share data, be sure to adhere to privacy and confidentiality requirements, including FERPA.

If you have legal questions regarding FERPA or your release of information, contact ASK IYI at 1-855-2ASK-IYI

PARTNERING WITH COLLEGES

It will be more difficult to identify who your frontline school partners should be for students already in college or other postsecondary programs. But do it anyway! Even though college students are older and more independent than high school students, it is just as important, if not more so, to be in contact with their institutions. It's vital to know how students are performing on campus so you can intervene quickly if they are at risk of dropping out or losing their financial aid.

Good places to start on college campuses include:

SCHOLAR CORPS

Scholar Corps members act as on-campus mentors for 21st Century Scholars at 20 Indiana colleges.

Call the 21st Century Scholars program for a listing of Scholar Corps campuses: 1-888-528-4719

CAMPUS SUPPORT STAFF

While all campuses are different, try contacting student services to find out which staff can provide direct support to students.

ACADEMIC ADVISORS

Find out from your student who his or her academic advisor is, then check if it's okay to contact them.

COACH OR PROGRAM DIRECTOR

If your student is involved with athletics or other school-administered activities, consider reaching out to the coach or program director.

YOUR LOCAL IVY TECH

A high number of students enroll at their local Ivy Tech, so find out which staff are working with your students and build a strong relationship with them.

WORKING WITH OTHER ORGANIZATIONS

Some of your students might be involved with other organizations outside of your program and their schools. Connect with these programs, too. Other service partners can be valuable sources for providing students with the additional help they need. For example, you can help your students financially prepare for college by forming a strong bond with your regional outreach coordinator from the 21st Century Scholars Program. If you serve 21st Century Scholars in high school or college (or 7th and 8th graders who could qualify for the aid), your outreach coordinator can play a significant role in the lives of your students and your overall program. These coordinators can help with recruitment, information about maintaining eligibility for older students and connecting your students with on-campus mentors and support. Find your 21st Century Scholars outreach coordinator online at Scholars.IN.gov or by calling 1-888-528-4719.

Other organizations you might reach out to include:

- Workforce development partners (including WorkOne, Workforce Development Councils)
- Your county's College Success Coalition
- Outreach staff from the Indiana Youth Institute
- Local libraries
- Academic support centers
- Faith-based organizations

PROGRAMMING
FOR COLLEGE
SUCCESS

Download more College and Career Success Mentoring Toolkit resources on the Learn More Indiana website:

LearnMoreIndiana.org

CCM RESOURCE:

Learn More Indiana's College Success Guide offers free college readiness lessons and activities for mentors and educators.

INTRODUCTION

Now it's time to think about what your CCM programming will actually look like. Successful college and career mentoring doesn't stop at helping a student fill out a FAFSA or ensuring applications are submitted on time — although those are both crucial! CCM mentors will also have a hand in helping students develop key social skills, become more financially literate, and choose a college or other postsecondary program that will help them fulfill their career goals.

CCM RESOURCE:

Program Data and Resources: College and Career Mentoring Resources and Data Sources (located in the Toolkit appendix)

This worksheet lists resources that work in support of your programming needs related to college readiness, access and success.

By the time students begin college, the skills they've gained through CCM programming can prevent them from having to face some of the common persistence barriers — and strengthen their ability to overcome the barriers they do encounter. Your organization may not need or be able to deliver each component of these programming areas directly. This is why it is important to have strong partnerships in place with other programs and organizations that can help fill the gaps. Don't be afraid to reach out to current or potential partners. Everyone is in this together!

Ensuring your youth can imagine and articulate their dreams is the key to unlocking their drive and motivation. Some dreams are broader than a career: "I want to change the world" or "I want to make more money than I had growing up." But within virtually every dream, you can help students uncover a career path: "I want to change the world by becoming a teacher" or "I want to own my own small business." Mentors can guide students to take ownership of the choices in their lives that will get them closer to their dreams.

There are a variety of free interest assessment and career planning tools — some tailored to Indiana colleges and students — so no mentor needs to start from scratch when assisting a mentee. Check out **LearnMoreIndiana.org** and **IndianaCareerExplorer.com** to get started.

Completing one of these assessments or inventories as a pair can be a great way to strengthen a match relationship while allowing mentors to gain greater insight into mentees' dreams and goals.

Remember that not all students will go to a traditional four-year college and earn a bachelor's degree. Some students may prefer to explore other postsecondary pathways, such as a certificate program, an apprenticeship or military service. Make sure your program provides support and guidance for students looking at these options.

Once mentees have taken a career assessment and established some thoughtful career goals, it's easier to start thinking about which colleges are the best fit. Encourage students to apply to colleges that offer programs and courses of study related to their career goals. If a student is interested in becoming a veterinarian or vet tech, for example, there are some colleges she'll want to focus her search on and some she should not apply to at all.

Whether students are applying to a traditional four-year college, a certificate program, or anywhere in between, it can be a confusing process. It may have been awhile since your staff and mentors applied to college, so make sure everyone who will be working with students has taken some time to reacquaint themselves with the process.

When students have decided where they want to apply, mentors can help them make a list of application deadlines for each school. They should also note what materials need to accompany each application. Is there an essay requirement? Does the school ask for letters of recommendations? Do students need to have a list of extracurricular activities in which they've participated? Different schools may ask for different materials, so having a master list can help students stay organized.

If there's a college campus in or near your city, have staff or individual mentors accompany students — perhaps with their families — on a tour. This is the best way for students to get a feel for campus life.

LearnMoreIndiana.org is a great resource to guide mentors and mentees through the college planning process.

Money is one of the greatest barriers a student faces in accessing and completing college. Many students and families will not pursue a college education because they assume it's too expensive. Even when students have secured aid to cover some or all of their tuition and fees, they may be derailed by living and travel expenses or delayed financial aid payments. Many students also face pressure — from themselves or their families — to contribute to the household income, whether or not they live at home. This means that any agency working with students on college success needs to implement programming related to financial planning — even if you are not providing direct scholarship support.

First, work to develop students' overall financial literacy. It is important that staff, mentors, students, and families understand that financial literacy means more than just applying for financial aid. It also means:

- Understanding the total cost of attendance (for the duration of an entire postsecondary program, not just the first semester)

- Being able to access and maintain financial aid

- Effectively managing a budget to stretch financial aid over the period it needs to cover

- Preventing debt in the form of credit cards and high-interest student loans

- In some cases, balancing the pressure of earning a degree with contributing to a family income

It's crucial to inform students of opportunities to access non-loan forms of aid (such as Indiana's 21st Century Scholarship and Frank O'Bannon Grant), unique funding available from each college, and scholarships from additional outside sources.

If you serve students who are younger than high school and qualify for free/reduced lunch, make sure they, their families, and their mentors are aware of the 21st Century Scholarship. If you serve 7th and 8th graders, partner with your 21st Century Scholarship Outreach Coordinator to enroll eligible students in the 21st Century Scholarship program before June 30 of their 8th-grade year. For many of your students, this source of aid can make the difference between going to college or not.

Be sure to track students' progress in accessing and maintaining aid — and intervene if necessary. Programs must go beyond informing students of financial options to ensure students are actually taking the right steps and making the right choices to pay for college.

What financial preparation might look like at different grade levels:

7TH AND 8TH GRADE:

- Enrolling in the 21st Century Scholars program, if eligible

HIGH SCHOOL:

- Filing a FAFSA form by March 10 of senior year

- If needed, filing a corrected FAFSA by May 15 of senior year

- Formally accepting the financial aid offer received from the college

- Searching for additional sources of non-loan aid

- For 21st Century Scholars, fulfilling all requirements of the Scholar Success Program

Learn More Indiana offers free magazines that include financial aid lessons and information for high school students.

LearnMoreIndiana.org/educators

COLLEGE:

- Retaining aid by maintaining high enough grades and completing enough credits in college

- Filing a FAFSA each year

Students who are not academically prepared for the challenges of a postsecondary curriculum will find it more difficult to finish on time — or at all. In Indiana, only one out of four students enrolled in remediation in college will earn a degree within six years (Complete College America, 2011). This means that any agency working with students on college success must focus some programming on preparing students for the academic rigors of college. Even if you're not providing direct academic support, such as tutoring, there are a number of ways you can better prepare your students academically.

Advise students to take the right classes in pursuit of the right degree. In middle and high school, this means taking as rigorous a course load as possible and striving for the highest diploma that is within reach — at least a Core 40 diploma and ideally an advanced diploma, such as a Core 40 with Academic Honors or Technical Honors. In college, this means declaring a major early and making sure to enroll in classes that will count toward that degree rather than accumulating wasted credits.

Be aware of your students' academic standing at all times. Ask them how they are doing, particularly when mid-term grades come out. Also, try to confirm their grades by asking them to provide you with transcripts and/or obtaining their grades through information sharing agreements with schools.

Be sure to step in when you discover students are struggling. Keep an eye out for students who are at risk of falling below a 2.5 cumulative high school GPA, and intervene long before that happens. For college students, keep an eye on those who may not make "satisfactory academic progress" or pass enough classes to earn the credits they need to maintain financial aid, and again, intervene early. This academic intervention is particularly important for your 21st Century Scholars, given the program's specific academic requirements to maintain eligibility.

How do you intervene? For K-12 students, you can provide tutoring support, if your resources allow. However, for both K-12 and college-age students, you can connect them to academic support and then follow up to ensure that support is helping. For K-12 students, look for a tutoring program in your community. For college students, find out what kind of tutoring is available on campus, such as a writing center or tutoring center.

Exposing high school students to colleges that are a good academic fit in the first place improves their chances of succeeding once they're on campus. All students should be encouraged to reach for their desired degree by visiting and choosing a college that will help them fulfill their maximum potential. However, your staff and mentors should stay mindful that when youth choose a college that is not a good fit academically or not suitable for reaching a degree goal, students will be more likely to struggle and less likely to earn enough credits and graduate on time.

The proper academic preparation will give students the best chance to successfully complete college, but academic preparation by itself is not enough. Students need to possess more than just book smarts: They also need to be equipped with soft skills. The soft skills include interpersonal communication, critical thinking, work ethic and creativity. If students' dreams are the "What" that's driving them, their soft skills will be their "How": How will they bounce back from disappointment and failure? How will they manage their time so that they can juggle competing priorities and still stay on track? How will they advocate for themselves in classrooms, in jobs, or within their families? How will they ask for help when they need to seek out necessary resources? How will they stay committed to their goals, even when your staff and mentors aren't in their lives as often?

The assistance your CCM program offers shouldn't end after high school diplomas are awarded. It's crucial to continue supporting students throughout their postsecondary careers, particularly during that first year. Mentors or staff should be available to answer questions, provide advice, or even just listen. Make sure your students have a point of contact who they know they can reach out to, but be proactive, too. Mentors or staff should check in with students to see how their classes are going and what their grades are like, but it's perhaps even more important to ask how they're doing and feeling in general.

Try these tips and activities for bolstering students' soft skills:

- Consider holding mock college and job interviews to help students work on their communication and interview skills.

- When mentees suffer setbacks, encourage mentors to help them search for solutions and problem-solve instead of just telling them what to do next.

- Let mentees plan an activity for themselves and their mentors (with input from their mentors) so they can exercise their planning skills.

- Encourage mentors to emphasize good manners during outings or one-on-one time with mentees. Don't overlook basic things such as making eye contact and giving a firm handshake — these aren't always taught at home or in school.

- If a student is going on a job or college interview, it might be helpful for his or her mentor to show what an appropriate outfit looks like.

- Remember: The easiest way to teach soft skills is to make sure your staff and mentors are modeling those skills themselves!

APPENDICES

COLLEGE AND CAREER SUCCESS
MENTORING RESOURCES

The first and most fundamental element of effective college and career mentoring (CCM) practice is to be strategic and thoughtful about building CCM into your agency's programming. The strategic planning questions below will help you assess and envision how CCM aligns with your needs, your strategic framework and your opportunities to achieve greater long-term success for the youth you serve.

These strategic planning questions are relevant whether you are building CCM into an existing program or launching a new CCM program within your agency. Board and staff members alike are encouraged to consider these questions. The questions are offered as a starting place and should be expanded based on your agency's unique model, target outcomes and resources and the youth, mentors, parents and community being served.

A. ASSESSMENT: YOUTH

- **Global assets:** What are some of the greatest strengths our youth currently have?

- **Global needs:** What are the most pressing needs our youth have (current, short-term and long-term)?

- **Global outcomes:** Are our youth achieving the goals they have identified for themselves? How successful is our agency or program at helping youth achieve the target outcomes we track?

- **Specific outcomes related to CCM:** Are our youth achieving college and career success? What data do we have access to that helps answer this question?

- **Specific assets related to CCM:** For the youth who are succeeding in college and their careers, what strengths are helping them succeed? What inputs or support from our agency are supporting their success?

- **Specific needs related to CCM:** For the youth who are not succeeding in college and their careers, what are the obstacles (current, short-term and long-term) that must be addressed to help them achieve success?

B. ASSESSMENT: AGENCY

- **Current CCM programming:** How is our agency already advancing the college and career success of our youth?

- **Program alignment:** What areas of our agency's programs are best positioned to do even more to advance the college and success of our youth (including through mentoring)?

- **Current financial capacity:** What financial capacity do we have to start a CCM program or to build CCM into our current programming? What could be integrated into existing costs? What, very broadly, could require new funding?

- **Prospective financial capacity:** Of our current funders, which ones would be prospects for supporting our CCM work? Of funders who are not currently supporting us, which ones would be the strongest prospects for supporting our CCM work?

- **Partnerships:** What is the status of our partnerships that would be most essential to our CCM work succeeding: K12 schools, postsecondary institutions, 21st Century Scholars Program and Workforce Development?

C. STRATEGIC FRAMEWORK

- **Board direction:** What conversations with the board of directors need to occur related to our exploration of CCM? What actions does the board need to take?

- **Vision:** Based on learnings from the youth assessment, what vision does our agency have for the long-term college and career success of the youth we serve? What vision do we have for how our agency's work will help them achieve that success?

- **Mission statement:** Does our mission statement need to be updated?

- **Strategies:** Do our strategies (or major goals or priorities) need to be updated?

- **Target outcomes:** Do target outcomes need to be created or expanded to include outcomes related to college and career success (and the benchmarks leading to them)?

Purpose of a Logic Model:

- Strategic planning: Allows programs to think through the strategic approach of their agency and/or program. This process begins with an examination of the presenting need (data), then looks out to the vision for change and works backwards to identify the inputs (resources) that will be invested, the strategies that will create change and the measurable results that staff will track in order to know whether the desired changes in program delivery and student success are occurring

- Communication and engagement: Supports the need to communicate the program/agency model internally and externally. A logic model can be a valuable tool to engage partners and funders

- Evaluation: Allows programs to identify the measurable results (outputs and outcomes) that will be used to evaluate the success of the program's delivery (mainly outputs) and results (mainly outcomes)

Developing Your Logic Model: Key Questions

1. Goal: What is your program working to achieve?

2. Needs/Data: What data points are driving the need for your program, its strategies and activities, and evaluation of measurable results?

3. Vision: What is your program's ultimate definition of success? What does success look like in 10 or more years?

4. Inputs: What resources will your program leverage to achieve your target outcomes?

5. Alignment with Mission/Strategic Plan: How does your college and career mentoring align with your agency mission and strategic plan?

6. Student Strategies: What 3–4 strategies will you work on with students to advance their success in college and career?

7. Partner Strategies: What 1–2 strategies will you work on with the partners you engage to advance your students' college and career success?

8. Outputs: What metrics are tied to the strategies that track service delivery and service participation? Think of outputs as "what the program does."

9. Short-term Outcomes: What metrics are tied to the strategies and track changes in participants' behavior, attitude and knowledge? Think of short-term outcomes as "what the participants do."

10. Long-term Outcomes (2+ yrs): What longer-term metrics are tracked related to participants' change in behavior, attitude and knowledge?

PROGRAM GOAL: What is your program working to achieve?

NEED & DATA	INPUTS	THEORY OF CHANGE & ACTION PLAN	MEASURABLE RESULTS

VISION

Created for the College and Career Mentoring Toolkit, 2015. Developed by the Indiana Youth Institute for the Indiana Commission for HIgher Education.

PROGRAM GOAL: What is your program working to achieve?

NEED & DATA	INPUTS	THEORY OF CHANGE & ACTION PLAN		MEASURABLE RESULTS	

NEED & DATA

What data points are driving the need for your program, its strategies and activities, and evaluation of measurable results?

Areas of student data can include:
• Demographic
• Successes
• Challenges
• Barriers to CC success (among your students or a similar population)

INPUTS

What resources will your program leverage to achieve your target outcomes?

Examples of inputs include:
• Students
• Adult caregivers
• Program staff
• Program mentors
• Existing model
• Funding
• Partnerships

THEORY OF CHANGE & ACTION PLAN

Student Strategies

What 3–4 strategies will you work on with students to advance their college and career success?

Strategies should reflect a commitment to providing effective relationships and programming.

Partner Strategies

What 1–2 strategies will you work on with the partners you engage to advance your students' college and career success?

Key partner groups include schools and students' adult caregivers.

MEASURABLE RESULTS

Outputs
Service Delivery & Service Participation (Driven by Strategies)

What metrics are tracked related to student or mentor participation in services? Examples:
• # filing FAFSA
• # enrolling in AP/dual credit classes
• # completing the program

Outputs can also capture other metrics related to service delivery. Ex:
• # mentor trainings
• # mentors satisfied
• # youth participating
• # youth reporting positive relationships

Outcomes
Change in Participant Knowledge, Attitude & Behavior (Driven by Strategies)

What metrics are tracked related to student or mentor participants? Examples:
• # demonstrating improved understanding in the target readiness area
• # earning AP/dual credit
• # earning min. of 2.75 GPA
• # applying to PS by HS graduation
• # enrolling in PS
• # persisting in PS after 1 year
• # PS credits earned

VISION

What is your program's ultimate definition of success?
What does success look like in 10 or more years?

Long-Term Outcomes (2+ Years)

What longer-term metrics are tracked related to participants' behavior and results leading to college and career success? Examples: Annual persistence rates and completion rates

Created for the College and Career Mentoring Toolkit, 2015. Developed by the Indiana Youth Institute for the Indiana Commission for HIgher Education.

Purpose of a Dashboard:

- Allows programs to implement a data-driven approach to a) timely student intervention and b) strategic program refinement

- Identifies the core metrics an agency/program values most and holds itself accountable to

- Tracks progress toward achieving the core metrics while refinement can occur (rather than waiting until year-end)

- Identifies students who are in need of intervention while they can still benefit from intervention, rather than waiting until the window of opportunity to help has closed

- Identifies the gaps in results or services that can drive a more strategic short- and long-term refinement of the program model

- Maintains an updated approach to data collection and reporting that can fulfill data requests from stakeholders, including Board members and funders

Developing Your Dashboard: Key Questions

1. What program-wide metrics/data points should be included on our program-level dashboard that we will track on an ongoing basis? (For example: What metrics do we hold ourselves accountable to under each of our core strategies? What output and outcome metrics provide us with the most valuable information about how our individual students are doing What metrics inform us of where our model is working and where it is not?)

2. What more detailed metrics/data points should we track occasionally (during times of greatest student risk) to drive greater student success? (For example: When are our students at greatest risk for not succeeding or staying on track? What do we need to know (data) about that period of heightened risk? When we learn it, what are we going to do with that information to intervene with individual students as soon as possible?)

3. How will we collect/summarize the data? (For example: Who will lead the dashboard management and be accountable for updating it and ensuring it can be utilized by staff? What internal data management system will be used? What external data sources will be used?)

4. How will we review/analyze the data as a staff team? (For example: How frequently do we need to see the data? What is feasible for the staff involved with the preparation and follow-up? How will we preserve student privacy? Who will see data in aggregate only? Which staff members need to see data on an individual student basis?)

5. How will we respond to the data analyses to drive greater student success? (For example: Who will lead the intervention responses with students and ensure follow-through? How will the data results be incorporated into the program refinement that occurs through operational planning, strategic planning and/or the pursuit of new grant dollars/investments?)

LEAD INTERVENTION STAFF: **DATE REVIEWED:**

STRATEGY 1:
(Suggestion–strategy related to providing relationships/mentoring)

DATA POINTS	COHORT YEAR			COHORT YEAR			# Participants Needing Intervention
	Goal	Actual	% Achieved	Goal	Actual	% Achieved	
TOTAL STUDENTS SERVED							

STRATEGY 2:
(Suggestion–strategy related to program focus)

DATA POINTS	COHORT YEAR			COHORT YEAR			# Students Needing Intervention
	Goal	Actual	% Achieved	Goal	Actual	% Achieved	
TOTAL STUDENTS SERVED							

STRATEGY 3:
(Suggestion–strategy related to program focus or partner engagement)

DATA POINTS	COHORT YEAR			COHORT YEAR			# Students Needing Intervention
	Goal	Actual	% Achieved	Goal	Actual	% Achieved	
TOTAL STUDENTS SERVED							

STRATEGY 4:
(Suggestion–strategy related to tracking persistence and completion of postsecondary-level students)

DATA POINTS	COHORT YEAR						COHORT YEAR						# Students Needing Intervention
	Fall	Spr	Sum	Yr Goal	YTD Actual	% Ach'd	Fall	Spr	Sum	Yr Goal	YTD Actual	% Ach'd	
TOTAL STUDENTS SERVED													

SUPPORTING DASHBOARD ANALYSIS:

1. Program's areas of strength:

2. Program's areas of challenge:

Priority goals and actions for follow-up before next Dashboard review on _____ (enter date).

Goal	Planned Actions	Leader	Status/Progress

Created for the College and Career Mentoring Toolkit, 2015. Developed by the Indiana Youth Institute for the Indiana Commission for Higher Education

MENTORING	PROGRAM	PROGRAM RESOURCES	DATA	DATA SOURCES
Relationship-based support that is individualized and customized to a student's career goals and academic, social and financial needs	Program components that advance students' college success	Resources that align with the listed program components	Key data points programs should use to customize services for students and strengthen programming	Potential sources of the listed data points
	Informal youth mentoring (Relationship-based staff and/or volunteer support, one-on-one or in a group)	Indiana Mentoring Partnership: **ABetterHour.org** National Mentoring Partnership: **Mentor.org**	Frequency of contact between adult and student Documentation of conversations between adult and student related to student's goals, plans, choices and interventions related to his/her college success Data related to staff members' a) level of knowledge surrounding college readiness, access and success and b) utilization of mentoring sessions to advance students' college success	Staff notes in student's file Spreadsheet or agency database Evaluation surveys completed by staff (e.g. after trainings or for annual check-in)
	Formal youth mentoring (Provided by staff and/or volunteers: one-on-one, or in a group not to exceed a ratio of one adult to six students)	The above, plus: Indiana Quality Mentoring Standards: **ABetterHour.org**	Data related to the dosage of mentoring that is provided (e.g. session dates, length, location and a summary of the session activity or conversation) Data related to mentors' a) level of knowledge surrounding college readiness, access and success and b) utilization of mentoring sessions to advance their students' college success	Staff notes in student's file Spreadsheet or agency database Evaluation surveys completed by staff (e.g. after trainings or for annual check-in)

	PROGRAM	PROGRAM RESOURCES	DATA	DATA SOURCES
COLLEGE READINESS (K-12)	Career Planning	Indiana Career Explorer: **IndianaCareeerExplorer.com** Big Future: **BigFuture.CollegeBoard.org**	Student's expressed interests, goals and plans for career Career interest inventory	Indiana Career Explorer: **IndianaCareerExplorer.com**
	Academic Support/ Tutoring	Rose Hulman Homework Hotline (**AskRose.org**, 1-877-ASK-ROSE) Indiana Afterschool Network: searchable database of programs available at **IndianaAfterSchool.org**	Grades/GPA (midterm, semester, year-end) Credits earned (K-12)	Student self-reporting Student's transcripts School (via information sharing agreement and protocol with school staff and/or via access to student's online student school account, if granted by student & parent)
	High School Graduation Planning	IDOE Graduation Plan (located online via Indiana Career Explorer at **IndianaCareerExplorer.com**)	Type of high school diploma student is working towards Scores on IDOE Standard Dual Credit Course Enrollment Dual Credit Earned AP Course Enrollment AP Credit Earned Type of high school diploma student earned	Student's IDOE Graduation Plan (can be available via student's ICE account, if granted access) Student's transcript Student's test scores available from multiple outlets The above accessed via: -Student self-report, and/or -School -Online portals, if granted access by the student (e.g. ICE and College Board accounts)
	Soft Skills, Grit, Motivational Development	Learn More Indiana: **LearnMoreIndiana.org** WhyTry: Resilience Education: **www.WhyTry.org** Sparks, Search Institute: http://www.Search-Institute.org/sparks	Soft skills assessment	**Sherlock.intocareers.org**

	PROGRAM	PROGRAM RESOURCES	DATA	DATA SOURCES
COLLEGE ACCESS (K-12)	College Planning	Learn More Indiana: **LearnMoreIndiana.org/ college**	Student's expressed goals and plans for earning a postsecondary credential	Learn More Indiana: **LearnMoreIndiana.org** Indiana Career Explorer: **IndianaCareeerExplorer.com**
	Financial Planning	Learn More Indiana: **LearnMoreIndiana.org/cost** National Center for College Costs: **IndianaCollegeCosts.org** Big Future: **BigFuture.CollegeBoard.org**	Student/family's expressed goals and plans for paying for college Family's income level, including eligibility for free/reduced lunch Family's Expected Family Contribution and estimated financial aid at Indiana colleges/universities	College Cost Estimator (via National Center for College Costs): **IndianaCollegeCosts.org**
	21st Century Scholarship Enrollment Additional sources of state aid (including Frank O' Bannon Grant) FAFSA Support	21st Century Scholars Program: **Scholars.IN.gov** Division of Student Financial Aid (SFA), Indiana Commission for Higher Education: **www.IN.gov/sfa/** U.S. Department of Education: **FAFSA.ed.gov**	21st Century Scholarship eligibility and enrollment status Eligibility and enrollment status for additional sources of state aid	Within Indiana: eStudent, SFA's self-service website for students that provides FAFSA status and information on state aid (via access to student's account, if granted by student and parent): **http://www.IN.gov/ai/ appfiles/eStudents/** If the student is a 21st Century Scholar: ScholarTrack (via information sharing agreement and protocol with school staff, and/or via access to student's online ScholarTrack account, if granted by student and parent)

	PROGRAM	PROGRAM RESOURCES	DATA	DATA SOURCES
COLLEGE ACCESS (K-12)	College Visits (customized to each student)	Contact campus of interest Learn More Indiana: **LearnMoreIndiana.org/college** College Navigator, National Center for Education Statistics: **https://NCES.ed.gov/collegenavigator/**	List of colleges to visit based on student's career goals, academic qualifications, preferred college location and size, and the possibility of receiving financial aid/support	Student self-report Via student account on College Navigator (if access granted by student and parent): **https://NCES.ed.gov/collegenavigator/**
	Entrance Exam Test Support	SAT: **CollegeBoard.org** ACT: **ACTStudent.org** Accuplacer: **Accuplacer.CollegeBoard.org**	Practice test scores Actual test scores	Student self-report Via student accounts (if access granted by student and parent) on the websites the agencies administering the standardized tests
	Application Support	Learn More Indiana offers links to Indiana colleges: **LearnMoreIndiana.org/college**		
	Postsecondary Enrollment/Bridge Support	Contact campus of interest	Did the student attend a bridge program?	Student self-report
	Postsecondary Enrollment Check-in	Information about enrollment requirements and deadlines on the website of the college the student has selected	Is the student enrolled in college? Is the student enrolled full time or part time? For how many credits? Is the student enrolled in enough credits to maintain eligibility for his/her scholarship/aid?	Student self-report Copy of registration/enrollment confirmation

	PROGRAM	PROGRAM RESOURCES	DATA	DATA SOURCES
COLLEGE ACCESS (K-12)	Postsecondary Financial Aid Check-in (during the summer between high school graduation and start of college)	Information about requirements and deadlines at: 21st Century Scholars Program: **Scholars.IN.gov** Division of Student Financial Aid, IN Commission for Higher Education: **IN.gov/sfa/** US Department of Education: **FAFSA.ed.gov**	What is the student's FAFSA status? What is the student's status for state aid (e.g. for the 21st Century Scholarship or Frank O'Bannon grant)? Has the student received and accepted the financial aid offer from his/her college?	Within Indiana: eStudent, SFA's self-service website for students that provides FAFSA status and information on state aid (via access to student's account, if granted by student and parent): **http://www.IN.gov/ai/ appfiles/eStudents/** If the student is a 21st Century Scholar: ScholarTrack (via information sharing agreement and protocol with school staff, and/or via access to student's online ScholarTrack account, if granted by student and parent)
COLLEGE SUCCESS (K-12)	Status Check-ins: Enrollment, Grades, Credits registered for & earned (during the summer between high school graduation and start of college)	ScholarCorps (to support 21st Century Scholars on 20 Indiana campuses)	Enrollment status	Student self-report National Student Clearinghouse: **StudentClearingHouse.org** For school- and county-level data: Indiana Commission for Higher Education: **iN.gov/che** under "College Readiness Reports")
	College/Degree Planning Career Planning Financial/Budget Planning	Learn More Indiana: **LearnMoreIndiana.org** Indiana Career Explorer **IndianaCareerExplorer.com**	Credits (enrolled in & earned) Grade Point Average	Student self-report National Student Clearinghouse: **StudentClearinghouse.org** Via information sharing agreement and protocol with postsecondary staff (if student has provided consent to share this information with your program)

	PROGRAM	PROGRAM RESOURCES	DATA	DATA SOURCES
COLLEGE SUCCESS (K-12)	FAFSA Support 21st Century Scholar Support Add'l Scholarship Support	Information about requirements and deadlines at: 21st Century Scholars Program: **Scholars.IN.gov** Division of Student Financial Aid, IN Commission for Higher Education: **www.IN.gov/sfa/** US Department of Education: **FAFSA.ed.gov**	FAFSA Submissions FAFSA Corrections (as needed) Additional Scholarship Opportunities	Within Indiana: Estudent, SFA's self service website for students that provides FAFSA status and information on their state aid (via access to student's account, if granted by student and parent) Self-service website for students If a 21st Century Scholar: Scholartrack (via information sharing agreement and protocol with school staff and/or via access to student's online ScholarTrack account, if granted by student & parent)

AGENCY/PROGRAM NAME _____   SELF-ASSESSMENT DATE _____

REVIEWER NAMES _____

BLOCK ONE: DESIGN AND MANAGEMENT
Map out a clear direction, with strategic inputs, to leverage the result of more students completing post secondary.

Elements of Effective Practice with Supporting Objectives	Level of Implementation Awareness | Development | Implementation | Sustainable				Supporting Resources	Notes/Next Steps
1. Use Data Effectively						
1A Student Data: Agency utilizes its students data to develop impactful college and career mentoring services and provide customized CCM support and intervention.					☐ CCM Resource: Data Inventory Template/ Sample ☐ CCM Resource: Data Dashboard Template/ Sample ☐ National Student Clearinghouse** ☐ PSM Database* ☐ College Readiness Reports**** ☐ ScholarTrack access (for your 21st Century Scholars)****	
1B Data and Research from the Field: Agency is informed of the broader research and findings related to the college and career success of students who are similar to the students it is serving.					☐ Primer: College Success Movement* ☐ Complete College America** ☐ Lumina Foundation** ☐ Indiana Commission for Higher Education****	
2. Assess and Align CCM Vision with Agency Mission						
2A Assessment and Agency Alignment: Agency leadership and staff understand the relationship between the agency's mission and target outcomes and its students' level of postsecondary success.					☐ CCM Strategic Planning Questions* ☐ Inventory: Search for local mentoring organizations at ABetterHour.org*** ☐ Inventory: Search for other college or career programs at IndianaAfterschool.org**	
2B Agency Commitment: Agency leadership and staff commit to providing college and career mentoring support to students in order to advance agency's mission and target outcomes.					☐ CCM Board Resolution*	

3. Design and Develop an Impactful CCM Strategy

3A Develop, Refine CCM Model: Agency develops and refines its own model of CCM that is aligned with its mission, strategically focused on target outcomes and informed by student data.				☐ CCM Resource: Logic Model Template/Sample ☐ CCM Program Development Planning Questions	
3B Implement and Sustain Own Model of CCM: Agency implements a high quality model of CCM that achieves desired and sustainable results.				☐ Indiana Quality Mentoring Standards*	

4. Leverage External Resource: Partners and Funders

4B Leverage Partners: External partners are engaged in shared goal of increasing student postsecondary completion.				☐ County College Success Coalitions**** ☐ College Readiness Reports for partner high schools**** ☐ ScholarTrack access (for 21st Century Scholars)****	
4C Leverage Financial Resources: Financial resources are leveraged to implement and sustain agency's CCM program.				☐ Free prospect research re: funders***	

*Electronic copies of these documents are available
**Resources should be easily accessed through online search
***Resources available through the Indiana Youth Institute (IYI.org)/Indiana Mentoring Partnership (ABetterHour.org).
If unable to find online, call 1-800-343-7060.
****Resources available through the Indiana Commission for Higher Education (IN.gov/che) or one of its supporting programs:
Learn More Indiana (LearnMoreIndiana.org) or the 21st Century Scholars Program (Scholars.IN.gov). If unable to find online, call 1-317-464-4400

BLOCK TWO: MENTORING
Provide sustained relationships that inspire your youth to dream and support them to and through postsecondary to achieve that dream.

Elements of Effective Practice with Supporting Objectives	Level of Implementation				Supporting Resources	Notes/Next Steps
	Awareness	Development	Implementation	Sustainable		
5. Use Data Effectively						
5A Curriculum and Materials: Curriculum and materials are in place that support youth and mentors understanding of how to build a successful relationship that results in the youth taking identified steps toward accessing and completing postsecondary.					☐ CCM Student Toolkit (TBD)* ☐ Student benchmarks for College and Career Success* ☐ LearnMoreIndiana.org** ☐ Scholars.IN.gov** ☐ WhyTry (resilience education)	
5B Training: Youth and mentors are informed of how to build an effective college and career mentoring relationship through orientation training and ongoing training and messaging.					☐ Indiana Quality Mentoring Standards* ☐ CCM Training PowerPoint: Mentoring Students To and Through the Transition to Postsecondary* ☐ CCM Training PowerPoint: Mentoring Students' Grit ☐ CCM Training PowerPoint: Engaging Parents in CCM	
6. Provide Youth and Mentors with CCM Relationships						
6A Match Management: Mentoring matches are managed and supported to ensure mentors and youth fulfill the commitment they have made to the relationship.					☐ Indiana Quality Mentoring Standards* ☐ Indiana Mentoring Partnership*** ☐ National Mentoring Partnership**	
6B Student and Match Transitions: In instance of a student change (in school or home location) and/or match closure or dissolution, agency sustains mentoring for the youth and enhances support during the time of transition.					☐ Indiana Quality Mentoring Standards* ☐ ICHE College Success Guide* ☐ College Bound's Summer to Do List for HS Graduates*	

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BLOCK THREE: PARTNERSHIPS
Build a village of partners who work together to inspire and support youth to and through postsecondary.

Elements of Effective Practice with Supporting Objectives	Awareness	Development	Implementation	Sustainable	Supporting Resources	Notes/Next Steps
7. Involve Adult Caregivers						
7A Agency involves and educates adult caregivers in their youths' college and career goals, decisions and support system.					☐ CCM Training PowerPoint: Engaging Parents in CCM	
8. Involve Frontline Partners from Schools and Community						
8A Connect to Schools: Agency connects to at least one staff person at the student's school who provides direct support to the youth and can partner with the CCM program staff and mentors.					☐ K12 Partners: Your data regarding where your students attend school and online staff directors ☐ PS Partners: Indiana ScholarCorps Campuses*	
8B Connect to Service Partners: Agency connects to local partners who can also provide direct support to youth that advances their postsecondary completion.					☐ IYI Outreach Managers*** ☐ 21st Century Scholar Outreach Managers**** ☐ County College Success Coalitions**** ☐ Local United Way (211, if available)** ☐ Local Community Foundation**	

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****Resources available through the Indiana Commission for Higher Education (IN.gov/che) or one of its supporting programs: Learn More Indiana (LearnMoreIndiana.org) or the 21st Century Scholars Program (Scholars.IN.gov). If unable to find online, call 1-317-464-4400

BLOCK FOUR: PROGRAMS Ensure youth possess academic, social and financial readiness needed to go to and through postsecondary.						
Elements of Effective Practice with Supporting Objectives	Level of Implementation				Supporting Resources	Notes/Next Steps
	Awareness	Development	Implementation	Sustainable		
9. Prepare Youth Academically						
9A Program ensures youth are prepared academically to suceed in college.					☐ Indiana standardized test samples and info (idoe.gov) ☐ HS Graduation Plan (and planning) at Indiana CareerExplorer.org	
9B As needed, youth receive support services that increase their level of academic preparation for postsecondary success.					☐ Rose-Hulman Homework Hotline (for math and science) ☐ Indiana Afterschool Network (online searchable database of programs)**	
10. Prepare Youth Socially						
10A College and Career Planning: Program ensures youth have identified their life dreams and college and career paths that can help them acheive their dreams.					☐ LearnMoreIndiana.org** ☐ IndianaCareerExplorer.org ☐ Scholars.IN.gov** ☐ ReadyIndiana.org ☐ Hoosier Hot 50 Jobs** ☐ Bigfuture.Collegeboard.org** ☐ Contact campuses to schedule campus tours ☐ "Virtual" campus tours available on many websites	
10B Soft Skills Development: Programs ensures youth possess the soft skills needed to access and complete postsecondary.					☐ CCM Training PowerPoint: Mentoring Students' Grit ☐ Curriculum: WhyTry ☐ Book: Mind Set ☐ Book: How Children Succeed ☐ Assessment: Grit Scale (Duckworth Lab)** ☐ Assessment: UEP (Universal Encouragement Program)** ☐ Assessment: LASSI** ☐ Assessments: WhyTry** ☐ Assessment: Nowicki-Strickland (locus of control)**	

11. Prepare Youth Financially					
11A Program ensures youth are prepared financially for college with financial literacy and access to non-loan aid.				☐ National Center for College Costs (including College Cost Estimator)** ☐ FAFSA.gov ☐ Cash for College (campaign of Learn More Indiana) ☐ FAFSAFriday.org ☐ LearnMoreIndiana.org** ☐ IndianaCareerExplorer.org ☐ Scholars.IN.gov** (look under financial aid) ☐ Bigfuture.Collegboard.org**	

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****Resources available through the Indiana Commission for Higher Education (IN.gov/che) or one of its supporting programs:
Learn More Indiana (LearnMoreIndiana.org) or the 21st Century Scholars Program (Scholars.IN.gov). If unable to find online, call 1-317-464-4400

BIG BROTHERS BIG SISTERS OF NORTHEAST INDIANA

Fort Wayne, IN

OVERVIEW OF MENTORING: One adult to one youth; volunteer mentors; match meetings in community

YOUTH SERVED: 9th–12th grade, 21st Century Scholars

KEY INDIANA COLLEGE SUCCESS MENTORING PARTNERS: Heritage High School, Leo High School, New Haven High School, Woodlan High School, 21st Century Scholars Program and on-campus ScholarCorps mentors

MODEL OF CCM MENTORING: While Big Brothers Big Sisters of Northeast Indiana (BBBSNEI) provides mentoring to children as young as elementary school, BBBSNEI initiates college success mentoring for some students when they are at least 14 years old through its College Success Mentoring program. High school students receive four to six hours per month of one-on-one mentoring from mentors whose job it is to walk their students into college. Mentors are college-educated, screened and trained, and they commit to mentoring for at least one year — although many serve well beyond that. For postsecondary-level students, mentors maintain contact that includes, at a minimum, one to two electronic communications per month and one campus visit and two home visits per year. For high school and postsecondary students, staff involvement includes scheduled case management, tracking progress, setting goals, facilitating match relationships and implementing college success activities and training.

PROGRAMS TO SUPPLEMENT MENTORING: BBBSNEI supplements its mentoring program with the following programs, which staff have developed in direct response to what student data tells them are the areas of greatest risk and opportunity for their students' postsecondary success: tutoring and remediation (ECA, SAT, tutoring and homework help); summer remediation; college visits; workshops; job shadowing; goal-setting; LASSI assessment; and student notebooks that include resources and checklists related to college planning.

MORE INFORMATION: www.BBBSNEI.org

PROJECT LEADERSHIP

Marion, IN

OVERVIEW OF MENTORING: One adult to one youth; mainly volunteer mentors; match meetings in community and at school

YOUTH SERVED: 9th grade through postsecondary, 21st Century Scholars

KEY INDIANA COLLEGE SUCCESS MENTORING PARTNERS: Marion High School, Ivy Tech, 21st Century Scholars Program and on-campus ScholarCorps mentors

MODEL OF CCM MENTORING: High school students receive one-to-one mentoring on a weekly basis, with meetings lasting up to one hour depending on the time of day the student and mentor meet. Mentors encourage and guide students throughout their academic high school careers. Mentors are screened and required to participate in a fall group orientation and ongoing training throughout the year on topics related to postsecondary access and success. For postsecondary-level students, mentors maintain contact that includes at least a monthly phone call, email or in-person meeting that is focused on the student's college graduation and fulfillment of the 21st Century Scholarship requirements. Staff also make contact at least monthly, ensuring their connection to support contacts and resources on campus and confirming the student is on track to fulfill the 21st Century Scholarship requirements.

PROGRAMS TO SUPPLEMENT MENTORING: Project Leadership supplements its mentoring program with the several college access and success services, including college application labs, FAFSA labs, Project Portfolio, Leadership Academy and special event programs.

MORE INFORMATION: www.ProjectLeadership.org

STARFISH INITIATIVE

Indianapolis, IN

OVERVIEW OF MENTORING: One adult to one youth; volunteer mentors; match meetings in community

YOUTH SERVED: 9th–12th grade, 21st Century Scholars

KEY INDIANA COLLEGE SUCCESS MENTORING PARTNERS: Pike High School, Ivy Tech Indianapolis, 21st Century Scholars Program and on-campus ScholarCorps mentors

MODEL OF CCM MENTORING: The Starfish Initiative engages students before they finish eighth grade and provides mentoring during students' postsecondary education. High school students meet for a minimum of four hours per month with their mentors, including two face-to-face meetings and weekly contact. Mentors are college-educated, screened and required to complete three hours of initial training to become effective college coaches. Mentors also receive ongoing training from staff, plus support from other mentors, during regular "Mentor Meet Ups." For postsecondary-level students, mentors are asked to continue their mentoring commitment and provide monthly communication and an in-person meeting during the first postsecondary semester and school breaks. In the event a Starfish mentor is not able to maintain this level of contact with his/her postsecondary student, a staff member assumes the role as that student's Starfish mentor.

PROGRAMS TO SUPPLEMENT MENTORING: Starfish supplements its mentoring program with the following programs: college exposure; career exploration; cultural experiences; civic engagement; community service; and college essentials (includes annual kick-off nights, tutoring resources, annual college access action plans, and guide books for each high school year).

MORE INFORMATION: www.StarfishInitiative.org

SOUTHEAST INDIANA COLLEGE ACCESS NETWORK (SICAN)

Evansville, IN

OVERVIEW OF MENTORING: One adult to one youth; volunteer mentors; match meetings in community

YOUTH SERVED: 9th grade through postsecondary, 21st Century Scholars

KEY INDIANA COLLEGE SUCCESS MENTORING PARTNERS: Benjamin Bosse High School, Ivy Tech Community College Southwest, University of Southern Indiana, 21st Century Scholars Program and on-campus ScholarCorps mentors on multiple campuses across Indiana

LOCATION OF MENTORING: Primarily school-based with additional activities in the community

MODEL OF CCM MENTORING: High school students spend a minimum of four hours per month with their mentor. The program and mentors focus on developing supportive relationships with positive role models to provide students with a successful runway to maximize their postsecondary education experience. After high school, mentors are encouraged to touch base with their postsecondary-level students at least bimonthly, if not monthly. In addition, staff follow up with students bimonthly and make periodic campus visits to the monitor and track students' postsecondary success. For high school and postsecondary-level students, staff also serve as an advocate for the students and work to engage parents and families in the students' postsecondary path.

PROGRAMS TO SUPPLEMENT MENTORING: SICAN supplements its mentoring program with the following programs: college visits; college application support; financial aid nights; FAFSA workshops; career exploration days; job shadowing; ongoing resources; trainings; and a calendar of events provided to students and mentors.

MORE INFORMATION: www.YesSICAN.com

COMMUNITIES IN SCHOOLS OF LAKE COUNTY

East Chicago, IN

OVERVIEW OF MENTORING: Ranges from one adult to one youth to one adult to six youth; volunteer and staff mentors; match meetings in community

YOUTH SERVED: High school through postsecondary, 21st Century Scholars, low-income first-generation students

KEY INDIANA COLLEGE SUCCESS MENTORING PARTNERS: East Chicago High School, Ivy Tech Community College Northwest, 21st Century Scholars Program and on-campus ScholarCorps mentors on multiple campuses across Indiana

LOCATION OF MENTORING: Primarily school-based, with additional activities in the community.

MODEL OF CCM MENTORING: Communities in School of Lake County initiates CCM mentoring for high school students through its S.T.A.R.S. (Successful Teens Achieving Right Solutions) Mentoring Program. High school students receive between two and four hours per week of mentoring. Postsecondary-level mentees receive one visit per semester, at least one phone call per month, and one text and one card per month. Mentors are screened and required to complete a four-hour orientation/training, plus participate in subsequent monthly trainings. For both high school and postsecondary students, staff members function as college success coaches, providing an additional layer of coaching and case management focused on a mentee's graduation. Staff members also work to ensure parents are engaged and invited to participate in match parties and ongoing information sessions.

PROGRAMS TO SUPPLEMENT MENTORING: Communities in Schools of Lake County supplements its S.T.A.R.S. mentoring program with the following programs and activities for students and parents: Charting for Success (advisory lessons two times per week); match/group activities; cultural/social activities; college tours/visits; internships/job shadowing; SAT/ACT preparation; college application assistance; dual credit opportunities; parent events; tutoring; and College Go Week activities.

MORE INFORMATION: www.CISLakeCounty.org

URBAN REACH

Gary, IN

OVERVIEW OF MENTORING: Ranges from one adult to one youth to one adult to three youth; volunteer and staff mentors

YOUTH SERVED: High school through postsecondary, 21st Century Scholars

KEY INDIANA COLLEGE SUCCESS MENTORING PARTNERS: East Chicago High School, Ivy Tech Community College Northwest, 21st Century Scholars Program and on-campus ScholarCorps mentors on multiple campuses across Indiana

LOCATION OF MENTORING: Community-based, with most meetings occurring at the Urban Reach program site. The program sponsor is The Rock Church.

MODEL OF CCM MENTORING: Urban Reach initiates postsecondary success mentoring with students who are in 9th grade through its Solid Life Youth Program. High school students meet with mentors for approximately eight hours per month at weekly mentoring meetings, where all mentees meet with their mentors at the same scheduled time in a group setting. Mentor matches spend 30 minutes at each of three stations that facilitate the college access process, build skills and strengthen the relationship of the mentee and mentor. In the event a student or mentor is not able to attend the weekly session, the pair will complete the weekly activities when the mentor visits the student in school. For postsecondary-level students, Solid Life maintains contact with students via campus visits, e-mentoring and visits while the students are home for a school break.

PROGRAMS TO SUPPLEMENT MENTORING: Urban Reach supplements its CCM mentoring program with the following programs and activities for students and parents: "Family Workshop Nights" that are offered monthly in conjunction with the mentoring nights; peer tutoring and study time ("Cafe Nights"); and online resources and communication between mentors, students and staff via Dropbox. Resources focus on the 40 Developmental Assets, financial aid, effective mentoring practices, program goals and a calendar of events. A Resource Center is available for students and families.

MORE INFORMATION: www.Facebook.com/SolidLifeYouth