



Mentoring Guidebook

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INTRODUCTION

Rationale

According to the [State Higher Education Executive Officers Association \(2016\)](#), 70.5% of high school students in the graduating class of 2007 completed high school. Of that 70.5%, only 62.5% went on to immediately enroll in postsecondary institutions and of that percentage, only 59.4% received their four-year degree within six years. Of that same 2007 cohort of college-going students that attended a two-year college, only 29.8% of them graduated within three years. When these statistics are broken down by traditionally underserved populations, the data signal an even more abysmal and bleak reality facing our nation's prospective college students (p. 4).

In addition, the underserved populations struggle to have access to college and often see college as being out of reach. Yet a postsecondary education is vital to opportunities that are more widespread than for individuals who do not continue their education after high school. Some of the reasons students decide not to go to college include first generation college students, past academic performance was poor, unsure how to choose or apply to a college, fears of social rejection, and the expensive cost of college.

In 2016, the U.S. student loan debt exceeded one trillion dollars, which in part is attributed to college attrition. This enormous sum is even more alarming given that much of it is held by young people who exit college without a degree therefore having no greater earning potential with which to pay off their debt. The reasons for student exodus from postsecondary education are numerous: lack of procedural know-how to apply for student aid, lack of funds, lack of support structures for the social and academic rigor of college, lack of grit, unclear career options, lack of advising, and lack of coping skills during transition periods.

Mentors at the [Great Lakes Bay Early College \(GLBEC\)](#) aspire to combat college attrition and limited access by utilizing a comprehensive means of support structures in place to promote high school and college completion simultaneously. The system of supports is structured upon two core components: [mentoring](#) and successful completion of a [college readiness course](#). Though these components are identified as separate entities, they are blended into a focused and intentional series of experiences that come to fruition over the course of a student's entire progression through GLBEC.

Mentoring

Early colleges address post-secondary access; mentoring addresses college attrition. GLBEC mentors build a strong rapport with mentees. In a case study by [De Laet et al. \(2015\)](#), better student-teacher relationships resulted in more positive school engagement from students, and as a result, the study recommends that careful consideration to a student's social and emotional development will be a top priority. A positive influence, as addressed by [Liang, Spencer, Brogan, & Corral \(2008\)](#), "requires much time and patience [with] mentors who invest in winning youth's

trust and confidence” (p.178). [Lindt & Blair \(2017\)](#) agree that a mentor’s effectiveness for engaging students is tied to the depth of knowledge a mentor has about his or her student as well as the time a mentor has invested into the individualized measure of success for their mentee. Mentors act as the primary go-to person, guiding students through their personal and academic development.

College Readiness Course

A college readiness course also addresses attrition. [Conley \(2007\)](#) defines college readiness “as the level of preparation a student needs to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program” (p. 5). He uses the term “college knowledge” to apply to the procedural steps involved for college success (p. 12). GLBEC extends this definition to include the fostering of metacognitive thinking in young learners through accomplishing a deliberate series of college readiness outcomes and standards.

In addition to college knowledge, [Conley \(2007\)](#) identifies study skills, time management, self-monitoring, and communication as some of the key academic behaviors needed for college readiness. He supports his recommendations by saying, “A lack of attention to academic behaviors causes problems for many first-year students, regardless of whether they possess the requisite content knowledge and key cognitive strategies” (p. 12). GLBEC strives to eliminate those first-year problems with the completion of the course.

Another facet of GLBEC’s college readiness course highlights the difference between a growth mindset versus a fixed mindset. Growth mindset, as described by [Dweck \(2014\)](#), “transforms the meaning of effort and difficulty,” asking learners to discover the “power of yet.” Dweck asks that students who do not have enough information or skill to meet a challenge to not stay fixed on that but to instead say, *I haven’t YET met that skill and will, through effort, seek to master the challenge.*

Furthermore, misalignment between secondary and postsecondary expectations is, according to [Edmunds \(2012\)](#), the largest source of college attrition. GLBEC’s college readiness curriculum is designed to ensure that all students seamlessly transition after their +1 year to college or other career opportunities.

Mentoring Roles

Mentor: At the beginning of each academic year, incoming students will be assigned a mentor, and that partnership will continue until completion of the program. Regular, one-on-one meetings are mandatory throughout the program and will be essential to fulfill the role of a mentor.

Role of Mentor:

- Listen to the needs, concerns, and aspirations of mentees.
- Follow the [college readiness curriculum](#) in the first semester class.

- Monitor mentees’ progress in GLBEC courses and campus transition.
- Offer credentialing input and keep mentee and parent informed on [credentialing](#) decisions.
- Help mentees develop their academic and career goals and plans.
- Advocate on their mentees’ behalf.
- Offer feedback, support, praise, and constructive criticism to help each mentee improve soft skills and academic performance.
- Communicate with mentees and parents as needed.
- Develop a rapport with mentees.
- Tutor mentees or guide them to tutoring resources as necessary.

Teacher: Each teacher is a liaison with all the mentors. Teachers supply the data needed for mentors, students, and parents to have information relevant to the academic content and soft skills demonstrated by students.

Role of Teacher:

- Provide course content and a framework for soft skills.
- Give regular feedback to students regarding their academics and soft skills.
- Communicate with mentors and parents, as needed, regarding students’ academics and soft skills, which includes regularly updating their Skyward attendance and gradebook.

Mentee: A student has the most important role in the program: a student helps mentors, teachers, and parents fulfill their roles.

Role of Mentee:

- Self-advocate: be cognizant of academic and personal needs; communicate and pursue them.
- Check email daily; respond appropriately.
- Regularly attend mentor meetings as determined with mentor.
- Successfully complete the [college readiness course](#) in the first semester class.
- Arrange college classes to allow for a [mentor meeting](#) during available GLBEC school hours.
- Develop a rapport with mentor.
- Request tutoring or tutoring resources as necessary.

Parent¹: As major stakeholders in their child’s education, their role will change as their student transitions into a self-advocate, but it will remain important.

Role of Parent:

- Communicate with student on a regular basis, which may include monitoring daily progress and due dates.
- Read all communications from GLBEC, SVSU, Delta College, and SISD and respond as needed.

¹ GLBEC recognizes that a student’s family can take many forms. For the purposes of this handbook, GLBEC utilizes the term “parent” to encompass all individuals who act as legal guardians for their students.

- Check Skyward gradebook and attendance at least once a week. (Encourage student to share SVSU or Delta's system passwords once credentialed.)
- Provide mentor with information regarding any major life events that may impact student success.
- Contact mentor with any academic concerns via email or phone.

PROCEDURES

These procedures are intended to guide mentors and aid them in determining the direction and scope of mentor meetings. They are not meant to dictate style or limit the authenticity of the mentor's guidance.

Mentor Assignment

Mentees are assigned to a mentor with consideration of the following factors:

- Class sizes for college readiness courses
- The interested career path of new mentees
- Total number of mentees per mentor

Scheduling Mentor Meetings

Mentees are required to attend mentor meetings in order to develop the rapport needed for the positive relationship described by [Liang, Spencer, Brogan, & Corral \(2008\)](#). Within their first year of the GLBEC program, mentees attend mentor meetings weekly. Experience shows a strong correlation between student success and regular mentor meeting attendance. Failure to attend required meetings demonstrates a lack of soft-skill development and may influence a student's progress and credentialing status and may also require additional college readiness courses.

During the first week of each semester, mentors will arrange an appointment time for each of their mentees. Mentors will consider the mentee's schedule in making their final mentoring calendar. See a [sample calendar](#) below. Days and times will fill up quickly, so it will be up to each student to confirm the appointment immediately; this is especially true with students taking a full college load.

It is the mentee's responsibility to schedule college classes with mentoring appointments in mind, which means leaving time in the schedule to have a mentor meeting during available mentoring time. For example, if a student's schedules four college classes back to back on Mondays and Wednesdays, with no time in between except passing time and with the last class ending at 4:00 PM, that student would make an appointment before 8 AM on a Monday or a Wednesday or would make an appointment on a Tuesday or Thursday, coming to campus just for that appointment.

Typical Fall Mentoring Calendar

Mentor Meetings		Monday	Tuesday	Wednesday	Thursday	Friday
2	7:30 - 7:45	Tutoring Dropins	Tutoring Dropins	Tutoring Dropins	Tutoring Dropins	Tutoring Dropins
3	7:50	Mckayla Abe	Abriana Lucy	Miesha Taylor	Dakota Skylar	Kaitlyn Jessica
4	8:00	Allison Hannah	Joel Sue	Victoria Brayden	Hope Owen	tutoring
5	8:10	Jess	Melissa	Miya	Kennedy	
6	11:30	Aaliyah	Caleb	Kelsey	Alexus	
7	11:40	Isaiah Jess	Emily Brooke	Kate-Lynn Jon	Abigail Henry	
13	2:30	Wesley	Faith	tutoring	Hallie	
14	2:40	Alix	Kady	Brittney	Kylie	
15	2:50	Lauren	Miki	Lev	Rosi	
16	3:00	Layne	Ralph	Jordyn	Kelly	
17	3:10	Rachel	Demetri	Katie	Fred	
18	3:20	Semaj	Sam	Timo	Jessica	
19	3:30	Alexis	Hailey	Quesha	George	

Mentoring Objectives

The objectives of mentoring are complex as it relates to building a balanced relationship of trust and guidance. In an effort to make efficient use of the 10 to 15 minutes of mentoring time, mentors have a list of tangible objectives, which includes discussion topics such as career aspirations, grades, soft skills, and community service/job shadowing. Mentors also document mentoring meeting attendance, parent contacts, and personal notes.

However, the list of objectives does not replace the intangible connections needed to help mentees, inexperienced as they are, navigate through the educational rigor and emotional demands of the college system. Mentoring gives a mentor time to provide structure and support as mentees gain experience and form good habits, with the ultimate goal of mentees advocating for their own concerns while having an advocate in the system to rely upon as needed.

Sample Mentoring Objectives

Notes and Comments	Date of Meeting	Major to Explore	Minor to Explore	Mapping and Scheduling	Digital Portfolio Check	Discuss Softskills	Check Grades & Khan Academy	Discuss Credentialing	Community Service & Job Shadowing	Parent Contact Dates
	9/28/17	Underwater Basketweaving	Bagpipng	Checked Skyward		Preparation			Student is going to ask his Boy Scout troop leader for the number of the bagpiper who came to the last meeting.	
Mentee is struggling in science. Talk with science teacher.	10/4/17			Changed a class		Follow-Through	A in English 22% done in Khan			emailed parent on 10/4/17; responded on 10/5/17
	10/12/17			registered winter	Bio is done but not metacognitive journals 3 - 5.	Responsibility		Student has been credentialled in English only.		

Course Mapping

Part of mentoring time is allocated for scheduling college and/or GLBEC classes. Individual interests do contribute to class choices each semester; however, GLBEC students are required to fulfill the GLBEC graduation requirements throughout their learning experience at GLBEC. For example, students must have four credits of English and Math by the time they complete the program. In general, student will take at least one high school course per semester.

In order to pace out the required classes each student needs when they join GLBEC, the Course mapping document is planned during every student’s first semester with their mentor. When classes are scheduled for every following semester, the course map is adjusted in order to accommodate changes in the pacing plan.

In addition to mapping the required high school courses, the mentor and student may spend time each semester mapping out any [general education](#) or program requirements for a Delta College technical certificate, a Delta College associate degree, or toward a bachelor degree.

Typical Course Mapping for First Semester

Course Mapping Example			
A	B	C	D
Grade	Fall Classes	Winter Classes	
	GLBEC Science	GLBEC Math	
	GLBEC English/History	VPA or WL	
			The tan indicates what is required for the program and not completed according to Skyward. The classes are then mapped out for every semester, but they may be moved around as the needs arise.
	GLBEC Math		
10th Grade	GLBEC College Readiness		
11th Grade-2016	Fall Classes	Winter Classes	
	GLBEC Math	GLBEC Math	
	English 111	Communications 105B	
		Chemistry/Physics with Lab	
12th Grade-2017	Fall Classes	Winter Classes	
	College Math	World History Early	
	Economics	Program class choice	
	Program class choice		
(+1) Year	Fall Classes	Winter Classes	
	PS 123	Math experience	

College Readiness Course

In addition to individualized mentor meetings, mentors will teach a [College Readiness](#) class the first semester with all their incoming mentees. The course is designed to increase college and career success by emphasizing soft skills like responsibility, follow-through, attendance, and ownership. The College Readiness curriculum is composed of sixteen weeks of instruction, including [soft skills](#), career exploration assessments, the creation of a digital portfolio, and accountable talks. Successful completion of this course will be demonstrated by being credentialed for college and career courses, by completing the assigned digital portfolio, and by attending regular mentor meetings. Pass/Fail grades will be given.

Students who did not achieve proficiency first semester in the College Readiness class will continue a second semester.

PROTOCOLS

College Course Registration

GLBEC students who have been credentialed to enroll in college courses will work with their mentor to plan their semester schedules. At both Delta College and SVSU, students will self-register for Fall and Winter semesters of the following academic year in the spring. Registering within the deadlines each term will offer students more variety in course scheduling. Any course changes must be approved by the student's mentor.

The decision to enroll/register a student at SVSU or Delta College will be made after input from the student and deliberations over the student's grades, college readiness, and Educational Development Plan.

In general, college courses are scheduled during the daytime. Evening classes may only be scheduled for those students who have demonstrated their academic and soft skills in GLBEC courses and one semester of college courses with approval of the mentor, director, and parents.

Online High School Courses

GLBEC uses BYU Independent Study as an online high school course provider when there are extenuating circumstances that prevent a student from attending Delta or SVSU classes. All BYU courses are approved via the [Michigan Merit Curriculum](#). Course catalogs can be reviewed at the main office, each mentor's office, or [online](#). Enrollment in a BYU course must be agreed upon by the student, mentor, and director. Courses are to be completed in one semester; failure to complete the course in a timely manner will result in a failing grade for the semester. When the course assignments are completed, mentors will have the office order the BYU course exam.

Parent Contact Expectations

Mentors are expected to stay in communication with parents in an effort to remain transparent partners in the education and growth of their student. Communication can vary in form, i.e., emails, phone calls, scheduled meetings, or progress reports.

Mentors are expected to communicate with parents:

- At least once a month if a student is on track.
- Every other week if a student is struggling.
- Once a semester concerning the plans for the upcoming semester.
- In a timely manner in response to inquiries.

Mentor/Mentee Conflict Resolution

Within the mentor-mentee relationship, conflicts may occur. Learning how to resolve conflict effectively is vital for students to achieve personal and professional growth; therefore, GLBEC has established the following conflict-resolution protocol.

If conflicts occur, mentees should aim to resolve it by following and documenting these steps:

- Schedule a face-to-face meeting with the mentor where they:
 - **Describe** the conflict and openly discuss concerns.
 - **Discuss** specific ways to resolve the issue.
 - **Agree** upon solutions and a timeline to resolve the issue.
- Send a follow-up email to mentor and carbon copy (Cc) the director.

If conflicts continue, mentees should schedule a meeting with their mentor and the director to discuss the outcomes since the first meeting. The group will discuss any additional steps still needed to resolve the conflict. Resolving the conflict is always the desired outcome; according to [Lindt & Blair \(2017\)](#), “Mentors should remain predictable and sustainable in their involvement in the process, as ups and downs or early termination of the relationship may have negative consequences for the mentee and may mimic the unpredictable nature some mentees experience in their home lives” (p. 35). Every effort will be made to maintain the mentor-mentee relationship; however, if a change in mentor is determined to be the best solution, the director and mentors will meet to determine the best fit for the mentee. Under no circumstances will mentees choose their mentor as many factors are taken into consideration.

SUPPORT SERVICES

Occasionally, mentors need help outside their expertise.

- [Children’s Protective Service](#)
 - [Reporting Process](#)
 - [Mandatory Reporter](#)
- Special Education Services and Disability Services
 - [Disability Services](#) at SVSU
 - [Disability Resources](#) at Delta College
- The [Student Counseling Center](#) at SVSU
- [Counseling Services](#), [Academic Advising Services](#), and [Services & Support](#) at Delta College
- [University Health Center](#) (UHC) at SVSU

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