

College Mentors for Kids: Twenty Years of Lessons Learned

College Mentors for Kids' mission is to connect college students with the most to give to kids who need it most.

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Introduction to Our History, Mission and Vision





Chapter 1: The Foundation

In 1995, Indiana University students Heidi Schmidt and Kristin Huang were united by a common goal: to improve children's lives by encouraging education. Heidi and Kristin created a program model that matched the needs of first- through fourth-grade students with the talents and resources of college undergraduates like themselves.

Chapter 2: Early Growth

After a year of planning, College Mentors for Kids opened its doors as an official nonprofit organization in 1996. Pilot programs at Indiana University and Butler University paired mentors with 30 kids in the fall of 1996. The following summer, College Mentors for Kids opened a headquarters office and established four new chapters. Over the next decade, College Mentors established chapters throughout Indiana and the Midwest.

Chapter 3: Today

Today, College Mentors has 31 chapters at colleges and universities across Indiana, Illinois, Kentucky, New York, Ohio, Maryland, Missouri, and Virginia. With roughly 2,300 college student volunteers, we're able to mentor over 2,000 kids. Our growth has been possible thanks to the unwavering support of dedicated staff members, board of directors, partners, our student volunteers, alumni and donors.



Unique Characteristics

What we do Different from other Mentoring Programs

Connecting kids to a better future through 1:1 mentoring relationships

Student led chapters

Experiential curriculum

College campus-based

Providing direct opportunities for college students to lead and serve at-risk children

College Mentors Today

We are on 32 college campuses in Arizona, Kentucky, Indiana, Illinois, Maryland, Missouri, New York, Ohio and Virginia.

We serve 1,500 kids.



**U OF EVANSVILLE
COLLEGE
MENTORS
FOR KIDS**



**U OF CINCINNATI
COLLEGE
MENTORS
FOR KIDS**



**PURDUE CALUMET
COLLEGE
MENTORS
FOR KIDS**



**ILLINOIS STATE
COLLEGE
MENTORS
FOR KIDS**



**GRACE
COLLEGE
MENTORS
FOR KIDS**



**DEPAUW
COLLEGE
MENTORS
FOR KIDS**



**BALL STATE
COLLEGE
MENTORS
FOR KIDS**



**BUTLER
COLLEGE
MENTORS
FOR KIDS**



**PURDUE
COLLEGE
MENTORS
FOR KIDS**



**HANOVER
COLLEGE
MENTORS
FOR KIDS**



**INDIANA
COLLEGE
MENTORS
FOR KIDS**



**IUPUI
COLLEGE
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FOR KIDS**



**MARIAN
COLLEGE
MENTORS
FOR KIDS**



**OHIO STATE
COLLEGE
MENTORS
FOR KIDS**



**NOTRE DAME
COLLEGE
MENTORS
FOR KIDS**



**U OF DAYTON
COLLEGE
MENTORS
FOR KIDS**



**VALPARAISO
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FOR KIDS**



**U OF S. INDIANA
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FOR KIDS**



**ANDERSON
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FOR KIDS**



**UINDY
COLLEGE
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FOR KIDS**



**ILLINOIS
COLLEGE
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FOR KIDS**



**WABASH
COLLEGE
MENTORS
FOR KIDS**



**FRANKLIN
COLLEGE
MENTORS
FOR KIDS**

The Importance of Culture Our Organizational Culture and Values

- The power of mentoring
- A devotion to mission, one another, and community
- Belief in the human potential to achieve beyond current circumstances
- The exponential impact of the collective
- Fiscal responsibility
- ‘Awesomeness’ in every effort and interaction



The Importance of Strong Board Culture:



Energetic

Engaged

Noses In, Hands Out

Vocal Advocates

Outcome-Focused

Diverse Leadership Styles

Strategic

Thoughtful

Accountable

Constructively Challenge

Values-Driven

National

How Do We Define Future Success

for our kids?

Maintain positive relationships

Are law-abiding

We define long-term success when participants develop self-confidence and self-worth and learn to make wise and healthy choices, and thus achieve any or all of the following:

Graduate from high school and/or college

Are clearly on track toward financial independence



The Importance of Assessment: How do we Measure Short-Term Success?



Historically, we've performed 360° end of year surveys on children, their mentors, parents and teachers and have reported strong data.

To enhance our evaluation efforts, we now implement *pre- and post-* assessments for a sample group of participants to foster a better understanding of where our participants begin and the impact of our program.

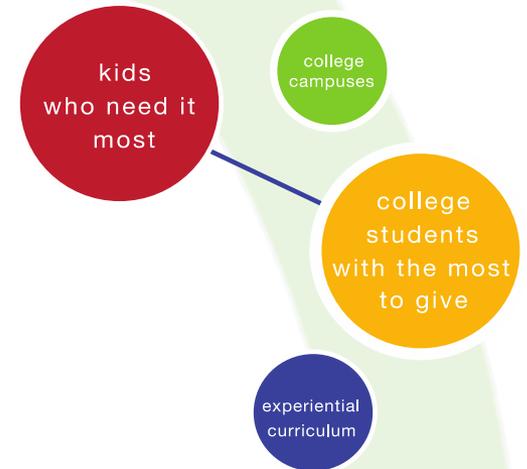
In addition, we will start collecting specific behavior data for our 6th grade participants which will allow us to align with a study conducted in Philadelphia to show how short-term outcomes lead to long term
success

**Center on
Education and
Lifelong
Learning out of
IU are our 3rd
party evaluators**



Evaluation Results

- **66%** of teachers surveyed reported that children participating in College Mentors for Kids had **improved literacy skills**
- **77%** of kids reported **trying harder in school**
- **74%** of teachers surveyed reported that kids had **increased self-esteem**
- **76%** of parent surveyed reported their child's **interest in school increased**
- **66%** of parents agreed their child's **behavior at school has improved**
- **Over 90%** of parents and mentors agreed their child **learned about college**
- **92%** of chapter leaders learned **valuable leadership skills**
- **98%** of college students reported the learned about **being a role model**



Our Lasting Impact



Through weekly after-school activities focused on higher education and career, culture and diversity, and community service, mentors help their "little buddies" understand the importance of education, show them the benefits to cultural understanding, and teach them ways to give back to their community.

SMARI Longitudinal Impact Data

- 80% of Little Buddies Graduated from High School
- 76% Pursued Post-Secondary Education
- 96% Avoided Crimminal Justice System
- 66% Participating in Community Service
- 96% Would Indicated a Lasting Impact



Our Five Keys to Long-Term Success

- A distinctive program
- A focus on short-term and long-term assessment and outcomes from the beginning
- Strong organizational culture
- Engaged, entrepreneurial board culture
- Balanced funding support