

**Using Electronic Mentoring
Programs to Improve Transition to
College Outcomes**

Presented by:
Jennifer Earley, Project Coordinator
Bianca McArrell, Research Associate

The Ohio State University Nisonger Center

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**Student Comments on
E-Mentoring Curriculum**

- “Before E-Mentoring, I had no idea what I wanted to do in the future, I was interested in so many different things. It helped me decide what careers best suited my skills.”

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**Realities for Youth with Disabilities
NLTS2 and OLTS**

The National Longitudinal Transition Study 2 and Ohio Longitudinal Transition Study show:

- A large gap between what youth with disabilities say they want and what they actually experience after high school remains.

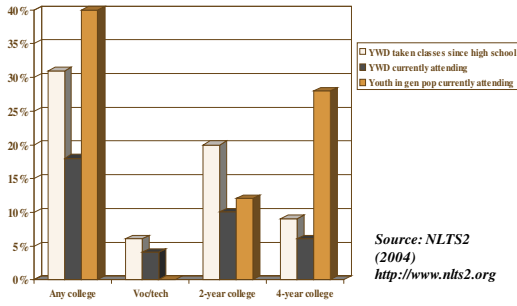
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Work and Education Outcomes Anticipated by Students with Disabilities (N = 742)

- Full-time work (52.4%)
- Part-time work (30.1%)
- Two-year college (30.7%)
- Four-year college (25.9%)
- Technical school (15.3%)
- Military (6.0%)
- Vocational rehabilitation services (15%)
- Other training (7.9%)

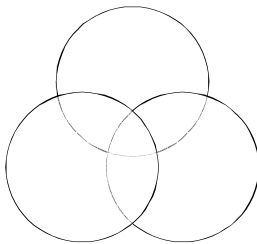
NLTS2 data indicates 53% for employment; 47% for college
Source: *The Ohio Longitudinal Transition Study: A Preliminary Analysis (2004)*

Postsecondary School Attendance (N = 12,000)



Electronic Mentoring

Mentoring & Guide



E-mentoring Curriculum

SmartDrive

E-Mentoring Program

- Helps students build a self-directed Postsecondary Transition Plan.
- Match students' interests, abilities, personality traits and learning styles to career goals.

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Transition Curricula

- Aligned with IEP to develop and support postsecondary goals and planning.
- Incorporates UDL Supports for all learners.
- Uses the open source, fully accessible course management system, ATutor.
- Aligned with National and Ohio Academic and Transition Assessment Standards.
- Allow students to become more engaged and invested in their learning by using material that is relevant to their lives.

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What is Electronic Mentoring?

Referred to as "E-Mentoring":

- Uses technology to connect mentors and mentees via e-mail through the Internet.
- SmartDrive Assistive Technology
- Allows mentors and mentees to communicate weekly through two methods:
 - Group listserv
 - One-to-one e-mail

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Group Listserv

- All participants communicate through the e-mail listserv.
- Students post and receive messages on the listserv.
- Peer mentoring results.
- Mentors, mentees, site-coordinator, teachers see all the messages posted.

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One-to-One E-mail

- Individual matched mentor/mentee pairs communicate using a secure e-mail system.
- Weekly communication occurs.
- Individual relationships are built.

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Which Method of E-Mentoring?

- Method is dependent on:
 - Technology at program site.
 - Administration infrastructure.
- In both forms:
 - Weekly contact occurs.
 - Quarterly face-to-face social opportunities offered.
 - Online course discussions and feedback.
 - Project Coordinator/teacher monitor communications for security.

E-Mentoring Curriculum Adjustments

The E-Mentoring Curriculum was redesigned from the EnvisionIT curriculum by:

- Supporting students through the transition process with a mentor.

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E-Mentoring Curriculum Adjustments

- Embedding mentor prompts into curriculum.
- Written at 4th grade reading level (EnvisionIT is at 6th grade reading level).

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Sample E-Mentoring Objectives

Information Technology Objectives

1. Learn rules for communicating online known as “netiquette.”
2. How to search the Internet effectively.
3. Practice using different software.

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**Sample E-Mentoring Objectives
continued**

Career Development Objectives

1. Identify your personality traits through online assessments.
2. Identify and compare career choices that best match your learning style.
3. Interview a professional in the career field of your choice.

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Transition Portfolio

Students in the E-Mentoring Curriculum create a self-directed Transition Portfolio that includes:

- PowerPoint Presentation
- Postsecondary goals in education, career, and living outlined.
- Job/College Comparisons
- Resume

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Transition Portfolio

- Cover Letter
- Career Narrative
- Job or College Application
- Interview with a Professional
- Job or College Checklist
- Bookmarks of websites visited in career search

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Pilot Sites

- Ohio State School for the Blind (OSSB).
- Southwestern Career Academy (SWCA).
- Columbus City Schools Hearing Impaired Program (CHIP).

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E-Mentoring & Reading Ability

- AIMSweb administered pre/post test at SWCA and CHIP
- Students placed in 1 of 3 categories:
 - Benchmark: Reading independently at 8th grade level.
 - Strategic: Instructional reading level 6th grade
 - Intensive: Reading below 6th grade

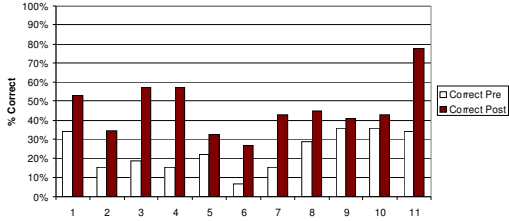
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E-Mentoring & Reading Ability

- 5 students were categorized as strategic pretest.
- 6 students were categorized as intensive pretest.
- All students participated in E-Mentoring curriculum and used the SmartDrive applications such as CLiCk,Speak, LetMeType, or Nextalk.

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Pre-Post Reading Results of Students with HI or LD using AIMSWeb Assessment



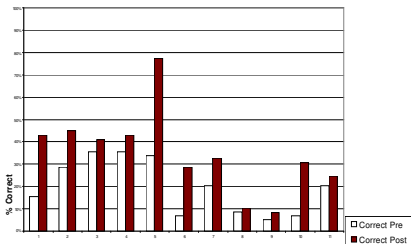
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Reading Ability Results

- Six 9th graders from CHIP,
- Five 12th graders from SWCA
- 8 of the 11 students moved at least 1 classification posttest.
- 3 of the 11 students moved from intensive to benchmark.
- The range of improvement was 5% to 44%.

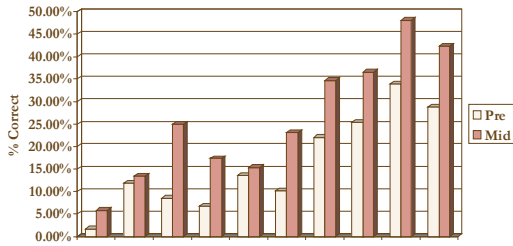
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Pre-Post Reading Result of students with LD using AIMSWeb Assessment

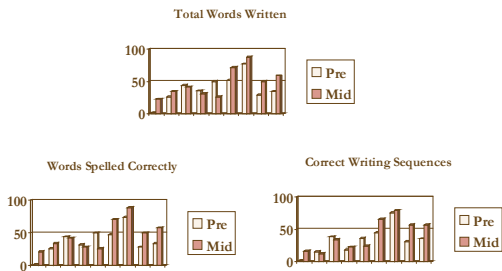


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E-Mentoring AIMSweb Reading



E-Mentoring AIMSweb Writing



Student Comments on E-Mentoring Curriculum

- “E-Mentoring allows me to have some flexibility to change my mind in the future.”
- “Before I wasn’t searching the Internet in the right way, but E-Mentoring taught me how to search differently.”

Student Comments about E-Mentoring:

- “We taught each other things.”
- “It is helpful to be encouraged.”
- “My mentor gives me helpful feedback on my coursework.”

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More quotes:

- “The mentor role is rewarding.”
- “Teachers are reporting gains in student progress in school and other areas.”

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For More Information:

Jennifer Earley
 Program Coordinator
 The Ohio State University
 Nisonger Center
 Jennifer.earley@osumc.edu
<http://nisonger.osu.edu/transition/ementoring.htm>

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