



# Developing a Mentoring Program for English Learner (EL) Students

## From High School and Beyond

Shellye Rodriguez-Davis, MSN, RN



### Background

- Population who speaks another language other than English more than doubled from 31.8 million to over 65 million
- Growing population of racially and ethnically diverse students
- 67% of English Learners (EL) earn a high school diploma
- EL students are more likely to attend 2-year college
- Spanish is the most common followed by Arabic and Chinese
- 93.1% of EL receive services in elementary, middle, and high school

### Supporting Diverse Students

- Challenges
  - College readiness
  - Financial concerns
  - Racial inequality
  - Lack of self-esteem
  - No family support
- Success
  - Participation in high school and college readiness programs
  - Personal attributes
  - Family support

### Purpose

Develop a mentoring program in the high school setting that will extend into college and translate to college and/or career success.

### Theoretical Framework

Why is mentoring important?

- Provide strong role models
- Helps students mature emotionally and mentally
- Assists with career development

Utilized the concepts derived from *Entering Mentoring and Entering Research*:

- Maintaining Effective Communication
- Aligning Expectations
- Assessing Understanding
- Addressing Equity and Inclusion
- Fostering Independence
- Promoting Professional Development
- Ethics

### References

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### Implications

- Encourages various perspectives allowing students to learn from one another – less “group-think”
- Challenges thinking – stimulates “active thinking”
- Promotes real-world experience as students collaborate with students from diverse backgrounds – commitment to the public good
- Fosters creativity and personal growth
- Reinforces the importance of mutual respect, collaboration, and communication

### Next Steps

- Collaborate with the ESL Coordinator of the local school district
- Use the first meeting to get to know the students, build rapport, and determine their needs and interests
- Create a schedule for on-campus visits – be intentional
  - Schedule visits from former students, college admissions and financial aid office, and 21<sup>st</sup> Century Scholars Director
- Invite different professions to speak to the students – plan a hands-on activity to engage students
- Remain visible





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### **Biography**

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**Shellye Rodriguez-Davis is an Instructor of Nursing at the College of Nursing and Health Professions, University of Southern Indiana, located in Evansville, Indiana. She obtained her BSN and MSN in Nursing Leadership from USI.**

**Ms. Rodriguez-Davis brings almost 20 years of clinical experience from a variety of specialties in nursing including medical/surgical, trauma and neuro-medical ICU. Her leadership career began as a charge nurse and has carried over into a House Nurse Supervisor. She teaches across programs (BSN and RN-BSN). She currently works with students in their junior courses teaching them critical thinking and assessment and basic nursing skills. She also teaches senior students in leadership. Her publication topics include student resiliency and therapeutic communication.**

### **Contact Information**

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Shellye Rodriguez-Davis, MSN, RN  
Instructor of Nursing  
USI  
sdavis15@usi.edu