ALL TOGETHER NOW

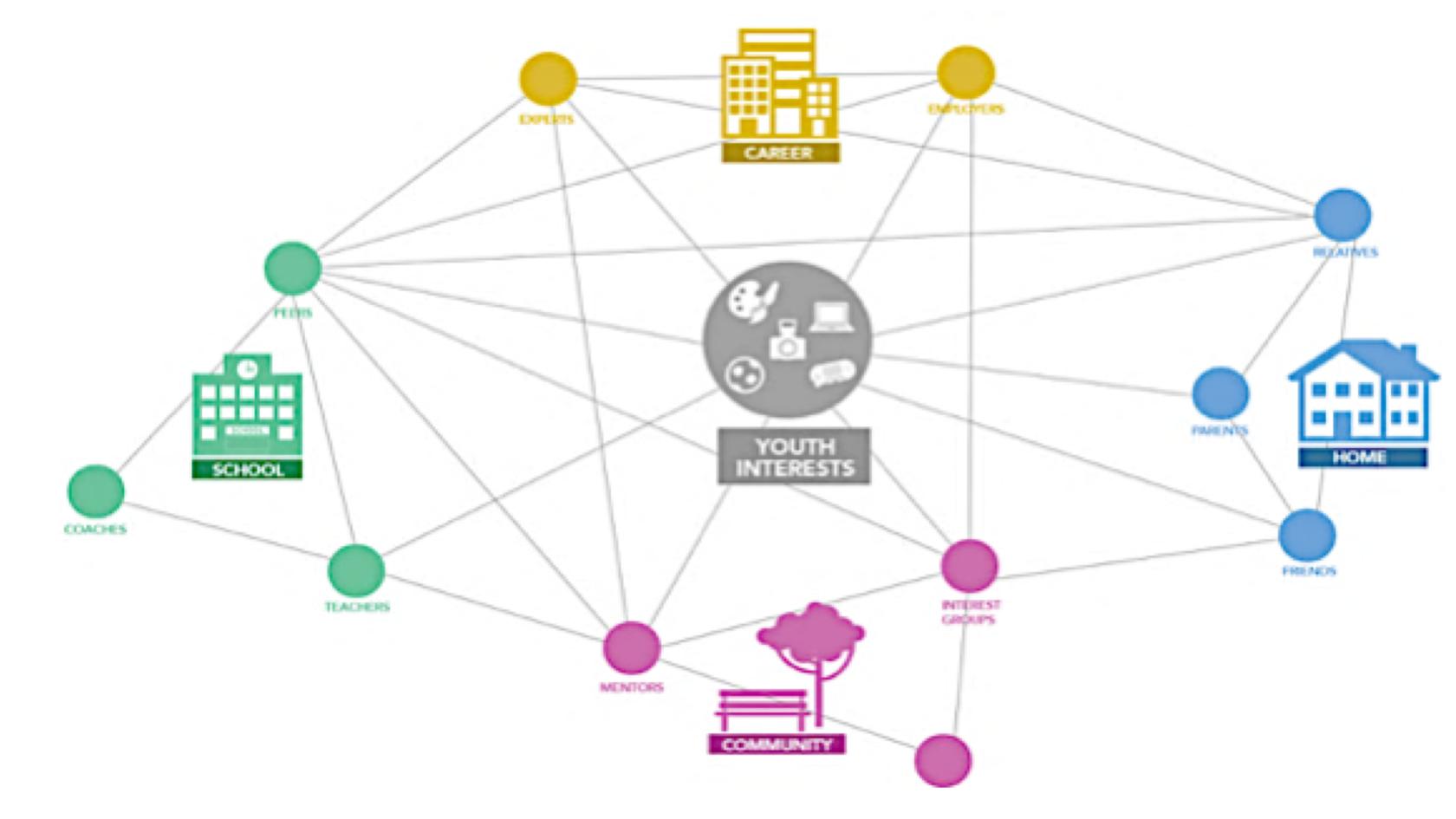
The Role of Mentorship in Persistence in Informal STEM Programs

RESEARCH QUESTIONS

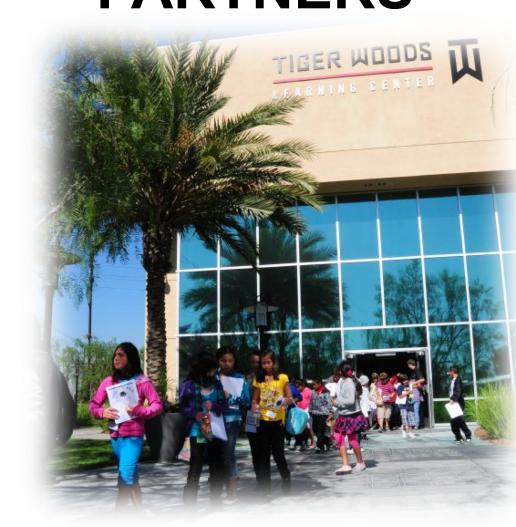
What forms of social capital are tied to persistence in and connecting across informal STEM programs for youth from underrepresented groups?

What program features--specifically sponsorship, mentorship, and brokering--grow these social supports for persistence in and connecting across informal STEM programs for underserved youth?

MEDIATING SOCIAL CAPITAL PROGRAM FEATURES OUTCOMES SPONSORSHIP OF INTERESTS: (1) BONDING AND AFFINITY: Family, Culturally relevant activities, (2) Authentic peers and mentors who students (1) roles and responsibilities in interest areas, trust, (2) socialize with STEM INTEREST: (1) expressed (3) Shared purpose, (4) Logistical facilitation interest, (2) future orientation to of participation interests ACADEMICALLY SUPPORTIVE RELATIONSHIPS: Family, peers, and mentors who provide (1) academic AFFINITY-BASED MENTORSHIP: (1) advice, (2) STEM relevant advice, (3) Shared cultural identity, (2) Expertise in brokering to academic opportunity, (4) interest area, (3) Social capital in interest STEM PERSISTENCE brokering to STEM related opportunity area, (4) Positive-youth development In program, outside of program, and oriented, (5) Peer and near-peer mentorship future orientation: engagement in activities, (2) connection to peers/mentors, (3) ACADEMICALLY SUPPORTIVE BROKERING: (1) Relationships with other connection to organizations GROUPS/ORGS: Organizations and programs (2) Engagement with affinity groups that provide (1) activities/experts outside of the program (3) academic advice, (2) STEM relevant Referrals and recommendations (4) Alumni advice, (3) brokering to academic network (5) Support for future plans, opportunity, (4) brokering to STEM opportunities (6) Sharing and recognition of work outside of program related opportunity



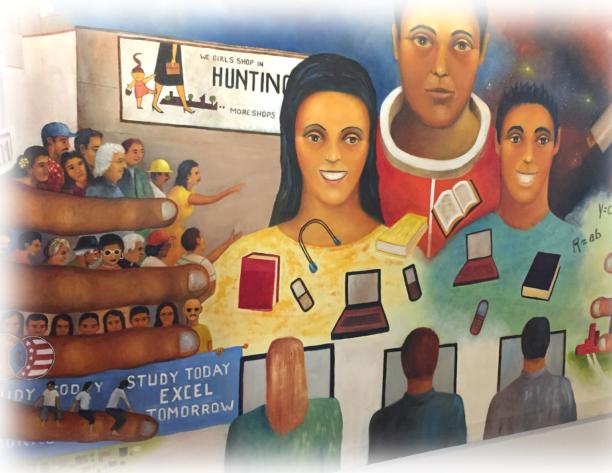
PARTNERS







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ListoAmerica Computer Clubhouse

DATA COLLECTION

- 3 rounds of interviews with 200 Students
- Program observations
- Educator interviews.



TEAM

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