

Grant Final Report Form

Principal Investigators (PIs) are required to submit final reports within **60 days** of their EIA grant end date. A delinquent report may jeopardize or delay future Network funding. The information you provide helps us improve and justify the continuation of this grant program. The Network may also contact PIs for longer-term impact reporting and may request permission to use elements of these reports in Network activities (Conference sessions, Academy sessions, etc.) and communication both within the CSU system and to external stake-holders.

Summary Grant Information	
Grant Title:	Full Circle Peer to Peer Mentorship Program
PI Name:	Celia Mejia
PI Campus:	CSU-Long Beach
Grant Start Date (month/YYYY):	June 2022
Grant End Date (month/YYYY):	December 2023
Final Report Submission Date:	February 29, 2024

Major Outcomes

1. Summarize your project's outcomes against the original goals proposed for advancing equitable student learning, engagement, progression, and completion.

The proposed goal targeted advancing equitable student learning, engagement, progression, and completion of pregnant and parenting students at California State University, Long Beach. The Equity in Action grant funding allowed the Women's and Gender Equity Center (WGEC) the opportunity to create a Full Circle Student Parent Peer Mentoring Program. By participating in the program, mentees will establish a sense of belonging and community, gain insight into campus resources, learn strategies and tools for navigating the system, and personal and academic development. The program outcome will eliminate the feeling of isolation, increase the retention and persistence rates, and develop the confidence to be an example for future student-parent scholars, full-circle experience.

Two Student Assistants worked on the project with the guidance of the supervisor of the project. The team conducted best and current practice research to conduct four focus groups. These focus groups were conducted in-person and through zoom to allow comfort for participants to share their background and story of being a student parent. Once completed the focus group recordings were transcribed by the team.

The outcomes of the project did confirm the need for a Peer Mentoring Program. All student parent participants shared that they were lost in their first semester on campus. They felt the resources were not easily accessible or shared in the orientation program or online. The Peer Mentor program would then establish a connection with incoming student parents to provide the resources available to them. Although there was an agreement there is a need for this program, there were some barriers. The barriers included the limited amount of time student parents must meet or get involved as their priority becomes their family and school. The solution to have student parents participate in peer mentor program would be to then find funding to pay the student parent that would be peer mentors for incoming student parents.

2. Comment on additional outcomes not directly associated with the project (e.g., partnerships formed, additional funding support gained).

Pregnant and Parenting Students Initiative Group is a dedicated team comprised of university staff, faculty members, student representatives, and community partners committed to ensuring the availability and accessibility of resources to support student parents within our institution. This group was diminished with the start of COVID. During the project it was brought up by faculty that were previously part of the group. This group is to become active this March 2024. The goal of this group is to create an inclusive and supportive environment where student parents can thrive academically, professionally, and personally. The people part of this group are able to support or provide resources to this student population. This group would then get updates of changes or additional resources available to them.

3. Specify any unanticipated project developments (i.e., unanticipated barriers or unexpected wins)

Student parents face unique challenges when pursuing higher education. There was one area of focus that was of concern before looking into this Full Circle Student Parent Peer Mentoring Program. This was of time management. From conducting the focus groups an anticipated barrier became more prevalent. Student parents are already juggling academic responsibilities with childcare, work commitments and possibly many more things. Student Parents have limited time to devote to making sure their academics are on track adding this mentoring program for them was of interest but the primary concern is that they would not have the time to be mentors to others.

4. If applicable, comment on any longer-term outcomes you anticipate from your Equity in Action Grant-funded project. Also please estimate anticipated achievement dates (month and year).

The long-term outcomes of the Full Circle Student Parent Peer Mentoring Program would be improved academic achievement. This program is tailored to the unique needs of student parents. Offering the resources upfront and guidance on where to go to receive them. All campuses are large in scale, this program would help them get connected much faster. Which this connection we would see increased persistence and graduation rates. This program would connect them to mentors who understand and were in their shoes providing encouragement and support.

Assessment and Communication

5. Describe efforts to communicate and disseminate project outcomes within your campus.

The efforts to communicate and disseminate project outcomes have been directly to administration. Support was provided to bring back the Pregnant and Parenting Students Initiative Group with a new lens. There are multiple resources for student parents and bringing them together and learning about one another will help get student parents connected much faster along with discussing any current challenges.

6. Provide a summary of your assessment activities and results, where available.

The assessment activities began with the hiring of two student assistance specifically tasked with this project. When the two students' assistants were hired, they were provided with training on how to conduct surveys, create focus groups, and understanding a mentorship program. From here the team conducted research on student parents and conducted a landscape analysis to review other peer to peer mentorship programs.

Results from the focus groups had common themes:

- All student parents in focus groups agreed the Full Circle Student Parent Peer Mentoring Program would be beneficial.
- Student parents in focus groups agreed that as mentees they would not have time to meet with their peer mentor if this became a requirement to participate.
- Student parents in focus groups agreed that connecting with other student parents going through similar challenges would be beneficial.
- Student parents in focus groups agreed that program would build their confidence as a student and sense of belonging on campus.
- Student parents in focus groups do not have time to participate as a peer mentor due to other responsibilities that come first as a priority.

Lessons Learned

7. As you reflect on the strategies and activities implemented during this grant, which were successful?

Focus groups were the most successful. This allowed us to get feedback on a more personal level for this student population. This allowed student parents to feel comfortable and be willing to share and be more open with their experiences.

8. By comparison, what strategies and activities did you find were unsuccessful?

Receiving information to communicate with student parents was a hard task. There is not enough data collected on student parents. This allowed for the increase of community building aspect for this student population and the need for data.

9. Given your experience with the Equity in Action Grant Program, what changes would you recommend to better support you toward your goals?

I would recommend more meetings spread out with other grant awardee projects. This allowed the opportunity to discuss with others their goals, successes, and barriers of their project. It was nice to receive and provide feedback on to others during these calls. This could potentially look like a cohort experience to touch base with each other.

10. What can the CSU Student Success Network do to help your campus in its efforts to identify, understand, and disrupt inequities in our system?

The CSU Student Success Network providing funds for these types of projects is a great start. Most often depending on the campus funding is limited. With the opportunity to conduct a project with funding and the focus of the funding being one specific project allows for room to target that area that needs attention.