



What do Mentors do?

- Empower
- Boost Confidence
- Ask Questions
- Provide Guidance
- Encourage
- Challenge
- Motivate
- Inspire

Project Arrive Group Mentoring

Interested in bringing
Group Mentoring
to your high school?

CONTACT:

Wesley West, TSA

westw@sfusd.edu

Phone 415.242.2615 ext. 3083

Mentoring For Success

Project Arrive

School Health Programs (SFCSD)

1515 Quintara Street

San Francisco, CA 94116

Fax [415.242.2618](tel:415.242.2618)

Check out our website!

<http://sites.gsu.edu/project-arrive/>

Project Arrive Group Mentoring

What is Mentoring?

Mentoring is a structured, consistent and purposeful relationship between a young person and a caring adult who provides acceptance, support, encouragement, guidance, and concrete assistance to promote health child/youth development and student success.

Vision 2025 Alignment

- ✓ Build interpersonal skills and the ability to positively influence and collaborate with others
- ✓ Support freedom, confidence, and ability to express their unique selves
- ✓ Provide knowledge, skills, and experience to navigate the "real world" and solve problems that arise in everyday life
- ✓ Participate in engaging experiences to nurture students' identities

Check out our website!

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What Mentees Are Saying...

"[Group] is a chill place
to be...if I'm having a bad
day stress goes away
after I come here."



"It made my 9th grade year better than I
expected."



"I feel like I can be
myself." -9th grade
mentoring student

WHAT DO WE TALK ABOUT IN MENTORING GROUPS?



Surviving HS: Keeping Up With My Grades and Classes

Friends: Making Friends, Losing Friends, and Dealing with Friend Drama

Goals, Hopes, and Dreams: Life after HS

Healthy Relationships: In and Out of School

High School Group Mentoring

Program Expectations

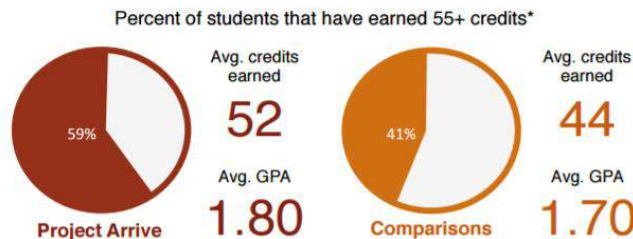
- ✓ 9th Grade EWI Students and Referrals
- ✓ Weekly Group Meetings
- ✓ Parent/Staff Support
- ✓ School/Community Trained Mentors

The Research Says...

Most Project Arrive students (52-63%) reported increases in their **internal assets**. Fewer comparison students reported increases (38-57%).

Project Arrive students were **twice as likely** as comparisons to show increases in problem solving, self-awareness, and hope for the future.

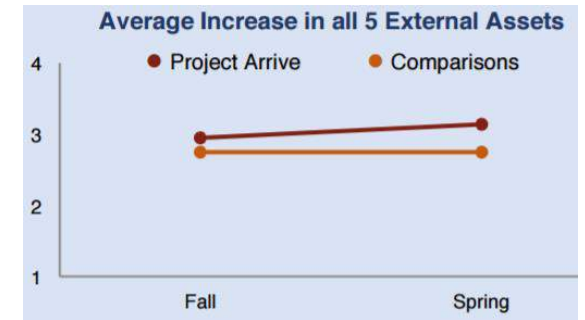
Although the average GPA for both groups was below 2.0, **Project Arrive students earned higher grades and more credits than comparisons.**



*In order to be on track to graduate, students need to have earned at least 55 credits by the end of 9th grade.

What are Internal Assets?

- Self-Efficacy**
Feeling capable of completing tasks
- Empathy**
Caring about other people's well-being
- Problem Solving**
Able to find solutions to problems
- Self-Awareness**
Understanding one's thoughts, feelings, & behaviors
- Scholastic Competence**
Feeling capable of academic work
- Hope for the Future**
Feeling capable of finding ways to achieve goals



What are External Assets?

- School Belonging**
Teachers care, listen, and notice when students are absent
- School Support**
School provides a caring & encouraging environment
- School Meaningful Participation**
Student has an interest and impact in school activities
- Peer Relationships**
Friends care and provide help during hard times
- Prosocial Peers**
Friends make healthy choices and do well in school

Most Project Arrive students (45-62%) reported increases in their **external assets**. Fewer comparison students reported increases (31-50%).

Project Arrive students were **twice as likely as comparisons** to show increases in School Belonging, School Support, School Meaningful Participation, and Prosocial Peers.

Project Arrive participants were nearly **3-4 times as likely to be on track toward graduation** than comparisons by the end of 9th grade.