

Grand Area Mentoring / 435-260-9646

The Impact of Care

School-Based Mentoring Study Results



The variety of human beings and their experiences is stunning. All around us are people tall and short, thick and thin, outgoing and shy, studious and idle, optimistic and pessimistic. You demonstrate that there are also people who are willing to give their time to make one child's life more meaningful, to create a better school experience for a student that might struggle in rigid academic settings. Your participation in mentoring shows that humanity's future has promise as you invest in our children.

Please take a few moments to review the results of a new study of school-based mentoring. These excerpts are taken directly from the executive summary and are promising in their significance.

Read this and recognize that you are making a real difference with every hour, every week, every month of your investment. Thank you.



Catherine & Connor

OUTCOMES:

Teachers reported that, relative to their non-mentored peers, [mentored students] showed improvements in the following outcomes:

- Overall academic performance, as well as in the specific subjects of
 - Science, and
 - Written and oral language;
- Quality of class work;
- Number of assignments turned in (homework and in-class assignments); and
- Serious school infractions (including principal's office visits, fighting and suspensions).

They also improved in the following youth-reported outcomes:

- Scholastic efficacy (feeling more competent academically); and
- Skipping school—which teachers confirmed by reporting that fewer [students] had an unexcused absence in the four weeks prior to our survey.

Longer matches and closer relationships are associated with stronger impacts. Exploratory analyses revealed positive associations between match length and outcomes at the end of the first school year, suggesting that longer matches may contribute to stronger impacts.

Matches that communicated over the summer were more likely to carry over into the following school year and lasted significantly longer after the end of the summer than those that did not communicate. They also had stronger relationships in the second year of the study, regardless of the quality of their match in the previous spring.

Source: Making a Difference in Schools: the big brothers big sisters school-based mentoring impact study, A Publication of Public/Private Ventures, 2007.

November Gallery:



Emma & Wendy



Sarah & Savannah

Mali & Marcia at "The Other Half" aid station on October 21.



