



MENTORING for SUCCESS

The goal of Mentoring For Success is to provide a proven strategy within the school environment to enhance student success. Coordinated by SFUSD's Student Support Services Department the program supports three goals aligned with the district's strategic plan:

- Increase student attendance
- Increase student achievement
- Increase pro-social student behaviors

MENTORING FOR SUCCESS

415-242-2615

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Mentoring For Success Impact

Improved success in school

- 40% of students improved their academic performance
- 86% said that their mentor helps them do better in school

"I am doing better in school because of my mentor."

Improved Attendance

- 48% of students decreased their number of unexcused absences

"It feels safe, and it is nice to have someone to have fun with."

Caring Relationships

- 77% of matches were sustained for a full 12 months
- 85% expressed that they like to meet with their mentor

"They are dependable and can help you with school work."



Research Base*

Mentoring For Success is a research based program built on the well-known successes of The National Mentoring Center and Big Brothers Big Sisters.

School-based mentoring programs...

- Reduce school absences
- Improve overall academic performance
- Increase college participation
- Improve attitudes and behavior in relation to school
- Reduce drug and alcohol use (especially among minority youth)
- Reduce likelihood of hitting others
- Reduce likelihood of committing misdemeanors or felonies
- Enhance positive attitude toward elders and toward helping
- Improve parental relationships and support from peers

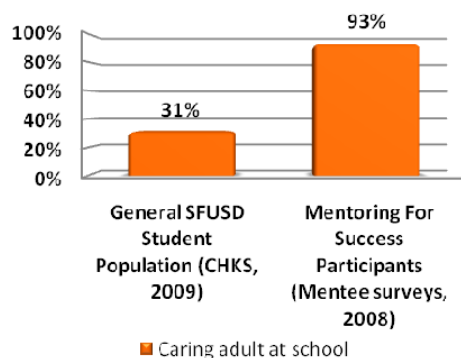


The Need

In 2009 less than one third of San Francisco secondary school students scored high on supportive school environmental factors such as caring adult relationships and opportunities for meaningful participation.

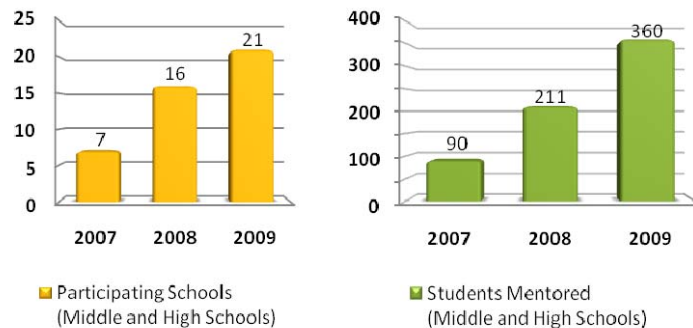
Additionally:

- 7.7% of San Francisco Unified School District's (SFUSD) students are chronically or habitually truant
- at 21%, San Francisco's high school drop-out rate exceeds that of other counties in our region
- African American and Latino students are over-represented in truancy, suspension, and drop-out data



Program Growth

New programs are launched every year to serve additional students. During the preceding three years the number of students matched with a mentor has increased four-fold.



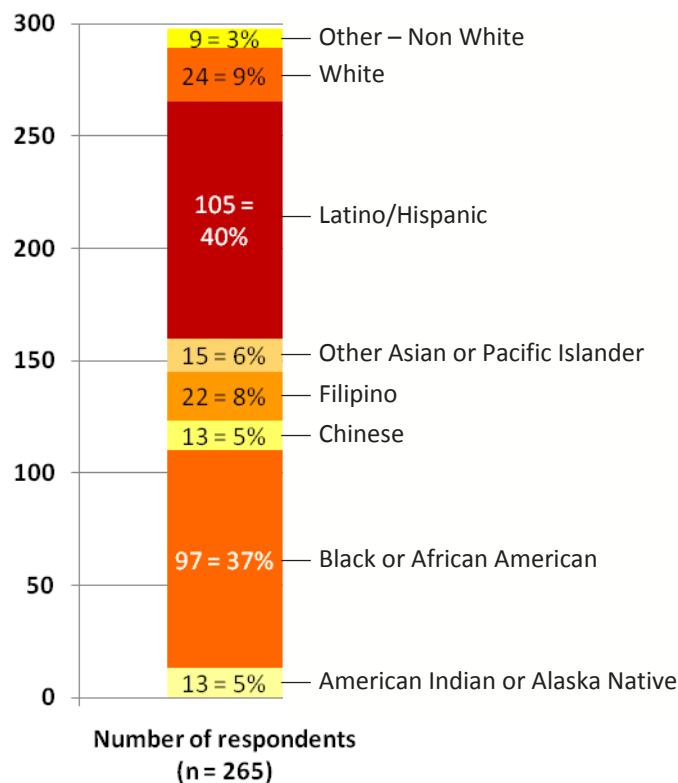
*Dubois DL, David, BE, Valentine, JC, & Cooper H. (2002). *Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review*. American Journal of Community Psychology, 30 (2) 157-197

Herrera, C, Grossman, JB, Kauh TJ, Feldman AF, & McMaken J (2007). *Making a Difference in Schools: The Big Brothers Big Sisters School-Based Mentoring Impact Study*. Philadelphia: Public Private Ventures

Jekielek, Susan, Kristin A. Moore, & Elizabeth C. Hair (2002). *Mentoring Programs and Youth Development: A Synthesis*. Washington, DC Child Trends, Edna McConnell Clark Foundation

Education, Training & Research Associates (2010) Middle and High School Youth Risk Behavior & Resiliency Results: Key Indicators from the 2009 Youth Risk Behavior & California Healthy Kids Surveys.

Mentee Demographics by Race/Ethnicity



The total percentage exceeds 100% as respondents were allowed to mark more than one option.

Connection to a Caring Adult

Compared to 7th grader reports on the 2009 California Healthy Kids Survey, the middle school Mentoring For Success results are very positive. Students in our program experienced an increase in the level of support from a caring adult at school.



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