

2.09 - Research and implement a student to student peer mentorship program for African American students.

Narrative

We previously had a student to student mentoring program in place. Students would go to a particular class in which they had done well, and assist another student. This process was rather informal, and results were not tracked.

Data

Among several articles reviewed, this is one that held the most substance on this topic as it was a meta-analysis of 55 evaluations of mentoring programs for youth.

DuBois, D. L., Holloway, B. E., Valentine, J. C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30 (2), 157–197.

Research was based on a meta-analysis of 55 evaluations of mentoring programs on youth. A summary of their findings is below:

- Program effects are enhanced significantly, however, when greater numbers of both theory-based and empirically based “best practices” are utilized and when strong relationships are formed between mentors and youth.
- Youth from backgrounds of environmental risk and disadvantage appear most likely to benefit from participation in mentoring programs.
- Outcomes for youth at-risk due to personal vulnerabilities have varied substantially in relation to program characteristics, with a noteworthy potential evident for poorly implemented programs to actually have an adverse effect on such youth.
- Recommendations include greater adherence to guidelines for the design and implementation of effective mentoring programs as well as more in-depth assessment of relationship and contextual factors in the evaluation of programs

Action Plan

1. Formalize our Mentor Program.
 - a. Develop a plan for SRMS Mentoring Program which adheres to best practices as outlined by research.
 - b. Develop a handbook/guide sheet for mentors and mentees and hold training for both on what to expect.
 - c. Combine the current mentoring program with the proposed changes.
2. Determine which students meet criteria as mentees and which would qualify as peer mentors.
3. Contact SRHS to facilitate mentoring between high school and middle school students.
4. Assign each grade level guidance counselor oversight on monitoring all mentors and mentees. Provide expectations and schedule regular progress checks with Assistant Principal to monitor success of students in program and program as a whole.