

Overview of Model for Project Arrive Outcomes

After two years of data collection, we know that SFUSD's group mentoring program, Project Arrive, is helping 9th grade students at risk for school dropout to become more resilient. This project is designed to uncover not only whether Project Arrive makes a difference in these students' lives, but how it works.

In this highlight, we illustrate how we believe Project Arrive is making a difference. The first figure shows that taking part in Project Arrive leads to increases in the internal and external assets that lead to resilience. The second figure shows how two types of group mentoring experiences lead to increased resilience assets.

Internal and External Assets Lead to Resilience

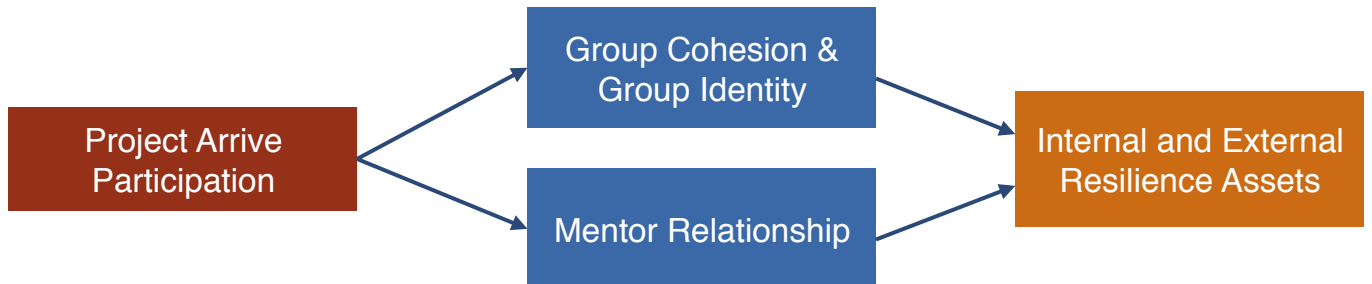


Resilience is the ability to rebound from hardship and develop in a healthy way. **Resilience assets** are qualities of people and their environments that promote resilience.

Internal Resilience Assets include *positive characteristics* of an individual, like commitment to learning, positive values, social competencies, & positive identity.

External Resilience Assets are specific qualities of homes, schools, communities, and friend groups, and include support, empowerment, and expectations.

Group Mentoring Increases Resilience Assets



Experiences that are unique to group mentoring, such as group dynamics & within-group relationships can help bolster internal & external resilience assets.

Group dynamics like **group cohesion and identity** can foster a sense of belonging, improve social skills, provide a safe context for learning about boundaries and expectations, and improve problem solving.

The **mentor-mentee relationship** can also facilitate resilience assets by increasing social capital and support, providing an adult role model for mentees, and setting expectations for responsibility.