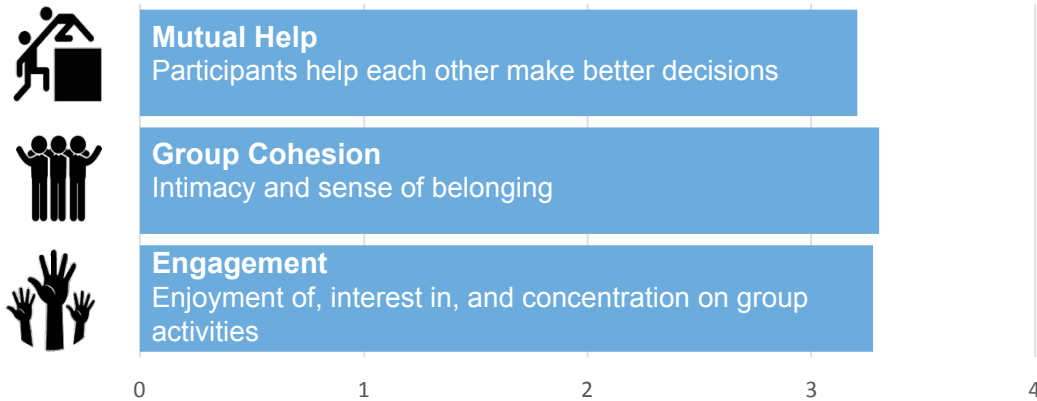


Project Arrive Builds Positive Climate in Mentor Groups

Group mentoring can harness the positive influence of peers to build a positive climate within mentor groups. Project Arrive mentors and student participants work together to foster an atmosphere where youth are empowered to help one another, where they feel a sense of belonging and where they are engaged in group activities. Since Project Arrive is designed to prevent school dropout by building resilience assets, in this highlight we examine how such group dynamics are related to growth in internal and external resilience assets for youth participants.

What is the climate of the Project Arrive mentor groups?



On average, by the end of the school year, mentees reported that their *Project Arrive* groups have positive group climates, including strong ratings of mutual help, group cohesion, and mentee engagement.

Is group climate related to mentee gains in Resilience Assets?

| Resilience Assets | Mutual Help | Group Cohesion | Engagement |
|---------------------------------|-------------|----------------|------------|
| Empathy | ★ | | ★ |
| Self-efficacy | | ★ | |
| Hope for the future | ★ | ★ | |
| Meaningful school participation | | ★ | |
| School support | ★ | ★ | |

This table shows that perceiving a positive group climate is related to gains in internal and external resilience assets for *Project Arrive* mentees.²

★ Stars indicate which group process is associated with gains in which resilience assets. For example, participants in groups with stronger ratings of mutual help were more likely to report increased empathy, self-efficacy, and sense of school support.

Conclusion

The group climate distinguishes group mentoring from one-on-one mentoring, and can help facilitate positive outcomes for participants. These findings suggest that groups with a stronger sense of mutual help, group cohesion, and participant engagement are more likely to foster growth in some internal and external resilience assets. Fostering a positive group climate—where youth work to help one another, feel a sense of belonging, and are engaged in group activities—appears to be an essential component of the program to promote youth development.

¹Project Arrive Research Highlights are developed through a partnership of Georgia State University with SFUSD's Student, Family, & Community Support Department and Research, Planning, and Accountability Data Center to support, further develop, and evaluate the effectiveness of Project Arrive. For information about the Project Arrive program, contact Erin Farrell, LCSW (farrelle@sfusd.edu); for information about the research, contact Gabriel Kuperminc (gkuperminc@gsu.edu). Visit the Project Arrive website at <http://sites.gsu.edu/project-arrive>.

²For comparisons between Project Arrive and comparison students, statistical controls were included for baseline internal and external resilience assets and participant ethnicity (White or Hispanic).