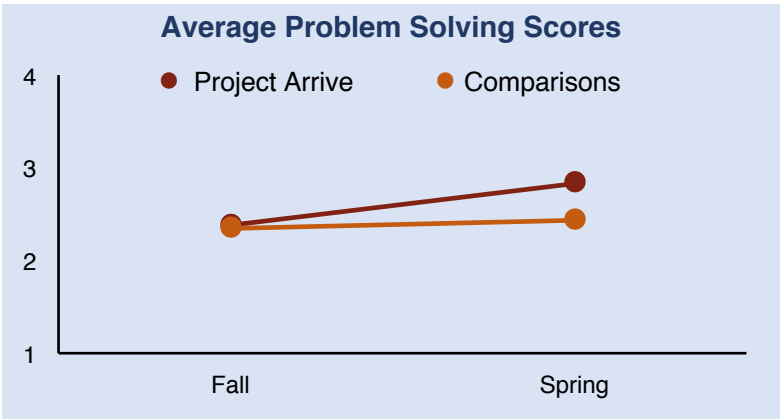


## Project Arrive, Resilience & Internal Assets

*Project Arrive* is a high school group mentoring program that is designed to prevent school dropout. Project Arrive works primarily with students identified through SFUSD's early warning indicator (EWI) system. The EWI system identifies 8th grade students who are at risk for high school dropout because of low attendance and/or low grades. One of the goals of Project Arrive is to improve resilience, or the ability to overcome adversity and achieve success.

One way Project Arrive seeks to improve resilience is by increasing **internal assets**, or positive characteristics that can facilitate youth's healthy development and promote youth's success in academics and other areas of life. In this research highlight, we examine how internal assets changed throughout an academic year for 114 Project Arrive students and 72 students from a comparison group with similar risk characteristics.<sup>2</sup>

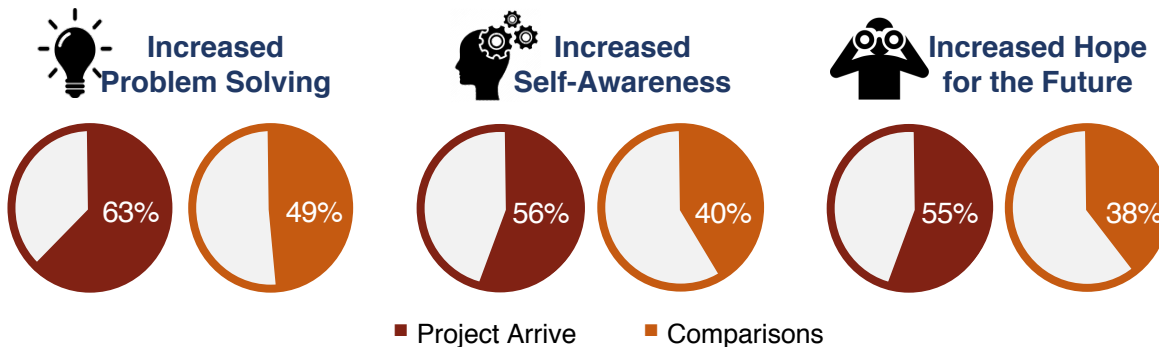
### Are Internal Assets Increasing?



- On average, all internal assets increased throughout the school year for Project Arrive students.
- Project Arrive* students showed **larger** increases in **problem solving skills** than comparisons.

### How Many Project Arrive Students Experienced Increases?

Most Project Arrive students (52-63%) reported increases in their internal assets. Fewer comparison students reported increases (38-57%). Project Arrive students were **twice as likely** as comparisons to show increases in **problem solving**, **self-awareness**, and **hope for the future**.



### Conclusion

Our findings indicate that **Project Arrive helps students develop internal assets**, especially problem solving, self-awareness, & hope for the future. Since internal assets can promote students' healthy development, these findings suggest that Project Arrive helps guide students toward a positive trajectory for success during their first year of high school.

### What are Internal Assets?



**Self-Efficacy**  
Feeling capable of completing tasks



**Empathy**  
Caring about other people's well-being



**Problem Solving**  
Able to find solutions to problems



**Self-Awareness**  
Understanding one's thoughts, feelings, & behaviors



**Scholastic Competence**  
Feeling capable of academic work



**Hope for the Future**  
Feeling capable of finding ways to achieve goals

<sup>1</sup>Project 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>.

<sup>2</sup>For comparisons between Project Arrive and comparison students, statistical controls were included for gender, household stability, and race.