# School-Based Mentoring

A summary of the scientific literature on school-based mentoring.



**How This Impacts Children's Development**

School-based mentoring programs aim to improve behavioral and academic outcomes, as well as provide supportive relationships with non-familial adults. During the last 15 years, mentoring has become one of the

country's most popular interventions methods to improve the lives of disadvantaged and at-risk youth.

READ THE BRIEF: School-based mentoring: Weighing Future Investments, 2010

READ THE BRIEF: Le mentorat en milieu scolaire: étudier les investissements à venir, 2010

**Talking Points of the SRCD Briefs**

- Of the approximately three million adults who volunteered in formal mentoring programs in 2005, roughly one in four (29%) did so in school-based settings.
- The number of youths served by school-based mentoring in "Big Brothers Big Sisters" affiliates jumped from 27,000 in 1999 to 126,000 in 2006.
- The No Child Left Behind Act of 2001 increased pressure on schools to focus on improving academic outcomes, leading to the expansion of the Student Mentoring Program from $17 million to $50 million annually by 2004, though it has since been eliminated.
- Three large-scale randomized control trials of school-based mentoring programs (Big Brothers Big Sisters, Communities in Schools of San Antonio, and the U.S. Department of Education's Student Mentoring Program) showed modest effects in reducing truancy, misconduct, and absenteeism, while improving relationships with non-familial adults, perceived academic abilities, and peer support.
- Evaluations of interventions in schools focusing directly on academic skills or social and emotional learning have reported stronger effects than current school-based mentoring programs, which do not necessarily reflect these areas of emphasis.

**Policy Considerations in the Brief**

1. Policymakers should fund programs that use a clearly defined program model with well-articulated standards for practice, ongoing monitoring, and support systems.
2. Funded programs should ensure that all eligible students are matched with appropriate mentors.
3. Funded programs should enlist adult mentors rather than older student mentors, whose effectiveness is not yet clearly established.
4. Funded programs should be structured such that mentors and mentees meet consistently and are supported in developing mentoring relationships that can be maintained.

READ THE BRIEF: School-based mentoring: Weighing Future Investments, 2010

READ THE BRIEF: Le mentorat en milieu scolaire: étudier les investissements à venir, 2010