

## Mentoring Adopted Strategies, 2014- 2019

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### Goal for Program Area

Connect children and youth with caring adult role models that support their well-being.

### Introduction and Background

For the past two decades, a growing body of research confirms that youth, including those at-risk of negative academic outcomes and problem behaviors, can experience myriad positive developmental and academic outcomes by participating in a high quality mentoring relationship with a caring adult or adults.<sup>i</sup>

Prior to adopting the strategy, the PCL Allocation Committee reviewed a collection of local data that included academic achievement data for Multnomah County students disaggregated by race/ethnicity, school disciplinary data disaggregated by race/ethnicity, and chronic absence data.<sup>ii</sup> Local data reveal significant needs for additional academic, behavior and attendance support for a significant portion of students attending school in Portland. Data also reveal a significant gap in academic achievement between white students and students of color, disciplinary actions that fall disproportionately on students of color, and chronic absence rates that are significantly higher for some students of color at some grade levels.

In addition, public input received from meetings with stakeholders, public meetings and a written survey indicated the following priorities<sup>iii</sup>:

- Invest in mentoring services that intentionally focus on youth's academic achievement, including their performance in school as well as supporting them to set and pursue career and college goals.
- Support culturally specific services in which mentoring is designed to help keep youth of color in school, on track to graduate, and focused on post-secondary pursuits.
- Direct resources to support models that feature longer-term, more intensive relationships between youth and mentors.
- Aim to serve mainly youth "at-risk" of poor academic outcomes- youth in poverty, youth of color, youth in foster care, and academic priority youth.
- Make teens (middle school and high school) the priority population of children served.

The Allocation Committee adopted the following strategies and priorities for the Mentoring program area.

<b>Strategy 1. Supports for students’ academic achievement and/or post-secondary pursuits</b>	
Investment Goal	Up to \$ 5,096,567 over 3 years (50% of funding in this program area)
Services	Programs that focus intentionally on youth’s academic success in school, their pursuit of college or career goals, or both. This focus could include tutoring, educational advocacy for youth, and supports for transitions between middle school and high school, or from high school to post-secondary pursuits.
Eligible Population	Children and youth age 5 years old – 18 years old
Priorities	<ul style="list-style-type: none"> <li>• Intensive services that have a duration of at least 2 years</li> <li>• Youth in grades 8 – 12</li> <li>• Youth of color, English Language Learners, youth in foster care or previously in foster care, and/or youth who have been designated “academic priority” by school districts</li> <li>• Providing services in high poverty areas of Portland.</li> </ul>
Definitions	<u>Intensive</u> : Matches that meet at least 4 hours per month <sup>iv</sup>

<sup>i</sup> DuBois, et al. *How Effective Are Mentoring Programs for Youth? A Systematic Assessment of Evidence*. 2011 <http://www.rhodeslab.org/files/DuBoisetalMeta.pdf>; and Herrera, et al. *The Role of Risk: Mentoring Experiences and Outcomes for youth with Varying Risk Profiles*. 2013. [http://www.mdrc.org/sites/default/files/Role%20of%20Risk\\_Final-web%20PDF.pdf](http://www.mdrc.org/sites/default/files/Role%20of%20Risk_Final-web%20PDF.pdf)

<sup>ii</sup> Portland’s Children: Overview of Key Local Data, [portlandchildrenslevy.org](http://portlandchildrenslevy.org).

<sup>iii</sup> See full Community Input Report, [portlandchildrenslevy.org](http://portlandchildrenslevy.org).

<sup>iv</sup> Threshold based on past decade of PCL experience and on best practice standards associated with academic success/post-secondary pursuit outcomes, see PerformWell.org at <http://www.performwell.org/index.php/isd/child-a-youth-development/27-questions/85-do-youth-experience-enduring-high-quality-mentoring-relationships> ; and see MENTOR: National Mentoring Partnership. *Elements of Effective Practice for Mentoring* [http://www.mentoring.org/downloads/mentoring\\_1222.pdf](http://www.mentoring.org/downloads/mentoring_1222.pdf)