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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 296 pages. Original publisher: Washington, DC : National Center for Education Evaluation and Regional Assistance, Institute of Education Institute, U. S. Dept. of Education, 2009. OCLC Number: (OCoLC)476200716 Subject: Mentoring in education -- United States -- Evaluation. Excerpt: . . . length of the school-based mentoring relationship may be even shorter. For example, studies have found a 2-to 3-month time lag from the beginning of the school year in getting students matched with mentors (Hansen, 2005, Herrera, et al. , 2000; Karcher, 2008) so that actual mentoring takes place for a period of 5 to 6 months for approximately 6 hours a month (Herrera, et al. , 2000). In addition, the school-based approach has often relied heavily on high-school and college-age mentors, which, on one hand, increases the number of students a program can serve, but also can limit the length of the mentoring relationship given the mentors inability to commit beyond a semester or school year (Herrera et al. , 2007). Furthermore, the meta-analytic review of DuBois, Holloway, Valentine, and Harris (2002) regarding the effectiveness of mentoring programs for youth suggests that school-based mentoring programs may be less effective than community-based efforts. In short, compared to community-based mentoring programs, the constraints placed upon school-based mentoring often result in more limited opportunities for students to develop enduring, trusting relationships with adult role models. In turn, school-based mentoring may not be able to provide a sufficient dosage of mentoring to achieve lasting positive effects on students. Research findings on the impacts of school-based mentoring on student outcomes have been limited by weak research designs, small sample sizes, and non-objective measures. However, there is a growing body of more rigorous research that...

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