

**Table 3a. Mentoring Programs and Youth Outcomes:
Review of Effects on Educational Achievement
and Cognitive Attainment Outcomes**

YOUTH OUTCOMES	MENTORING PROGRAMS WORK	MENTORING PROGRAMS DON'T WORK	MIXED REVIEWS	"BEST BETS"
EDUCATION				
High school grades (3 experimental studies)			<p>Compared to control group:</p> <ul style="list-style-type: none"> modest gains in GPA overtime^{BBS1} Mentored youth were less likely to be receiving a failing grade in Math^{BLNG} <p>BUT they:</p> <ul style="list-style-type: none"> were not less likely to be receiving a failing grade in English, Reading, or Social Studies^{BLNG} did not have significantly different GPA^{AA2} 	<p>The following practices are best bets for improving high school grades:</p> <ul style="list-style-type: none"> Mentoring programs that improve parental relationships and scholastic competence^{BBS3} More frequent contact with mentor^{SAS1,MP1} More frequent visitation with mentor^{SAS1} Mentor relationships lasting 12 months or more^{MP1} Higher quality mentor relationships^{SAS1,MP1} Mentors know youth's parents well^{SAS1}
School Absences (3 experimental studies)	<p>Compared to control group:</p> <ul style="list-style-type: none"> program participants had fewer unexcused absences from class or school^{BBS1,AA1,AA2} 			<p>The following practices are best bets for reducing school absences:</p> <ul style="list-style-type: none"> More frequent contact with mentor^{AA1,MP1} High involvement with mentors^{AA1} <p>Mentor relationships lasting 6 months or more^{MP1}</p>
Perceived scholastic competence (1 experimental study)	<p>One-on-one mentoring led to:</p> <ul style="list-style-type: none"> improvements in perceived scholastic competence^{BBS1} 			<p>The following practices are best bets for increasing perceived scholastic competence:</p> <ul style="list-style-type: none"> More frequent contact with mentor^{MP1} Mentor relationships lasting 12 months or more^{MP1} Higher quality mentor relationships^{MP1}

* Program symbols: AA Across Ages CP Campus Partners in Learning MP Multiple Programs
 BBS Big Brothers/Big Sisters CB Career Beginnings R RAISE
 BLNG BELONG HP Hospital Youth Mentoring Program SAS Sponsor-A-Scholar
 BS Buddy System LL Linking Lifetimes

(BB/BS and SAS are the only two programs represented in study MP2)

YOUTH OUTCOMES	MENTORING PROGRAMS WORK	MENTORING PROGRAMS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Attitudes about school (3 experimental studies)	<p>Those participating in a program with mentoring:</p> <ul style="list-style-type: none"> • had better attitudes toward school compared to non-participants or participants who did not get mentoring^{AA1,AA2} • were viewed by their teachers as placing a higher value on school^{BLNG} 			<p>The following practices are best bets for improving attitudes towards school:</p> <ul style="list-style-type: none"> • Mentoring programs that improve parental relationships and scholastic competence^{BBS3} • High involvement with mentors^{AA1}
College attendance (1 experimental study)	<p>Compared to control group, program participants:</p> <ul style="list-style-type: none"> • were more likely to attend college (48.5% vs. 53.2%)^{CB1} 			<p>The following practices are best bets for improving college attendance:</p> <ul style="list-style-type: none"> • More frequent contact with mentor^{MP1} • Higher quality mentor relationships^{SAS1} • Mentors know youth's parents well^{SAS1} • College tuition assistance^{SAS1}
School Behavior (1 experimental study)	<p>Youth in a mentoring program:</p> <ul style="list-style-type: none"> • were rated by their teachers as more engaged in the classroom than youth in the control group^{BLNG} <p>Compared to a control group:</p> <ul style="list-style-type: none"> • Teachers were less likely to report behavior problems for mentored students^{BLNG} • The percentage of mentored youth referred to School administrators for a severe discipline infraction decreased from pre to post intervention^{BLNG} 			