

PROGRAM: MULTIPLE PROGRAMS

STUDY 1:

MP1 Grossman, J., & Johnson, A. (1999). Assessing the effectiveness of mentoring programs. In Grossman, J. (Ed.), Contemporary Issues in Mentoring (pp. 24-47). Philadelphia: Public/Private Ventures.

Sample Population:

Population Served: See descriptions for BBS1 and SAS1.

Age: See descriptions for BBS1 and SAS1.

Study objectives and measurements:

Objective

This study establishes benchmarks from the BB/BS and SAS data.

Measurement instrument

See descriptions for BBS1 and SAS1.

Evaluation:

Type: Quantitative; random experimental assignment for BB/BS data; quasi-experimental design for SAS data (see BBS1 and SAS1)

Statistical techniques: Regression analyses controlling for background characteristics

Population evaluated: See descriptions for BBS1 and SAS1

Outcome:

A large number of effects from the two programs were found for certain students or students in certain types of relationships and diminished for other groups. So, those who initially scored low in academic achievement, had high absentee rates, and had minimal family support experienced many improvements in academically related outcomes compared to those who were initially better off (those who initially scored low in academic achievement were also less likely to start using drugs). Students in long- lasting relationships, who have frequent contact with their mentor, or who are involved in youth-centered mentoring experienced many improvements in academic outcomes and less substance use compared with those in relationships of shorter duration, with less frequent contact or relationships characterized by low levels of youth-centeredness.

Other information:
