

Research Brief

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What Works for Mentoring Programs:

LESSONS FROM EXPERIMENTAL EVALUATIONS OF PROGRAMS AND INTERVENTIONS

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OVERVIEW

Child Trends conducted a synthesis of experimental evaluations of 19 mentoring programs for children and youth, including Big Brothers Big Sisters, to determine how frequently these programs work to improve such outcomes as education, mental health, peer and parent relationships, and behavior problems, and what lessons can be learned to improve outcomes. Mentoring “is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee”¹. While parents fill this role for most children, some children find themselves without such a relationship. In fact, it is estimated that 20 percent of youth do not have caring adults in their lives—representing 8.5 million youth². Even children who have a positive caring relationship with an adult can benefit from additional positive relationships. As a specific approach, mentoring can be the primary focus, such as the Big Brothers Big Sisters program, where mentoring is the sole mode of program delivery. Mentoring can also be used in combination with other approaches, where it is one piece of the approach, such as Career Beginnings or the Quantum Opportunities Program.

KEY FINDINGS

While the relatively small number of mentoring evaluations limits our ability to draw generalizations and conclusions, Child Trends reported a number of key findings:

- Generally, mentoring programs that focused on helping children and youth with their education, social skills and relationships were more frequently effective than those focused on behavior problems such as bullying or programs aimed at reducing teen pregnancy;
- Mentoring programs targeting at-risk youth, community-based programs, and programs lasting one year or more were more frequently found to be effective; and
- Overall, 13 of the 19 programs had positive impacts on at least one outcome. Three programs were not found to be effective on the outcomes measured based on data reviewed.

1 National Research Agenda. (2004). The urgent need for mentoring research. MENTOR/National Mentoring Partnership. www.mentoring.org/downloads/mentoring_398.pdf.

2 Cavell T, DuBois D, Karcher M, Keller T, Rhodes J. (2009). Policy brief: Strengthening mentoring opportunities for at-risk youth. Northwest Regional Education Laboratory, National Mentoring Center. Available at: http://www.nwrel.org/mentoring/pdf/mentoring_policy_brief.pdf.



ABOUT THE STUDY

This Child Trends research brief synthesizes lessons learned from 19 experimentally evaluated mentoring programs located in Child Trends' database of social interventions designed for children and youth—LINKS (Lifecourse Interventions to Nurture Kids Successfully). This synthesis summarizes programmatic impacts on child and youth outcome areas, such as problem behaviors and relationships. While mentoring takes on varying definitions, for this synthesis, mentoring was defined as a youth paired with an individual with whom they meet over time; pairing with older peers, such as college-student mentoring programs were therefore included. Since the goal is to examine whether and how such factors affect outcomes for children and youth, no limit was placed on the structure, frequency, and duration of mentor-mentee relationships/meetings.

The growing number of mentoring programs has generated a handful of rigorous evaluation studies. While some results are promising, caution should be exercised for several reasons. Many evaluated programs include mentoring as part of a larger package of services¹, which limits the ability to identify the core component(s) that produce positive outcomes. Additionally, two meta-analyses assessing the overall effect size of mentoring programs have generally produced similar results: mentoring on average has a significant, but small, impact on mentees.^{3 4}

The relatively small number of programs evaluated limits the number of generalizations and conclusions that can be drawn from these evaluations. This review does not focus on the magnitude of impacts, but on the number of statistically significant impacts on a measure of child or youth well-being. The review does not include group mentoring or e-mentoring programs.

Findings for the programs in this study are reported in the following categories:

- **FOUND TO WORK:** Programs in this category have positive and statistically significant impacts on a particular infant, child, or youth outcome.
- **MIXED FINDINGS:** Programs in this category have varied impacts either on particular outcomes or at different times or for varied subgroups. For example, a program that results in significant improvements in behavior problems at post-test but has no impact at a one-year follow-up would be rated as having “mixed findings”. A program that works for one subgroup of participants but not for another subgroup (on a particular outcome) would also receive a “mixed findings” rating.
- **NOT FOUND TO WORK:** Programs in this category have non-significant or marginally significant impacts on particular child or youth outcomes.

3 DuBois DL, Holloway BE, Valentine JC, Cooper H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30, 157-197.

4 Eby LT, Allen TD, Evans SC, Ng T, DuBois D. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 72(2):254-267.



Overall, 13 of the 19 rigorously evaluated programs were found to have a positive impact on at least one child or youth outcome (“found to work”). Seven outcome areas were identified for this synthesis:

- Mental Health (such as depression, anxiety)
- Socio-emotional health (such as self-concept)
- Education (such as graduation rate, grades, or attendance)
- Substance use (such as alcohol, tobacco, or illicit drug use)
- Relationships (such as relationship with a peer or parent)
- Reproductive health (such as sexual activity, condom/contraceptive use, or births)
- Behavior Problems (such as acting out, delinquency)

MENTORING PROGRAMS

Based on a review of experimentally evaluated mentoring programs (Table 1), some general statements are possible, with the caveat that the number of programs in a particular category is small, requiring that all conclusions are tentative.

■ FOUND TO WORK

Program Goals. Mentoring programs can work for different types of outcomes. Programs often focus on improving outcomes related to education, risky behaviors, or social skills and relationships. For those that focused on education, ten⁵ out of fifteen had a statistically significant impact for at least one outcome. For those that focused on risky behaviors, seven⁶ out of nine worked for at least one outcome. For those that focused on social skills and relationships, four⁷ out of five worked.

Mentee Age. Mentoring programs can work with children of all ages. Of the nine programs that served elementary school students, six⁸ of them worked for at least one outcome. Of the thirteen programs that served middle school students, nine⁹ of them worked for at least one

5 Big Brothers Big Sisters School-Based Mentoring, Career Beginnings, Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, National Guard Youth ChalleNGe Program, Project Belong, Quantum Opportunities Program, Study of Mentoring in the Learning Environment, and Three Generations Project

6 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Department of Education Student Mentoring Program, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, Project Belong, Quantum Opportunities Program, and Three Generations Project

7 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Department of Education Student Mentoring Program, and Primary Project

8 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Department of Education Student Mentoring Program, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, Project Belong, Primary Project, and Study of Mentoring in the Learning Environment

9 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, Project Belong, Study of Mentoring in the Learning Environment, and Three Generations Project



outcome. Of the eleven programs that served high school students, eight¹⁰ of them worked for at least one outcome. When looking only at the impact on education outcomes, it seems that programs that served middle school students may work slightly more often. Six¹¹ of the ten programs that served middle school students and measured education outcomes worked for at least one of those educational outcomes. For those that served elementary school students, two¹² out of five worked for at least one education outcome, and for those that served high school students, four¹³ out of nine worked for education outcomes. However, this pattern is only suggestive, given the small number of rigorous evaluations.

Risk. Many mentoring programs specifically target at-risk youth, while others are implemented with youth of varying risk levels. Although programs that target at-risk youth seem to have impacts more often than those that do not target at-risk youth, both types of programs can work. Ten¹⁴ of the thirteen programs that targeted at-risk youth worked for at least one outcome, while three¹⁵ of the six programs that did not target at-risk youth worked for at least one outcome.

Mentor type. Some mentoring programs only use adult mentors, while others use older peers or college students as mentors, and others use both. Both adult mentors and older peer or college student mentors tend to work. Of the thirteen programs that used adult mentors, ten¹⁶ of them worked for at least one outcome, while six¹⁷ out of the nine programs that use older peer or college student mentors worked for at least one outcome.

Training and support. Many, but not all, mentoring programs provide some sort of training or support for the mentors. While programs that provide training and support for mentors seem to work more often, programs that do not provide training and support for mentors

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- 10 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Career Beginnings, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, National Guard Youth ChalleNge Program, Quantum Opportunities Program, Study of Mentoring in the Learning Environment, and Three Generations Project
 - 11 Big Brothers Big Sisters Community-Based Mentoring, Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, Project Belong, and Three Generations Project
 - 12 Big Brothers Big Sisters Community-Based Mentoring and Department of Education Student Mentoring Program
 - 13 Big Brothers Big Sisters Community-Based Mentoring, Career Beginnings, National Guard Youth ChalleNge Program, and Three Generations Project
 - 14 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Career Beginnings, Department of Education Student Mentoring Program, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, National Guard Youth ChalleNge Program, Project Belong, Primary Project, Quantum Opportunities Program, and Three Generations Project
 - 15 Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, and Study of Mentoring in the Learning Environment
 - 16 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Career Beginnings, Department of Education Student Mentoring Program, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, National Guard Youth ChalleNge Program, Primary Project, Quantum Opportunities Program, Study of Mentoring in the Learning Environment, and Three Generations Project
 - 17 Big Brothers Big Sisters School-Based Mentoring, Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, Project Belong, and Study of Mentoring in the Learning Environment



have also been found to have impacts. Ten¹⁸ of the fourteen programs that provided training and support worked for at least one outcome, while three¹⁹ of the five programs that did not provide training or support worked for at least one outcome.

Setting. Mentoring programs tend to be either school-based or community-based. Both types can work, but community-based programs have positive impacts somewhat more consistently. Five²⁰ of the six community-based programs had positive impacts on at least one outcome, while eight²¹ of the thirteen school-based programs work for at least one outcome. Interestingly, community-based mentoring programs seem to work more often for education outcomes. All of the four²² community-based programs that measured an educational outcome worked for at least one of those educational outcomes, whereas only four²³ out of the eleven school-based programs that measured an educational outcome worked for at least one of those outcomes.

Multi-component. Mentoring programs can include only mentoring or can involve other program components. Both mentoring-only programs and multi-component programs can work. Nine²⁴ of the fourteen mentoring-only programs worked for at least one outcome, while four²⁵ of the five multi-component programs worked for at least one outcome.

Duration. Mentoring programs can be short-term or long-term, and both types can work. However, programs that last at least one year seem to be effective more often than those that last less than a year. Among programs that lasted a year or longer, six²⁶ of the seven programs worked for at least one outcome. Among programs that lasted less than a year, seven²⁷ of the twelve programs worked for at least one outcome.

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- 18 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, National Guard Youth ChalleNGe Program, Primary Project, Project Belong, and Three Generations Project
 - 19 Career Beginnings, Quantum Opportunities Program, and Study of Mentoring in the Learning Environment
 - 20 Big Brothers Big Sisters Community-Based Mentoring, Career Beginnings, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, National Guard Youth ChalleNGe Program, and Three Generations Project
 - 21 Big Brothers Big Sisters School-Based Mentoring, Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, Primary Project, Project Belong, Quantum Opportunities Program, and Study of Mentoring in the Learning Environment
 - 22 Big Brothers Big Sisters Community-Based Mentoring, Career Beginnings, National Guard Youth ChalleNGe Program, and Three Generations Project
 - 23 Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, and Project Belong,
 - 24 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, Primary Project, Study of Mentoring in the Learning Environment, and Three Generations Project
 - 25 Career Beginnings, National Guard Youth ChalleNGe Program, Project Belong, and Quantum Opportunities Program
 - 26 Big Brothers Big Sisters Community-Based Mentoring, Big Brothers Big Sisters School-Based Mentoring, Career Beginnings, National Guard Youth ChalleNGe Program, Quantum Opportunities Program, and Three Generations Project
 - 27 Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, Primary Project, Project Belong, and Study of Mentoring in the Learning Environment



■ MIXED FINDINGS

Education. Most of the mentoring programs examined measured at least one educational outcome, and about half had at least one positive impact on an education outcome. Specifically, of the fifteen programs that measured at least one educational outcome, eight²⁸ of them worked for at least one of those educational outcomes.

Substance Use. Six programs measured substance use, and only two²⁹ of them worked for any of those outcomes.

Socio-emotional Health. Of the seven programs that measured social-emotional health, four³⁰ of them worked for at least one outcome in this domain.

■ NOT FOUND TO WORK

Reproductive Health. Only five programs examined reproductive health outcomes, which include teen pregnancy and births, STDs/HIV/AIDS, condom and contraceptive use, and sexual activity. None of the programs had a positive impact on any reproductive health outcomes.

Behavior Problems. Eleven programs measured behavior problems, which includes conduct/disruptive disorders, delinquency, aggression, and bullying, but only two³¹ of them worked for any of those outcomes.

■ NEEDED RESEARCH

This synthesis has identified a growing number of mentoring programs that have been evaluated using an experimental design and intent-to-treat analysis approach. However, even with 19 rigorously evaluated programs, it is difficult to say for certain whether certain approaches work or which outcomes they work for. Moreover, we are unable to examine whether certain approaches work for certain types of outcomes due to the small number of programs.

Mental Health. Since only four programs measured mental health outcomes, it is difficult to determine whether mentoring programs do or do not work for mental health. Only one of the programs had an impact on a mental health outcome, but more research is needed to draw any conclusions.

Self-Sufficiency. Although none of the programs that measured self-sufficiency outcomes, such as employment, earnings, job training, and receipt of welfare or food stamps, worked for any of those outcomes, only three programs measured them. This small sample size makes it difficult to draw any conclusions. More research is needed to determine whether or not mentoring programs work for self-sufficiency.

28 Big Brothers Big Sisters Community-Based Mentoring, Career Beginnings, Department of Education Student Mentoring Program, Mentor Program to Reduce Stereotype Threat-Attribution Condition, Mentor Program to Reduce Stereotype Threat-Incremental Condition, National Guard Youth ChalleNGe Program, Project Belong, and Three Generations Project

29 Big Brothers Big Sisters Community-Based Mentoring and Quantum Opportunities Program

30 Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, National Guard Youth ChalleNGe Program, Primary Project, and Quantum Opportunities Program

31 Big Brothers Big Sisters Community-Based Mentoring and Project Belong



Relationships. Three of the four programs that measured relationship outcomes, including parental relationship quality, presence of a special adult, marriage, and peer relationships, worked for at least one of those outcomes. Again, though, it is difficult to say conclusively that mentoring programs work for relationships since so few programs measured relationship outcomes. More evaluations are needed to fully determine whether mentoring programs work for relationships. Since relationship quality with the mentor is considered a critical mediator, additional research on this outcome would be valuable.

Incentives. Mentoring programs often have high mentor turnover, shortening the length of the mentor-mentee relationship. Further research is needed to determine if incentives given to mentors could be a possible strategy for limiting the extent of mentor turnover.

Program characteristics. Due to lack of research, this review includes neither group-mentoring programs, nor e-mentoring programs. Further research is needed to be able to examine if these modes of mentoring are or can be successful.

DISCUSSION

Research finds that positive relationships are important for children and youth.^{32 33} Based on the findings of this synthesis, a variety of approaches that incorporate mentoring can be effective. However, while rigorous random assignment studies have identified thirteen programs with positive impacts on at least one outcome, the limited (though growing) number of studies means that knowledge about the specific characteristics of mentoring programs that contribute to positive outcomes is limited. In addition, since five of the mentoring programs included in this synthesis use mentoring as only one component of their program, it is difficult to conclude with certainty that the mentoring component is contributing to positive outcomes.

There is a lack of experimental research to measure the impacts of mentoring programs on children and youth. At the same time, preliminary evidence suggests that a variety of mentoring programs can improve a variety of outcomes.

32 DuBois DL, Holloway BE, Valentine JC, Cooper H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30, 157-197.

33 Eby LT, Allen TD, Evans SC, Ng T, DuBois D. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 72(2):254-267.

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Table 1: Select Impacts of Mentoring Programs

OUTCOME AREA	NOT FOUND TO WORK	MIXED FINDINGS	FOUND TO WORK
<p>Mental Health</p>	<ul style="list-style-type: none"> • National Guard Youth ChalleNGe Program, a military-style residential program, had no impact on psychological distress or serious psychological distress. • Quantum Opportunities Program, an intensive after-school program, had no impact on depression, loneliness, or being bothered by things. • Three Generations Project, a home-visiting program for adolescent mothers, had no impact on mothers' mental health or depressive symptoms. 		<ul style="list-style-type: none"> • Primary Project, a school-based mental health prevention program, had a positive impact on shy-anxiousness.
<p>Social-Emotional Health</p>	<ul style="list-style-type: none"> • Big Brothers Big Sisters Community-Based Mentoring, an intensive community-based mentoring program for at-risk children, had no impact on global self-worth, social acceptance, or self-confidence. • Big Brothers Big Sisters School-Based Mentoring, a school-based mentoring program for at-risk children, had no impact on social acceptance or self-worth. • Department of Education Student Mentoring Program, a federal grant program that funds school-based mentoring programs, had no impact on prosocial behaviors. 		<ul style="list-style-type: none"> • Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, a mentoring program for youth who have been injured through interpersonal violence, had a positive impact on conflict avoidance self-efficacy, but no impact on social competence. • National Guard Youth ChalleNGe Program, a military-style residential program, had a positive impact on self-efficacy and social adjustment. • Primary Project, a school-based mental health prevention program, had a positive impact on peer social skills and assertive social skills. • Study of Mentoring in the Learning Environment, a school-based mentoring program, had a positive impact on global self-esteem, but not social skills.



OUTCOME AREA	NOT FOUND TO WORK	MIXED FINDINGS	FOUND TO WORK
<p>Education</p>	<ul style="list-style-type: none"> • Mentor Program to Increase Academic Achievement and School Attendance, a school-based mentor program for at-risk 9th-grade students, had no impact on GPA or attendance. • Study of Mentoring in the Learning Environment, a school-based mentoring program, had no impact on grades or school engagement. • Twelve Together, a peer support and mentoring after-school program, had no impact on attendance, reading or math test performance, math grades, certainty of completing high school, educational aspirations, and dropout rate, and it had marginally negative impacts on English grades and grade advancement. 	<ul style="list-style-type: none"> • Big Brothers Big Sisters School-Based Mentoring, a school-based mentoring program for at-risk children, had mixed results on academic performance and perception of academic abilities and had no impact on unexcused absences. • Mentor Program to Reduce Stereotype Threat-Combined Condition, a mentoring program designed to help students overcome stereotype threat, had a positive impact on girls' math scores, but no impact on boys' math scores or on students' reading scores. • Quantum Opportunities Program, an intensive after-school program, had mixed results for academic achievement, high school completion, and college enrollment, and no impact on reading or math. • Time to Read, a school-based community mentoring program, had mixed impacts on reading skills, and no impact on reading confidence or enjoyment of learning. 	<ul style="list-style-type: none"> • Big Brothers Big Sisters Community-Based Mentoring, an intensive community-based mentoring program for at-risk children, had a positive impact on skipping class or school and scholastic competence, but not on GPA or number of books read. • Career Beginnings, a two-year program for at-risk 11th and 12th graders, had a positive impact on college or vocational enrollment and length of stay. • Department of Education Student Mentoring Program, a federal grant program that funds school-based mentoring programs, had a positive impact on absenteeism and truancy, but mixed results on school efficacy and bonding, and no impact on grades and state assessments. • Mentor Program to Reduce Stereotype Threat-Attribution Condition, a mentoring program designed to help students overcome stereotype threat, had a positive impact on reading scores and on girls' math scores, but no impact on boys' math scores. • Mentor Program to Reduce Stereotype Threat-Incremental Condition, a mentoring program designed to help students overcome stereotype threat, had a positive impact on reading scores and on girls' math scores, but no impact on boys' math scores. • National Guard Youth Challenge Program, a military-style residential program, had a positive impact on getting a high school diploma or GED and enrollment in college courses. • Project Belong, a mentoring/tutoring program for at-risk middle school students, had a positive impact on failing math, school engagement, and placing a value on school, but no impact on English, reading, science, or social studies grades. • Three Generations Project, a home-visiting program for adolescent mothers, had a positive impact on mothers being in school or graduated after 2 years.



OUTCOME AREA	NOT FOUND TO WORK	MIXED FINDINGS	FOUND TO WORK
<p>Self-Sufficiency</p>	<ul style="list-style-type: none"> • Career Beginnings, a two-year program for at-risk 11th and 12th graders, had a negative impact on employment and earnings. 	<ul style="list-style-type: none"> • National Guard Youth ChalleNGe Program, a military-style residential program, had mixed impacts on earnings and employment and no impact on participating in job training. • Quantum Opportunities Program, an intensive after-school program, had mixed impacts on employment and no impact on receiving welfare. 	
<p>Substance Use</p>	<ul style="list-style-type: none"> • Big Brothers Big Sisters School-Based Mentoring, a school-based mentoring program for at-risk children, had no impact on substance use. • Families United to Prevent Teen Pregnancy, an abstinence education after-school program, had no impact on cigarette, marijuana, or alcohol use. • Three Generations Project, a home-visiting program for adolescent mothers, had no impact on use of cigarettes, alcohol, marijuana, cocaine, heroin, or LSD. • Twelve Together, a peer support and mentoring after-school program, had no impacts on use of marijuana or other illicit drugs. 		<ul style="list-style-type: none"> • Big Brothers Big Sisters Community-Based Mentoring, an intensive community-based mentoring program for at-risk children, had a positive impact on likelihood of initiating drug use, but no impact on the likelihood of initiating alcohol use • Quantum Opportunities Program, an intensive after-school program, had a positive impact on needing help with an alcohol or drug problem, but mixed impacts on substance use, no or negative impacts on alcohol use, and no impacts on tobacco use.



OUTCOME AREA	NOT FOUND TO WORK	MIXED FINDINGS	FOUND TO WORK
<p>Relationships</p>	<ul style="list-style-type: none"> Quantum Opportunities Program, an intensive after-school program, had no impact on having a happy family life or the presence of a special adult. 		<ul style="list-style-type: none"> Big Brothers Big Sisters Community-Based Mentoring, an intensive community-based mentoring program for at-risk children, had a positive impact on the parental relationship, but no impact on several measures related to peer relationships. Big Brothers Big Sisters School-Based Mentoring, a school-based mentoring program for at-risk children, had a positive impact on the presence of a special adult, but no impact on parent relationship quality. Study of Mentoring in the Learning Environment, a school-based mentoring program, had a positive impact on connectedness to peers and perceived support from friends.
<p>Reproductive Health</p>	<ul style="list-style-type: none"> Career Beginnings, a two-year program for at-risk 11th and 12th graders, had no impact on having a child or being responsible for child care. Families United to Prevent Teen Pregnancy, an abstinence education after-school program, had no impact on births, pregnancy, STDs, abstinence, number of partners, condom use, or birth control use. Three Generations Project, a home-visiting program for adolescent mothers, had no impact on repeat pregnancy. Twelve Together, a peer support and mentoring after-school program, had no impact on teen pregnancy. 	<ul style="list-style-type: none"> Quantum Opportunities Program, an intensive after-school program, had mixed impacts on births and no impact on pregnancy, sexual activity, or condom use. 	



OUTCOME AREA	NOT FOUND TO WORK	MIXED FINDINGS	FOUND TO WORK
<p>Behavior Problems</p>	<ul style="list-style-type: none"> • Big Brothers Big Sisters School-Based Mentoring, a school-based mentoring program for at-risk children, had no impact on school misbehavior or misconduct outside of school. • Department of Education Student Mentoring Program, a federal grant program that funds school-based mentoring programs, had no impact on delinquency or misconduct. • National Guard Youth ChalleNge Program, a military-style residential program, had no impact on arrests or self-reported delinquency. • Primary Project, a school-based mental health prevention program, had no impact on acting out behaviors or frustration tolerance levels. • Quantum Opportunities Program, an intensive after-school program, had no impact on crime, school discipline, trouble with the police, gang activity, and arrests. • Twelve Together, a peer support and mentoring after-school program, had no impact on disciplinary problems. 	<ul style="list-style-type: none"> • Mentor-Implemented Violence Prevention Intervention for Assault-Injured Youth, a mentoring program for youth who have been injured through interpersonal violence, had mixed impacts on delinquency and no impact on aggression. • The Buddy System, a mentoring program for children with academic or behavioral problems, has mixed impacts on delinquency, with positive impacts for prior offenders, and negative impacts for non-offenders. 	<ul style="list-style-type: none"> • Big Brothers Big Sisters Community-Based Mentoring, an intensive community-based mentoring program for at-risk children, had a positive impact on hitting someone, but had no impact on stealing something or damaging property. • Project Belong, a mentoring/tutoring program for at-risk middle school students, had a positive impact on behavior problems, need for discipline, and committing a misdemeanor or felony.