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Evaluation of the Mentoring Enhancement Demonstration Program: Appendices to Technical Report

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Evaluation of the Mentoring Enhancement Demonstration Program

Appendices to Technical Report

SEPTEMBER 2018



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Participating Agencies

Arizona: PIMA Prevention Partnership (grantee), Big Brothers Big Sisters (BBBS) of Tucson, BBBS Northeastern Arizona, and BBBS Yavapai

California: City of Richmond (grantee), Be A Mentor, Bay Area Community Resources, East Bay Asian Youth Center, and Richmond Police Athletic League

Colorado: Aurora Mental Health Center (grantee) Aurora Youth Options, Denver Urban Scholars, and Goodwill Industries of Denver

Florida: BBBS of Greater Miami (grantee), BBBS of Broward County, and BBBS of Palm Beach and Martin Counties

Indiana: BBBS of Northeast Indiana (grantee), BBBS of Central Indiana, BBBS of Greater Lafayette, and BBBS of South Central Indiana

Louisiana: New Life Community Center

Michigan: BBBS of Metropolitan Detroit (grantee), and BBBS Michigan Capital Region

Pennsylvania, Delaware, New Jersey: BBBS of Southeastern Pennsylvania (grantee), BBBS of Delaware, and BBBS of Burlington, Camden and Gloucester Counties,

Texas, New Mexico: BBBS of El Paso (grantee), BBBS of Lubbock, and BBBS of the Mountain Region (Las Cruces, NM)

Utah: Utah State University Cooperative Extension (grantee), Utah County 4-H, Iron County 4-H

Arizona AZ Stars Grantee

What is the history and background of this grantee?

The AZ Stars Collaboration grantee led by the Non-profit Pima Prevention Partnership (PPP) consists of three co-applicants from Tucson, Yavapai, and Northeastern Arizona.

What was this grantees' focus for applying for MEDP?

The AZ Stars grantee aimed toward implementing systematic teaching and advocacy functions into the mentor's role by enhancing the matching process, ad providing initial and ongoing enhanced mentor training and mentor support.

What are the mentoring enhancements this grantee utilized?

The AZ Stars grantee utilized three enhancements. The first enhancement was Mentor Matching with the use of a new module that will deepen the match selection through the addition of matching qualifiers based on ethnicity, religion, language, sexual orientation, acceptability of guns, smoking, drinking, pets, and other activities such as sports. The second enhancement was Mentor Training with in-person and on-going online trainings with specific modules to deepen the understanding of youth development for volunteer mentors. Finally, the third enhancement was Mentor Support with three specific match support strategies 1) doubling the amount of 1:1 face time between mentors and mentees, 2) developing the AZ Stars Mentoring Social Network as a means for mentors to dialogue with AZ Stars staff about questions and concerns, and 3) supporting volunteers through required service learning activities completed by the matches in the intervention group.

Who are the volunteers and staff that represent this grantee?

The AZ Stars grantee was primarily focused on community-based mentoring to support the development of healthy youths by addressing their need for positive adult contact. Thusly, the AZ Stars grantees' volunteers and staff were primarily adults from the community who undergo an Orientation Training and for some, a series of enhancement trainings. PPP staff served as coordinators of the collaborative and were the key liaisons to the AIR research team.

What is the delivery model of this grantees' mentoring services?

The AZ Stars utilized a community-based, 1:1 model, requiring that 1) the mentoring match last for more than 1 year with mentors and mentees meeting twice per month, 2) mentors and mentees sign a contractual agreement acknowledging their understanding of commitment, 3)

and mentors attend an Orientation Training, go through state and federal background checks, including a federal sex offender registry. The AZ Stars emphasized a three main delivery models of their mentoring services. A resilience framework model based upon the principle that all people could overcome adversity and to succeed despite their life circumstances. The Botvins LifeSkills Training (LST) model which states that youth who develop skills in life skills domains are far less likely to engage in a range of high-risk behaviors. And finally, Motivational Interviewing model focused a non-judgmental non-confrontational approach to elicit the motivation to change within a person, rather than opposing changes.

City of Richmond Grantee

What is the history and background of this grantee?

This city agency has been involved in numerous OJJDP mentoring initiatives as well as gang/delinquency prevention efforts spanning several years. The effort to bid on the Mentoring Enhancement Demonstration Program opportunity was wide ranging and brought together several local mentoring service providers and data management experts to address the expanding need for mentoring and volunteer mentors located in the East Bay region of California serving diverse populations. The partnering service providers included the Richmond Police Activities League affiliate of the national Police Athletics League (PAL), Bay Area Community Resources (BACR); East Bay Asian Youth Center (EBAYC); and Be a Mentor, Inc., an agency with expertise in mentor recruitment/screening and overall data management of mentoring services delivery. (<https://www.beamentor.org/>)

What was this grantees' focus for applying for MEDP?

An anchor of this MEDP study site was an enhanced training curriculum developed by staff at one of the service provider sites for mentors covering nine different topics addressing the cultural diversity of the student populations served across the agencies. As a way of making this training curriculum more 'user-friendly', the site eventually condensed the 9 topics into 3 online modules which better served the needs and schedules of volunteer mentors and staff more efficiently while maintaining fidelity to curriculum content of the trainings.

What are the mentoring enhancements this grantee utilized?

The diversity of the youth populations served by the service providers was a driving influence in focusing on volunteer training, awareness, and sensitivity. In other words, help the mentors succeed in what could be difficult or awkward circumstances at the front end of the match. Language and cultural differences were acknowledged and addressed to appropriately guide trainings. Three of the five partnering agencies in this collaborative have indicated to the AIR evaluation team they will continue to offer the enhancement trainings introduced to mentors through MEDP.

Who are the volunteers and staff that represent the grantee?

"Students in Business" as this new effort was called was an early recipient of an OJJDP Mentoring grant funded by the Juvenile Mentoring Program. College students, representatives

of the business community, and local citizens are all actively engaged as mentors in the communities participating in this MEDP study site.

What is the delivery model of this grantees' mentoring services?

Depending upon which site mentees participated in for this study, they were engaged in either one-to-one or group mentoring. The community-based Richmond PAL program, for example, was operated as an after school mentoring effort conducted in a group format. Other agencies provided one-to-one mentoring in a school or community-based agency.

Aurora Mental Health Center Grantee

What is the history and background of this grantee?

The Aurora Mental Health Center (AMHC), located in Aurora, CO, is a private, nonprofit community mental health center that was founded in 1975 by local citizens. Partnering mentoring service providers participating in this collaborative included Goodwill Industries of Denver and Byrne Urban Scholars, also headquartered in Denver. AMHC's primary focus is to provide comprehensive mental health services to Aurora residents. In 2009, the agency secured an OJJDP mentoring grant focusing on gang prevention. That grant operated under the program name of Aurora Youth Options. Byrne Urban Scholars (BUS) is a nonprofit organization that partners with high poverty, high performing schools to unlock the potential of promising youth. BUS has a track record of providing mentoring to Denver youth over a 19 year period. Goodwill Industries of Denver, an affiliate of Goodwill Industries International (GII), has more than ten years of mentoring experience directed toward helping youth gain skills in career and workforce development and apprenticeship placements.

What was this grantees' focus for applying for MEDP?

The Aurora Mental Health Center/Aurora Youth Options grantee focused on innovative and standardized approaches to assessing and matching mentor and mentee pairs in one-to-one matches using a matching process, TRUE COLORS, emphasizing shared and/or mutual personality traits of mentees and mentors. TRUE COLORS is a metaphor with a fundamental premise that there are four colors that constitute the personality spectrum, e.g., orange, green, blue, and gold.

What are the mentoring enhancements this grantee utilized?

The Aurora Mental Health Center grantee aims to enhance their mentoring efforts by assessing 1) mentor and mentee shared interests, 2) mentor skills, 3) individual youth needs, and 4) personalities utilizing a standardized questionnaire.

Who are the volunteers and staff that represent this grantee?

The mentor volunteers of the Aurora Mental Health Center grantee undergo thorough background screenings and are paired one-to-one with a mentee based upon primarily shared interests. Community residents are recruited from businesses, non-profit organizations, the faith community and allied resources in Denver and Aurora.

What is the delivery model of this grantees' mentoring services?

The Aurora Mental Health Center grantee employ varied mentoring program models. A specific focus is placed on the identification of the needs and interests of youth and then pairing the youngster in a one-on-one or group match. The group mentoring model was utilized by Goodwill Industries of Denver.

Southeast Florida Regional Mentoring Grantee

What is the history and background of this grantee?

The Southeast Florida Regional Mentoring grantee is a collaboration between BBBS of Greater Miami, BBBS of Broward County, and BBBS of Palm Beach and Martin Counties, collectively bringing 119 years' experience in implementing one-on-one community-based, volunteer driven mentoring. (<http://www.bbbsmiami.org/what-we-do/specialprograms>)

What was this grantees' focus for applying for MEDP?

The focus of this MEDP collaborative for applying is to 1) implement enhancements that incorporate research-based intentional practices to strengthen positive youth development in mentoring matches, and 2) to actively participate in OJJDP's funded randomized controlled evaluation to address research to practice gaps in youth mentoring contributing to future policy and practice evidence-based initiatives.

What are the mentoring enhancements this grantee utilized?

The Southeast Florida Regional Mentoring grantee will enhance mentoring programming by 1) developing an expanded assessment tool for both the mentor and mentee; 2) detailing the method of assessment and engagement of training program staff across BBBS partnering affiliate sites to implement assessments with fidelity; 3) defining and coordinating the documentation of assessment interviews to assure consistency across partner sites; 4) defining specifically how interest-based information gathered will be utilized in the pre-matching and matching process; and, 5) augmenting the current Match Introduction Meeting. This latter component will foster facilitation support from two key staff members - the Enrollment & Matching Specialist and Match Support Specialist. The grantee also utilized a special activity event through the Junior Achievement program enabling mentors and mentees to come together for an event rich day of mentor-mentee exchanges.

(<https://www.juniorachievement.org/web/ja-miami/home>)

Who are the volunteers and staff that represent this grantee?

The mentoring volunteers of the Southeast Florida Regional Mentoring grantee are recruited from the community and are carefully screened and trained prior to being matched with a mentee. This collaborative has an experienced cadre of executive and program staff and implement as a matter of program practice regular communication and meetings among team members from the sites to lend effect support to mentors and program participants.

What is the delivery model of this grantees' mentoring services?

The Southeast Florida Regional Mentoring grantee will utilize the one-to-one mentoring model in matching 225 new youth ages 12 to 14 with an adult volunteer mentor. Youth will be assessed for potential risk factors. Mentoring relationships last for a minimum of one calendar year with ongoing match support provided by BBBS.

Indiana Grantee

What is the history and background of this grantee?

The Indiana grantee is a collaboration of four Big Brothers Big Sisters sites in Central Indiana, Greater Lafayette, Northeast Indiana, and South Central Indiana. Representing 26 counties in the state of Indiana, each of these 4 sites has more than 40 years of youth mentoring experience.

What was this grantees' focus for applying for MEDP?

The Indiana grantee applied to the MEDP program based on their interest in enhancing mentor knowledge, skills, and abilities with the focus on increased match longevity, and one-to-one mentoring match strength.

What are the mentoring enhancements this grantee utilized?

The Indiana grantee sought to change their traditional method of Length + Strength = Outcomes to the Intentional, Reproducible Outcomes equation model of (Length + Strength) + (Advocacy + Resources) = Intentional, Reproducible Outcomes. The goals of the mentoring enhancements of the Indiana grantee are to increase Mentor-mentee matching based on needs, skills, experiences, and interest, provide ongoing mentor support, and initial and ongoing mentor training. Trainings were developed at the 3-month; 6-month; and 12-month timeframe to benchmark progress around teaching/advocacy. The 6-month training focus was on shared goal setting by the mentor and mentee emphasizing non-prescriptive guidance from mentors.

Who are the volunteers and staff that represent this grantee?

The volunteer mentors of the Indiana grantee consist of community based adults, 19 years of age or older. Each volunteer mentor undergoes a thorough background check and participates in mentoring training once accepted into the program. The lead agency hired a full-time project director to foster and strengthen the program design and support enhancement staff at each partnering agency to ensure project objectives and goals were successfully achieved.

What is the delivery model of this grantees' mentoring services?

This collaboration, which included two urban sites and two suburban sites, enhanced teaching activities through career-oriented opportunities and a new addition of "Match Activity on the Go." This latter addition was designed to foster conversations between mentors and mentees

around any current issues or challenges being faced by the mentee and then helping mentors and mentees engage in thematically oriented discussions/events that would help to get dialogue underway.

BBBS of Metropolitan Detroit Grantee

What is the history and background of this grantee?

Big Brothers Big Sisters of Metropolitan Detroit (BBBSMD) served as the lead applicant and primary fiduciary agency for the Mentoring Enhancement Demonstration Program (MEDP) grantee in Michigan's collaborative. Partnering mentoring service provider sites were the Detroit Public Schools and Marcus Garvey Academy, both located in Detroit, and, BBBS of Lansing serving children in the Michigan Capital Region (BBBSMCR). The goal was to reach 275 new children with juvenile delinquency vulnerability. Youth primarily ages 12-14 will participate in one-to-one mentoring at three distinct sites, 1) Detroit Public Schools, 2) Lansing Public Schools, and Marcus Garvey Academy.

What was this grantees' focus for applying for MEDP?

The BBBS of Metropolitan Detroit Mentoring grantee focus for applying is to increase intentionality in matching youth with mentors, providing tools and training for mentors to serve as advocates, and enhancing match support to promote sustainability and quality of relationships. Executive leadership in Detroit and Lansing brought relevant experience to administering federal grants and this was brought to bear on the MEDP initiative.

What are the mentoring enhancements this grantee utilized?

The BBBS of Metropolitan Detroit Mentoring Grantee enhancements for mentoring programming include 1) increased structure and intentionality in Mentor-Mentee Matching, 2) initial orientation training and ongoing training on advocacy roles for mentors, and 3) Ongoing support to support positive youth development.

Who are the volunteers and staff that represent this grantee?

The mentoring volunteers of the BBBS of Metropolitan Detroit Mentoring Grantee are adults recruited from the communities of Detroit and Lansing to provide mentoring services. Each mentor is carefully screened and undergoes a thorough background check.

What is the delivery model of this grantees' mentoring services?

The BBBS of Metropolitan Detroit Mentoring Grantee provides school-based one-on-one mentoring to youth ages 12-14. The BBBS of the Michigan Capital Region also employed community-based mentoring to youth participants.

BBBS Tri-State Grantee

What is the history and background of this grantee?

The BBBS Tri-State Grantee is a three-site mentoring collaborative consisting of three Big Brothers Big Sisters agencies in Wilmington, Delaware; Burlington, Camden & Gloucester counties in New Jersey; and Southeastern Pennsylvania. Each of the BBBS agencies is affiliated with Big Brothers Big Sisters of America which is headquartered in Tampa, FL. There are over 300 BBBS affiliates located throughout the United States.

What was this grantees' focus for applying for MEDP?

The BBBS Tri-State Grantee employed the legendary single program design matching youth in one-to-one matches with volunteer, screened and trained mentors. The grantee focus emphasized enhancements in three areas of BBBS' mentoring model in order implement systematic advocacy functions into the mentor's role. The three core objectives of the BBBS Tri-State grantee are to provide enhanced mentor services to 225 youth annually between the age of 11-15 in New Jersey, Delaware, and Pennsylvania, reduce incidence of delinquent behavior, and participate in the OJJDP randomized controlled evaluation study.

What are the mentoring enhancements this grantee utilized?

The BBBS Tri-State Grantee enhancements included matching based upon the Myers/Briggs personality test to improve mentor-mentee matching, pre-match training and ongoing advocacy training for mentors, and dedicated support groups for mentors to support one another's individual advocacy efforts.

Who are the volunteers and staff that represent this grantee?

The volunteers of the BBBS Tri-State grantee consist of community-based adults, lead executive and program management grantee staff, and, notably in two part/time shared regional trainers to support volunteer advocacy activities across all three sites spanning these three eastern states.

What is the delivery model of this grantees' mentoring services?

The BBBS Tri-State grantee administers the Myers-Briggs Type Indicator personality test to inform mentor/mentee matching by incorporating "personal preferences" into the match rationale along with youth's needs and interests as well as mentor's experience, skills, and interests.

Big Brothers Big Sisters El Paso Grantee

What is the history and background of this grantee?

The BBBS of El Paso grantee implements one-to-one mentoring programming for primarily at-risk Hispanic youth ages 11-15 along a Northward Bound corridor from the border of Mexico to the Texas panhandle. Partnering mentoring providers for this MEDP site were the Big Brothers Big Sisters of the Mountain Region (Las Cruces, NM) and BBBS of Lubbock, TX agencies. All agencies in the collaboration are affiliates of Big Brothers Big Sisters of America.

(<http://www.bbbsep.org>) An essential component of programming across these partnering agencies was child safety of mentees as the agencies individually and collectively monitored new standards in child safety in the mentoring industry.

What was this grantees' focus for applying for MEDP?

The BBBS of El Paso grantee focus is to implement strategic programming to mentor and mentee pairing, training of mentors, and consistent support of mentors during the match relationship. This agency had considerable previous experience administering mentoring grants from federal agencies, e.g., Departments of Education, Health & Human Services. The executive directors also brought keen interest in research to this new OJJDP opportunity.

What are the mentoring enhancements this grantee utilized?

The BBBS of El Paso grantee proposed enhancements for mentoring programming include: 1) detailed assessments; 2) enhanced match introductions; 3) home visits for mentors; 4) initial and advanced training on advocacy and teaching, 5) reduced caseloads, 6) more frequent contact with match support staff; 7) and, additional opportunities for interaction among participants.

Who are the volunteers and staff that represent this grantee?

The mentoring volunteers of BBBS El Paso grantee are recruited from the community and are carefully screened and trained prior to being matched.

What is the delivery model of this grantees' mentoring services?

The BBBS of El Paso grantee utilizes the one-to-one mentoring model. Mentors and mentees are committed to the program for one-year which includes a minimum of 2-4 outings on a monthly basis.

Utah 4-H Mentoring Grantee

What is the history and background of this grantee?

The 4-H Mentoring of Central Utah is a collaborative of three sites. Utah County 4-H, Iron County 4-H, and the Brigham Young University. The program provides community-based mentoring to youth by matching 225/300 college age mentors to mentees. The youth are in 5th-8th grade for the initial match and come from economically disadvantaged urban/suburban neighborhoods who are at risk of juvenile delinquency and high-risk behaviors. The 4-H Mentoring Program is a component of the suite of youth development and mentoring programs sponsored by the United States Department of Agriculture's (USDA) Cooperation Extension Service that operate from land grant universities throughout the United States.

What was this grantees' focus for applying for MEDP?

The 4-H Mentoring of Central Utah grantee provides prevention mentoring for youth in economically disadvantaged neighborhoods who are at risk of juvenile delinquency, drug abuse, truancy, and other problem and high-risk behaviors. The 4-H Mentoring sites were specifically targeted for assistance due to program involved youth who were "failing, or at risk of failing" and "farthest from meeting state educational standards". Two of the three sites were in an urban/suburban environment and the third was located in a more rural setting in Iron County, UT.

What are the mentoring enhancements this grantee utilized?

The 4-H Mentoring of Central Utah grantee sought to enhance (1) matching of youth and mentors based on needs, skills, experiences, and interests; (2) initial and ongoing training, and (3) ongoing mentor support and family engagement. Strategies focused on influencing the reduction and prevention of juvenile delinquency. Mentors participated in new Mentor Councils that were organized to promote and foster more interaction and communication among the college age mentors.

Who are the volunteers and staff that represent this grantee?

The 4-H Mentoring of Central Utah grantee volunteers are college age mentors. The 4-H Mentoring grantee staff will be responsible for extensive training and orienting of all mentoring coordinators emphasizing all the changes and new standards for the program in order to implement the enhancements. Staff for this grantee included university personnel and youth development experts who had previously created an evidence-based curriculum (Youth and

Families with Promise) now used by several 4-H programs in the 4-H program featuring an activities oriented curriculum appropriate for year-round use.

What is the delivery model of this grantees' mentoring services?

The 4-H Mentoring of Central Utah grantee's delivery model involves mentor-mentee one-to-one mentoring by matching 225-300 new/additional mentees (75-100 at each site) with a college aged mentor. Youth are in 5th – 8th grade for the initial match and come from economically disadvantaged urban/suburban neighborhoods who are at risk of juvenile delinquency.

Appendix B. List of Enhanced Training, Mentor Support, and Program-Sponsored Activities by Grantee

Collab.	Session/Event	Grantee Description of the Session	Type	Format
A	Advocacy/ Sparks Training	Training offered at the two community-based sites with one-on-one matches. The training focuses on positive youth development framework, development of sparks in youth, advocacy, goal setting, and relationship development using True Colors personality profiling that is based on colors that differentiate personality types and introvertedness/extrovertedness.	Training	In-person
E	Training Module 1	This online training is titled "Youth Developmental Stages and Building a Healthy Mentoring Relationship" and aims to build knowledge and prepare the volunteers for mentoring.	Training	Online
E	Training Module 2	This online training is titled "Youth Empowerment & Conflict Management & Resolution" and aims to help mentors learn about youth empowerment and how they can help youth eliminate risk factors and gain developmental assets. In this same module mentors also learned various techniques to work through any conflicts that might arise in the mentoring relationship.	Training	Online
E	Training Module 3	This online training is titled "Goal Setting & the Mentor's Role as Teacher & Advocate" and aims to help mentors teach their mentees how to set and achieve goals.	Training	Online
F	Mentor Council	Enhancement group mentors receive additional support and training and are given a voice in program planning of activities in these in-person mentor group meetings. The Council will meet eight times per year to provide direction and help facilitate the 4-H Mentoring program.	Mentor support	In-person/group

Collab.	Session/Event	Grantee Description of the Session	Type	Format
F	Mentor and Me group meetings	Mentors and youth meet twice a month and on a variety of topics such as: 4-H project curricula (kitchen science, theatre arts, paper crafts, cake decorating, legos, holiday crafts); Connect Curriculum activities (achievement motivation, school engagement, homework, reading for pleasure, planning and decision making, interpersonal competence, resistance skills and peaceful conflict resolution); physical fitness; and life skills. These activities are 4-H oriented and heavily outdoors fun activities. Mentors are encouraged to teach their mentees how to do 4-H projects and to get them involved in 4-H contests and other activities such as day camps and retreats. They also work for at least 45 minutes on homework.	Program-sponsored activity	In-person/group
F	Mentor orientation	Mentors attend the one-hour orientation but also must finish the online 4-H volunteer training modules to learn more about youth development and the 4-H program. These modules provide training on the teaching and advocacy into the mentor's role not currently in our mentoring orientation. Topics are: 1) About 4-H; 2) Positive Youth Development; 3) Mentor/Mentee Activity and 4) 4-H Involvement.	Training	Online
F	Mentor Conference	Mentors are encouraged to attend a two-day conference with mentors from all three sites. Workshops included multiple topics (e.g., Mentor connection, Experiential Learning Model and Activities, teaching and advocacy, group presentations). Mentors and staff had two periods of 1-hour workshops with three sessions to choose from at each period. Topics focused on how to advocate for their mentors and teach them by utilizing the traditional 4-H program.	Training	In-person/group
F	Family night out	Optional monthly family activities	Social event	In-person/group
H	Initial online advocacy training	Required to complete within the first 30 days of being matched with a mentee. Once completed mentors were asked to complete a short, online survey to share what they learned.	Training	Online

Collab.	Session/Event	Grantee Description of the Session	Type	Format
H	Big Chat	Mentor support meetings: Initially designed to be a web-based mentor support tool to allow mentors to engage in conversation with staff and other mentors on key topics, challenges and/or concerns, the website was delayed in its launch due to technical challenges.	Mentor support	Online
H	Quarterly In- person Trainings	These trainings included (1) restorative practices, (2) bridge out of poverty or poverty simulation, (3) advocacy in education/schools, (4) youth developmental assets, and (5) cultural competency. Sites delivered these trainings in person or on the phone at different times.	Training	In-person/group
I	Advocate/Teacher training	This is a training delivered around the 3rd month mark of the match to support the development of advocacy skills.	Training	In-person/group
I	Tailored to Me (Goal setting training)	This training is delivered around the 6th month of the match and is an activity for goal setting and bonding activity. Both the mentor and mentee participate. They get exposed to information on "sparks" and help the little identify it and create action plans for the match. At the end, the match has a photo taken.	Training /program-sponsored activity	In-person/group
I	Twelve-month match meeting	This is a program-sponsored activity when the mentor and mentee review the goals and sparks that they set in their 6- month program-sponsored activity (Tailored to Me).	Match meeting	In-person/match
I	Affinity Group (open- discussion)	These are mentor support group meetings with a focus on a topic related to the relationships and varied by site: Culture of Poverty, Diversity, Helping your Little Academically, How to Talk with your Little, Instilling Volunteerism in your Little, Issues important to your match, and coffee meeting for volunteer appreciation month.	Mentor support	In-person/group
I	BBBS Garage Sale and Fundraiser	Structured group event: Baking cookies/brownies/gluten free things to sell, Set up/Tear down, Hotdog station, Popcorn station	Program-sponsored activity	In-person/group
I	Career Night	Structured group event: Mentors partnered with College Success Mentoring in creating a career night. Speakers were invited to share their career trajectory.	Program-sponsored activity	In-person/group

Collab.	Session/Event	Grantee Description of the Session	Type	Format
I	Community Service Project at Community Harvest Food Bank	Structured group event: Objectives included instilling “Volunteering in your Community” in the Littles. This was a follow-up activity from the February Affinity Group Meeting. A speaker from United Way was invited to talk about places to volunteer.	Program-sponsored activity	In-person/group
I	Day of Caring, Community Service project	Structured group event: Mentors and mentees could work together on a project that was serving the local community. Mentees learned how to work as a team to get a job done and got to meet the school’s principal who showed great appreciation for the kid’s hard work.	Program-sponsored activity	In-person/group
I	Feed My Starving Children Community Service Event	Structured group event: Mentors and mentees, along with hundreds of community volunteers, packed nutrient-rich rice to send overseas to countries such as Haiti and Africa where kids battle starvation. During the event all got to watch a video of what the organization Feed My Starving Children does overseas and see real children who are starving and how the food that is being packed has helped save their lives. At the end of the event mentees got to taste some of the food they had packaged to see what other kids around the world get to eat. All mentees got to experience what some kids living in poverty overseas and were taught one way to help.	Program-sponsored activity	In-person/group
I	December Holiday Gift Making with a Twist	Structured group event: Holiday Gift Making activity with opportunity for reflection on match relationship	Program-sponsored activity	In-person/group
I	Team Building at Stillwater Retreat Center	Structured group event: Matches were invited to come to a retreat center/campsite and spend the day with guided fun team building activities, a rock wall, fishing, swimming.	Program-sponsored activity	In-person/group
I	Learning Car Basics at Summit City Chevrolet	Structured group event: The owner of Summit City Chevrolet did a hands-on lesson of how to maintain a car. He taught the Littles how to change a tire, check fluids, change oil, and other car basics. The mentors and mentees got to see the mechanic shop and car lot as well. Mentees did a good mix of listening, watching and trying some of the things talked about.	Program-sponsored activity	In-person/group

Collab.	Session/Event	Grantee Description of the Session	Type	Format
I	Holiday Cooking Class	Structured group event: To teach Littles cooking skills, dining etiquette, how to set a proper table and decorate for a holiday meal at their houses. Holiday Cooking Class where mentees and mentors learned how to make side dishes for a Christmas dinner. They also watched a video on how to set a holiday table and matches then decorated and set the table using the skills they just learned. Big and Littles also watched a YouTube video on dining etiquette. Matches cooked together and talked during the meal about their favorite family traditions.	Program-sponsored activity	In-person/group
I	College Visit	Structured group event: The trip aimed to give students an opportunity to see a college campus, explore and ask questions to consider whether it would be a good fit for them in the future. This was a program-sponsored activity in cooperation with the Big Futures (College Success Mentoring) program at Big Brothers Big Sisters to include MEDP matches and other matches.	Program-sponsored activity	In-person/group
I	Tour of Stadium/ baseball game	Structured group event: Tour the stadium and meet with people working in different parts e.g. ticket sales, accounting, marketing	Program-sponsored activity	In-person/group
I	Activity on the Go scavenger hunt	Structured group event: Scavenger hunt in the city	Program-sponsored activity	In-person/group
I	Northview Church Service Project	Structured group event: Service learning project at the church, which also included basketball and scavenger hunt	Program-sponsored activity	In-person/group
I	Bradford Woods Retreat	Structured group event where matches are invited—the retreat was a day of fun activities promoting team and relationship building, enhancement of communication and problem-solving strategies, and trust building. Bigs 2.0 participants were led through the activities and reflections by a staff member from Bradford Woods.	Program-sponsored activity	In-person/group

Collab.	Session/Event	Grantee Description of the Session	Type	Format
I	Brown County Challenge Course	Structured group event where matches are invited—goal setting, team and confidence building. For matches who attended the 6-month goal training activity, this was a chance to set specific, short-term goals as they experienced the challenge course. For many youth, this was an introduction to the concept of goal setting.	Program-sponsored activity	In-person/group
I	Indoor Climbing	Structured group event where matches are invited—matches combined learning or practicing a (new) large motor skill with noticing and connecting how we felt while engaging in the activity.	Program-sponsored activity	In-person/group
I	Ice Skating	Structured group event where matches are invited—This activity served to help mentors and mentees experience an organized activity in preparation for a more intentional focus on goal setting. It was a fun activity that encouraged participants to set goals, try new skills, and show those new skills off.	Program-sponsored activity	In-person/group
K	Building Better Bigs Workshop	This training aims to help volunteers achieve a balance with their little/parent/match support specialist/and their personal life, learn effective communication skills and develop coaching skills with their Little.	Training	In-person/group
K	CATALYST	This training is delivered during the 4th month of the match and focuses on building effective advocacy skills so mentors can help mentees and their families successfully identify and maneuver through needed school and community resources. The Catalyst workshop sought to address the current gaps that exist within the programming of the BBBS partner affiliates related to providing “wraparound” services for families, including issues related to the child’s home environment, academic needs, and parental specific needs.	Training	In-person/group
K	GPS ACTIVITY	This program-sponsored activity focuses on goal setting and introduces to Search Institute's Sparks Model. The objectives are listed as: help mentees discover and explore their Sparks and begin to identify Spark Champions; help mentees adopt a growth mindset and identify fixed mindsets; and help mentees develop GPS skills in goal setting.	Training /program-sponsored activity	In-person/group

Collab.	Session/Event	Grantee Description of the Session	Type	Format
K	“JA World” (Junior Achievement)	This is an activity delivered around the 6th month of the match when the mentee and mentor are asked to plan a Junior Achievement World trip for a half day. This activity is designed to help the mentee in using active learning to foster decision making alongside his/her mentor. This workshop intends to help the Big identify skills, attributes and abilities of their Little that can be used to further foster their relationship.	Training	In-person/group
L	Pre-Match Online Advocacy Training	Pre-Match Online Advocacy Training after randomization and prior to match meeting to introduce mentors to advocacy	Training	Online
L	Big Little Training	The goal was that volunteers would complete training within the first six months of match – ideally month three. Big and Little attend the training together but after introduction are separated into two rooms. Bigs get a training on Search Institute's assets and the positive youth development framework, and goal setting. Littles learn about program rules, think about their strengths, take an assets survey, write an appreciation note to bug. At the end they come together, set a goal. This goal is reviewed during support calls and at the 6month home visit.	Training	In-person/group
L	Six-Month Home Visit	Home visit occurs no more than 15 days before or 45 days after six-month mark Goal – to build relationship between Big and Parent/Guardian so that mentor and Parent/Guardian can partner in supporting mentee to pursue goal(s)	Match meeting	In-person/match
L	2013 Q4 Activity	A guided tour of National Liberty Museum	Program-sponsored activity	In-person/group
L	2014 Q1 Activity	A guided tour of local International Airport – the 12th busiest airport in the world	Program-sponsored activity	In-person/group
L	2014 Q2 Activity	Outdoor rock climbing in Alapocas Run State Park	Program-sponsored activity	In-person/group
L	2014 Q3 Activity	Farm-to-Table Cooking Workshop	Program-sponsored activity	In-person/group

Collab.	Session/Event	Grantee Description of the Session	Type	Format
L	2014 Q4 Activity	A guided, educational tour of the city	Program-sponsored activity	In-person/group
L	2015 Q1 Activity	A guided tour of football stadium	Program-sponsored activity	In-person/group
L	2015 Q2 Activity	Mad Science Workshop, Stubbs Elementary School	Program-sponsored activity	In-person/group
L	2015 Q3 Activity	Farm-to-Table Cooking Workshop	Program-sponsored activity	In-person/group
L	2015 Q4 Activity	Dance Workshop, I Am Phresh Dance Academy	Program-sponsored activity	In-person/group
R	The enhanced mentor orientation and initial training	This training involves the re-packing of the standard orientation to be a 2.5 hour session, an additional hour, provided by BBBS staff to the intervention group matches in individual or group settings at the 3 sites each year in which mentors are: 1) oriented to the BBBS mentoring program; 2) provided with an overview of youth resilience framework concepts focusing on youth brain development, vulnerabilities and core life skills; and 3) provided with an introduction to Motivational Interviewing as a technique for positive communication.	Training	In-person/group
R	Online trainings	These 13 online modules included: Tips to becoming a great mentor; Focus on developmental mentoring; Making decisions; Personality and compatibility; Service learning; Self-image; Assertiveness; Anxiety; Advocate; Social skills, and other topics.	Training	Online

Collab.	Session/Event	Grantee Description of the Session	Type	Format
R	Service learning	The program-sponsored activity aims to utilize mentor/mentee volunteerism as a form of mentor support to strengthen the teaching and advocacy bond between the mentor and the mentee. Service learning teaches mentors and mentees how to engage in meaningful community service and volunteerism with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Matches are supported by project staff to identify volunteer projects that they both find appealing, and select four throughout the year for which they would volunteer together. In addition, they are expected to complete a Community Service Learning Journal of the project that reflected on the outcomes of their volunteerism.	Ongoing program-sponsored activity	In-person match only
S	Advocacy training (New beginnings)	Developing leadership and advocacy skills: Objectives are listed as identifying advocacy as it related to their role; serving as an impartial voice for youth; addressing issues with teachers on behalf of youth; and identifying leadership skills key to positive youth performance.	Training	In-person/group
Y	MAT 101 Training	Initial Training introducing mentors to their enhanced role as advocates and teachers for mentees. This training takes place soon after the match (within 30 days of the match meeting after mentors are randomly assigned to this group). Includes introduction to advocacy in mentoring, icebreaking and group activities.	Training	In-person/group
Y	Advanced MAT trainings	Trainings are held at each agency on topics of interest to participants. These are largely informational and required two per year. All trainings have an advocacy and teaching component, building on the information base and supporting mentors in that role. Specific topics offered at each site included: The developing brain: Healthy brain development; Bewixt & Between: The world of tweens and teens; Tailoring the match plan; Building/fostering self-esteem; Risk and protective factors and youth substance use; Adult living training; and Training sexuality, healthy relationships.	Training	In-person/group

Collab.	Session/Event	Grantee Description of the Session	Type	Format
Y	Amigo Matters	Monthly Mentor support group meetings: mentors will have a monthly opportunity to meet with team members, including board members, to peer share, get in-person coaching, share best MAT practices/ examples, and provide input on MAT trainings and match strengthening activities.	Mentor support	In-person/group
Y	Big Adventure: Western Playland Tour	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventure: Bowling	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventure: Dia De Los Muertos	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventures: Western Playland	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventures: Therapeutic Horsemanship	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventures: Sarah Farms: behind the scenes of milk processing	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventures: Symphony orchestra	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventures: Plant nursing	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventures: Corn maze tour	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventures: Zoo behind the scenes	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventures: Museum of art tour	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group

Collab.	Session/Event	Grantee Description of the Session	Type	Format
Y	Big Adventure: Game, fish, and wildlife training	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventure: Telshor 12 Theater	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventure: Tour of livestock at university	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventure: Bowling and Tour of Ten Pin Alley	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventure: Spaceport America Trip	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group
Y	Big Adventure: Swimming and pool safety tour	Structured group event where matches and families are invited	Program-sponsored activity	In-person/group

Appendix C. Mentor Participation in Training and Responsiveness

Collaborative specific trainings and topics covered in trainings		Mentors who reported attended		Responses of mentors in the enhanced group who participated in the training		
		BG	EG	Found it “fairly relevant” or “very relevant”	Used tips/pointers one or more times	Tried activities suggested
Collaborative A EG_N = 57 BG_N = 53	Topic learned in training: true colors (learning about mentee’s personality traits)	40%	92%	78%	74%	N/A
	Topic learned in training: active listening	38%	87%	93%	100%	N/A
	Topic learned in training: goal setting w. youth	44%	87%	98%	95%	N/A
	Topic learned in training: career readiness	29%	68%	94%	87%	N/A
Collaborative E EG_N = 44 BG_N = 44	Topic learned in training: building rapport (building trust with your mentee)	34%	64%	N/A	100%	11%
	Topic learned in training: youth development (e.g., the stages of adolescent development)	27%	73%	N/A	76%	52%
	Topic learned in training: youth empowerment	23%	29%	N/A	92%	18%
	Topic learned in training: goal setting	32%	68%	N/A	87%	14%
	Topic learned in training: cultural competency (understanding and respecting other cultures)	20%	73%	N/A	68%	44%
	Topic learned in training: crisis (e.g., bullying, child abuse)	12%	51%	N/A	50%	60%
	Topic learned in training: conflict resolution (healthy vs. unhealthy conflicts)	19%	49%	N/A	74%	21%
	Topic learned in training: advanced communication	14%	35%	N/A	92%	17%

Collaborative specific trainings and topics covered in trainings		Mentors who reported attended		Responses of mentors in the enhanced group who participated in the training		
		BG	EG	Found it “fairly relevant” or “very relevant”	Used tips/pointers one or more times	Tried activities suggested
Collaborative F EG_N = 32 BG_N = 30	Read my program’s advocacy guidelines	70%	59%	N/A	58%	N/A
	Mentor conference	30%	49%	38%	100%	N/A
Collaborative H EG_N = 40 BG_N = 73	Topic learned in training: advocating for youth in poverty	18%	38%	85%	69%	N/A
	Topic learned in training: restorative practices (understanding the consequences of one’s actions)	24%	40%	93%	79%	N/A
	Topic learned in training: youth asset/spark development	21%	22%	100%	100%	N/A
	Topic learned in training: Supporting youth in the school system	22%	33%	82%	46%	N/A
Collaborative I EG_N = 69 BG_N = 77	Teaching and advocacy roles	29%	68%	92%	84%	N/A
	Building assets/discovering sparks	27%	69%	39%	88%	N/A
	Goal setting for youth	32%	72%	94%	86%	N/A
Collaborative K EG_N = 44 BG_N = 40	Building Better Bigs Workshop (e.g., communication methods for developing strong mentoring relationships)	8%	50%	N/A	87%	N/A
	Catalyst Workshop (e.g., exploring resources for Littles, spark development)	5%	40%	N/A	87%	N/A
	GPS Match Training Activity (e.g., spark exploration, goals and growth mindset)	5%	64%	N/A	93%	N/A
	Junior Achievement World Match Activity (e.g., budgeting, financial decisions, personal goals)	3%	40%	N/A	65%	N/A

Collaborative specific trainings and topics covered in trainings		Mentors who reported attended		Responses of mentors in the enhanced group who participated in the training		
		BG	EG	Found it “fairly relevant” or “very relevant”	Used tips/pointers one or more times	Tried activities suggested
Collaborative L EG_N = 38 BG_N = 37	Online advocacy	28%	52%	84%	79%	N/A
	Big Little-Goal setting	50%	60%	95%	85%	N/A
Collaborative R EG_N = 104 BG_N = 73	In-person	44%	53%	91%	90%	N/A
	Used online learning modules	14%	67%	89%	87%	N/A
Collaborative Y EG_N = 37 BG_N = 29	MAT (Mentors as Advocates and Teachers) 101	10%	50%	100%	94%	N/A
	ABC’s of healthy sexual education (advanced/enhanced MAT training)	7%	36%	69%	31%	N/A
	Healthy brain development (advanced/enhanced MAT training)	10%	22%	100%	75%	N/A
	Tailoring the match plan (advanced/enhanced MAT training).	10%	22%	100%	83%	N/A
	Mental health (advanced/enhanced MAT training)	0%	34%	91%	64%	N/A

Note. The listing of the trainings reported here and questions about relevance and use were determined by each collaborative. No data were provided by Collaborative S.

Appendix D. Cost Study Decisions for Analyses

Prior to analysis of the cost study data, decisions were made about how to accurately capture the costs of implementing EG and BG mentoring and correct errors in the reporting of some agencies. First, staff time allocated to MEDP research was excluded from the cost analyses, as research time is not reflective of the costs an agency would typically incur as part of its programming. Second, 5 of the 22 sites reported staff time allocations that did not add up to 100 percent. To account for this error, time was allocated or removed from staff time categories proportionally to achieve a total of 100 percent. Exceptions to this included the cases in which personnel reported not having spent any time (0%) in a category, as our correction would potentially yield negative percentage values (i.e., in cases where other categories added up to more than 100 percent and we needed to subtract from each category to make our correction). In these cases, time was proportionally added or subtracted only from categories with non-zero percentage values reported; the categories with zero were not changed. In addition, some agencies may have interpreted the “MEDP Study” column as including all the time they spent on the MEDP project, rather than what it was intended to include—only time spent on MEDP research activities (e.g., administering surveys). Because we wanted to exclude MEDP research time from our calculations, these values were simply ignored if other columns equaled 100%.

To correct for missing data from individual collaboratives and sites, adjustments were also made. First, in one case, personnel salary and benefits information was missing from one of the agencies despite their including the percentage breakdown of staff time. To supply missing salary information, we used the preliminary agency budget that was reported in grantee documents. However, benefits were not included for this site because we could not separate benefits from salaries on a staff-by-staff basis. Second, some collaboratives did not supply full salaries or benefits for staff and instead provided a proportion of their salaries based on time spent on the MEDP project. Staff assignments to support EG or BG mentoring were also not identified for these collaboratives (i.e., whether the staff person worked with matches in the Enhanced or the BAU program). In these cases, we gathered this information from supplemental documents received from the collaboratives. Additionally, one collaborative provided only an overall budget of supports and expenses for three years of the MEDP study, which we used to estimate amounts for each support and expense category for the fiscal year of interest.

Appendix E. Addendum to Plans on Outcome Analyses

Evaluation of OJJDP's Mentoring Enhancement Demonstration Program Plan for Outcome Analyses

January 2018

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Analyses of Program Effects on Youth Outcomes

The study was designed as a comparative effectiveness trial examining enhancements to mentoring—where mentors were asked to incorporate advocacy and teaching functions into their roles and programs provided training and additional ongoing support around the advocacy and teaching functions—relative to business-as-usual mentoring (based on the programs’ pre-existing model).

The impact analyses are structured to address two key questions. First, did MEDP lead to more positive outcomes (i.e., social competence, academic performance, emotional well-being, self-worth, and perceptions of social support) for youth randomly assigned to receive enhanced mentoring in contrast to those assigned to receive business-as-usual mentoring? Second, did MEDP lead to reduced involvement in problem behaviors (i.e., involvement in delinquency, problem behaviors, misbehavior in school) for those youth randomly assigned to receive enhanced mentoring in contrast to those assigned to receive business-as-usual mentoring?

For the impact analyses, we will consider the effect of enhanced mentoring on 19 “families” of outcomes, broadly organized into four areas (see page 8 for a list of the outcomes contributing to each family):

Negative Outcomes

- Involvement in Delinquency
- Juvenile Justice Involvement
- Problem Behaviors
- Misbehavior in School

Positive Outcomes

- Social Competence
- Academic Performance
- Emotional Well-Being
- Self-Worth
- Social Support

Intermediate Outcomes

- Increased Knowledge About and Access to Community Resources
- Connections to Significant Adults
- Social Emotional Learning
- Community Engagement
- Development of Interests and Talents

Proximal Outcomes

- Mentoring Relationship Orientation
- Mentoring Relationship Quality (Mentor Report)
- (Positive) Mentoring Relationship Quality (Youth Report)
- (Negative) Relationship Tension (Youth Report)
- Match Length

To assess changes in outcomes in these areas, youth completed baseline surveys at enrollment, prior to being matched with a mentor and follow-up surveys 12 months after random assignment. Mentors also completed baseline surveys at program enrollment and follow-up surveys 12 months after the beginning of their match. Finally, we asked parents/caretakers to complete baseline surveys at enrollment, prior to match initiation and follow-up surveys 12 months after random assignment. In most of the sites, parents were also surveyed again 18 months after random assignment.

Method

To examine the effect of enhanced mentoring on youth program participants, we conducted a multi-site randomized controlled trial where youth were randomly assigned to either the Enhancement or the Business-as-Usual condition. In total, 2,165 eligible youth were enrolled in the various programs with 1,113 (51.4%) assigned to the Enhanced Mentoring condition and 1,052 (48.6%) assigned to the Business-as-Usual Mentoring condition (these numbers include siblings that were enrolled in the same condition as the child to avoid potential contamination).¹

Equivalence of the Intervention (i.e., Enhancement) and Control (i.e., Business-as-Usual) Groups

To establish equivalence between the two groups at baseline, we calculated effect sizes for the difference between the groups on each of the control and predictor variables. Consistent with Version 3 of the *What Works Clearinghouse (WWC) Procedures and Standards Handbook*, if the absolute value of the effect size based on the mean difference is less than 0.05, we will consider that to be evidence of equivalence between the Enhancement and Business-as-Usual groups. We follow the guidance of WWC in using Hedges' g corrected for small-sample bias as the effect size measure, using the following formula:

$$g = \frac{\omega(y_i - y_c)}{\sqrt{\frac{(n_i - 1)s_i^2 + (n_c - 1)s_c^2}{n_i + n_c - 2}}}, \text{ where } \omega = \left[1 - \frac{3}{(4N - 9)} \right]$$

for this formula, y , n , and s^2 are the mean, sample size, and variance for each of the intervention (i) and control (c) groups

There are also a number of binary measures among the control and predictor variables. For those variables, in place of Hedges' g we will use the Phi coefficient (also referred to as the Mean Square Contingency Coefficient), which for a 2 x 2 contingency table is calculated as follows:

$$\phi = \frac{AD - BC}{\sqrt{(A + B)(C + D)(A + C)(B + D)}}$$

for tables structured as

¹ About 10% of the sample are living in the household of at least one other participant in MEDP. This percentage is not uniform across all the sites, though. For the majority of the youth in the study, the MEDP intervention happens external to the home environment and in the vast majority of the cases, the siblings have unique mentors. As such, we are not particularly concerned that the non-independence of observations for siblings will introduce bias in the results. That said, we will conduct post-hoc sensitivity analyses where we randomly select one sibling from each household to retain in the analysis and exclude the other siblings.

A	B
C	D

In Table 1, we present the results from the equivalence analyses. We present results for both the original sample which is the full set of cases that went through randomization, and the analytic sample, which is the sample on which we have follow-up data and with which we will conduct the outcome analyses. Effect sizes for the analytic sample equal or greater in absolute value to 0.05 (shown in the table **in bold**) will indicate those variables to include as additional controls in the Intent-to-Treat analyses.

Table 1. Results from Equivalence Analyses

Control / Predictor Variables	Measures (N _{Initial Sample} /N _{Analytic Sample})	Initial Sample			Analytic Sample		
		BUSINESS-AS-USUAL (%/Mean)	ENHANCEMENT (%/Mean)	Effect Size	BUSINESS-AS-USUAL (%/Mean)	ENHANCEMENT (%/Mean)	Effect Size
YOUTH AGE	Age (2096/1571)	12.46	12.35	-0.077	12.45	12.37	-0.057
YOUTH RACE	African American/Black (1896/1422)	42.9%	41.5%	-0.014	43.7%	41.8%	-0.020
	Caucasian/White (1896/1422)	32.8%	28.4%	-0.048	32.4%	28.5%	-0.043
	Native American or Alaska Native (1896/1422)	3.9%	6.8%	0.064	4.7%	7.5%	0.059
	Asian (1896/1422)	1.9%	2.5%	0.022	2.0%	1.7%	-0.009
	Pacific Islander (1896/1422)	0.7%	0.5%	-0.009	0.3%	0.7%	0.026
YOUTH ETHNICITY	Latino/Hispanic (1896/1422)	26.8%	30.6%	0.041	26.5%	29.5%	0.033
YOUTH GENDER	Female (1901/1427)	54.6%	57.2%	0.027	55.7%	56.6%	0.009
FAMILY STRUCTURE	Single Parent Family (1875/1407)	58.4%	61.9%	0.036	59.3%	61.5%	0.022
LANGUAGE IN HOME	English as Second Language (1889/1415)	8.3%	8.0%	-0.006	8.3%	7.6%	-0.013
INCARCERATED FAMILY	Family Member in Jail or Prison (1900/1423)	18.7%	18.0%	-0.009	18.4%	17.3%	-0.015
PRIOR MENTORING	Has Been Mentored Previously (2040/1528)	37.3%	41.3%	0.041	39.7%	41.3%	0.017
SIZE OF FAMILY	Number of People in Household (1864/1397)	4.46	4.43	-0.018	4.48	4.40	-0.047
ENVIRONMENTAL RISK	Economic Adversity (1907/1429)	1.60	1.53	-0.055	1.59	1.49	-0.079
	Family Stress (1899/1424)	2.11	2.20	0.054	2.10	2.15	0.033
	Peer Difficulties (1897/1423)	0.67	0.62	-0.066	0.65	0.63	-0.028
INDIVIDUAL RISK	Academic Challenges (1909/1431)	0.77	0.77	-0.072	0.72	0.69	-0.039
	Problem Behavior (1909/1431)	0.36	0.26	-0.118	0.30	0.24	-0.093
	Mental Health Concerns (1901/1425)	0.68	0.61	-0.083	0.65	0.59	-0.083
DELINQUENT INVOLVEMENT	Property Offenses (Frequency) (2037/1533)	0.07	0.07	0.002	0.07	0.06	-0.019
	Property Offenses (Onset) (2050/1534)	17.0%	17.7%	0.009	16.2%	17.1%	0.012
	Person Offenses (Frequency) (2039/1531)	0.14	0.16	0.054	0.13	0.14	0.023
	Person Offenses (Onset) (2045/1531)	28.4%	26.8%	-0.019	26.6%	25.6%	-0.012
	Arrest or Pick-up (2044/1528)	2.9%	1.9%	-0.033	2.1%	1.5%	-0.024
PROBLEM BEHAVIORS	Conduct Problems (1845/1403)	2.31	2.16	-0.073	2.19	2.05	-0.069
	Substance Use (2041/1527)	8.0%	9.2%	0.022	8.0%	8.6%	0.010
	Negative Peers (2045/1526)	1.76	1.76	0.002	1.75	1.74	-0.020
MISBEHAVIOR IN SCHOOL	School Discipline (2044/1530)	34.3%	33.7%	-0.007	33.0%	32.0%	-0.010
	Skipped School or Class (2041/1526)	10.9%	10.8%	-0.001	10.6%	9.7%	-0.015
SOCIAL COMPETENCE	Prosocial Interpersonal Behaviors (1857/1396)	2.52	2.53	0.009	2.54	2.55	0.023

Control / Predictor Variables	Measures (N _{Initial Sample} /N _{Analytic Sample})	Initial Sample			Analytic Sample		
		BUSINESS-AS-USUAL (%/Mean)	ENHANCEMENT (%/Mean)	Effect Size	BUSINESS-AS-USUAL (%/Mean)	ENHANCEMENT (%/Mean)	Effect Size
ACADEMIC PERFORMANCE	Self-Reported Grades (GPA) (2040/1527)	2.63	2.62	-0.006	2.67	2.61	-0.061
EMOTIONAL WELL-BEING	Self-Worth (2060/1537)	3.27	3.27	-0.008	3.30	3.28	-0.033
	Depressive Symptoms (2051/1532)	0.38	0.40	0.063	0.36	0.38	0.044
	Emotional Symptoms (1870/1406)	1.59	1.61	0.026	1.58	1.60	0.031
PERCEPTIONS OF SOCIAL SUPPORT	Positive Parent Relationship (2049/1530)	3.44	3.41	-0.050	3.48	3.43	-0.076
	Peer Problems (1846/1402)	2.59	2.69	0.049	2.50	2.64	0.071
INCREASED KNOWLEDGE AND ACCESS TO COMMUNITY RESOURCES	Unmet Needs (2064/1600)	64.9%	64.7%	-0.002	63.7%	62.4%	-0.014
	Parent Does Not Know Where To Get Services (2064/1600)	48.5%	48.7%	0.002	46.5%	47.2%	0.008
CONNECTIONS TO SIGNIFICANT ADULTS	Special Adult (1993/1487)	71.6%	71.2%	-0.004	72.2%	70.6%	-0.018
SOCIAL-EMOTIONAL LEARNING	Help Seeking (2059/1537)	3.04	3.05	0.022	3.07	3.07	-0.002
	Problem Solving (2059/1536)	3.05	3.04	-0.015	3.06	3.04	-0.021
	Future Orientation (2060/1537)	3.38	3.33	-0.070	3.38	3.32	-0.103
COMMUNITY ENGAGEMENT OF YOUTH	Involvement in Sports/Clubs/Arts (2049/1532)	86.7%	86.4%	-0.004	87.3%	86.5%	-0.011
	Career Preparation Involvement	43.3%	43.5%	0.003	44.9%	42.6%	-0.023
	Community Service	32.6%	33.1%	0.005	35.0%	33.2%	-0.019
ORIGINAL MENTORS ONLY^a							
GENDER	Female (1927/1499)	54.7%	59.6%	0.050	55.6%	58.9%	0.034
MENTOR RACE	African American, Black (1933/1508)	21.0%	18.6%	-0.031	21.4%	17.6%	-0.047
	Caucasian, White (1933/1508)	62.5%	65.1%	0.027	62.7%	65.7%	0.031
	American Indian or Alaska Native (1933/1508)	3.2%	3.7%	0.015	3.8%	4.6%	0.020
	Mentor is Asian (1933/1508)	6.1%	4.4%	-0.036	5.8%	4.6%	-0.027
	Pacific Islander (1933/1508)	1.2%	0.9%	-0.013	1.4%	1.0%	-0.019
ETHNICITY	Latino, Hispanic (1933/1508)	15.2%	14.8%	-0.005	15.3%	14.9%	-0.006
AGE	Mentor Age (1847/1447)	31.70	31.21	-0.038	31.52	31.53	0.001
EMPLOYMENT STATUS	Any (2067/1602)	75.5%	77.1%	0.018	77.4%	77.3%	-0.001
	Full Time (2067/1602)	56.6%	58.5%	0.018	58.0%	59.3%	0.012
MARITAL STATUS	Never Married (2067/1602)	55.0%	58.4%	0.034	55.1%	56.4%	0.014
HELPING PROFESSION	At time of baseline (1926/1501)	32.4%	33.5%	0.011	32.9%	33.0%	0.001
COLLEGE STUDENT	At time of baseline (1927/1502)	39.2%	34.3%	-0.051	39.3%	33.2%	-0.063
	Volunteering (1933/1505)	66.1%	63.4%	-0.029	68.0%	64.3%	-0.039

Control / Predictor Variables	Measures (N _{Initial Sample} /N _{Analytic Sample})	Initial Sample			Analytic Sample		
		BUSINESS- AS-USUAL (%/Mean)	ENHANCE- MENT (%/Mean)	Effect Size	BUSINESS- AS-USUAL (%/Mean)	ENHANCE- MENT (%/Mean)	Effect Size
EXPERIENCE INTERACTING WITH YOUTH	Professionally (1933/1505)	37.7%	33.8%	-0.040	39.9%	33.3%	-0.068
	Family (1933/1505)	88.9%	87.4%	-0.023	89.8%	87.1%	-0.041
GROWTH MINDSET	Growth Mindset (1933/1506)	2.44	2.43	-0.012	2.46	2.44	-0.022
SELF-EFFICACY	Perceived Self-Efficacy (1924/1499)	3.55	3.56	0.014	3.56	3.54	-0.061
RESILIENCE	Mentor Resilience (1931/1506)	4.33	4.30	-0.070	4.33	4.30	-0.071
ORIGINAL REPLACED BY REMATCHED MENTORS (where applicable)^b							
GENDER	Female (1926/1497)	54.6%	59.6%	0.050	55.6%	58.9%	0.034
MENTOR RACE	African American, Black (1931/1505)	20.6%	18.3%	-0.030	20.9%	17.2%	-0.047
	Caucasian, White (1931/1505)	62.7%	64.8%	0.022	62.8%	65.5%	0.029
	American Indian or Alaska Native (1931/1505)	3.1%	3.9%	0.023	3.7%	5.0%	0.032
	Asian (1931/1505)	5.9%	4.5%	-0.030	5.8%	4.7%	-0.024
	Pacific Islander (1931/1505)	1.2%	0.9%	-0.013	1.4%	1.0%	-0.019
ETHNICITY	Latino, Hispanic (1931/1505)	15.6%	14.9%	-0.010	15.9%	14.7%	-0.016
AGE	Mentor Age (1848/1446)	31.62	31.34	-0.022	31.40	31.66	0.019
EMPLOYMENT STATUS	Any (2063/1599)	75.8%	77.1%	0.015	77.2%	77.3%	0.001
	Full Time (2063/1599)	57.2%	58.6%	0.014	58.2%	59.5%	0.013
MARITAL STATUS	Never Married (2063/1599)	55.4%	58.3%	0.029	55.7%	56.1%	0.004
HELPING PROFESSION	At time of baseline (1923/1497)	32.4%	33.4%	0.011	32.9%	33.1%	0.003
COLLEGE STUDENT	At time of baseline (1926/1500)	39.6%	34.0%	-0.058	39.6%	33.1%	-0.064
EXPERIENCE INTERACTING WITH YOUTH	Volunteering (1932/1503)	66.7%	64.1%	-0.028	68.5%	65.3%	-0.034
	Professionally (1932/1503)	37.7%	33.5%	-0.044	40.3%	33.2%	-0.074
	Family (1932/1503)	88.7%	87.3%	-0.022	89.6%	87.3%	-0.036
GROWTH MINDSET	Growth Mindset (1932/1504)	2.43	2.43	-0.006	2.46	2.45	-0.010
SELF-EFFICACY	Perceived Self-Efficacy (1924/1497)	3.56	3.56	0.014	3.57	3.54	-0.064
RESILIENCE	Mentor Resilience (1931/1504)	4.33	4.31	-0.060	4.33	4.31	-0.066

^a Since randomization took place following the match to original mentor, we first examine the equivalence on characteristics of the original mentors.

^b Since the analytic sample is focused on the mentor at the time of the follow-up, we also consider equivalence after swapping in rematched mentors in place of the original mentor where appropriate.

Intent-to-Treat Analyses

For each outcome of interest, we will estimate intent-to-treat effects (i.e., analyzing all cases assigned to either the Enhancement or Business-as-Usual group regardless of exposure to treatment). The intent-to-treat analysis attempts to estimate the average effect of *offering* youth the opportunity to receive enhanced mentoring on the outcomes described above.

The impact evaluation will compare the outcomes of youth offered the program enhancements to those offered services-as-usual. The study involved ten separate collaboratives, each consisting of one to four mentoring programs, that developed and implemented program enhancements for youth randomly assigned to the enhancement (i.e., intervention) condition. Consequently, the study design parameters are those of a three-level multisite randomized trial. For these models, the unit of analysis is the individual youth. In this case, youth (Level 1-L1) are nested within programs (Level 2-L2), and programs are nested within collaboratives (Level 3-L3). The nested structure of the data calls for the use of multilevel modeling techniques that account for interdependencies within the data.

There are 10 clusters at L3, and the number of L2 cases per cluster is also low, ranging from one to four. Recent scholarship has cautioned about the modeling of effects at L2 or L3 where there are fewer than 30 clusters.² As such, we will estimate multilevel models for two levels only, where we do have 30 clusters.

At the first level for each outcome, the basic model used will be:

Equation 1: Level-1 Model for Enhancement Effects on Youth in Programs (Y_{ij}).

$$Y_{ij} = \beta_{0j} + \beta_{1j}X_{ij} + \beta_{kj}(Z_{ik}) + r_{ij} \quad (1)$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Z_{ik} is a vector of k baseline youth-level control variables (see Table 2 on next page for full list);

r_{ij} is the individual-level error component.

Variables are identified for the vector Z_I , as shown in Table 2, are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute

² McNeish, Daniel, & Stapleton, Laura. (2016). The effect of small sample size on two level model estimates: A review and illustration. *Educational Psychology Review* 28, 295–314. DOI 10.1007/s10648-014-9287-x; Raudenbush, S. W., & Bryk, A. S. (2002). *Hierarchical linear models: Applications and data analysis methods* (2nd ed.). Thousand Oaks, CA: SAGE.

values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22, unless the baseline measure is already included among variables 17-21).

Table 2. List of Variables in Vector Z_{ik} *

No.	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Alndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob	Conduct Problems	Parent Baseline
18	ProbPeer	Problematic Peer Relationships	Parent Baseline
19	Grades	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient	Future Orientation	Youth Baseline
22			

* Z_{ik} is a vector of k baseline youth-level control variables. Non-ratio level variables are to be mean-centered before including in analyses; ** This variable is a reference category that is not included in the analyses.

So for example, when testing Positive Parental Relationships as our outcome, we would use the following equation³:

³ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
PosParRel_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispi - Hispi_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

Equation 2: Level-2 Model for Fixed Effects (γ) and Random Effects (u) in estimating β s.

$$\begin{aligned}
\beta_{0j} &= \gamma_{00} + \gamma_{01}C_{im} + u_{0j} \\
\beta_{1j} &= \gamma_{10} + u_{1j} \\
\beta_{kj} &= \gamma_{k0}
\end{aligned}$$

where

C is a vector of $m - 1$ indicator variables for the collaboratives⁴

γ_{00} is the mean value of the L1 dependent variable (i.e., Positive Parental Relationships)

γ_{01} is the effect (i.e., slope) associated with the L1 intercept for each collaborative (C_{im})

γ_{10} is the effect associated with the L1 slope for the treatment condition (X_{ij})

γ_{k0} are the effects associated with the L1 slope for the control variables (Z_{ik})

u_{0j} is the unmodeled variability (i.e., error) for program j

u_{1j} is the unmodeled variability (i.e., error) for program j

Controlling the False Discovery Rate

Based on the theory of change, there are a number of outcome measures that we assess within each of the 19 families of outcomes. Mathematically, including more outcome measures will increase the likelihood of statistically significant findings that lead us to conclude that enhanced mentoring contributes to a particular outcome, even if the intervention did not actually have a true effect on the youth outcomes. To minimize the number of times that we falsely reject null hypotheses, we will use the Benjamini-Hochberg procedure to compute an adjustment to α (the probability of making a Type I error). Families within which we control for multiple comparisons are listed below along with the individual measures used to evaluate them. We will consider statistically significant results to be those where the adjusted $p < .10$.

Negative Outcomes

⁴ This allows us to test whether there are differences in the outcomes across the 10 collaboratives. If we find there are no statistically significant differences across any of the collaboratives, we can simplify this equation to $\beta_{0j} = \gamma_{00} + u_{0j}$.

1. Involvement in Delinquency [5 measures]
 - a. Stopped by Police or Arrested
 - b. Delinquency-Person Offenses—Onset
 - c. Delinquency-Person Offenses--Frequency
 - d. Delinquency-Property Offenses—Onset
 - e. Delinquency-Property Offenses—Frequency
2. Juvenile Justice Involvement [1 measure]
 - a. Referral to Juvenile Court
3. Problem Behaviors [3 measures]
 - a. Conduct Problems
 - b. Substance Use
 - c. Negative Peers
4. Misbehavior in School [2 measures]
 - a. In-School or Out-of-School Suspension
 - b. Skipping class/school

Positive Outcomes

1. Social Competence [2 measures]
 - a. Prosocial
 - b. Conflict Management
2. Academic Performance [1 measure]
 - a. Self-Reported Grades
3. Emotional Well-Being [4 measures]
 - a. Depressive Symptoms
 - b. Positive Affect
 - c. General Negative Affect
 - d. Emotional Symptoms
4. Self-Worth [1 measure]
 - a. Self-Worth
5. Social Support [2 measures]
 - a. Positive Parent Relationship
 - b. Peer Problems

Intermediate Outcomes

1. Increased Knowledge About and Access to Community Resources [2 measures]
 - a. Youth Now Receiving Services Needed but not Received at Baseline
 - b. Parent has Learned Where to Get Services
2. Connections to Significant Adults [1 measure]
 - a. Special Adult
3. Social Emotional Learning [3 measures]
 - a. Problem Solving
 - b. Help-Seeking
 - c. Future Orientation
4. Community Engagement [3 measures]
 - a. Involvement in Sports/Clubs/Arts
 - b. Involvement in Career Preparation

- c. Community Service
- 5. Development of Interests and Talents [1 measure]
 - a. Youth Reports Mentor Helped Develop New Interests or Talents

Proximal Outcomes

1. Mentoring Relationship Orientation [3 measures]
 - a. Growth Focus (Youth Report)
 - b. Support Seeking (Mentor Report)
 - c. Youth-Centered (Youth Report)
2. Mentoring Relationship Quality (Mentor Report) [3 measures]
 - a. Commitment
 - b. Satisfaction
 - c. Mentor Assessment of Closeness
3. (Positive) Mentoring Relationship Quality (Youth Report) [3 measures]
 - a. Youth Assessment of Closeness
 - b. Mentor as Special Adult
 - c. Relational Health (RHI)
4. (Negative) Relationship Tension (Youth Report) [3 measures]
 - a. Criticism
 - b. Conflict
 - c. Pressure
5. Match Length [1 measure]
 - a. Program Report of Match Length

Preparing for Impact Analysis: Missing Data Imputation

Prior to conducting analyses, we will prepare the datasets by using the Multiple Imputation (**mi**) command in Stata to address missing data.⁵ We will use the multiple imputation by chained equations technique. Given that many of the variables for which imputations will be done are continuous, but non-normal, we will use the Predictive Mean Matching method of imputation. For outcome variables that are dichotomous, we will use the Logit method of imputation.

This is a multiple imputation approach.⁶ Missing data occurred primarily due to lack of collection of 12-month follow-up data from youth (26.1% of the total), although small numbers of youth who did complete the survey had missing data on the positive parental relationships outcome (1.2%). Since the total proportion of missing data for this outcome is about 27%, we will create 30 imputations for each imputed variable.

⁵ We will create a set of dummy variables for missingness for each of the variables (i.e., 0=not missing, 1=missing). In sensitivity analyses after we complete the multiple imputation procedures, we will look to examine if the data appear to *Missing at Random*. To control for potential systematic sources for missingness, we will examine the relationship between the missing dummies and the following variables that get at propensity to be missing: demographic characteristics like gender, age, and race/ethnicity; individual and environmental risk; and match length, which at the lower end of the distribution reflects matches that ended early and/or did not turn into meaningful relationships. [see Grace-Martin, K. “How to Diagnose the Missing Data Mechanism.” The Analysis Factor. Available at: <http://www.theanalysisfactor.com/missing-data-mechanism/>]

⁶ Medeiros, R. (2016). Handling missing data in Stata: Imputation and likelihood-based approaches. StataCorp LP; 2016 Swiss Stata Users Group Meeting. Available at: <http://www.stata.com/meeting/switzerland16/slides/medeiros-switzerland16.pdf>

Imputation will be applied to the full set of outcome measures. Missing values for control variables and baseline predictor variables will be replaced with sample mean values (or sample modal values for categorical variables).⁷ The outcome analyses will then be conducted with the full set of imputed values. Parameter estimates will be averaged across the different analyses. Standard errors for the aggregated results will be calculated using Rubin's (1987) formula that combines variability within and between data sets. Sensitivity analyses will be performed to examine if results are robust with different imputations.⁸

Plan for Impact Analyses

Step 1. As an initial step, we want to establish some context about the variability among the sites. We will estimate the unconstrained (i.e., null) model to compute the intraclass correlations (ICC) for each youth outcome.⁹ The mixed-effects model we will estimate is:

$$Y_{ij} = \gamma_{00} + u_{0j} + r_{ij}$$

where:

γ_{00} is the mean value of the L1 dependent variable

u_{0j} is the error for program j

r_{ij} is the error for L1

and

$$ICC = \frac{\sigma_{u0}^2}{(\sigma_{u0}^2 + \sigma_r^2)}$$

Step 2. For the Intent-To-Treat analyses, we will allow the intercepts and slopes from the L1 model to vary randomly across L2 units, but we will not model the variability with L2 predictors. The mixed-effects model we will estimate is:

$$Y_{ij} = \gamma_{00} + \gamma_{10}X_{ij} + \gamma_{11}Z_{ik} + u_{0j} + u_{ij}X_{ij} + r_{ij}$$

where:

⁷ We replaced missing values in the control and predictor variables based on the mean (or mode, as appropriate) for the particular site (N=30) where that case is from. We did this because of the variability across the sites on many of the control variables (i.e., race/ethnicity, age).

⁸ We will set the random seed to 6337 for the imputations. Then we will create a separate set of imputations for the sensitivity analyses with a random seed of 65537. We will show comparisons of the distributions of observed and imputed values for each of the outcome measures, looking for any imputed values that appear to be unreasonably large or small and for variables for which we failed to impute valid values. We will also conduct post-imputation sensitivity analyses that examine the MAR assumption.

⁹ Note that in the case of an outcome variable with a binary or binomial distribution, we will calculate the Median Odds Ratio (MOR) rather than the ICC. The formula for the MOR is: $e^{(\sqrt{2V_A} * (0.6745))}$, where V_A is the area-level variance.

γ_{00} is the mean value of the L1 dependent variable

γ_{10} is the mean value of the L1 slope for the treatment condition (X_{ij})

γ_{11} is the mean value of the L1 slope for the vector of control variables (Z_{ik})

u_{0j} is the error for the intercepts

u_{ij} is the error for the slopes

r_{ij} is the error for L1

Model Selection

The specific models we use for each analysis are based on the distributional properties of each outcome variable. We will be using variations of mixed effects models for nested, multi-level data. These models account for the potential lack of independence within the levels while allowing for other random effects. This is the full set of criteria for our selections.

- For a dependent variable with a continuous distribution¹⁰, we will use a multilevel mixed-effects linear regression model, which assumes a Gaussian (normal) error distribution. This model uses a maximum likelihood method to estimate coefficients.
- For a dependent variable with a non-normal¹¹ continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Available at: <http://www.stata.com/manuals14/memeglm.pdf>).
- For a dependent variable with a binary¹² or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Available at: <http://www.stata.com/manuals14/memelogit.pdf>).
- For a dependent variable with ordered, categorical responses,¹³ we will use a multilevel mixed-effects ordered logistic regression model. This model assumes that larger values correspond to “higher” outcomes and gives a conditional distribution for the response assuming that the random effects are multinomial, with success probability determined by the logistic CDF (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Available at: <http://www.stata.com/manuals14/memeologit.pdf>).
- For a dependent variable of count responses,¹⁴ we will use a multilevel mixed-effects Poisson regression model. This model gives a conditional distribution of the responses assuming that the random effects

¹⁰ We will consider a variable to have a continuous distribution if it can take on any numerical value, even if the range of values is truncated.

¹¹ We will test each outcome variable’s distribution for normality with a combination of the Q-Q plot and the Shapiro-Wilks test. Given the large sample size for this data set, we will consider variables to be non-normal if in the Shapiro-Wilks test, $W < 0.95$.

¹² A variable with a binary form is one that can take on only one of two possible values.

¹³ A variable with categorical responses is one that can take on one of a limited, fixed number of possible values, which assigns each response to a particular group or nominal category.

¹⁴ A variable with count responses is one that can take on only non-negative integers and where the integers represent counts, not rankings.

follow a Poisson distribution (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Available at: <http://www.stata.com/manuals14/memepoisson.pdf>).

- For a dependent variable of count responses with evidence of overdispersion,¹⁵ we will use a multilevel mixed-effects negative binomial regression model. This model gives a conditional distribution of the responses assuming that the random effects follow a Poisson-like distribution, but with greater variation than an actual Poisson distribution. The negative binomial model adds a second parameter to allow for the estimation of the model overdispersion (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Available at: <http://www.stata.com/manuals14/memenbreg.pdf>).

¹⁵ Overdispersion is demonstrated whenever the variable under question shows greater variability than one might expect if the data were normally-distributed (in this case under a count model or chi-square distribution). If overdispersion is found in the outcome variables of interest, we plan to conduct two forms of follow-up sensitivity analyses: (1) We plan to collapse the non-zero scores into one category and then compare them with the zero counts (any count vs. zero count); and (2) We plan to run the analyses separately on a series of non-zero scores (on a subset of the data) to better understand how individuals may fall at higher or lower levels of the range of values.

Organization of Addenda By Outcome Measure

- Addendum 1: Stopped by Police or Arrested**
- Addendum 2: Delinquency-Person Offenses—Onset**
- Addendum 3: Delinquency-Person Offenses--Frequency**
- Addendum 4: Delinquency-Property Offenses—Onset**
- Addendum 5: Delinquency-Property Offenses—Frequency**
- Addendum 6: Referral to Juvenile Court**
- Addendum 7: Conduct Problems**
- Addendum 8: Substance Use**
- Addendum 9: Negative Peers**
- Addendum 10: In-School or Out-of-School Suspension**
- Addendum 11: Skipping class/school**
- Addendum 12: Prosocial**
- Addendum 13: Conflict Management**
- Addendum 14: Self-Reported Grades**
- Addendum 15: Depressive Symptoms**
- Addendum 16: Positive Affect**
- Addendum 17: General Negative Affect**
- Addendum 18: Emotional Symptoms**
- Addendum 19: Self-Worth**
- Addendum 20: Positive Parent Relationship**
- Addendum 21: Peer Problems**
- Addendum 22: Youth Now Receiving Services Needed but not Received at Baseline**
- Addendum 23: Parent has Learned Where to Get Services**
- Addendum 24: Special Adult**
- Addendum 25: Problem Solving**
- Addendum 26: Help-Seeking**
- Addendum 27: Future Orientation**
- Addendum 28: Involvement in Sports/Clubs/Arts**
- Addendum 29: Involvement in Career Preparation**
- Addendum 30: Community Service**
- Addendum 31: Youth Reports Mentor Helped Develop New Interests or Talents**
- Addendum 32: Growth Focus (Youth Report)**
- Addendum 33: Support Seeking (Mentor Report)**
- Addendum 34: Youth-Centered (Youth Report)**
- Addendum 35: Commitment**
- Addendum 36: Satisfaction**
- Addendum 37: Mentor Assessment of Closeness**
- Addendum 38: Youth Assessment of Closeness**
- Addendum 39: Mentor as Special Adult**
- Addendum 40: Relational Health (RHI)**
- Addendum 41: Criticism**
- Addendum 42: Conflict**
- Addendum 43: Pressure**
- Addendum 44: Program Report of Match Length**

Addendum 1—Outcome Variable: Stopped by Police or Arrested

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Stopped by Police or Arrested. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AlIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	Arrest_BL	Stopped by Police or Arrested	Youth Baseline

When testing Stopped by Police or Arrested as our outcome, we would use the following equation¹⁶:

¹⁶ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
Arrest_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hisp_i - Hisp_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (Arrest_BL_i - Arrest_BL_{i..}) + (ERisk_EA_BL_i) \\
& + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) \\
& + (IRisk_MH_BL_i) + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

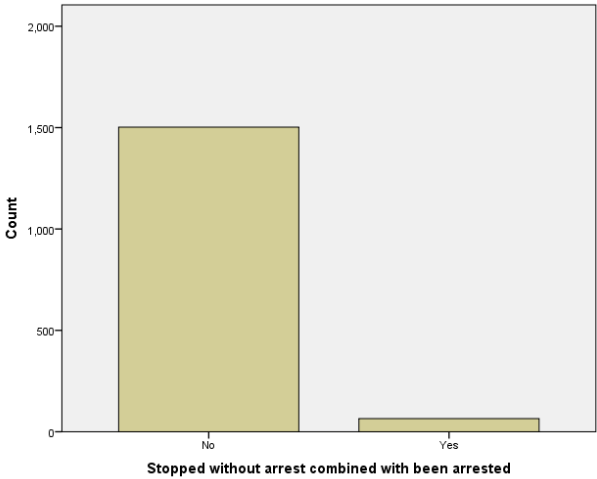
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Stopped by Police or Arrested	Binary (0/1)	<p>Zero Heavy.</p>  <table border="1" data-bbox="634 338 1227 814"> <caption>Data for Distributional Properties Bar Chart</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~1,500</td> </tr> <tr> <td>Yes</td> <td>~100</td> </tr> </tbody> </table>	Category	Count	No	~1,500	Yes	~100	Multilevel mixed-effects logistic regression model ¹⁷
Category	Count								
No	~1,500								
Yes	~100								

¹⁷ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 2—Outcome Variable: Delinquency-Person Offenses—Onset

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Delinquency-Person Offenses--Onset. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Alndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	PersOnset_BL	Person Offense Onset Baseline	Youth Baseline

When testing Delinquency-Person Offenses--Onset as our outcome, we would use the following equation¹⁸:

$$\begin{aligned}
 PersOnset_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (PersOnset_BL_i - PersOnset_BL_{i..}) \\
 & + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
 & + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

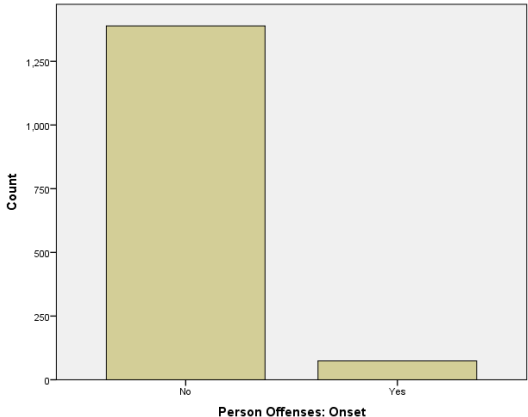
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

¹⁸ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Delinquency- Person Offenses—Onset	Binary (0/1)	<p>Zero Heavy.</p>  <table border="1" data-bbox="651 338 1175 751"> <caption>Data for Person Offenses: Onset Distribution</caption> <thead> <tr> <th>Person Offenses: Onset</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~1300</td> </tr> <tr> <td>Yes</td> <td>~100</td> </tr> </tbody> </table>	Person Offenses: Onset	Count	No	~1300	Yes	~100	Multilevel mixed-effects logistic regression model ¹⁹
Person Offenses: Onset	Count								
No	~1300								
Yes	~100								

¹⁹ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 3—Outcome Variable: Delinquency-Person Offenses--Frequency

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Delinquency-Person Offenses--Frequency. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Alndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	Pers_Freq_BL	Person Offenses—Frequency	Youth Baseline

When testing Person Offenses--Frequency as our outcome, we would use the following equation²⁰:

$$\begin{aligned}
 Pers_Freq_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (Pers_Freq_BL_i) + (ERisk_EA_BL_i) \\
 & + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) \\
 & + (IRisk_MH_BL_i) + (Grades_BL_i)) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

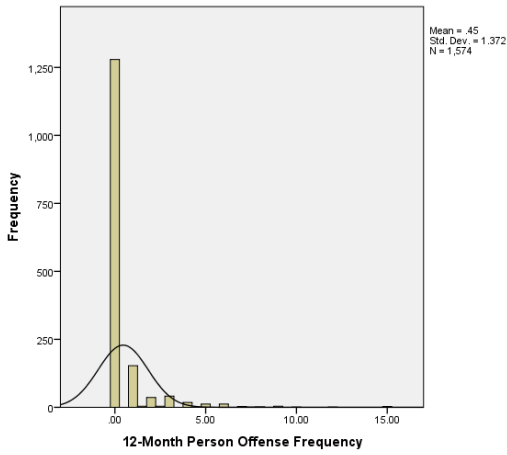
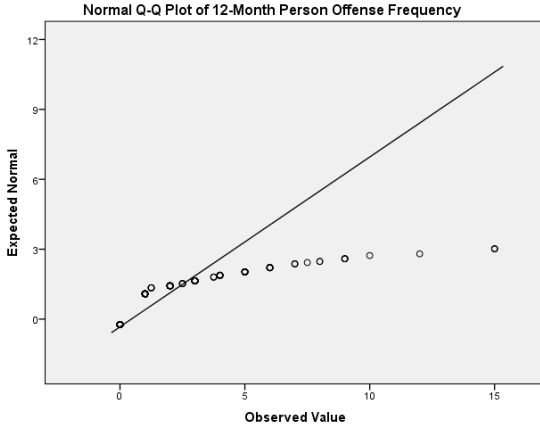
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

²⁰ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Person Offenses-Frequency	Sum (range 0-15) We will transform this variable by taking the natural logarithm.	<p>Not Normal. Positive Skew.</p>  <p>Shapiro-Wilk (0.374)</p> 	Multilevel mixed-effects negative binomial regression model ²¹

²¹ For a dependent variable of count responses with evidence of overdispersion, we will use a multilevel mixed-effects negative binomial regression model. This model gives a conditional distribution of the responses assuming that the random effects follow a Poisson-like distribution, but with greater variation than an actual Poisson distribution. The negative binomial model adds a second parameter to allow for the estimation of the model overdispersion (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memebreg.pdf>).

Addendum 4—Outcome Variable: Delinquency-Property Offenses—Onset

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Delinquency-Property Offenses--Onset. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Alndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	PropOnset_BL	Property Offenses Baseline	Youth Baseline

When testing Delinquency-Property Offenses--Onset as our outcome, we would use the following equation²²:

$$\begin{aligned}
 PropOnset_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (PropOnset_BL_i - PropOnset_BL_{i..}) \\
 & + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
 & + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

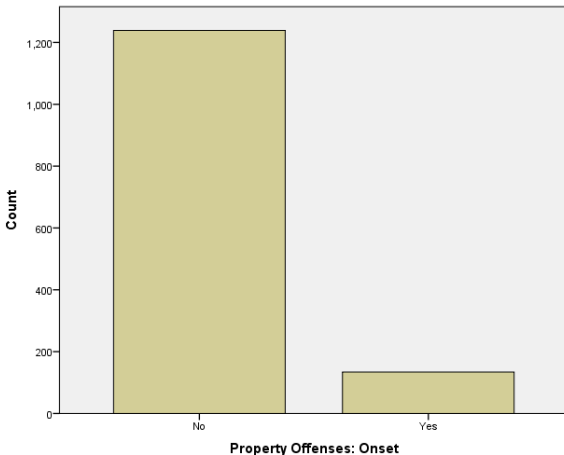
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

²² Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Delinquency-Property Offenses—Onset	Binary (0/1)	<p>Zero Heavy.</p>  <table border="1" data-bbox="649 336 1209 787"> <caption>Property Offenses: Onset Distribution</caption> <thead> <tr> <th>Property Offenses: Onset</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~1,200</td> </tr> <tr> <td>Yes</td> <td>~150</td> </tr> </tbody> </table>	Property Offenses: Onset	Count	No	~1,200	Yes	~150	Multilevel mixed-effects logistic regression model ²³
Property Offenses: Onset	Count								
No	~1,200								
Yes	~150								

²³ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 5—Outcome Variable: Delinquency-Property Offenses—Frequency

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Property Offenses--Frequency. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Indian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	Prop_Freq_BL	Property Offenses—Frequency	Youth Baseline

When testing Property Offenses--Frequency as our outcome, we would use the following equation²⁴:

$$\begin{aligned}
 Prop_Freq_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (Prop_Freq_BL_i) + (ERisk_EA_BL_i) \\
 & + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) \\
 & + (IRisk_MH_BL_i) + (Grades_BL_i)) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

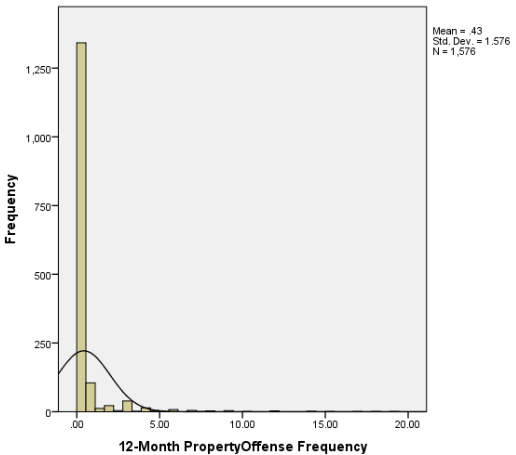
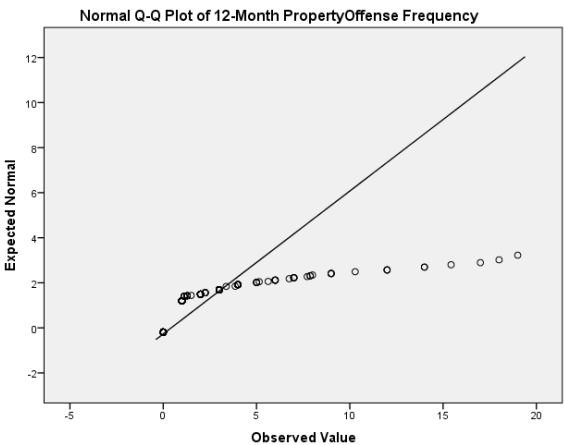
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

²⁴ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Property Offenses-- Frequency	<p>Sum (range 0-27)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal. Positive Skew</p>  <p>Shapiro-Wilk (0.295)</p> 	<p>Multilevel mixed-effects negative binomial regression model²⁵</p>

²⁵ For a dependent variable of count responses with evidence of overdispersion, we will use a multilevel mixed-effects negative binomial regression model. This model gives a conditional distribution of the responses assuming that the random effects follow a Poisson-like distribution, but with greater variation than an actual Poisson distribution. The negative binomial model adds a second parameter to allow for the estimation of the model overdispersion (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memebreg.pdf>).

Addendum 6—Outcome Variable: Referral to Juvenile Court

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Property Offenses--Frequency. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	Referral_BL	Referral to Juvenile Court Before Mentoring	Court Records

When testing Referral to Juvenile Court as our outcome, we would use the following equation²⁶:

$$\begin{aligned}
 Referral_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (Referral_BL_i - Referral_BL_{i..}) \\
 & + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
 & + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

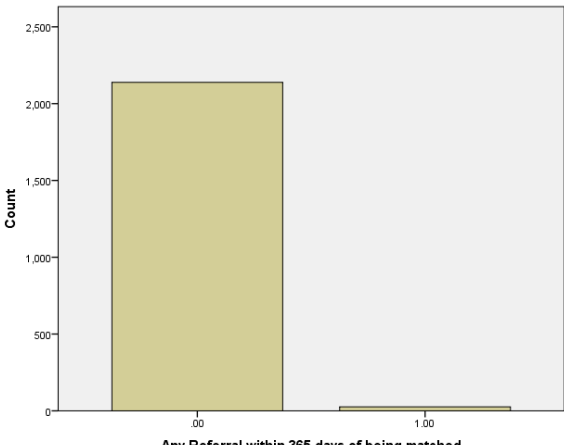
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

²⁶ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Referral to Juvenile Court	Binary (0/1) We will transform this variable by taking the natural logarithm.	<p>Zero Heavy</p>  <p>Count</p> <p>Any Referral within 365 days of being matched</p>	Multilevel mixed-effects negative binomial regression model ²⁷

²⁷ For a dependent variable of count responses with evidence of overdispersion, we will use a multilevel mixed-effects negative binomial regression model. This model gives a conditional distribution of the responses assuming that the random effects follow a Poisson-like distribution, but with greater variation than an actual Poisson distribution. The negative binomial model adds a second parameter to allow for the estimation of the model overdispersion (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memebreg.pdf>).

Addendum 7—Outcome Variable: Conduct Problems

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Conduct Problems. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 17).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Conduct Problems as our outcome, we would use the following equation²⁸:

²⁸ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
Cond_Prob_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

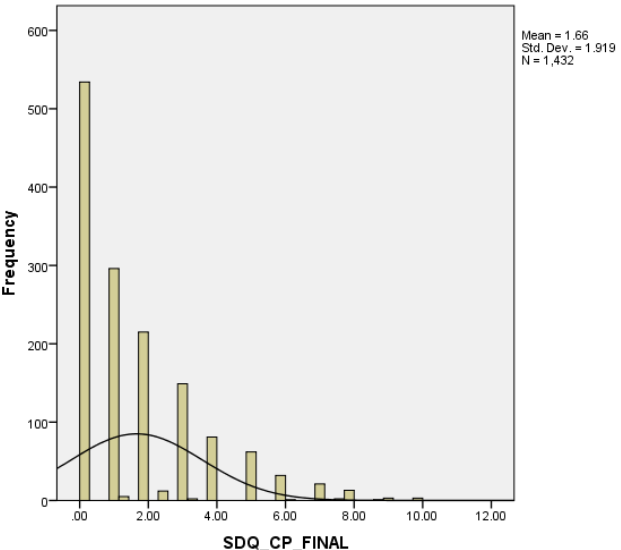
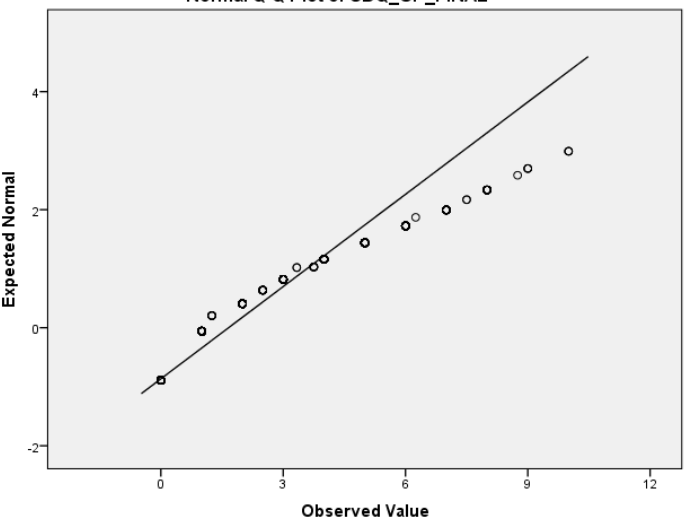
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Conduct Problems	Sum (range 0-10) We will transform this variable by taking the natural logarithm.	<p>Not Normal, Positive Skew.</p>  <p>Shapiro-Wilk (0.818)</p> 	Multilevel mixed-effects generalized linear model 29

²⁹ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 8—Outcome Variable: Substance Use

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Substance Use. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	SubUse_BL	Substance Use	Youth Baseline

When testing Substance Use as our outcome, we would use the following equation³⁰:

³⁰ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
SubUse_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hisp_i - Hisp_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (SubUse_BL_i - SubUse_BL_{i..}) + (ERisk_EA_BL_i) \\
& + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) \\
& + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

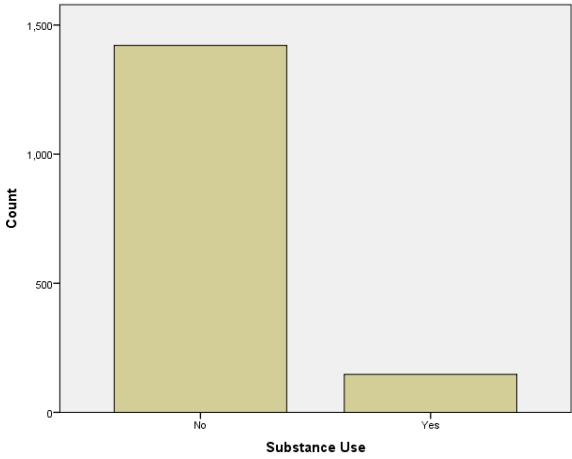
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Substance Use	Binary (0/1)	<p>Zero Heavy.</p>  <table border="1" data-bbox="646 338 1214 793"> <caption>Substance Use Distribution</caption> <thead> <tr> <th>Substance Use</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~1,400</td> </tr> <tr> <td>Yes</td> <td>~150</td> </tr> </tbody> </table>	Substance Use	Count	No	~1,400	Yes	~150	Multilevel mixed-effects logistic regression model ³¹
Substance Use	Count								
No	~1,400								
Yes	~150								

³¹ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 9—Outcome Variable: Negative Peers

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Negative Peers. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	NegPeers_BL	Negative Peers	Youth Baseline

When testing Negative Peers as our outcome³², we would use the following equation³²:

³² Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
NegPeers_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (NegPeers_BL_i - NegPeers_BL_{i..}) \\
& + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
& + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

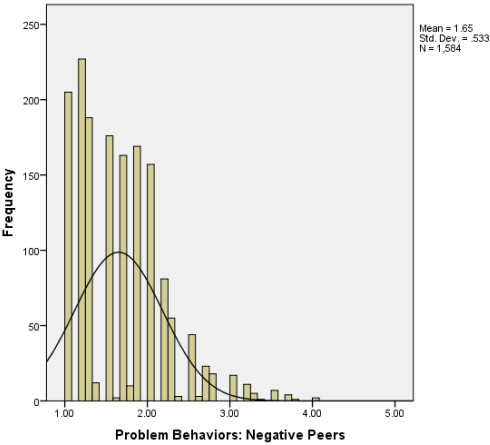
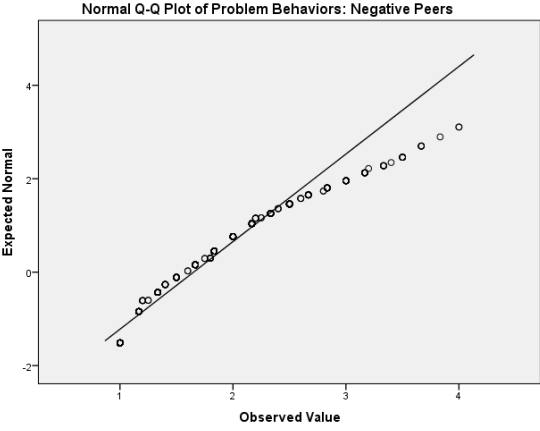
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Negative Peers	<p>Mean (range 1-4)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal, Positive Skew.</p>  <p>Shapiro-Wilk (0.914)</p> 	Multilevel mixed-effects generalized linear model ³³

³³ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 10—Outcome Variable: In-School or Out-of-School Suspension

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is In-School or Out-of-School Suspension. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Alndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	SchSuspens_BL	In-School or Out-of-School Suspension	Youth Baseline

When testing In-School or Out-of-School Suspension as our outcome, we would use the following equation³⁴:

$$\begin{aligned}
 SchSuspens_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (SchSuspens_BL_i - SchSuspens_BL_{i..}) \\
 & + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
 & + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

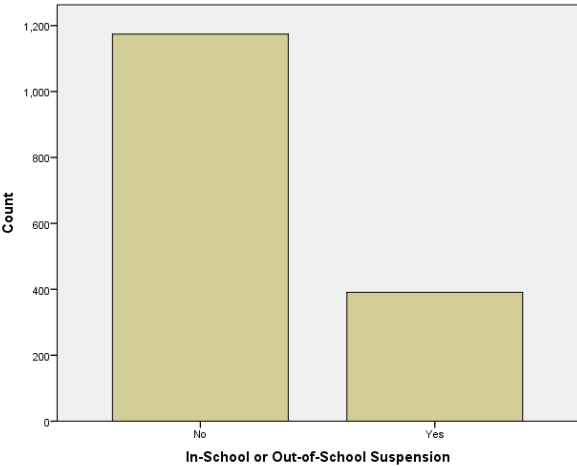
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

³⁴ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
In-School or Out-of-School Suspension	Binary (0/1)	<p>Zero Heavy.</p>  <table border="1" data-bbox="646 338 1219 800"> <caption>Data for Distributional Properties Bar Chart</caption> <thead> <tr> <th>In-School or Out-of-School Suspension</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~1,150</td> </tr> <tr> <td>Yes</td> <td>~400</td> </tr> </tbody> </table>	In-School or Out-of-School Suspension	Count	No	~1,150	Yes	~400	Multilevel mixed-effects logistic regression model ³⁵
In-School or Out-of-School Suspension	Count								
No	~1,150								
Yes	~400								

³⁵ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 11—Outcome Variable: Skipping Class/School

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Skipping Class/School. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	SkipSchool_BL	Skipping class/school	Youth Baseline

When testing Skipping class/school as our outcome³⁶, we would use the following equation³⁶:

³⁶ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
\text{SkipSchool}_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((\text{Age}_i - \text{Age}_{i..}) + (\text{R_Black}_i - \text{R_Black}_{i..}) + (\text{R_AIndian}_i - \text{R_AIndian}_{i..}) \\
& + (\text{R_Asian}_i - \text{R_Asian}_{i..}) + (\text{R_Other}_i - \text{R_Other}_{i..}) + (\text{Hispanic}_i - \text{Hispanic}_{i..}) \\
& + (\text{Female}_i - \text{Female}_{i..}) + (\text{ESL}_i - \text{ESL}_{i..}) + (\text{Pri_Mentor}_i - \text{Pri_Mentor}_{i..}) \\
& + (\text{FamSize}_i - \text{FamSize}_{i..}) + (\text{ProbPeer_BL}_i - \text{ProbPeer_BL}_{i..}) \\
& + (\text{Cond_Prob_BL}_i - \text{Cond_Prob_BL}_{i..}) + (\text{PosParRel_BL}_i - \text{PosParRel_BL}_{i..}) \\
& + (\text{FutOrient_BL}_i - \text{FutOrient_BL}_{i..}) + (\text{SkipSchool_BL}_i - \text{SkipSchool_BL}_{i..}) \\
& + (\text{ERisk_EA_BL}_i) + (\text{ERisk_FR_BL}_i) + (\text{ERisk_PD_BL}_i) + (\text{IRisk_AC_BL}_i) \\
& + (\text{IRisk_PB_BL}_i) + (\text{IRisk_MH_BL}_i) + (\text{Grades_BL}_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

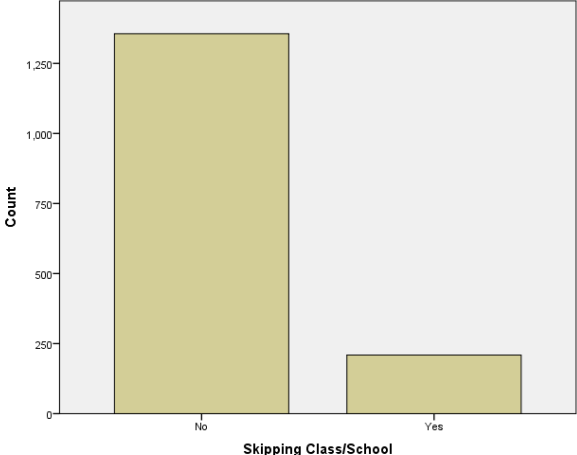
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Skipping class/school	Binary (0/1)	<p>Zero Heavy.</p>  <p>The bar chart displays the count for two categories: 'No' and 'Yes'. The y-axis is labeled 'Count' and ranges from 0 to 1,250 with increments of 250. The 'No' category has a count of approximately 1,350, and the 'Yes' category has a count of approximately 200. The x-axis is labeled 'Skipping Class/School'.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~1,350</td> </tr> <tr> <td>Yes</td> <td>~200</td> </tr> </tbody> </table>	Category	Count	No	~1,350	Yes	~200	Multilevel mixed-effects logistic regression model ³⁷
Category	Count								
No	~1,350								
Yes	~200								

³⁷ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 12—Outcome Variable: Prosocial

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Prosocial. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	Prosocial_BL	Prosocial	Parent Baseline

When testing Prosocial as our outcome, we would use the following equation³⁸:

³⁸ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
\text{Prosocial}_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((\text{Age}_i - \text{Age}_{i..}) + (\text{R_Black}_i - \text{R_Black}_{i..}) + (\text{R_AIndian}_i - \text{R_AIndian}_{i..}) \\
& + (\text{R_Asian}_i - \text{R_Asian}_{i..}) + (\text{R_Other}_i - \text{R_Other}_{i..}) + (\text{Hispanic}_i - \text{Hispanic}_{i..}) \\
& + (\text{Female}_i - \text{Female}_{i..}) + (\text{ESL}_i - \text{ESL}_{i..}) + (\text{Pri_Mentor}_i - \text{Pri_Mentor}_{i..}) \\
& + (\text{FamSize}_i - \text{FamSize}_{i..}) + (\text{ProbPeer_BL}_i - \text{ProbPeer_BL}_{i..}) \\
& + (\text{Cond_Prob_BL}_i - \text{Cond_Prob_BL}_{i..}) + (\text{PosParRel_BL}_i - \text{PosParRel_BL}_{i..}) \\
& + (\text{FutOrient_BL}_i - \text{FutOrient_BL}_{i..}) + (\text{Prosocial_BL}_i - \text{Prosocial_BL}_{i..}) \\
& + (\text{ERisk_EA_BL}_i) + (\text{ERisk_FR_BL}_i) + (\text{ERisk_PD_BL}_i) + (\text{IRisk_AC_BL}_i) \\
& + (\text{IRisk_PB_BL}_i) + (\text{IRisk_MH_BL}_i) + (\text{Grades_BL}_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

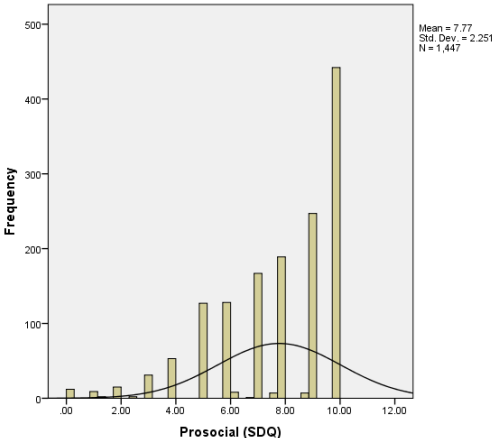
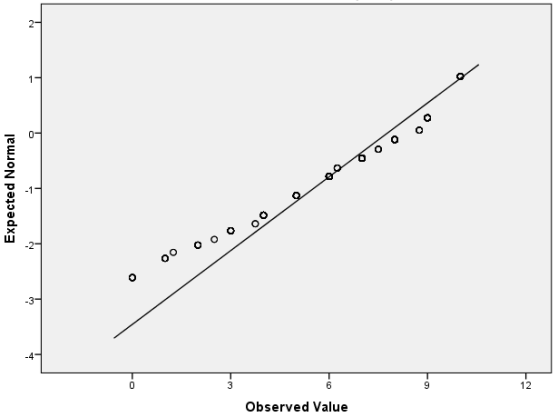
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
<p>Prosocial</p>	<p>Sum (range 0-10)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 11) and then taking the natural logarithm.</p>	<p>Not Normal, Negative Skew.</p>  <p>Shapiro-Wilk (0.870)</p> 	<p>Multilevel mixed-effects generalized linear model³⁹</p>

³⁹ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 13—Outcome Variable: Conflict Management

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Conflict Management. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); and (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).⁴⁰

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Conflict Management as our outcome, we would use the following equation⁴¹:

⁴⁰ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

⁴¹ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
ConfMana_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

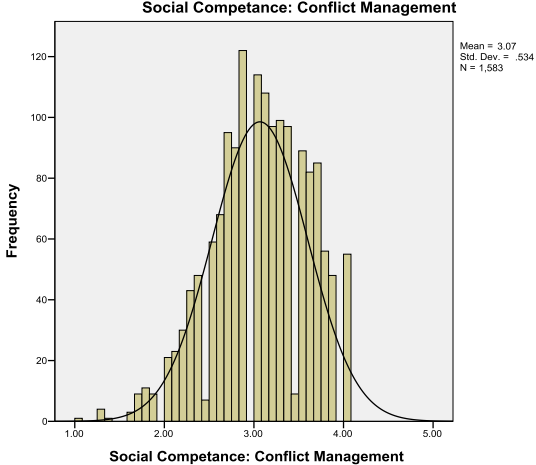
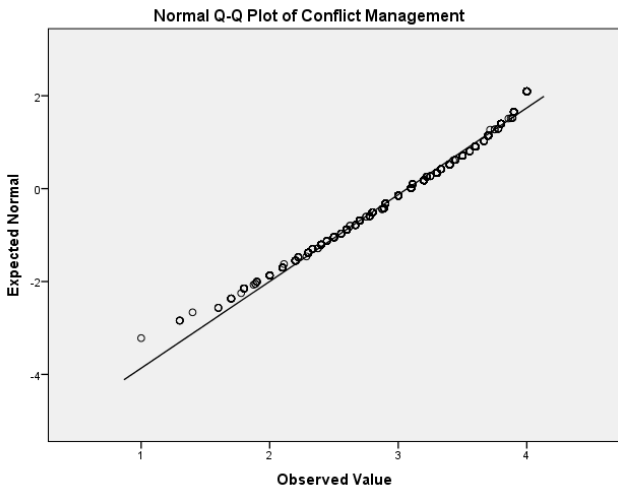
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Conflict Management	Mean (range 1-4)	<p>Normal.</p>  <p>Shapiro-Wilk (0.981)</p> 	Multilevel mixed-effects linear regression model ⁴²

⁴² For a dependent variable with a continuous distribution, we will use a multilevel mixed-effects linear regression model, which assumes a Gaussian (normal) error distribution. This model uses a maximum likelihood method to estimate coefficients.

Addendum 14—Outcome Variable: Self-Reported Grades

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Self-Reported Grades. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 19).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Self-Reported Grades as our outcome, we would use the following equation⁴³:

⁴³ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
Grades_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

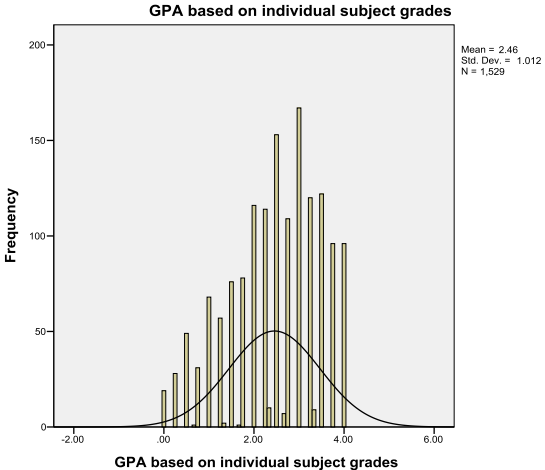
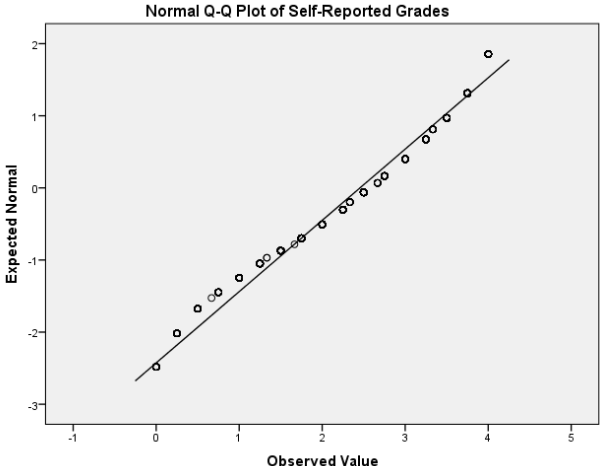
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Self-Reported Grades	Mean (range 0-4)	<p>Normal.</p>  <p>Shapiro-Wilk (0.960)</p> 	Multilevel mixed-effects linear regression model 44

⁴⁴ For a dependent variable with a continuous distribution, we will use a multilevel mixed-effects linear regression model, which assumes a Gaussian (normal) error distribution. This model uses a maximum likelihood method to estimate coefficients.

Addendum 15—Outcome Variable: Depressive Symptoms

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Depressive Symptoms. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 20).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Indian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	Sympt_Depr_BL	Depressive Symptoms	Youth Baseline

When testing Depressive Symptoms as our outcome, we would use the following equation⁴⁵:

⁴⁵ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
\text{Sympt_Depr}_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((\text{Age}_i - \text{Age}_{i..}) + (\text{R_Black}_i - \text{R_Black}_{i..}) + (\text{R_AIndian}_i - \text{R_AIndian}_{i..}) \\
& + (\text{R_Asian}_i - \text{R_Asian}_{i..}) + (\text{R_Other}_i - \text{R_Other}_{i..}) + (\text{Hispi} - \text{Hispi..}) \\
& + (\text{Female}_i - \text{Female}_{i..}) + (\text{ESL}_i - \text{ESL}_{i..}) + (\text{Pri_Mentor}_i - \text{Pri_Mentor}_{i..}) \\
& + (\text{FamSize}_i - \text{FamSize}_{i..}) + (\text{ProbPeer_BL}_i - \text{ProbPeer_BL}_{i..}) \\
& + (\text{Cond_Prob_BL}_i - \text{Cond_Prob_BL}_{i..}) + (\text{PosParRel_BL}_i - \text{PosParRel_BL}_{i..}) \\
& + (\text{FutOrient_BL}_i - \text{FutOrient_BL}_{i..}) + (\text{Sympt_Depr_BL}_i - \text{Sympt_Depr_BL}_{i..}) \\
& + (\text{ERisk_EA_BL}_i) + (\text{ERisk_FR_BL}_i) + (\text{ERisk_PD_BL}_i) + (\text{IRisk_AC_BL}_i) \\
& + (\text{IRisk_PB_BL}_i) + (\text{IRisk_MH_BL}_i) + (\text{Grades_BL}_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

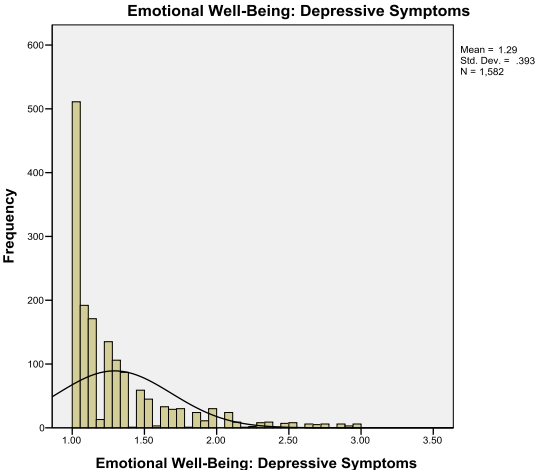
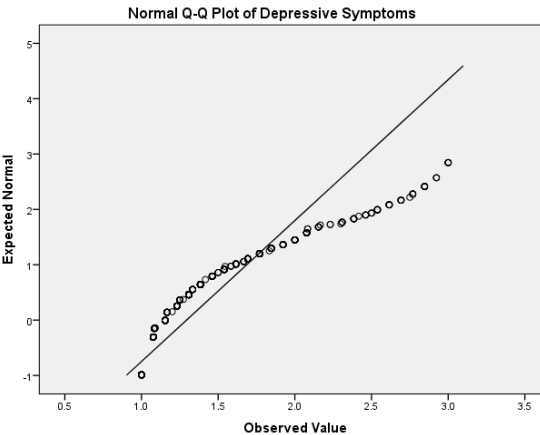
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
<p>Depressive Symptoms</p>	<p>Mean (range 1-3)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal. Positive Skew.</p>  <p>Shapiro-Wilk (0.746)</p> 	<p>Multilevel mixed-effects generalized linear model⁴⁶</p>

⁴⁶ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 16—Outcome Variable: Positive Affect

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Positive Affect. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); and (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21)⁴⁷.

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Positive Affect as our outcome, we would use the following equation⁴⁸:

⁴⁷ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

⁴⁸ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
PosAffect_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hisp_i - Hisp_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

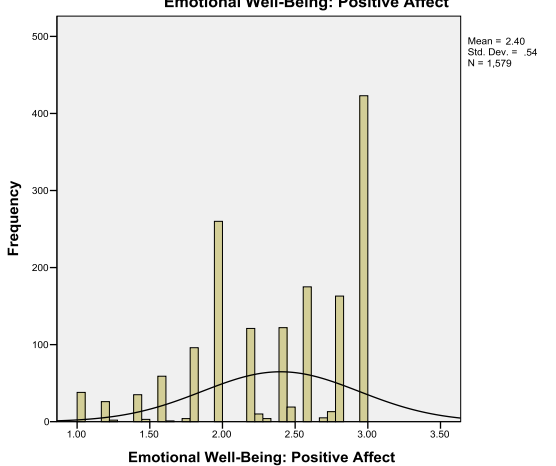
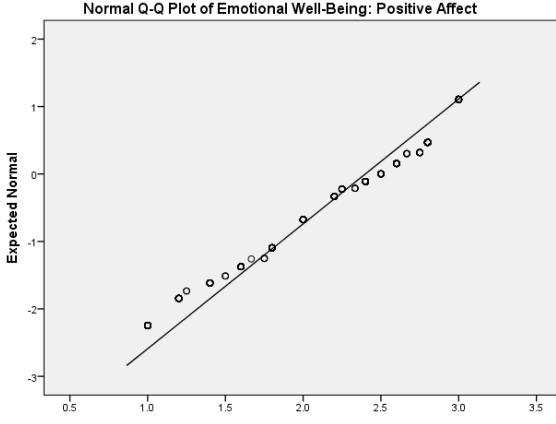
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Positive Affect	<p>Mean (range 1-3)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 4) and then taking the natural logarithm.</p>	<p>Not Normal, Negative Skew.</p>  <p>Shapiro-Wilk (0.901)</p> 	Multilevel mixed-effects generalized linear model ⁴⁹

⁴⁹ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 17— Outcome Variable: General Negative Affect

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is General Negative Affect. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); and (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21)⁵⁰.

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing General Negative Affect as our outcome, we would use the following equation⁵¹:

⁵⁰ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

⁵¹ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
NegAffect_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

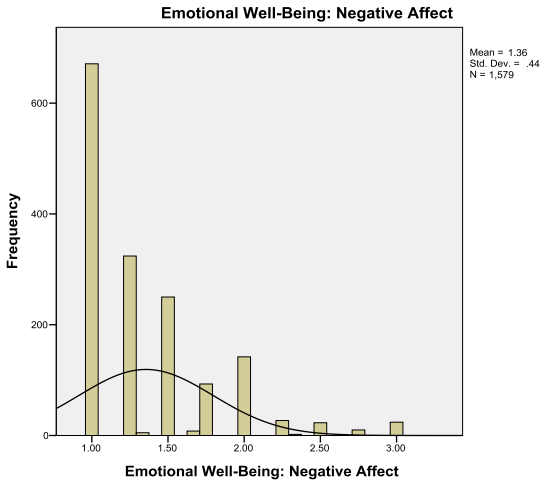
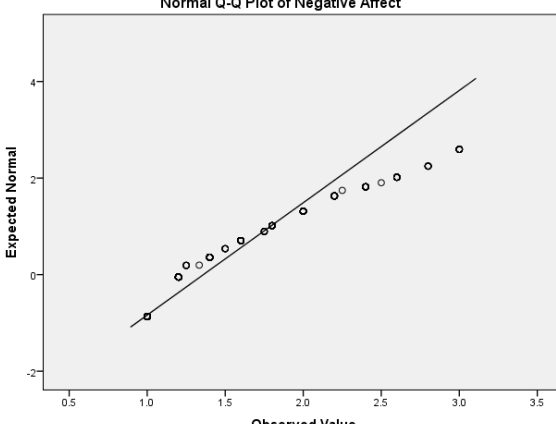
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
<p>General Negative Affect</p>	<p>Mean (range 1-3)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal. Positive Skew.</p>  <p>Shapiro-Wilk (0.808)</p> 	<p>Multilevel mixed-effects generalized linear model⁵²</p>

⁵² For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 18— Outcome Variable: Emotional Symptoms

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Emotional Symptoms. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	Sympt_Emot_BL	Emotional Symptoms	Parent Baseline

When testing Emotional Symptoms as our outcome, we would use the following equation⁵³:

⁵³ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
\text{Sympt_Emot}_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((\text{Age}_i - \text{Age}_{i..}) + (\text{R_Black}_i - \text{R_Black}_{i..}) + (\text{R_AIndian}_i - \text{R_AIndian}_{i..}) \\
& + (\text{R_Asian}_i - \text{R_Asian}_{i..}) + (\text{R_Other}_i - \text{R_Other}_{i..}) + (\text{Hispanic}_i - \text{Hispanic}_{i..}) \\
& + (\text{Female}_i - \text{Female}_{i..}) + (\text{ESL}_i - \text{ESL}_{i..}) + (\text{Pri_Mentor}_i - \text{Pri_Mentor}_{i..}) \\
& + (\text{FamSize}_i - \text{FamSize}_{i..}) + (\text{ProbPeer_BL}_i - \text{ProbPeer_BL}_{i..}) \\
& + (\text{Cond_Prob_BL}_i - \text{Cond_Prob_BL}_{i..}) + (\text{PosParRel_BL}_i - \text{PosParRel_BL}_{i..}) \\
& + (\text{FutOrient_BL}_i - \text{FutOrient_BL}_{i..}) + (\text{Sympt_Emot_BL}_i - \text{Sympt_Emot_BL}_{i..}) \\
& + (\text{ERisk_EA_BL}_i) + (\text{ERisk_FR_BL}_i) + (\text{ERisk_PD_BL}_i) + (\text{IRisk_AC_BL}_i) \\
& + (\text{IRisk_PB_BL}_i) + (\text{IRisk_MH_BL}_i) + (\text{Grades_BL}_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

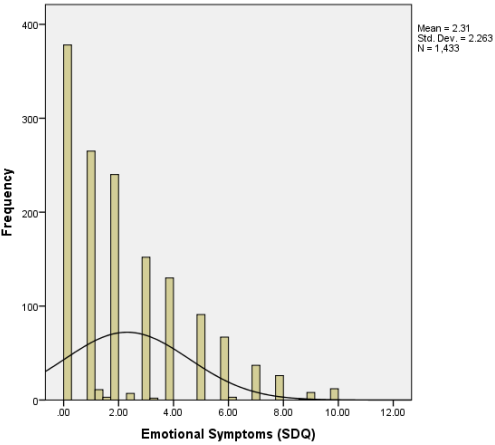
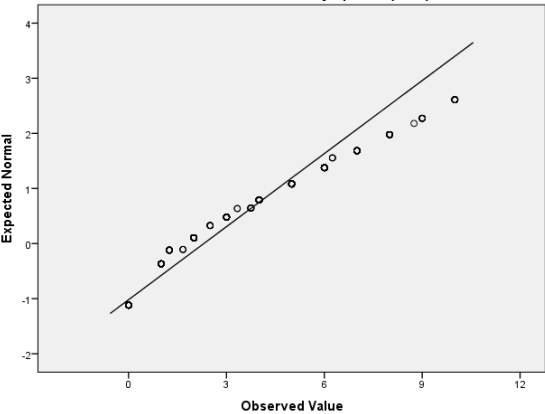
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Emotional Symptoms	<p>Mean (range 0-10)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal. Positive Skew.</p>  <p>Shapiro-Wilk (0.876)</p> 	Multilevel mixed-effects generalized linear model ⁵⁴

⁵⁴ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 19—Outcome Variable: Self-Worth

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Self-Worth. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 20).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Indian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	SelfWorth_BL	Self-Worth	Youth Baseline

When testing Self-Worth as our outcome, we would use the following equation⁵⁵:

⁵⁵ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
SelfWorth_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (SelfWorth_BL_i - SelfWorth_BL_{i..}) \\
& + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
& + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

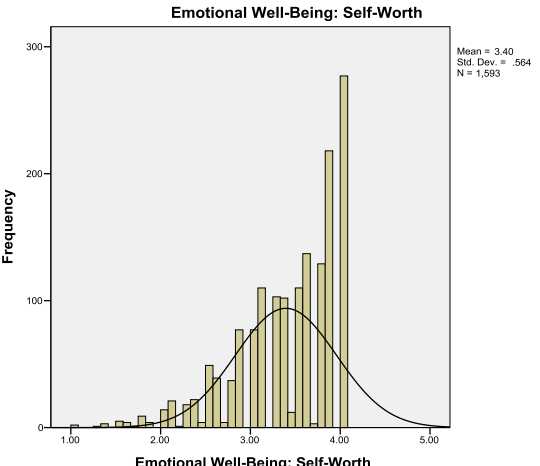
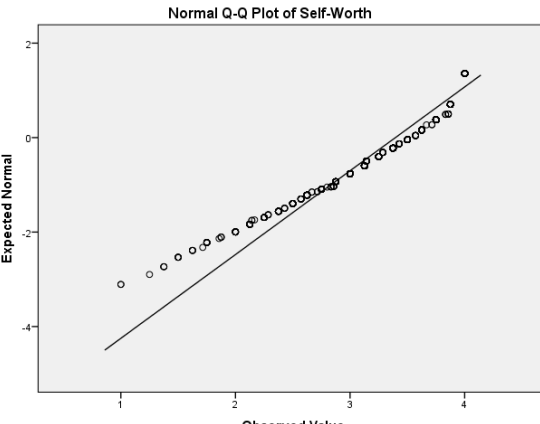
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Positive Parent Relationship	<p>Mean (range 1-4)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 5) and then taking the natural logarithm.</p>	<p>Not Normal, Negative Skew.</p>  <p>Shapiro-Wilk (0.895)</p> 	Multilevel mixed-effects generalized linear model ⁵⁶

⁵⁶ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 20—Outcome Variable: Positive Parent Relationships

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Positive Parent Relationships. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 20).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Positive Parental Relationships as our outcome, we would use the following equation⁵⁷:

⁵⁷ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
PosParRel_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispi - Hispi_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

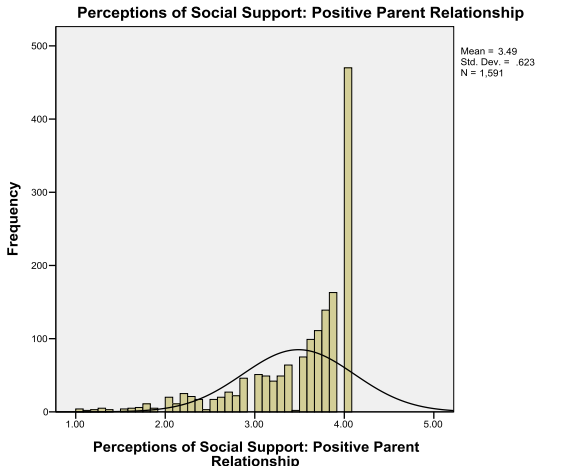
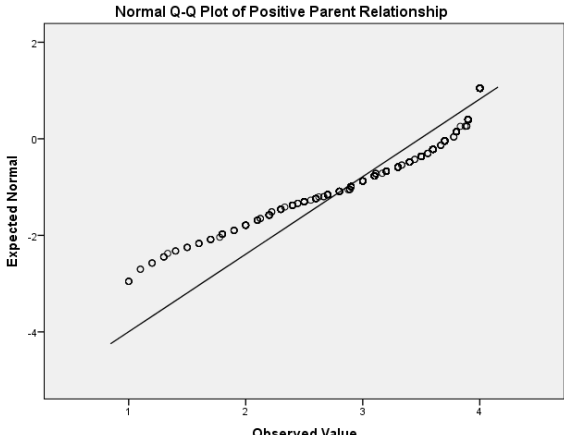
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Positive Parent Relationship	<p>Mean (range 1-4)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 5) and then taking the natural logarithm.</p>	<p>Not Normal, Negative Skew.</p>  <p>Shapiro-Wilk (0.802)</p> 	Multilevel mixed-effects generalized linear model ⁵⁸

⁵⁸ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 21—Outcome Variable: Peer Problems

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Peer Problems. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	PeerProb_BL	Peer Problems	Parent Baseline

When testing Peer Problems as our outcome, we would use the following equation⁵⁹:

⁵⁹ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
PeerProb_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (PeerProb_BL_i - PeerProb_BL_{i..}) \\
& + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
& + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

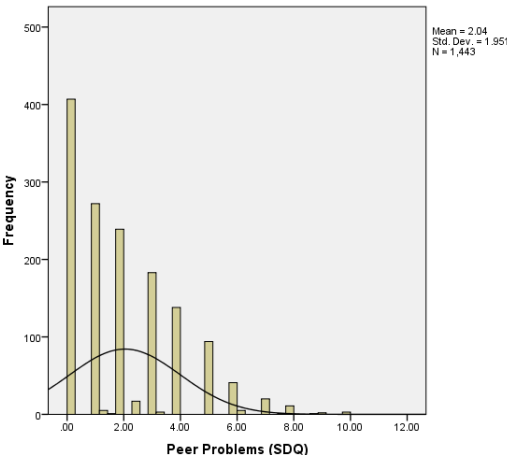
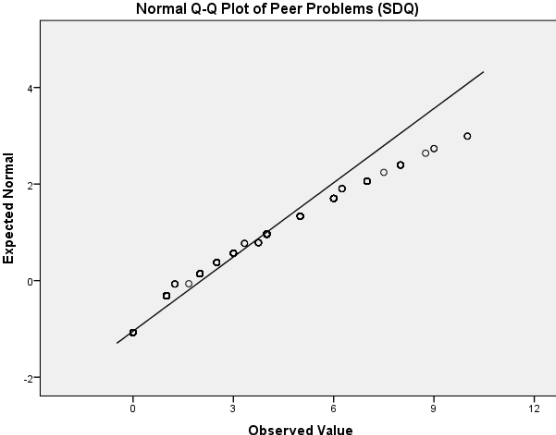
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Peer Problems	<p>Sum (range 0-10)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal, Positive Skew.</p>  <p>Shapiro-Wilk (0.885)</p> 	Multilevel mixed-effects generalized linear model ⁶⁰

⁶⁰ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 22—Outcome Variable: Youth Now Receiving Services Needed but Not Received at Baseline

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Youth Now Receiving Services Needed but Not Received at Baseline. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) two Baseline controls of the outcome being tested (variables 22-23).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AlIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	Met_Need_BL1	No needs at Baseline	Parent Baseline
23	Met_Need_BL2	All needs met at Baseline	Parent Baseline

When testing Youth Now Receiving Services Needed but Not Received at Baseline as our outcome, we would use the following equation⁶¹:

$$\begin{aligned}
 \text{Met_Need}_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((\text{Age}_i - \text{Age}_{i..}) + (\text{R_Black}_i - \text{R_Black}_{i..}) + (\text{R_AlIndian}_i - \text{R_AlIndian}_{i..}) \\
 & + (\text{R_Asian}_i - \text{R_Asian}_{i..}) + (\text{R_Other}_i - \text{R_Other}_{i..}) + (\text{Hispanic}_i - \text{Hispanic}_{i..}) \\
 & + (\text{Female}_i - \text{Female}_{i..}) + (\text{ESL}_i - \text{ESL}_{i..}) + (\text{Pri_Mentor}_i - \text{Pri_Mentor}_{i..}) \\
 & + (\text{FamSize}_i - \text{FamSize}_{i..}) + (\text{ProbPeer_BL}_i - \text{ProbPeer_BL}_{i..}) \\
 & + (\text{Cond_Prob_BL}_i - \text{Cond_Prob_BL}_{i..}) + (\text{PosParRel_BL}_i - \text{PosParRel_BL}_{i..}) \\
 & + (\text{FutOrient_BL}_i - \text{FutOrient_BL}_{i..}) + (\text{Met_Need_BL1}_i - \text{Met_Need_BL1}_{i..}) \\
 & + (\text{Met_Need_BL2}_i - \text{Met_Need_BL2}_{i..}) + (\text{ERisk_EA_BL}_i) + (\text{ERisk_FR_BL}_i) \\
 & + (\text{ERisk_PD_BL}_i) + (\text{IRisk_AC_BL}_i) + (\text{IRisk_PB_BL}_i) + (\text{IRisk_MH_BL}_i) \\
 & + (\text{Grades_BL}_i) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

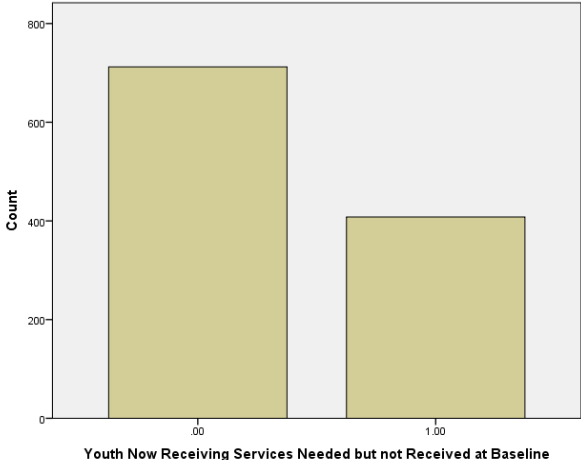
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

⁶¹ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Youth Now Receiving Services Needed but Not Received at Baseline	Binary (0/1)	 <table border="1" data-bbox="641 304 1218 760"> <caption>Data for Distributional Properties Bar Chart</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>~700</td> </tr> <tr> <td>100</td> <td>~400</td> </tr> </tbody> </table>	Category	Count	00	~700	100	~400	Multilevel mixed-effects logistic regression model ⁶²
Category	Count								
00	~700								
100	~400								

⁶² For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 23—Outcome Variable: Parent Has Learned Where to Get Resources

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Parent Has Learned Where to Get Resources. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) two Baseline controls of the outcome being tested (variables 22-23).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	LearnRes_BL1	No needs at Baseline	Parent Baseline
23	LearnRes_BL2	Parent knew where to get resources at baseline	Parent Baseline

When testing Parent Has Learned Where to Get Resources as our outcome, we would use the following equation⁶³:

$$\begin{aligned}
 LearnRes_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (LearnRes_BL1_i - LearnRes_BL1_{i..}) \\
 & + (LearnRes_BL2_i - LearnRes_BL2_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
 & + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
 & + (Grades_BL_i)) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

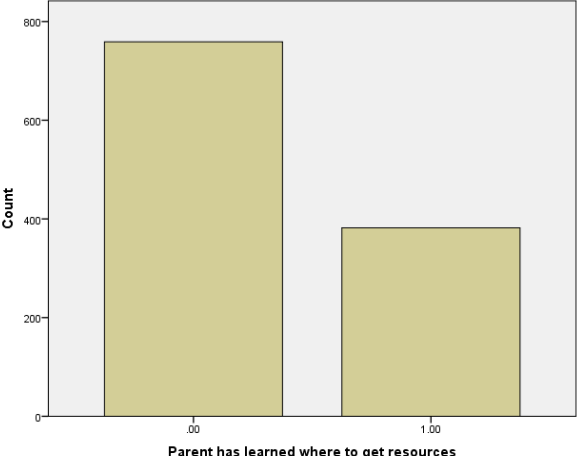
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

⁶³ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Parent Has Learned Where to Get Resources	Binary (0/1)	 <table border="1" data-bbox="646 306 1219 758"> <caption>Distributional Properties Data</caption> <thead> <tr> <th>Parent has learned where to get resources</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>.00</td> <td>~750</td> </tr> <tr> <td>1.00</td> <td>~380</td> </tr> </tbody> </table>	Parent has learned where to get resources	Count	.00	~750	1.00	~380	Multilevel mixed-effects logistic regression model ⁶⁴
Parent has learned where to get resources	Count								
.00	~750								
1.00	~380								

⁶⁴ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 24— Outcome Variable: Special Adult

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Special Adult. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	SpecAdult_BL	Special Adult	Youth Baseline

When testing Special Adult as our outcome, we would use the following equation⁶⁵:

⁶⁵ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
SpecAdult_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (SpecAdult_BL_i - SpecAdult_BL_{i..}) \\
& + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
& + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;


β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Special Adult	Binary (0/1)	 <p data-bbox="706 703 1209 745">39. Right now in your life, is there a special adult who you often spend time with?</p>	Multilevel mixed-effects logistic regression model ⁶⁶

⁶⁶ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 25—Outcome Variable: Problem Solving

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Problem Solving. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	ProbSolv_BL	Problem Solving	Youth Baseline

When testing Problem Solving as our outcome, we would use the following equation⁶⁷:

⁶⁷ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
ProbSolv_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ProbSolv_BL_i - ProbSolv_BL_{i..}) \\
& + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
& + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

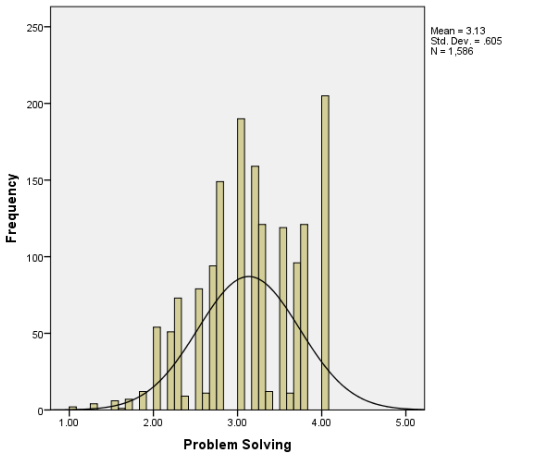
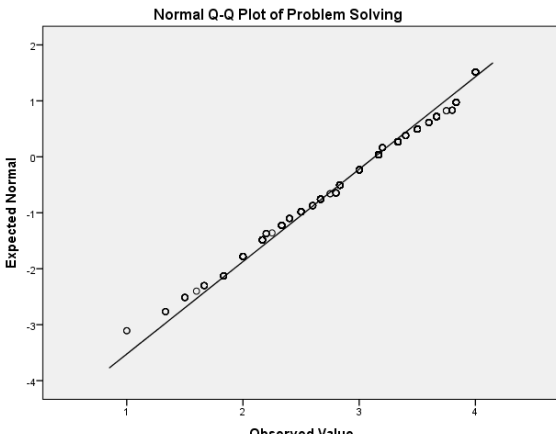
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Problem Solving	<p>Mean (range 1-4)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Normal.</p>  <p>Shapiro-Wilk (0.960)</p> 	Multilevel mixed-effects linear regression model ⁶⁸

⁶⁸ For a dependent variable with a continuous distribution, we will use a multilevel mixed-effects linear regression model, which assumes a Gaussian (normal) error distribution. This model uses a maximum likelihood method to estimate coefficients.

Addendum 26—Outcome Variable: Help-Seeking

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Help-Seeking. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	HelpSeek_BL	Help-Seeking	Youth Baseline

When testing Help-Seeking as our outcome, we would use the following equation⁶⁹:

⁶⁹ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
\text{HelpSeek}_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((\text{Age}_i - \text{Age}_{i..}) + (\text{R_Black}_i - \text{R_Black}_{i..}) + (\text{R_AIndian}_i - \text{R_AIndian}_{i..}) \\
& + (\text{R_Asian}_i - \text{R_Asian}_{i..}) + (\text{R_Other}_i - \text{R_Other}_{i..}) + (\text{Hispanic}_i - \text{Hispanic}_{i..}) \\
& + (\text{Female}_i - \text{Female}_{i..}) + (\text{ESL}_i - \text{ESL}_{i..}) + (\text{Pri_Mentor}_i - \text{Pri_Mentor}_{i..}) \\
& + (\text{FamSize}_i - \text{FamSize}_{i..}) + (\text{ProbPeer_BL}_i - \text{ProbPeer_BL}_{i..}) \\
& + (\text{Cond_Prob_BL}_i - \text{Cond_Prob_BL}_{i..}) + (\text{PosParRel_BL}_i - \text{PosParRel_BL}_{i..}) \\
& + (\text{FutOrient_BL}_i - \text{FutOrient_BL}_{i..}) + (\text{HelpSeek_BL}_i - \text{HelpSeek_BL}_{i..}) \\
& + (\text{ERisk_EA_BL}_i) + (\text{ERisk_FR_BL}_i) + (\text{ERisk_PD_BL}_i) + (\text{IRisk_AC_BL}_i) \\
& + (\text{IRisk_PB_BL}_i) + (\text{IRisk_MH_BL}_i) + (\text{Grades_BL}_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

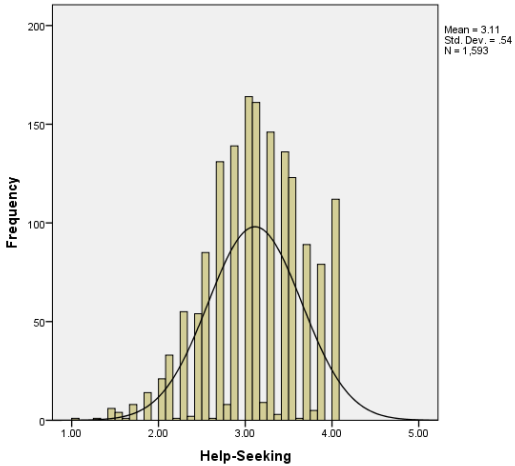
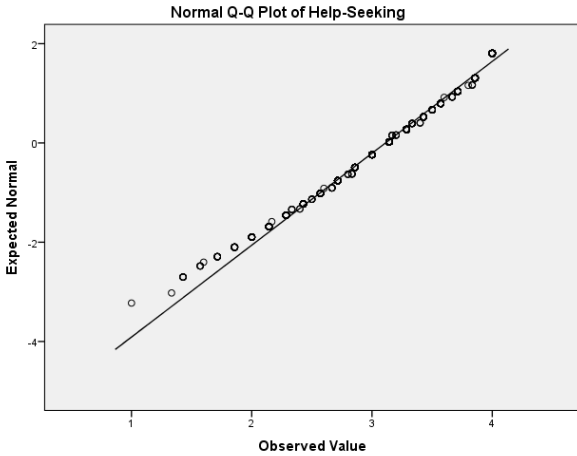
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Help-Seeking	<p>Mean (range 1-4)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Normal.</p>  <p>Shapiro-Wilk (0.976)</p> 	Multilevel mixed-effects linear regression model ⁷⁰

⁷⁰ For a dependent variable with a continuous distribution, we will use a multilevel mixed-effects linear regression model, which assumes a Gaussian (normal) error distribution. This model uses a maximum likelihood method to estimate coefficients.

Addendum 27—Outcome Variable: Future Orientation

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Future Orientation. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 21).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Help-Seeking as our outcome, we would use the following equation⁷¹:

⁷¹ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
FutOrient_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispi - Hispi_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

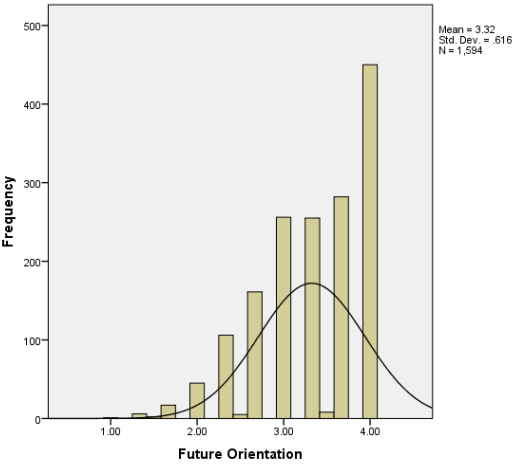
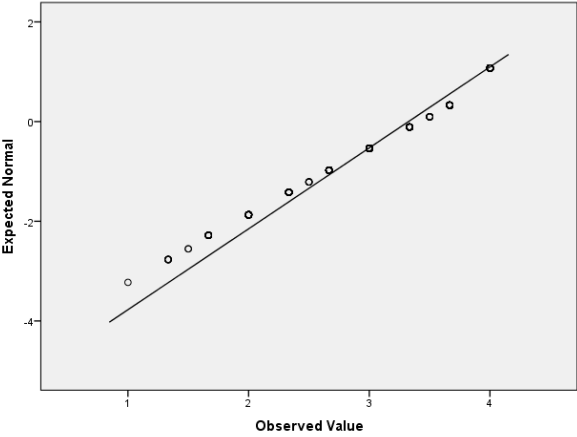
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Future Orientation	<p>Mean (range 1-4)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 5) and then taking the natural logarithm.</p>	<p>Not Normal. Negatively Skewed</p>  <p>Shapiro-Wilk (0.897)</p> 	Multilevel mixed-effects generalized linear model ⁷²

⁷² For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 28—Outcome Variable: Involvement in Sports/Clubs/Arts

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Involvement in Sports/Clubs/Arts. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	InvolvSCA_BL	Involvement in Sports/Clubs/Arts	Youth Baseline

When testing Involvement in Sports/Clubs/Arts as our outcome, we would use the following equation⁷³:

⁷³ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
InvolvSCA_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (InvolvSCA_BL_i) + (ERisk_EA_BL_i) \\
& + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) \\
& + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

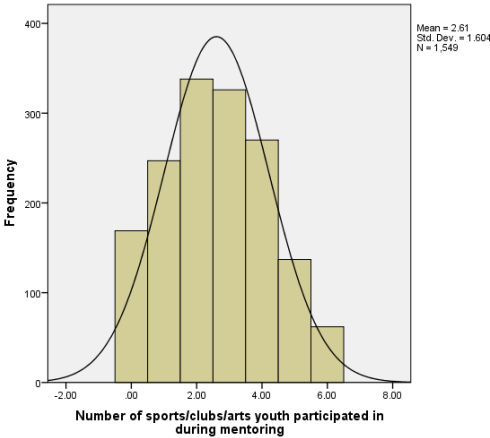
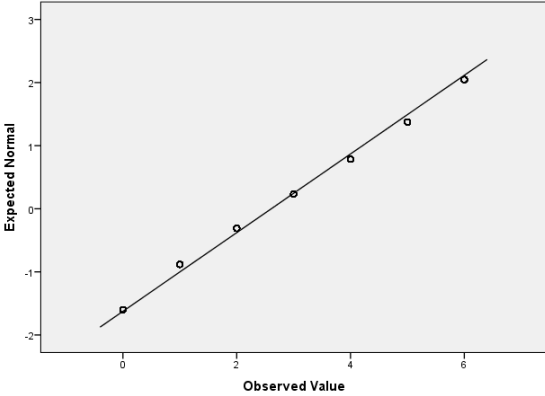
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Involvement in Sports/Clubs/Arts	Count (0 through 6)	<p>Normal.</p>  <p>Shapiro Wilk (0.947)</p> <p>Normal Q-Q Plot of Number of sports/clubs/arts youth participated in during mentoring</p> 	Multilevel mixed-effects linear regression model ⁷⁴

⁷⁴ For a dependent variable with a continuous distribution, we will use a multilevel mixed-effects linear regression model, which assumes a Gaussian (normal) error distribution. This model uses a maximum likelihood method to estimate coefficients.

Addendum 29—Outcome Variable: Involvement in Career Preparation

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Involvement in Career Preparation. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Alndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	InvolvCareer_BL	Involvement in Career Preparation	Youth Baseline

When testing Involvement in Career Preparation as our outcome, we would use the following equation⁷⁵:

$$\begin{aligned}
 InvolvCareer_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (InvolvCareer_BL_i - InvolvCareer_BL_{i..}) \\
 & + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
 & + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i)) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

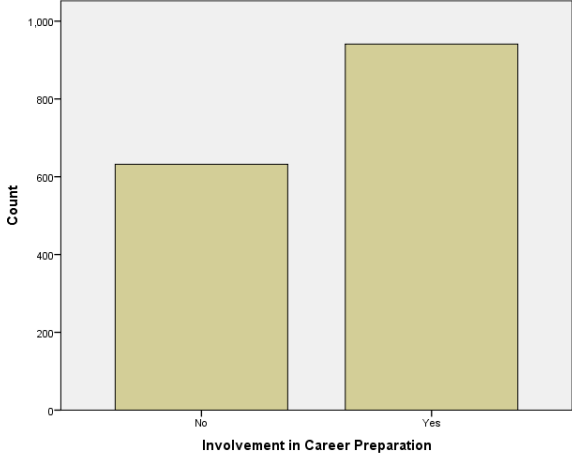
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

⁷⁵ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Involvement in Career Preparation	Binary (0/1)	 <table border="1" data-bbox="646 306 1214 760"> <caption>Distributional Properties Data</caption> <thead> <tr> <th>Involvement in Career Preparation</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~630</td> </tr> <tr> <td>Yes</td> <td>~930</td> </tr> </tbody> </table>	Involvement in Career Preparation	Count	No	~630	Yes	~930	Multilevel mixed-effects logistic regression model ⁷⁶
Involvement in Career Preparation	Count								
No	~630								
Yes	~930								

⁷⁶ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 30—Outcome Variable: Community Service

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Community Service. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	CommServ_BL	Community Service	Youth Baseline

When testing Community Service as our outcome, we would use the following equation⁷⁷:

⁷⁷ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
CommServ_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (CommServ_BL_i - CommServ_BL_{i..}) \\
& + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\
& + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

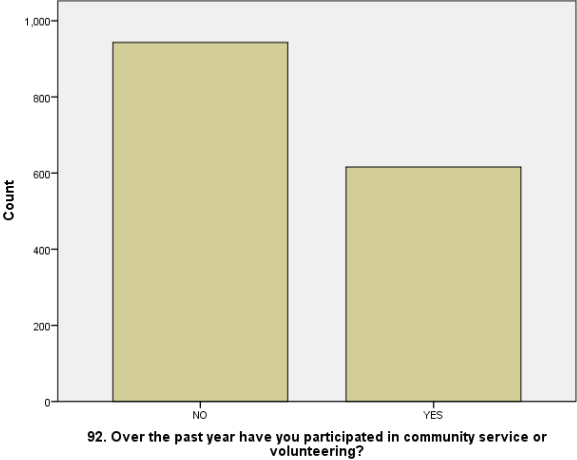
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Community Service	Binary (0/1)	 <p>92. Over the past year have you participated in community service or volunteering?</p> <table border="1"> <caption>Distributional Properties Data</caption> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>NO</td> <td>~950</td> </tr> <tr> <td>YES</td> <td>~620</td> </tr> </tbody> </table>	Response	Count	NO	~950	YES	~620	Multilevel mixed-effects logistic regression model ⁷⁸
Response	Count								
NO	~950								
YES	~620								

⁷⁸ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 31—Outcome Variable: Youth Reports Mentor Helped Develop New Interests or Talents

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Youth Reports Mentor Helped Develop New Interests or Talents. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); and (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).⁷⁹

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_Indian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob	Conduct Problems	Parent Baseline
18	ProbPeer	Problematic Peer Relationships	Parent Baseline
19	Grades	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient	Future Orientation	Youth Baseline

⁷⁹ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

When testing Youth Reports Mentor Helped Develop New Interests or Talents as our outcome, we would use the following equation⁸⁰:

$$\begin{aligned}
 Talents_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
 & + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
 & + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
 & + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
 & + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
 & + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
 & + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
 & + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
 & + (Grades_BL_i)) + r_{ij}
 \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

β_{kj} is a vector of effects for each of the k control variables

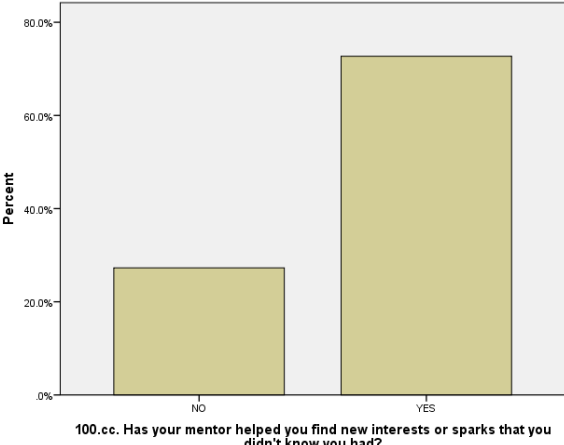
X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

⁸⁰ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Youth Reports Mentor Helped Develop New Interests or Talents	Binary (0/1)	 <p>100.cc. Has your mentor helped you find new interests or sparks that you didn't know you had?</p>	Multilevel mixed-effects logistic regression model ⁸¹

⁸¹ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 32—Outcome Variable: Growth Focus

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Growth Focus. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); any (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).⁸²

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Growth Focus as our outcome, we would use the following equation⁸³:

⁸² This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

⁸³ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
GrowFoc_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

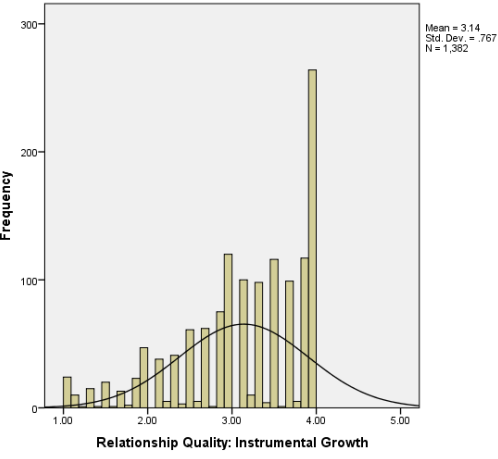
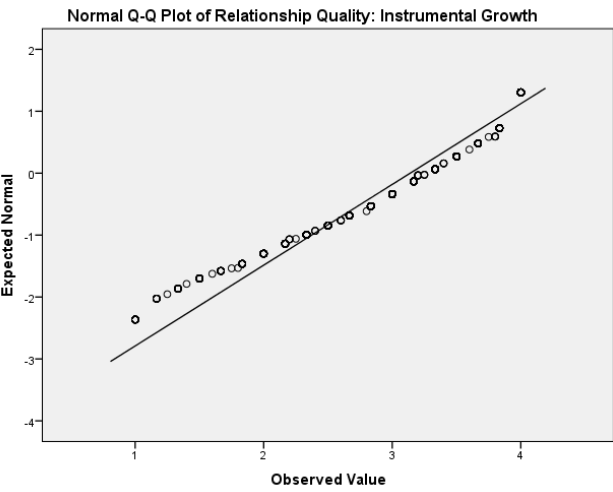
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Growth Focus	<p>Mean (range 1-4)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 5) and then taking the natural logarithm.</p>	<p>Not Normal, Negative Skew.</p>  <p>Shapiro-Wilk (0.908)</p> 	Multilevel mixed-effects generalized linear model ⁸⁴

⁸⁴ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 33—Outcome Variable: Support Seeking

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Support Seeking. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); any (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).⁸⁵

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Support Seeking as our outcome, we would use the following equation⁸⁶:

⁸⁵ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

⁸⁶ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
RHealth_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

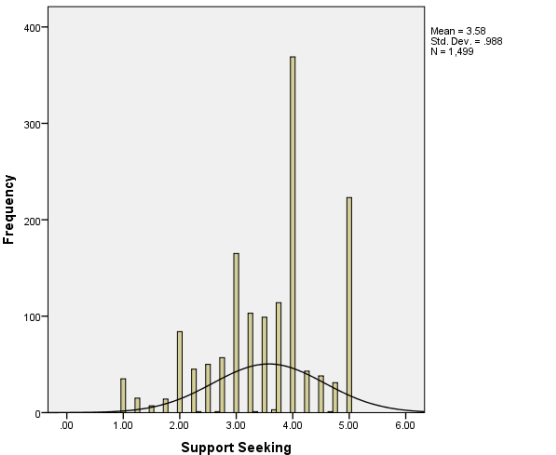
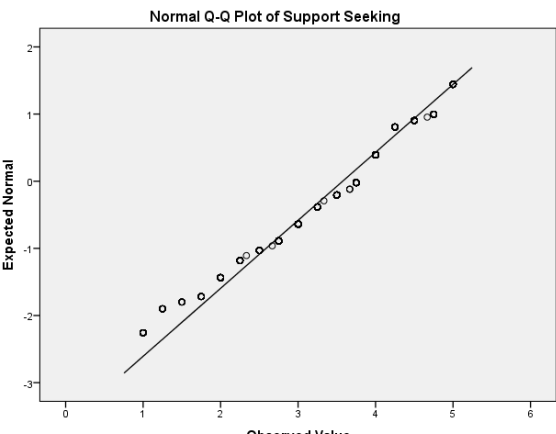
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Support Seeking	<p>Mean (range 1-4)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Nearly Normal.</p>  <p>Shapiro-Wilk (0.943)</p> 	Multilevel mixed-effects generalized linear model ⁸⁷

⁸⁷ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 34—Outcome Variable: Youth-Centered

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Youth-Centered. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); any (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).⁸⁸

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Youth-Centered as our outcome, we would use the following equation⁸⁹:

⁸⁸ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

⁸⁹ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
YCenter_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

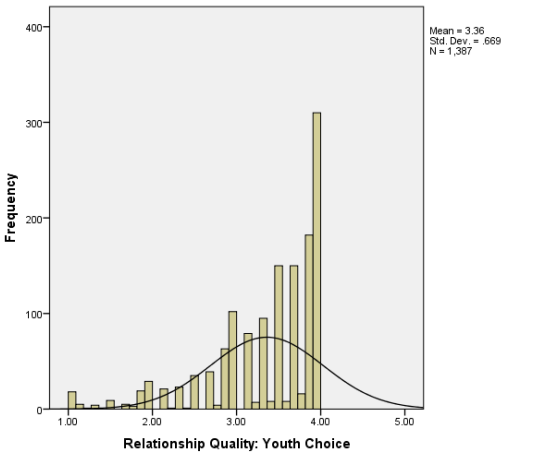
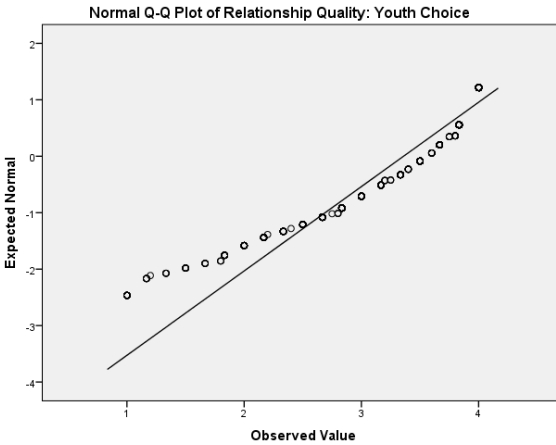
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Youth-Centered	<p>Mean (range 1-4)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 5) and then taking the natural logarithm.</p>	<p>Not Normal, Negative Skew.</p>  <p>Shapiro-Wilk (0.848)</p> 	Multilevel mixed-effects generalized linear model ⁹⁰

⁹⁰ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 35—Outcome Variable: Commitment

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Commitment. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); and (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).⁹¹

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Commitment as our outcome, we would use the following equation⁹²:

⁹¹ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

⁹² Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
Commit_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

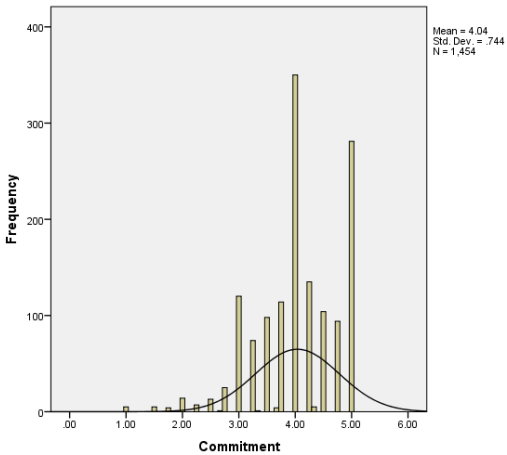
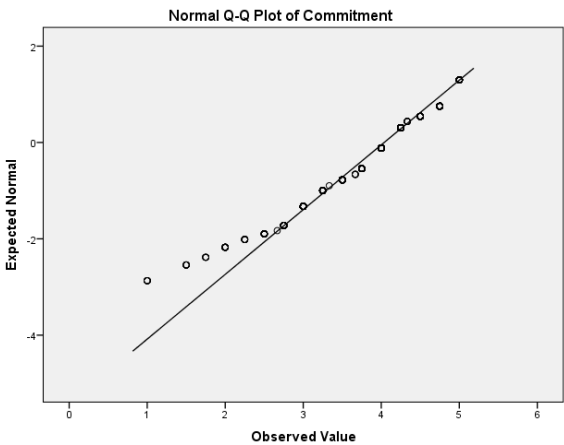
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Commitment	<p>Mean (range 1-5)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 5) and then taking the natural logarithm.</p>	<p>Not Normal, Negative Skew.</p>  <p>Shapiro-Wilk (0.927)</p> 	Multilevel mixed-effects generalized linear model ⁹³

⁹³ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 36—Outcome Variable: Satisfaction

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Satisfaction. For these analyses, there are several control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 20).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Satisfaction as our outcome, we would use the following equation⁹⁴:

⁹⁴ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
Satis_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispi - Hispi_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

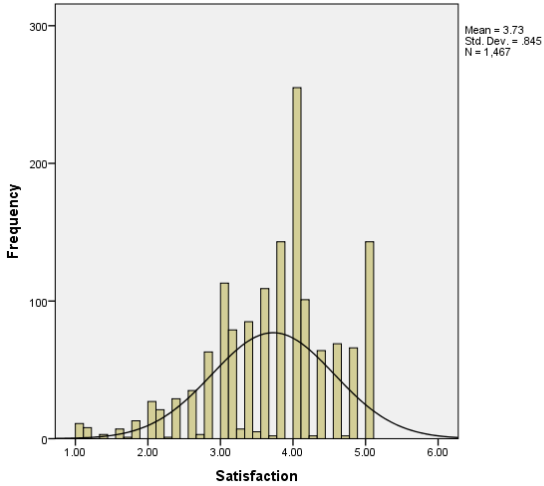
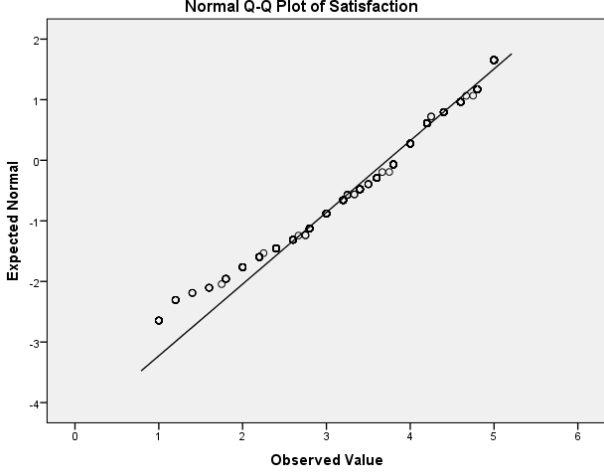
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Satisfaction	Mean (range 1-4)	<p>Normal.</p>  <p>Shapiro-Wilk (0.957)</p> 	Multilevel mixed-effects generalized linear model ⁹⁵

⁹⁵ For a dependent variable with a continuous distribution, we will use a multilevel mixed-effects linear regression model, which assumes a Gaussian (normal) error distribution. This model uses a maximum likelihood method to estimate coefficients.

Addendum 37—Outcome Variable: Mentor Assessment of Closeness

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Mentor Assessment of Closeness. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); and (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).⁹⁶

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Mentor Assessment of Closeness as our outcome, we would use the following equation⁹⁷:

⁹⁶ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

⁹⁷ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
MClose_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

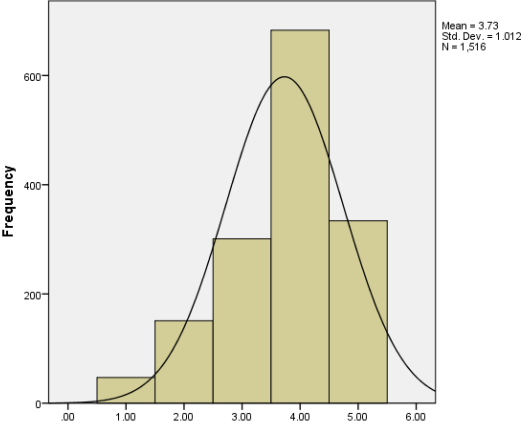
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Mentor Assessment of Closeness	Ordered Categorical (range 1-5)	 <p data-bbox="704 732 1065 764">7.a. To what extent do you agree or disagree with the following... I feel close with my mentee.</p>	Multilevel mixed-effects ordered logistic regression model ⁹⁸

⁹⁸ For a dependent variable with ordered, categorical responses, we will use a multilevel mixed-effects ordered logistic regression model. This model assumes that larger values correspond to “higher” outcomes and gives a conditional distribution for the response assuming that the random effects are multinomial, with success probability determined by the logistic CDF (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 38—Outcome Variable: Youth Assessment of Closeness

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Mentor Assessment of Closeness. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); and (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).⁹⁹

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Youth Assessment of Closeness as our outcome, we would use the following equation¹⁰⁰:

⁹⁹ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

¹⁰⁰ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
Y_{Close_{ij}} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

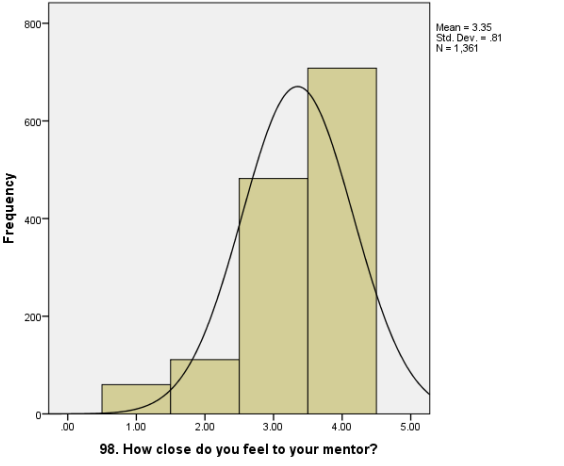
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Youth Assessment of Closeness	Ordered Categorical (range 1-4)	 <p>98. How close do you feel to your mentor?</p>	Multilevel mixed-effects ordered logistic regression model ¹⁰¹

¹⁰¹ For a dependent variable with ordered, categorical responses, we will use a multilevel mixed-effects ordered logistic regression model. This model assumes that larger values correspond to “higher” outcomes and gives a conditional distribution for the response assuming that the random effects are multinomial, with success probability determined by the logistic CDF (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 39—Outcome Variable: Mentor as Special Adult

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Mentor as Special Adult. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21); and (4) Baseline measure of outcome being tested (variable 22).

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline
22	SpecAdultMen_BL	Mentor as Special Adult	Youth Baseline

When testing Mentor as Special Adult as our outcome, we would use the following equation¹⁰²:

¹⁰² Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

SpecAdultMen_{ij}

$$\begin{aligned} &= \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\ &+ \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\ &+ (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispi - Hispi_{i..}) \\ &+ (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\ &+ (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\ &+ (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\ &+ (FutOrient_BL_i - FutOrient_BL_{i..}) + (SpecAdultMen_BL_i - SpecAdultMen_BL_{i..}) \\ &+ (ERisk_EA_BL_i) + (ERisk_FR_BL_i) + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) \\ &+ (IRisk_PB_BL_i) + (IRisk_MH_BL_i) + (Grades_BL_i) + r_{ij} \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

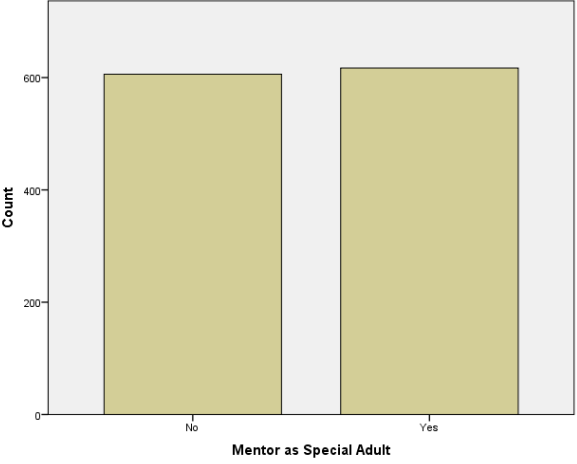
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method						
Mentor as Special Adult	Binary (0/1)	 <p>The bar chart displays the distribution of the variable 'Mentor as Special Adult'. The y-axis is labeled 'Count' and ranges from 0 to 600. The x-axis is labeled 'Mentor as Special Adult' and has two categories: 'No' and 'Yes'. Both categories have a count of approximately 600.</p> <table border="1"> <thead> <tr> <th>Mentor as Special Adult</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>~600</td> </tr> <tr> <td>Yes</td> <td>~600</td> </tr> </tbody> </table>	Mentor as Special Adult	Count	No	~600	Yes	~600	Multilevel mixed-effects logistic regression model ¹⁰³
Mentor as Special Adult	Count								
No	~600								
Yes	~600								

¹⁰³ For a dependent variable with a binary or binomial distribution, we choose to use a multilevel mixed-effects logistic regression model. This model gives a conditional distribution for the response assuming that the random effects are Bernoulli, with success probability determined by the logistic cumulative distribution function (CDF) (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memelogit.pdf>).

Addendum 40—Outcome Variable: Relational Health

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Relational Health. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); any (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).¹⁰⁴

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Relational Health as our outcome, we would use the following equation¹⁰⁵:

¹⁰⁴ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

¹⁰⁵ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
RHealth_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

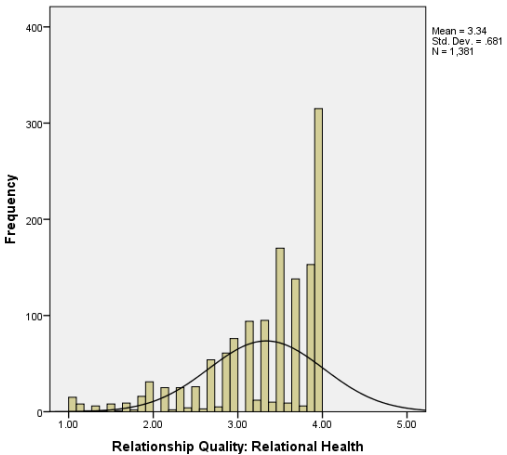

β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
<p>Relational Health</p>	<p>Mean (range 1-4)</p> <p>We will transform this variable by first reflecting the variable (subtracting each value from 5) and then taking the natural logarithm.</p>	<p>Not Normal, Negative Skew.</p>  <p>Shapiro-Wilk (0.857)</p> 	<p>Multilevel mixed-effects generalized linear model¹⁰⁶</p>

¹⁰⁶ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 41—Outcome Variable: Criticism

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Criticism. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); any (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).¹⁰⁷

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Criticism as our outcome, we would use the following equation¹⁰⁸:

¹⁰⁷ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

¹⁰⁸ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
\text{Criticism}_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((\text{Age}_i - \text{Age}_{i..}) + (\text{R_Black}_i - \text{R_Black}_{i..}) + (\text{R_AIndian}_i - \text{R_AIndian}_{i..}) \\
& + (\text{R_Asian}_i - \text{R_Asian}_{i..}) + (\text{R_Other}_i - \text{R_Other}_{i..}) + (\text{Hispanic}_i - \text{Hispanic}_{i..}) \\
& + (\text{Female}_i - \text{Female}_{i..}) + (\text{ESL}_i - \text{ESL}_{i..}) + (\text{Pri_Mentor}_i - \text{Pri_Mentor}_{i..}) \\
& + (\text{FamSize}_i - \text{FamSize}_{i..}) + (\text{ProbPeer_BL}_i - \text{ProbPeer_BL}_{i..}) \\
& + (\text{Cond_Prob_BL}_i - \text{Cond_Prob_BL}_{i..}) + (\text{PosParRel_BL}_i - \text{PosParRel_BL}_{i..}) \\
& + (\text{FutOrient_BL}_i - \text{FutOrient_BL}_{i..}) + (\text{ERisk_EA_BL}_i) + (\text{ERisk_FR_BL}_i) \\
& + (\text{ERisk_PD_BL}_i) + (\text{IRisk_AC_BL}_i) + (\text{IRisk_PB_BL}_i) + (\text{IRisk_MH_BL}_i) \\
& + (\text{Grades_BL}_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

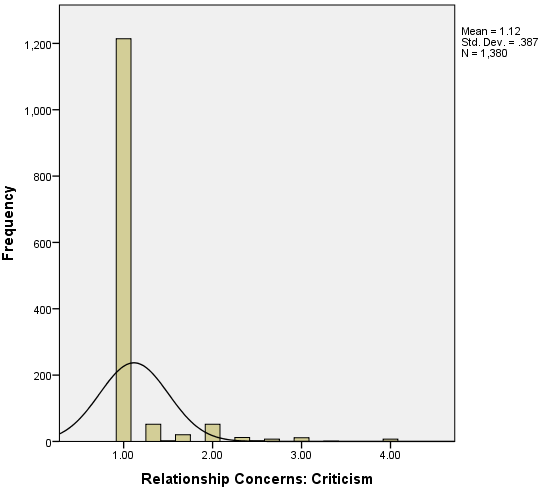
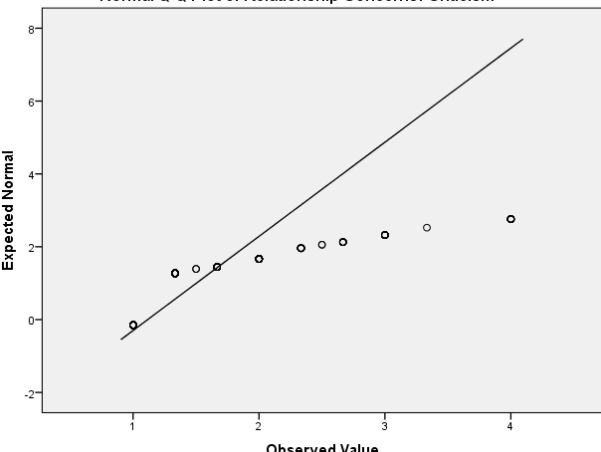
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Criticism	<p>Mean (range 1-4)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal, Positive Skew.</p>  <p>Shapiro-Wilk (0.339)</p> 	Multilevel mixed-effects generalized linear model ¹⁰⁹

¹⁰⁹ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 42—Outcome Variable: Conflict

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Conflict. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); any (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).¹¹⁰

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Conflict as our outcome, we would use the following equation¹¹¹:

¹¹⁰ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

¹¹¹ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
Conflict_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

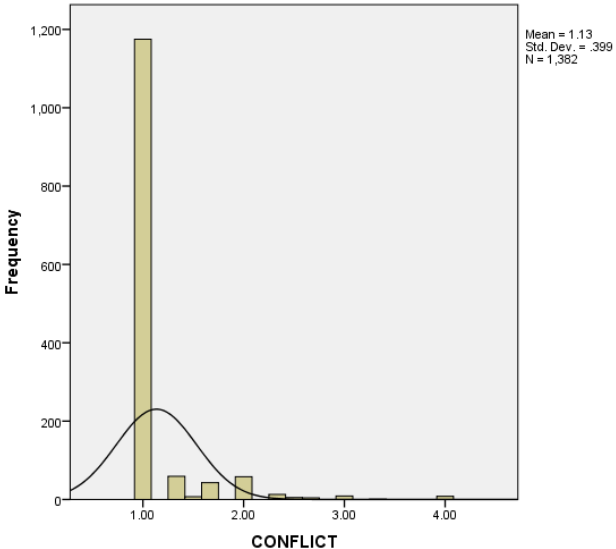
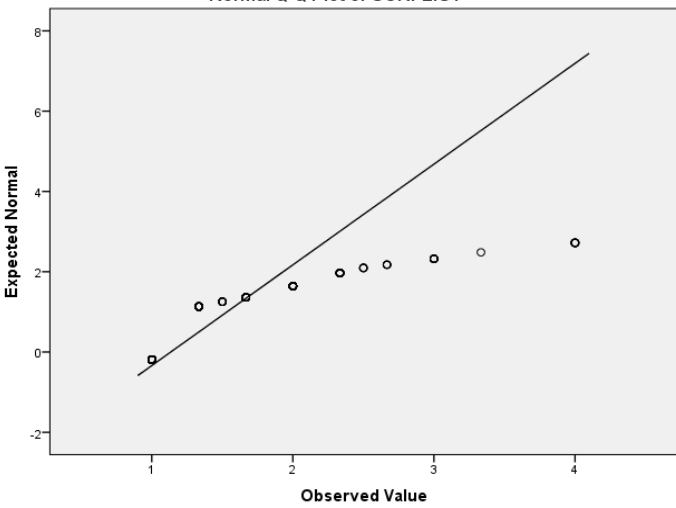
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Conflict	<p>Mean (range 1-4)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal, Positive Skew.</p>  <p>Shapiro-Wilk (0.388)</p> 	<p>Multilevel mixed-effects generalized linear model¹¹²</p>

¹¹² For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 43—Outcome Variable: Pressure

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Pressure. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); any (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).¹¹³

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Pressure as our outcome, we would use the following equation¹¹⁴:

¹¹³ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

¹¹⁴ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

$$\begin{aligned}
Pressure_{ij} = & \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\
& + \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\
& + (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\
& + (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\
& + (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\
& + (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\
& + (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\
& + (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\
& + (Grades_BL_i)) + r_{ij}
\end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

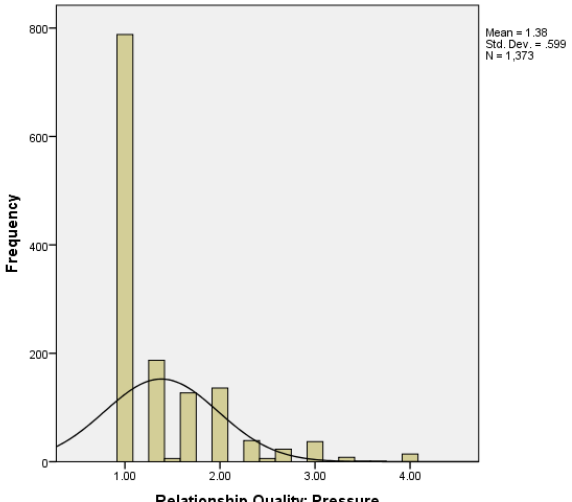
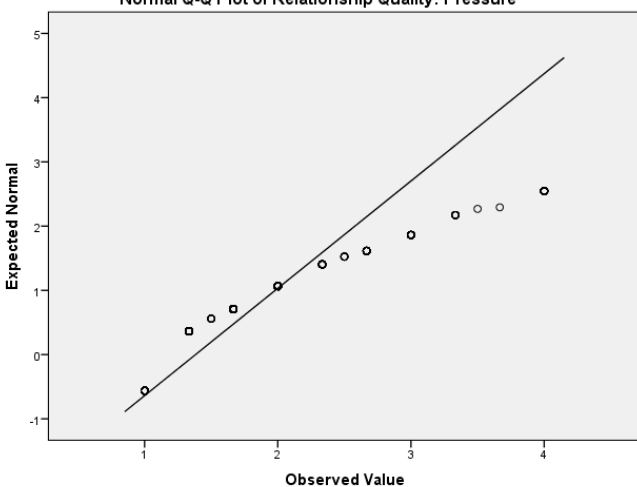
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
Pressure	<p>Mean (range 1-4)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal, Positive Skew.</p>  <p>Shapiro-Wilk (0.692)</p> 	<p>Multilevel mixed-effects generalized linear model¹¹⁵</p>

¹¹⁵ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Addendum 44—Outcome Variable: Program Report of Match Length

This addendum to the Plan for Outcome Analyses provides specific details about the Intent-To-Treat analyses where the outcome variable is Program Report of Match Length. For these analyses, there are a number of control variables that will be included, as shown in Table 1. Control variables are identified based on the following decision rules: (1) Demographic characteristics (variables 1-7); (2) Other background characteristics about the youth and family, including individual and environmental risk factors (variables 8-16); any (3) Any covariates with absolute values of effect size differences between the enhancement and business-as-usual groups greater than 0.05 (variables 17-21).¹¹⁶

Table 1. List of Control Variables

No. #	Variable Shorthand	Variable Name	Source
1	Age	Age	Parent Baseline
2	R_Black	Black/African American	Parent Baseline
3	R_AIndian	Native American or Alaskan Native	Parent Baseline
4	R_Asian	Asian or Pacific Islander	Parent Baseline
5	R_Hisp	Hispanic/Latino	Parent Baseline
**	R_White	White/Caucasian	Parent Baseline
6	R_Other	Other Race	Parent Baseline
7	Female	Gender	Parent Baseline
8	ESL	English as Second Language	Parent Baseline
9	Pri_Mentor	Prior Involvement in Mentoring	Youth Baseline
10	FamSize	Size of Family	Parent Baseline
11	ERisk_EA_BL	Environmental Risk: Economic Adversity	Control Variables
12	ERisk_FR_BL	Environmental Risk: Family Risk/Stress	Control Variables
13	ERisk_PD_BL	Environmental Risk: Peer Difficulties	Control Variables
14	IRisk_AC_BL	Individual Risk: Academic Challenges	Control Variables
15	IRisk_PB_BL	Individual Risk: Problem Behavior	Control Variables
16	IRisk_MH_BL	Individual Risk: Mental Health Concerns	Control Variables
17	Cond_Prob_BL	Conduct Problems	Parent Baseline
18	ProbPeer_BL	Problematic Peer Relationships	Parent Baseline
19	Grades_BL	Self-Reported Grades	Youth Baseline
20	PosParRel_BL	Positive Parent Relationship (Baseline)	Youth Baseline
21	FutOrient_BL	Future Orientation	Youth Baseline

When testing Program Report of Match Length as our outcome, we would use the following equation¹¹⁷:

¹¹⁶ This variable was not measured at baseline so there is no baseline equivalent to be used as a control variable.

¹¹⁷ Note that we will group mean center X_{ij} , to avoid confounding the effect of the treatment with any variation across programs in the actual proportion assigned to the Enhancement Mentoring condition.

MatchLength_{ij}

$$\begin{aligned} &= \beta_{0j} + \beta_{1j}(X_{ij} - X_{i..}) \\ &+ \beta_{kj}((Age_i - Age_{i..}) + (R_Black_i - R_Black_{i..}) + (R_AIndian_i - R_AIndian_{i..}) \\ &+ (R_Asian_i - R_Asian_{i..}) + (R_Other_i - R_Other_{i..}) + (Hispanic_i - Hispanic_{i..}) \\ &+ (Female_i - Female_{i..}) + (ESL_i - ESL_{i..}) + (Pri_Mentor_i - Pri_Mentor_{i..}) \\ &+ (FamSize_i - FamSize_{i..}) + (ProbPeer_BL_i - ProbPeer_BL_{i..}) \\ &+ (Cond_Prob_BL_i - Cond_Prob_BL_{i..}) + (PosParRel_BL_i - PosParRel_BL_{i..}) \\ &+ (FutOrient_BL_i - FutOrient_BL_{i..}) + (ERisk_EA_BL_i) + (ERisk_FR_BL_i) \\ &+ (ERisk_PD_BL_i) + (IRisk_AC_BL_i) + (IRisk_PB_BL_i) + (IRisk_MH_BL_i) \\ &+ (Grades_BL_i)) + r_{ij} \end{aligned}$$

for

$i = 1, \dots, N$ individuals

$j = 1, \dots, 30$ programs

$k = 1, \dots, K$ baseline youth-level control variables

where

β_{0j} is the intercept for program j ;

β_{1j} is the effect of participation in Enhancement Mentoring for program j ;

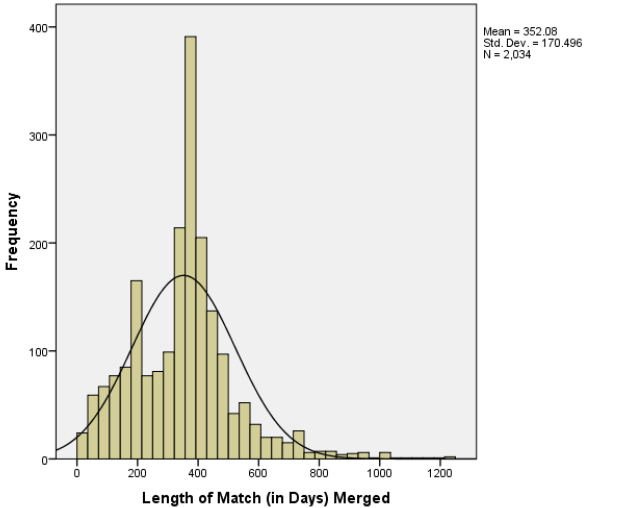
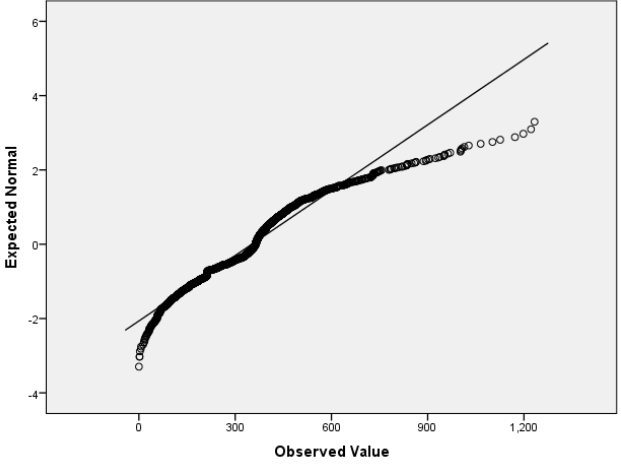
β_{kj} is a vector of effects for each of the k control variables

X_{ij} is an indicator variable equal to 1 if youth i in program j was randomly assigned to the Enhanced Mentoring group or 0 if the youth was randomly assigned to the Business-as-Usual Mentoring group;

Model Selection

The specific model we will use for this analysis is based on the distributional properties of this outcome variable. The key considerations in this selection are shown in Table 2.

Table 2. Key Considerations in Selection of Multilevel Model Type

Measure	Operationalization	Distributional Properties	Analysis Method
<p>Program Report of Match Length</p>	<p>Continuous (range 0-1233)</p> <p>We will transform this variable by taking the natural logarithm.</p>	<p>Not Normal, Positive Skew.</p>  <p>Shapiro-Wilk (0.944)</p> 	<p>Multilevel mixed-effects generalized linear model¹¹⁸</p>

¹¹⁸ For a dependent variable with a non-normal continuous distribution, we will take the log of the dependent variable and use the new logged values as the dependent variable for analyses. In doing so, we would want to use a multilevel mixed-effects generalized linear model which assumes the random effects to be distributed as multivariate normal with a mean of zero and $q \times q$ variance matrix Σ (StataCorp. 2013. Stata: Release 13. Statistical Software. College Station, TX: StataCorp LP. Accessed 14 April 2017: <http://www.stata.com/manuals14/memeglm.pdf>).

Appendix F. Outcome Tables

Table 1. Stopped by Police or Arrested

Outcome: Stopped by Police or Arrested	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.005	0.012	.69	-0.005	0.014	.70	-0.005	0.012	.70
Youth Age				0.017	0.005	.00	0.017	0.005	.00	0.018	0.006	.00
Youth Race/Ethnicity: Black				0.048	0.023	.04	0.047	0.023	.04	0.052	0.024	.03
Youth Race/Ethnicity: Hispanic				0.037	0.023	.12	0.037	0.024	.12	0.041	0.024	.08
Youth Race/Ethnicity: White				0.010	0.021	.64	0.009	0.021	.66	0.013	0.021	.55
Female Youth				-0.018	0.015	.24	-0.018	0.015	.25	-0.019	0.015	.23
English as Second Language				-0.038	0.030	.21	-0.037	0.030	.22	-0.030	0.031	.34
Prior Mentoring Relationship				0.035	0.015	.02	0.035	0.015	.02	0.035	0.016	.03
Family Size				0.002	0.004	.58	0.002	0.004	.58	0.002	0.004	.59
Environmental Risk: Econ Adversity				0.005	0.006	.42	0.005	0.006	.44	0.005	0.006	.40
Environmental Risk: Family Risk/Stress				0.000	0.005	.99	0.000	0.005	.99	0.000	0.005	.95
Environmental Risk: Peer Difficulties				-0.008	0.015	.57	-0.009	0.015	.56	-0.008	0.015	.57
Individual Risk: Academic Challenges				0.001	0.012	.90	0.002	0.012	.90	0.001	0.012	.96
Individual Risk: Problem Behavior				0.052	0.015	.00	0.052	0.015	.00	0.053	0.015	.00
Individual Risk: Mental Health Concerns				0.008	0.011	.47	0.008	0.011	.47	0.008	0.011	.49
BL Positive Parent Relationship				-0.003	0.013	.84	-0.003	0.013	.82	-0.003	0.013	.81
BL Conduct Problems				0.004	0.004	.34	0.004	0.004	.33	0.004	0.004	.32
BL Peer Problems				-0.002	0.005	.70	-0.002	0.005	.73	-0.002	0.005	.73
BL Grades				-0.009	0.009	.30	-0.009	0.009	.34	-0.011	0.009	.24
BL Future Orientation				-0.003	0.012	.78	-0.003	0.012	.77	-0.003	0.012	.77
BL Arrest				0.131	0.072	.07	0.125	0.071	.08	0.128	0.072	.08
Collaborative E										-0.028	0.048	.56
Collaborative A										-0.074	0.040	.07
Collaborative K										-0.034	0.036	.35
Collaborative I										0.003	0.031	.94
Collaborative S										0.043	0.062	.49
Collaborative H										-0.063	0.039	.11
Collaborative L										-0.012	0.036	.75
Collaborative Y										0.000	0.037	.00
Collaborative F										-0.014	0.034	.69
Constant	0.067	0.010	.00	0.068	0.009	.00	0.068	0.009	.00	0.086	0.024	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.038	0.011		0.032	0.011		0.032	0.011		0.002	0.015	
sd (Level I)	0.244	0.008		0.235	0.008		0.235	0.008		0.235	0.008	
sd (Treatment Condition)							0.003	2.734				
Intra-Class Correlation	0.024											

Notes: $N = 1,941$. Dependent variable is coded such that the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 2. Person Offense – Onset

Outcome: Person Offense Onset	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.005	0.014	.71	0.007	0.015	.62	0.005	0.014	.71
Youth Age				-0.010	0.006	.11	-0.010	0.006	.11	-0.011	0.006	.09
Youth Race/Ethnicity: Black				-0.001	0.024	.96	-0.005	0.024	.85	0.001	0.025	.98
Youth Race/Ethnicity: Hispanic				-0.005	0.024	.85	-0.004	0.024	.87	-0.008	0.025	.76
Youth Race/Ethnicity: White				-0.008	0.023	.73	-0.007	0.023	.77	-0.006	0.023	.79
Female Youth				-0.021	0.015	.16	-0.018	0.015	.22	-0.021	0.015	.16
English as Second Language				0.012	0.032	.70	0.013	0.032	.69	0.011	0.033	.73
Prior Mentoring Relationship				-0.015	0.018	.40	-0.017	0.018	.35	-0.015	0.017	.40
Family Size				-0.005	0.004	.18	-0.005	0.004	.17	-0.005	0.004	.19
Environmental Risk: Econ Adversity				0.005	0.006	.43	0.005	0.006	.38	0.005	0.006	.43
Environmental Risk: Family Risk/Stress				0.003	0.005	.52	0.003	0.005	.56	0.003	0.005	.54
Environmental Risk: Peer Difficulties				-0.015	0.013	.24	-0.015	0.013	.22	-0.015	0.013	.24
Individual Risk: Academic Challenges				-0.003	0.013	.81	-0.003	0.013	.84	-0.003	0.013	.82
Individual Risk: Problem Behavior				-0.017	0.012	.16	-0.019	0.012	.10	-0.017	0.012	.15
Individual Risk: Mental Health Concerns				0.004	0.012	.71	0.006	0.012	.64	0.004	0.012	.71
BL Positive Parent Relationship				0.004	0.014	.75	0.008	0.014	.59	0.005	0.014	.73
BL Conduct Problems				0.008	0.005	.09	0.007	0.005	.15	0.008	0.005	.09
BL Peer Problems				0.000	0.005	.99	0.000	0.005	.98	0.000	0.005	.99
BL Grades				0.002	0.009	.85	0.005	0.009	.61	0.002	0.009	.87
BL Future Orientation				0.030	0.012	.01	0.030	0.012	.01	0.030	0.012	.01
BL Person Offense – Frequency				-0.077	0.018	.00	-0.011	0.004	.01	-0.077	0.018	.00
Collaborative E										-0.008	0.063	.89
Collaborative A										0.003	0.060	.96
Collaborative K										-0.024	0.052	.64
Collaborative I										-0.037	0.048	.44
Collaborative S										-0.014	0.089	.88
Collaborative H										-0.058	0.060	.34
Collaborative L										-0.025	0.055	.65
Collaborative Y										-0.004	0.055	.95
Collaborative F										-0.040	0.053	.46
Constant	0.071	0.013	.00	0.070	0.013	.00	0.069	0.013	.00	0.091	0.037	.01
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.043	0.013		0.044	0.013		0.043	0.013		0.050	0.015	
sd (Level 1)	0.249	0.012		0.244	0.011		0.245	0.011		0.244	0.011	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.029											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 3: Person Offense – Frequency

Outcome: Person Offense Frequency	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.003	0.022	.91	0.003	0.023	.91	0.003	0.023	.91
Youth Age				-0.011	0.009	.23	-0.011	0.009	.23	-0.011	0.009	.22
Youth Race/Ethnicity: Black				-0.001	0.036	.97	-0.001	0.036	.97	0.000	0.037	.99
Youth Race/Ethnicity: Hispanic				-0.041	0.036	.25	-0.042	0.036	.25	-0.042	0.036	.25
Youth Race/Ethnicity: White				-0.049	0.035	.17	-0.049	0.035	.17	-0.052	0.036	.15
Female Youth				-0.042	0.024	.07	-0.042	0.024	.08	-0.042	0.023	.08
English as Second Language				0.004	0.050	.94	0.004	0.050	.94	0.006	0.051	.91
Prior Mentoring Relationship				0.032	0.026	.21	0.032	0.026	.21	0.035	0.026	.18
Family Size				-0.011	0.006	.07	-0.011	0.006	.07	-0.012	0.006	.07
Environmental Risk: Econ Adversity				0.006	0.010	.52	0.006	0.010	.52	0.006	0.010	.53
Environmental Risk: Family Risk/Stress				0.006	0.008	.46	0.006	0.008	.46	0.006	0.008	.47
Environmental Risk: Peer Difficulties				-0.019	0.021	.36	-0.019	0.021	.36	-0.019	0.021	.36
Individual Risk: Academic Challenges				0.004	0.018	.82	0.004	0.018	.82	0.004	0.019	.82
Individual Risk: Problem Behavior				0.020	0.019	.30	0.020	0.019	.30	0.020	0.019	.30
Individual Risk: Mental Health Concerns				0.001	0.017	.95	0.001	0.017	.95	0.001	0.017	.96
BL Positive Parent Relationship				-0.018	0.022	.41	-0.018	0.022	.41	-0.019	0.022	.39
BL Conduct Problems				0.018	0.007	.01	0.018	0.007	.01	0.019	0.007	.01
BL Peer Problems				-0.006	0.008	.45	-0.006	0.008	.45	-0.006	0.008	.42
BL Grades				-0.012	0.015	.41	-0.012	0.015	.41	-0.013	0.015	.38
BL Future Orientation				0.036	0.021	.09	0.036	0.021	.09	0.035	0.021	.10
BL Person Offense – Frequency				0.072	0.008	.00	0.072	0.008	.00	0.072	0.008	.00
Collaborative E										-0.104	0.101	.31
Collaborative A										-0.015	0.109	.89
Collaborative K										0.036	0.097	.71
Collaborative I										-0.006	0.091	.95
Collaborative S										-0.031	0.138	.82
Collaborative H										-0.061	0.109	.58
Collaborative L										-0.013	0.098	.90
Collaborative Y										0.011	0.098	.91
Collaborative F										-0.014	0.096	.88
Constant	0.197	0.022	.00	0.205	0.021	.00	0.205	0.021	.00	0.221	0.068	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.093	0.018		0.088	0.017		0.087	0.017		0.102	0.023	
sd (Level I)	0.457	0.011		0.431	0.010		0.431	0.010		0.431	0.010	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.039											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 4. Property Offense – Onset

Outcome: Property Offense Onset	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.007	0.017	.68	-0.007	0.018	.71	-0.008	0.017	.65
Youth Age				0.012	0.008	.13	0.011	0.008	.17	0.013	0.008	.11
Youth Race/Ethnicity: Black				0.003	0.032	.93	0.003	0.032	.91	0.004	0.032	.89
Youth Race/Ethnicity: Hispanic				-0.039	0.031	.21	-0.038	0.031	.22	-0.040	0.031	.20
Youth Race/Ethnicity: White				0.008	0.030	.78	0.010	0.030	.75	0.011	0.030	.71
Female Youth				-0.003	0.020	.89	-0.002	0.020	.92	-0.003	0.020	.88
English as Second Language				0.067	0.043	.12	0.065	0.043	.13	0.068	0.043	.11
Prior Mentoring Relationship				-0.014	0.022	.52	-0.015	0.022	.50	-0.012	0.022	.58
Family Size				0.003	0.005	.57	0.004	0.005	.40	0.003	0.005	.55
Environmental Risk: Econ Adversity				0.001	0.008	.91	0.000	0.008	.97	0.002	0.008	.82
Environmental Risk: Family Risk/Stress				-0.005	0.006	.39	-0.006	0.006	.34	-0.006	0.006	.34
Environmental Risk: Peer Difficulties				0.011	0.017	.50	0.012	0.017	.47	0.010	0.017	.55
Individual Risk: Academic Challenges				-0.028	0.014	.04	-0.027	0.014	.05	-0.029	0.014	.04
Individual Risk: Problem Behavior				-0.008	0.016	.62	-0.014	0.016	.39	-0.007	0.016	.65
Individual Risk: Mental Health Concerns				0.006	0.016	.72	0.008	0.017	.63	0.006	0.016	.72
BL Positive Parent Relationship				-0.051	0.019	.01	-0.042	0.019	.03	-0.052	0.019	.01
BL Conduct Problems				0.008	0.006	.21	0.007	0.006	.30	0.008	0.006	.21
BL Peer Problems				-0.006	0.006	.35	-0.007	0.006	.28	-0.006	0.006	.35
BL Grades				-0.023	0.013	.07	-0.018	0.013	.14	-0.025	0.012	.05
BL Future Orientation				-0.006	0.016	.69	0.000	0.016	.99	-0.005	0.016	.74
BL Property Offense – Frequency				-0.169	0.024	.00	-0.016	0.004	.00	-0.170	0.024	.00
Collaborative E										-0.042	0.071	.56
Collaborative A										-0.044	0.076	.56
Collaborative K										-0.046	0.065	.48
Collaborative I										-0.083	0.060	.17
Collaborative S										-0.053	0.097	.58
Collaborative H										-0.072	0.075	.34
Collaborative L										0.109	0.067	.11
Collaborative Y										0.013	0.068	.84
Collaborative F										-0.002	0.069	.98
Constant	0.136	0.017	.00	0.136	0.018	.00	0.136	0.018	.00	0.155	0.046	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.070	0.015		0.075	0.016		0.075	0.016		0.062	0.019	
sd (Level I)	0.333	0.008		0.325	0.007		0.329	0.008		0.325	0.007	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.042											

Notes: $N = 1,941$. Dependent variable is coded such that the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 5: Property Offense – Frequency

Outcome: Property Offense Frequency	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.013	0.023	.56	0.014	0.024	.56	0.013	0.023	.57
Youth Age				0.013	0.010	.17	0.013	0.010	.17	0.014	0.010	.14
Youth Race/Ethnicity: Black				0.035	0.037	.34	0.034	0.037	.35	0.041	0.038	.29
Youth Race/Ethnicity: Hispanic				-0.020	0.037	.59	-0.021	0.037	.57	-0.018	0.037	.63
Youth Race/Ethnicity: White				0.003	0.036	.94	0.002	0.036	.95	0.002	0.036	.96
Female Youth				0.005	0.023	.84	0.005	0.023	.84	0.005	0.023	.83
English as Second Language				0.063	0.050	.21	0.062	0.050	.21	0.062	0.050	.22
Prior Mentoring Relationship				0.000	0.026	.99	0.000	0.026	.00	0.001	0.026	.96
Family Size				0.003	0.007	.64	0.003	0.007	.64	0.003	0.007	.69
Environmental Risk: Econ Adversity				0.006	0.010	.55	0.006	0.010	.55	0.007	0.010	.48
Environmental Risk: Family Risk/Stress				0.001	0.008	.90	0.001	0.008	.90	0.001	0.008	.92
Environmental Risk: Peer Difficulties				0.004	0.020	.86	0.003	0.020	.88	0.003	0.020	.90
Individual Risk: Academic Challenges				-0.030	0.018	.10	-0.030	0.018	.10	-0.031	0.018	.10
Individual Risk: Problem Behavior				0.000	0.020	.00	0.000	0.020	.99	0.000	0.020	.99
Individual Risk: Mental Health Concerns				0.012	0.018	.51	0.012	0.018	.51	0.012	0.018	.50
BL Positive Parent Relationship				-0.059	0.022	.01	-0.059	0.022	.01	-0.059	0.022	.01
BL Conduct Problems				0.012	0.008	.11	0.012	0.008	.11	0.012	0.008	.12
BL Peer Problems				-0.008	0.007	.26	-0.008	0.007	.27	-0.009	0.007	.25
BL Grades				-0.026	0.014	.07	-0.025	0.014	.07	-0.028	0.014	.05
BL Future Orientation				-0.012	0.020	.54	-0.012	0.020	.55	-0.011	0.020	.58
BL Property Offense – Frequency				0.048	0.006	.00	0.048	0.006	.00	0.048	0.006	.00
Collaborative E										-0.095	0.097	.33
Collaborative A										-0.025	0.105	.81
Collaborative K										-0.043	0.090	.63
Collaborative I										-0.079	0.085	.35
Collaborative S										-0.013	0.132	.92
Collaborative H										-0.119	0.100	.23
Collaborative L										0.085	0.093	.36
Collaborative Y										-0.031	0.094	.74
Collaborative F										0.045	0.090	.62
Constant	0.177	0.022	.00	0.182	0.022	.00	0.182	0.022	.00	0.208	0.064	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.098	0.019		0.094	0.019		0.094	0.019		0.092	0.023	
sd (Level I)	0.449	0.012		0.432	0.011		0.432	0.011		0.432	0.011	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.045											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 6: Referral to Juvenile Court

Outcome: Referral to Juvenile Court	Null Model			Model 1			Model 2			Model 3		
	Odds Ratio	Std. Err.	p-value	Odds Ratio	Std. Err.	p-value	Odds Ratio	Std. Err.	p-value	Odds Ratio	Std. Err.	p-value
Treatment Condition				0.753	0.366	.56	0.753	0.366	.56	0.718	0.345	.49
Youth Age				1.025	0.173	.88	1.025	0.173	.88	1.030	0.170	.86
Youth Race/Ethnicity: Black				3.245	2.786	.17	3.246	2.786	.17	3.700	3.093	.12
Youth Race/Ethnicity: Hispanic				1.702	1.449	.53	1.702	1.449	.53	1.618	1.324	.56
Youth Race/Ethnicity: White				0.913	0.757	.91	0.913	0.757	.91	0.947	0.760	.95
Female Youth				0.521	0.273	.21	0.521	0.273	.21	0.538	0.277	.23
English as Second Language				0.341	0.440	.41	0.341	0.440	.41	0.358	0.455	.42
Prior Mentoring Relationship				1.659	0.848	.32	1.659	0.848	.32	1.814	0.940	.25
Family Size				1.270	0.162	.06	1.270	0.162	.06	1.300	0.163	.04
Environmental Risk: Econ Adversity				0.794	0.176	.30	0.794	0.176	.30	0.808	0.182	.35
Environmental Risk: Family Risk/Stress				1.123	0.171	.45	1.123	0.171	.45	1.063	0.156	.68
Environmental Risk: Peer Difficulties				1.652	0.759	.27	1.652	0.758	.27	1.510	0.678	.36
Individual Risk: Academic Challenges				0.958	0.344	.91	0.958	0.344	.91	0.955	0.340	.90
Individual Risk: Problem Behavior				1.321	0.367	.32	1.321	0.367	.32	1.290	0.349	.35
Individual Risk: Mental Health Concerns				0.859	0.324	.69	0.859	0.324	.69	0.906	0.339	.79
BL Positive Parent Relationship				1.438	0.633	.41	1.438	0.633	.41	1.327	0.567	.51
BL Conduct Problems				1.297	0.170	.05	1.297	0.170	.05	1.289	0.167	.05
BL Peer Problems				0.904	0.146	.53	0.904	0.146	.53	0.922	0.147	.61
BL Grades				0.333	0.105	.00	0.333	0.105	.00	0.328	0.101	.00
BL Future Orientation				1.273	0.529	.56	1.273	0.529	.56	1.186	0.489	.68
BL Juvenile Court Referrals				5.578	3.732	.01	5.577	3.731	.01	5.316	3.519	.01
Collaborative I										0.369	0.349	.29
Collaborative L										2.468	2.022	.27
Collaborative Y										2.196	1.623	.29
Collaborative F										0.719	0.630	.71
Constant	0.023	0.009	.00	0.008	0.004	.00	0.008	0.004	.00	0.010	0.006	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
variance (Constant)	0.886	0.671		0.694	0.718		0.692	0.716		0.000	0.000	
variance (Treatment Condition)							0.000	0.000				
Median Odds Ratio	2.455											

Notes: $N = 831$. Odds ratio less than 1.00 for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 7. Conduct Problems

Outcome: Conduct Problems	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.022	0.030	.47	-0.022	0.030	.47	-0.022	0.031	.48
Youth Age				-0.004	0.012	.76	-0.003	0.012	.77	-0.003	0.012	.77
Youth Race/Ethnicity: Black				-0.001	0.048	.99	0.002	0.050	.98	0.001	0.050	.98
Youth Race/Ethnicity: Hispanic				0.083	0.051	.11	0.088	0.052	.09	0.088	0.052	.09
Youth Race/Ethnicity: White				0.016	0.048	.74	0.013	0.048	.78	0.013	0.048	.79
Female Youth				-0.021	0.032	.51	-0.020	0.032	.53	-0.020	0.032	.53
English as Second Language				-0.066	0.067	.32	-0.062	0.067	.36	-0.062	0.067	.36
Prior Mentoring Relationship				0.056	0.035	.11	0.060	0.035	.09	0.060	0.035	.09
Family Size				-0.004	0.009	.63	-0.005	0.009	.57	-0.005	0.009	.57
Environmental Risk: Economic Adversity				0.026	0.014	.08	0.026	0.015	.08	0.026	0.015	.08
Environmental Risk: Family Risk/Stress				0.004	0.010	.70	0.004	0.010	.69	0.004	0.010	.69
Environmental Risk: Peer Difficulties				-0.045	0.027	.09	-0.046	0.027	.09	-0.046	0.027	.09
Individual Risk: Academic Challenges				0.078	0.024	.00	0.078	0.024	.00	0.078	0.024	.00
Individual Risk: Problem Behavior				-0.018	0.024	.47	-0.017	0.024	.48	-0.017	0.024	.48
Individual Risk: Mental Health Concerns				0.049	0.025	.05	0.049	0.025	.05	0.049	0.025	.05
BL Positive Parent Relationship				-0.057	0.027	.04	-0.058	0.027	.03	-0.058	0.027	.04
BL Conduct Problems				0.127	0.010	.00	0.127	0.010	.00	0.127	0.010	.00
BL Peer Problems				0.014	0.010	.16	0.014	0.010	.16	0.014	0.010	.16
BL Grades				0.005	0.020	.81	0.003	0.020	.87	0.003	0.020	.86
BL Future Orientation				0.025	0.025	.33	0.022	0.025	.38	0.022	0.025	.38
Collaborative E							-0.119	0.123	.33	-0.119	0.122	.33
Collaborative A							-0.022	0.131	.87	-0.022	0.131	.87
Collaborative K							0.183	0.118	.12	0.183	0.118	.12
Collaborative I							0.121	0.107	.26	0.121	0.107	.26
Collaborative S							-0.049	0.167	.77	-0.049	0.167	.77
Collaborative H							-0.070	0.128	.59	-0.070	0.128	.59
Collaborative L							0.052	0.117	.66	0.051	0.116	.66
Collaborative Y							0.063	0.117	.59	0.063	0.117	.59
Collaborative F							0.060	0.117	.61	0.059	0.117	.61
Constant	0.760	0.035	.00	0.764	0.029	.00	0.725	0.081	.00	0.725	0.081	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.159	0.029		0.124	0.026		0.115	0.032		0.114	0.032	
sd (Level I)	0.656	0.011		0.579	0.010		0.579	0.010		0.579	0.010	
sd (Treatment Condition)										0.000	0.002	
Intra-Class Correlation	0.056											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 8. Substance Use

Outcome: Substance Use	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.010	0.018	.59	0.010	0.019	.61	0.009	0.018	.60
Youth Age				0.024	0.007	.00	0.024	0.007	.00	0.023	0.007	.00
Youth Race/Ethnicity: Black				-0.010	0.030	.74	-0.010	0.030	.74	-0.006	0.031	.85
Youth Race/Ethnicity: Hispanic				-0.009	0.029	.76	-0.009	0.030	.75	-0.014	0.030	.64
Youth Race/Ethnicity: White				-0.020	0.028	.47	-0.021	0.028	.47	-0.018	0.029	.53
Female Youth				0.017	0.017	.34	0.017	0.017	.33	0.017	0.017	.33
English as Second Language				-0.059	0.040	.14	-0.058	0.039	.14	-0.064	0.040	.11
Prior Mentoring Relationship				0.016	0.018	.38	0.016	0.018	.39	0.015	0.018	.42
Family Size				-0.001	0.005	.80	-0.001	0.005	.81	-0.002	0.005	.76
Environmental Risk: Economic Adversity				0.009	0.007	.21	0.009	0.007	.21	0.010	0.007	.19
Environmental Risk: Family Risk/Stress				0.004	0.006	.46	0.004	0.006	.46	0.005	0.006	.43
Environmental Risk: Peer Difficulties				0.001	0.016	.95	0.001	0.016	.96	0.000	0.016	.98
Individual Risk: Academic Challenges				0.009	0.015	.55	0.009	0.015	.54	0.009	0.015	.55
Individual Risk: Problem Behavior				0.033	0.016	.04	0.034	0.016	.03	0.033	0.016	.04
Individual Risk: Mental Health Concerns				0.024	0.015	.10	0.024	0.015	.10	0.025	0.015	.09
BL Positive Parent Relationship				-0.030	0.019	.11	-0.030	0.019	.11	-0.029	0.019	.12
BL Conduct Problems				-0.003	0.005	.52	-0.004	0.005	.51	-0.004	0.005	.48
BL Peer Problems				-0.006	0.006	.28	-0.006	0.006	.29	-0.006	0.006	.27
BL Grades				-0.007	0.010	.47	-0.007	0.010	.50	-0.008	0.010	.42
BL Future Orientation				0.000	0.016	.98	0.000	0.017	.99	0.000	0.017	.99
BL Substance Use				0.191	0.037	.00	0.191	0.037	.00	0.191	0.036	.00
Collaborative E										0.021	0.068	.76
Collaborative A										0.075	0.068	.27
Collaborative K										-0.011	0.060	.85
Collaborative I										-0.038	0.054	.48
Collaborative S										0.014	0.085	.87
Collaborative H										-0.070	0.066	.29
Collaborative L										0.056	0.060	.35
Collaborative Y										0.032	0.061	.61
Collaborative F										0.039	0.060	.52
Constant	0.120	0.016	.00	0.118	0.015	.00	0.118	0.015	.00	0.109	0.041	.01
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.069	0.015		0.059	0.014		0.059	0.014		0.053	0.019	
sd (Level I)	0.313	0.007		0.301	0.007		0.300	0.007		0.301	0.007	
sd (Treatment Condition)							0.001	0.012				
Intra-Class Correlation	0.046											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 9. Negative Peers

Outcome: Negative Peers	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.001	0.014	.96	-0.001	0.014	.94	-0.001	0.015	.96
Youth Age				0.003	0.006	.53	0.003	0.006	.60	0.003	0.006	.59
Youth Race/Ethnicity: Black				0.049	0.023	.04	0.043	0.024	.07	0.042	0.024	.08
Youth Race/Ethnicity: Hispanic				0.041	0.024	.09	0.043	0.024	.08	0.042	0.024	.09
Youth Race/Ethnicity: White				-0.015	0.023	.51	-0.015	0.023	.51	-0.015	0.023	.51
Female Youth				-0.047	0.015	.00	-0.046	0.015	.00	-0.046	0.015	.00
English as Second Language				0.037	0.033	.26	0.036	0.033	.27	0.036	0.033	.28
Prior Mentoring Relationship				-0.008	0.017	.64	-0.005	0.017	.77	-0.005	0.017	.76
Family Size				-0.007	0.004	.12	-0.007	0.004	.13	-0.006	0.004	.14
Environmental Risk: Economic Adversity				0.011	0.007	.12	0.011	0.007	.12	0.011	0.007	.12
Environmental Risk: Family Risk/Stress				-0.006	0.005	.26	-0.006	0.005	.26	-0.005	0.005	.27
Environmental Risk: Peer Difficulties				0.007	0.012	.55	0.007	0.013	.58	0.007	0.013	.58
Individual Risk: Academic Challenges				-0.006	0.011	.62	-0.006	0.011	.63	-0.005	0.011	.64
Individual Risk: Problem Behavior				-0.001	0.012	.96	-0.001	0.012	.95	-0.001	0.012	.95
Individual Risk: Mental Health Concerns				0.023	0.011	.03	0.022	0.011	.04	0.023	0.011	.04
BL Positive Parent Relationship				-0.023	0.013	.07	-0.024	0.013	.07	-0.023	0.013	.07
BL Conduct Problems				0.004	0.005	.45	0.004	0.005	.46	0.004	0.005	.45
BL Peer Problems				0.000	0.005	.92	-0.001	0.005	.90	-0.001	0.005	.87
BL Grades				-0.007	0.010	.45	-0.007	0.010	.46	-0.007	0.010	.46
BL Future Orientation				0.008	0.013	.53	0.007	0.013	.58	0.008	0.013	.58
BL Negative Peers				0.156	0.014	.00	0.156	0.014	.00	0.155	0.014	.00
Collaborative E							-0.058	0.064	.36	-0.058	0.064	.36
Collaborative A							0.029	0.068	.67	0.029	0.068	.67
Collaborative K							0.107	0.060	.07	0.106	0.060	.08
Collaborative I							0.036	0.056	.52	0.035	0.055	.53
Collaborative S							-0.022	0.086	.80	-0.023	0.086	.79
Collaborative H							0.036	0.067	.59	0.035	0.067	.60
Collaborative L							0.057	0.061	.35	0.056	0.061	.35
Collaborative Y							-0.022	0.061	.72	-0.022	0.061	.72
Collaborative F							-0.024	0.060	.69	-0.024	0.060	.69
Constant	0.438	0.018	.00	0.439	0.015	.00	0.422	0.042	.00	0.422	0.042	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.080	0.014		0.067	0.014		0.061	0.017		0.061	0.017	
sd (Level I)	0.292	0.005		0.273	0.005		0.273	0.005		0.272	0.005	
sd (Treatment Condition)										0.001	0.151	
Intra-Class Correlation	0.070											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 10. Suspended

Outcome: Suspended	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.005	0.022	.81	-0.004	0.024	.86	-0.006	0.022	.79
Youth Age				-0.003	0.008	.71	-0.003	0.008	.71	-0.004	0.009	.64
Youth Race/Ethnicity: Black				-0.004	0.036	.91	-0.006	0.036	.87	-0.006	0.037	.87
Youth Race/Ethnicity: Hispanic				0.010	0.035	.78	0.007	0.035	.84	0.015	0.035	.67
Youth Race/Ethnicity: White				-0.050	0.034	.15	-0.050	0.034	.15	-0.051	0.034	.14
Female Youth				-0.044	0.023	.06	-0.044	0.023	.06	-0.044	0.023	.06
English as Second Language				-0.063	0.049	.20	-0.064	0.049	.20	-0.064	0.050	.20
Prior Mentoring Relationship				0.014	0.025	.59	0.014	0.025	.58	0.017	0.025	.50
Family Size				-0.008	0.006	.22	-0.008	0.006	.22	-0.008	0.006	.23
Environmental Risk: Economic Adversity				0.028	0.010	.01	0.028	0.010	.01	0.028	0.010	.01
Environmental Risk: Family Risk/Stress				-0.003	0.007	.69	-0.003	0.007	.70	-0.003	0.007	.68
Environmental Risk: Peer Difficulties				0.011	0.022	.60	0.011	0.022	.61	0.011	0.022	.62
Individual Risk: Academic Challenges				0.029	0.018	.11	0.029	0.018	.11	0.030	0.018	.10
Individual Risk: Problem Behavior				0.002	0.022	.91	0.003	0.021	.88	0.001	0.022	.95
Individual Risk: Mental Health Concerns				-0.012	0.018	.49	-0.012	0.018	.48	-0.013	0.018	.47
BL Positive Parent Relationship				-0.032	0.021	.12	-0.033	0.021	.11	-0.032	0.021	.12
BL Conduct Problems				0.013	0.007	.07	0.013	0.007	.08	0.013	0.007	.08
BL Peer Problems				-0.006	0.007	.40	-0.006	0.007	.41	-0.007	0.007	.38
BL Grades				0.012	0.015	.41	0.012	0.015	.40	0.012	0.015	.43
BL Future Orientation				-0.024	0.019	.22	-0.024	0.019	.22	-0.026	0.019	.19
BL School Suspension				0.209	0.026	.00	0.210	0.026	.00	0.209	0.026	.00
Collaborative E										-0.118	0.099	.23
Collaborative A										0.044	0.106	.68
Collaborative K										0.039	0.093	.67
Collaborative I										0.058	0.087	.50
Collaborative S										0.071	0.135	.60
Collaborative H										-0.107	0.106	.31
Collaborative L										0.076	0.094	.42
Collaborative Y										-0.043	0.095	.65
Collaborative F										-0.049	0.094	.60
Constant	0.263	0.024	.00	0.269	0.023	.00	0.270	0.023	.00	0.271	0.065	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.108	0.019		0.101	0.019		0.100	0.019		0.098	0.024	
sd (Level 1)	0.428	0.008		0.409	0.008		0.409	0.008		0.409	0.008	
sd (Treatment Condition)							0.016	3.560				
Intra-Class Correlation	0.060											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 11. Skipped School

Outcome: Skipped School	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.029	0.017	.09	0.029	0.017	.10	0.029	0.017	.09
Youth Age				0.020	0.008	.01	0.020	0.008	.01	0.019	0.008	.01
Youth Race/Ethnicity: Black				-0.017	0.033	.61	-0.017	0.033	.61	-0.020	0.034	.56
Youth Race/Ethnicity: Hispanic				0.021	0.031	.50	0.021	0.032	.51	0.018	0.032	.57
Youth Race/Ethnicity: White				-0.030	0.030	.31	-0.030	0.030	.31	-0.028	0.030	.35
Female Youth				0.050	0.020	.01	0.050	0.020	.01	0.051	0.020	.01
English as Second Language				-0.030	0.042	.48	-0.029	0.042	.48	-0.032	0.042	.45
Prior Mentoring Relationship				-0.002	0.021	.92	-0.002	0.021	.91	-0.002	0.021	.92
Family Size				-0.006	0.006	.29	-0.006	0.006	.29	-0.006	0.006	.28
Environmental Risk: Economic Adversity				0.011	0.008	.19	0.011	0.008	.19	0.011	0.008	.19
Environmental Risk: Family Risk/Stress				0.004	0.006	.56	0.004	0.006	.56	0.004	0.006	.50
Environmental Risk: Peer Difficulties				-0.029	0.018	.11	-0.029	0.018	.11	-0.029	0.018	.11
Individual Risk: Academic Challenges				-0.004	0.015	.82	-0.003	0.015	.82	-0.003	0.015	.84
Individual Risk: Problem Behavior				0.014	0.016	.39	0.014	0.016	.38	0.015	0.016	.35
Individual Risk: Mental Health Concerns				-0.002	0.015	.92	-0.002	0.015	.91	-0.001	0.015	.94
BL Positive Parent Relationship				-0.034	0.018	.07	-0.034	0.018	.07	-0.034	0.018	.07
BL Conduct Problems				0.005	0.006	.37	0.005	0.006	.37	0.005	0.006	.41
BL Peer Problems				0.003	0.007	.61	0.003	0.007	.61	0.003	0.007	.65
BL Grades				-0.011	0.012	.37	-0.011	0.012	.37	-0.011	0.012	.36
BL Future Orientation				0.012	0.017	.48	0.012	0.017	.48	0.011	0.017	.52
BL Skipped School				0.187	0.034	.00	0.186	0.034	.00	0.186	0.034	.00
Collaborative E										0.005	0.077	.95
Collaborative A										0.057	0.080	.48
Collaborative K										0.152	0.069	.03
Collaborative I										-0.012	0.065	.85
Collaborative S										0.055	0.106	.61
Collaborative H										-0.046	0.076	.55
Collaborative L										0.055	0.071	.44
Collaborative Y										0.022	0.071	.76
Collaborative F										0.046	0.070	.52
Constant	0.151	0.019	.00	0.151	0.018	.00	0.151	0.018	.00	0.119	0.049	.02
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.081	0.015		0.075	0.015		0.075	0.015		0.066	0.018	
sd (Level I)	0.347	0.008		0.336	0.008		0.336	0.008		0.336	0.008	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.052											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 12. Prosocial Behavior

Outcome: Prosocial	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.035	0.032	.29	-0.034	0.032	.29	-0.032	0.041	.43
Youth Age				0.005	0.013	.71	0.006	0.013	.64	0.006	0.013	.66
Youth Race/Ethnicity: Black				0.045	0.058	.44	0.043	0.059	.46	0.033	0.060	.58
Youth Race/Ethnicity: Hispanic				0.075	0.057	.19	0.084	0.058	.15	0.071	0.058	.22
Youth Race/Ethnicity: White				-0.035	0.054	.52	-0.043	0.055	.43	-0.050	0.055	.36
Female Youth				-0.012	0.034	.73	-0.013	0.034	.71	-0.011	0.034	.74
English as Second Language				-0.003	0.074	.97	0.003	0.074	.97	-0.006	0.075	.94
Prior Mentoring Relationship				0.011	0.037	.76	0.013	0.037	.72	0.016	0.037	.67
Family Size				0.020	0.010	.04	0.020	0.010	.05	0.020	0.010	.04
Environmental Risk: Economic Adversity				0.008	0.015	.58	0.008	0.015	.60	0.008	0.015	.59
Environmental Risk: Family Risk/Stress				-0.002	0.011	.87	-0.002	0.011	.85	-0.002	0.011	.88
Environmental Risk: Peer Difficulties				-0.011	0.029	.71	-0.010	0.029	.73	-0.012	0.029	.68
Individual Risk: Academic Challenges				0.049	0.029	.09	0.049	0.029	.09	0.051	0.029	.08
Individual Risk: Problem Behavior				-0.006	0.027	.83	-0.007	0.027	.81	-0.007	0.027	.79
Individual Risk: Mental Health Concerns				0.020	0.025	.44	0.020	0.025	.44	0.018	0.025	.49
BL Positive Parent Relationship				-0.044	0.031	.15	-0.045	0.031	.15	-0.046	0.031	.13
BL Conduct Problems				0.010	0.011	.39	0.009	0.011	.40	0.009	0.011	.41
BL Peer Problems				0.019	0.011	.09	0.018	0.011	.09	0.019	0.011	.09
BL Grades				0.021	0.023	.36	0.021	0.023	.38	0.023	0.023	.31
BL Future Orientation				0.035	0.028	.22	0.032	0.028	.26	0.032	0.028	.26
BL Prosocial Behavior				-0.128	0.010	.00	-0.129	0.010	.00	-0.129	0.010	.00
Collaborative E							-0.059	0.170	.73	-0.063	0.169	.71
Collaborative A							-0.045	0.184	.81	-0.048	0.183	.79
Collaborative K							0.036	0.163	.82	0.032	0.162	.84
Collaborative I							0.220	0.150	.14	0.213	0.149	.15
Collaborative S							0.199	0.235	.40	0.189	0.234	.42
Collaborative H							0.092	0.182	.62	0.087	0.182	.63
Collaborative L							0.083	0.163	.61	0.078	0.162	.63
Collaborative Y							0.084	0.164	.61	0.077	0.164	.64
Collaborative F							0.124	0.165	.45	0.113	0.164	.49
Constant	0.926	0.038	.00	0.931	0.036	.00	0.856	0.114	.00	0.863	0.114	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.170	0.030		0.164	0.029		0.177	0.038		0.176	0.038	
sd (Level I)	0.705	0.012		0.635	0.011		0.635	0.011		0.632	0.011	
sd (Treatment Condition)										0.129	0.046	
Intra-Class Correlation	0.055											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 13. Conflict Management

Outcome: Conflict Management	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.009	0.014	.51	-0.009	0.014	.52	-0.007	0.018	.69
Youth Age				-0.008	0.005	.14	-0.008	0.005	.13	-0.008	0.005	.14
Youth Race/Ethnicity: Black				0.031	0.024	.18	0.032	0.025	.20	0.028	0.025	.26
Youth Race/Ethnicity: Hispanic				0.026	0.024	.28	0.027	0.025	.27	0.020	0.024	.41
Youth Race/Ethnicity: White				0.045	0.023	.05	0.041	0.023	.08	0.040	0.023	.09
Female Youth				-0.005	0.015	.73	-0.005	0.015	.71	-0.005	0.015	.73
English as Second Language				-0.005	0.031	.87	-0.008	0.031	.79	-0.011	0.031	.73
Prior Mentoring Relationship				0.010	0.017	.55	0.010	0.017	.56	0.009	0.017	.57
Family Size				0.004	0.005	.40	0.004	0.005	.42	0.004	0.005	.36
Environmental Risk: Economic Adversity				0.006	0.007	.38	0.006	0.007	.40	0.006	0.007	.39
Environmental Risk: Family Risk/Stress				0.001	0.005	.91	0.001	0.005	.88	0.001	0.005	.85
Environmental Risk: Peer Difficulties				0.003	0.012	.83	0.003	0.012	.80	0.003	0.012	.84
Individual Risk: Academic Challenges				0.004	0.012	.70	0.005	0.012	.65	0.006	0.012	.62
Individual Risk: Problem Behavior				0.006	0.012	.64	0.005	0.012	.68	0.005	0.012	.68
Individual Risk: Mental Health Concerns				0.000	0.011	.98	0.001	0.011	.95	0.001	0.011	.93
BL Positive Parent Relationship				-0.057	0.014	.00	-0.057	0.014	.00	-0.057	0.014	.00
BL Conduct Problems				0.005	0.005	.32	0.005	0.005	.34	0.005	0.005	.30
BL Peer Problems				0.008	0.004	.08	0.007	0.004	.09	0.007	0.004	.10
BL Grades				-0.012	0.010	.21	-0.012	0.010	.23	-0.011	0.010	.24
BL Future Orientation				-0.025	0.012	.05	-0.026	0.012	.04	-0.027	0.012	.03
Collaborative E							-0.004	0.061	.95	-0.004	0.060	.94
Collaborative A							0.046	0.065	.48	0.045	0.065	.49
Collaborative K							-0.016	0.058	.79	-0.018	0.058	.75
Collaborative I							0.043	0.052	.41	0.038	0.052	.47
Collaborative S							0.061	0.085	.47	0.059	0.084	.48
Collaborative H							-0.006	0.064	.93	-0.010	0.063	.88
Collaborative L							-0.001	0.059	.98	-0.004	0.058	.94
Collaborative Y							0.003	0.058	.95	0.003	0.058	.96
Collaborative F							0.015	0.058	.79	0.014	0.057	.81
Constant	0.618	0.013	.00	0.617	0.012	.00	0.606	0.040	.00	0.608	0.040	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.054	0.011		0.050	0.012		0.058	0.015		0.057	0.015	
sd (Level I)	0.281	0.005		0.275	0.005		0.275	0.005		0.274	0.005	
sd (Treatment Condition)										0.058	0.019	
Intra-Class Correlation	0.036											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 14. Grades

Treatment Condition							0.058	0.047	.21
Youth Age							-0.035	0.018	.06
Youth Race/Ethnicity: Black							0.069	0.084	.41
Youth Race/Ethnicity: Hispanic							-0.062	0.083	.46
Youth Race/Ethnicity: White							-0.021	0.084	.80
Female Youth							0.126	0.051	.01
English as Second Language							0.116	0.110	.29
Prior Mentoring Relationship							-0.064	0.052	.22
Family Size							-0.040	0.014	.01
Environmental Risk: Economic Adversity							0.036	0.021	.10
Environmental Risk: Family Risk/Stress							-0.035	0.017	.04
Environmental Risk: Peer Difficulties							0.017	0.045	.71
Individual Risk: Academic Challenges							-0.080	0.039	.04
Individual Risk: Problem Behavior							-0.028	0.043	.52
Individual Risk: Mental Health Concerns							-0.012	0.038	.76
BL Positive Parent Relationship							0.017	0.047	.72
BL Conduct Problems							-0.029	0.017	.08
BL Peer Problems							0.012	0.017	.48
BL Grades							0.260	0.032	.00
BL Future Orientation							-0.032	0.044	.46
Collaborative E							-0.611	0.226	.01
Collaborative A							-0.043	0.243	.86
Collaborative K							0.111	0.216	.61
Collaborative I							0.015	0.200	.94
Collaborative S							-0.250	0.318	.43
Collaborative H							-0.541	0.243	.03
Collaborative L							-0.302	0.219	.17
Collaborative Y							-0.318	0.219	.15
Collaborative F							0.125	0.217	.57
Constant	2.406	0.072	.00				2.571	0.154	.00
sd (Constant)	0.348	0.056					0.229	0.054	
sd (Level I)	0.954	0.018					0.909	0.017	
Intra-Class Correlation	0.117								

Notes: $N = 1,941$. Dependent variable is coded such that a positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 15. Depressive Symptoms

Outcome: Depressive Symptoms	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.008	0.012	.47	0.008	0.012	.47	0.009	0.014	.52
Youth Age				0.003	0.004	.44	0.004	0.004	.41	0.004	0.004	.37
Youth Race/Ethnicity: Black				-0.009	0.020	.64	-0.002	0.020	.92	-0.003	0.020	.89
Youth Race/Ethnicity: Hispanic				0.005	0.021	.82	0.007	0.021	.73	0.006	0.021	.79
Youth Race/Ethnicity: White				0.008	0.018	.68	0.003	0.019	.86	0.002	0.019	.90
Female Youth				0.035	0.012	.00	0.036	0.012	.00	0.036	0.012	.00
English as Second Language				-0.015	0.026	.56	-0.017	0.026	.51	-0.017	0.026	.51
Prior Mentoring Relationship				0.013	0.014	.37	0.013	0.014	.37	0.013	0.014	.37
Family Size				-0.003	0.003	.32	-0.004	0.003	.24	-0.004	0.003	.25
Environmental Risk: Economic Adversity				-0.001	0.005	.78	-0.001	0.005	.83	-0.001	0.005	.80
Environmental Risk: Family Risk/Stress				0.000	0.004	.90	0.000	0.004	.93	-0.001	0.004	.87
Environmental Risk: Peer Difficulties				-0.008	0.010	.42	-0.009	0.011	.42	-0.009	0.010	.38
Individual Risk: Academic Challenges				-0.003	0.009	.76	-0.002	0.009	.81	-0.002	0.009	.85
Individual Risk: Problem Behavior				0.012	0.010	.23	0.011	0.010	.25	0.012	0.010	.22
Individual Risk: Mental Health Concerns				-0.002	0.009	.82	-0.002	0.009	.85	-0.001	0.009	.93
BL Positive Parent Relationship				-0.005	0.012	.69	-0.005	0.012	.69	-0.004	0.012	.71
BL Conduct Problems				0.001	0.004	.72	0.002	0.004	.68	0.002	0.004	.67
BL Peer Problems				0.007	0.004	.06	0.007	0.004	.07	0.007	0.004	.07
BL Grades				-0.006	0.007	.39	-0.006	0.007	.37	-0.006	0.007	.39
BL Future Orientation				0.001	0.010	.95	0.001	0.010	.96	0.001	0.010	.92
BL Depressive Symptoms				0.232	0.016	.00	0.233	0.016	.00	0.233	0.016	.00
Collaborative E							-0.052	0.045	.24	-0.052	0.045	.25
Collaborative A							0.013	0.048	.79	0.013	0.048	.79
Collaborative K							-0.008	0.042	.86	-0.009	0.043	.84
Collaborative I							0.024	0.039	.53	0.023	0.039	.56
Collaborative S							-0.050	0.059	.39	-0.051	0.060	.40
Collaborative H							-0.052	0.047	.27	-0.053	0.047	.26
Collaborative L							-0.015	0.042	.73	-0.015	0.043	.72
Collaborative Y							-0.018	0.042	.67	-0.019	0.043	.66
Collaborative F							0.030	0.041	.47	0.028	0.042	.50
Constant	0.215	0.011	.00	0.219	0.010	.00	0.226	0.029	.00	0.226	0.030	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.047	0.009		0.040	0.009		0.040	0.011		0.041	0.011	
sd (Level I)	0.245	0.004		0.221	0.004		0.221	0.004		0.220	0.004	
sd (Treatment Condition)										0.020	0.084	
Intra-Class Correlation	0.036											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 16. Positive Affect

Outcome: Positive Affect	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.000	0.016	.99	0.001	0.016	.96	0.001	0.017	.96
Youth Age				0.009	0.006	.15	0.009	0.007	.19	0.009	0.007	.18
Youth Race/Ethnicity: Black				0.026	0.027	.34	0.015	0.029	.60	0.015	0.029	.60
Youth Race/Ethnicity: Hispanic				0.047	0.027	.08	0.052	0.028	.06	0.052	0.028	.06
Youth Race/Ethnicity: White				0.041	0.026	.12	0.036	0.027	.18	0.036	0.027	.18
Female Youth				0.013	0.018	.47	0.013	0.018	.48	0.013	0.018	.48
English as Second Language				0.025	0.038	.51	0.021	0.039	.59	0.021	0.039	.59
Prior Mentoring Relationship				-0.003	0.019	.87	-0.003	0.019	.86	-0.003	0.019	.87
Family Size				0.005	0.005	.32	0.005	0.005	.30	0.005	0.005	.30
Environmental Risk: Economic Adversity				0.003	0.007	.67	0.003	0.008	.71	0.003	0.008	.71
Environmental Risk: Family Risk/Stress				-0.004	0.006	.51	-0.004	0.006	.55	-0.004	0.006	.55
Environmental Risk: Peer Difficulties				-0.007	0.015	.65	-0.006	0.015	.70	-0.006	0.015	.69
Individual Risk: Academic Challenges				-0.024	0.013	.08	-0.023	0.013	.09	-0.022	0.013	.10
Individual Risk: Problem Behavior				0.018	0.012	.15	0.017	0.012	.17	0.017	0.012	.17
Individual Risk: Mental Health Concerns				0.018	0.013	.16	0.018	0.013	.16	0.018	0.013	.16
BL Positive Parent Relationship				-0.070	0.016	.00	-0.069	0.016	.00	-0.069	0.016	.00
BL Conduct Problems				0.005	0.006	.33	0.005	0.006	.38	0.005	0.006	.38
BL Peer Problems				0.007	0.006	.22	0.006	0.006	.25	0.006	0.006	.25
BL Grades				-0.026	0.011	.02	-0.024	0.011	.02	-0.024	0.011	.03
BL Future Orientation				-0.006	0.015	.68	-0.009	0.015	.55	-0.009	0.015	.56
Collaborative E							0.032	0.057	.58	0.032	0.057	.58
Collaborative A							0.037	0.060	.54	0.037	0.060	.54
Collaborative K							0.028	0.051	.58	0.028	0.051	.58
Collaborative I							0.065	0.047	.17	0.064	0.047	.17
Collaborative S							0.076	0.079	.34	0.076	0.079	.34
Collaborative H							0.042	0.056	.46	0.041	0.056	.46
Collaborative L							0.034	0.052	.51	0.034	0.052	.51
Collaborative Y							-0.016	0.052	.76	-0.016	0.052	.76
Collaborative F							0.011	0.051	.82	0.011	0.051	.83
Constant	0.413	0.013	.00	0.412	0.012	.00	0.384	0.036	.00	0.384	0.036	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.051	0.012		0.036	0.014		0.043	0.015		0.043	0.015	
sd (Level I)	0.326	0.006		0.320	0.006		0.320	0.006		0.320	0.006	
sd (Treatment Condition)										0.000	0.000	
Intra-Class Correlation	0.024											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 17. Negative Affect

Outcome: Negative Affect	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.006	0.014	.65	0.007	0.017	.67	0.007	0.014	.63
Youth Age				0.004	0.005	.46	0.004	0.005	.40	0.004	0.005	.45
Youth Race/Ethnicity: Black				-0.005	0.022	.82	-0.007	0.022	.74	0.000	0.023	.99
Youth Race/Ethnicity: Hispanic				-0.006	0.023	.78	-0.010	0.022	.65	-0.003	0.023	.89
Youth Race/Ethnicity: White				0.049	0.021	.02	0.046	0.021	.03	0.045	0.021	.03
Female Youth				0.069	0.015	.00	0.069	0.015	.00	0.070	0.015	.00
English as Second Language				0.021	0.031	.51	0.021	0.031	.51	0.014	0.032	.65
Prior Mentoring Relationship				0.037	0.016	.02	0.037	0.016	.02	0.036	0.016	.03
Family Size				0.000	0.004	.99	0.000	0.004	.99	-0.001	0.004	.80
Environmental Risk: Economic Adversity				-0.005	0.006	.44	-0.005	0.006	.42	-0.005	0.006	.44
Environmental Risk: Family Risk/Stress				0.001	0.005	.77	0.001	0.005	.81	0.002	0.005	.61
Environmental Risk: Peer Difficulties				0.001	0.013	.95	0.000	0.013	.00	0.002	0.013	.90
Individual Risk: Academic Challenges				-0.009	0.011	.45	-0.007	0.011	.52	-0.007	0.011	.52
Individual Risk: Problem Behavior				-0.005	0.012	.69	-0.004	0.012	.75	-0.006	0.012	.63
Individual Risk: Mental Health Concerns				0.028	0.011	.01	0.029	0.011	.01	0.029	0.011	.01
BL Positive Parent Relationship				-0.068	0.012	.00	-0.069	0.012	.00	-0.068	0.012	.00
BL Conduct Problems				0.001	0.004	.74	0.002	0.004	.71	0.001	0.004	.84
BL Peer Problems				0.007	0.005	.11	0.007	0.005	.12	0.007	0.005	.13
BL Grades				-0.014	0.009	.11	-0.013	0.009	.13	-0.014	0.009	.12
BL Future Orientation				0.009	0.012	.43	0.010	0.012	.41	0.008	0.012	.49
Collaborative E										-0.026	0.040	.52
Collaborative A										0.049	0.042	.24
Collaborative K										0.023	0.036	.52
Collaborative I										0.018	0.032	.58
Collaborative S										0.028	0.052	.60
Collaborative H										-0.022	0.039	.58
Collaborative L										-0.002	0.037	.96
Collaborative Y										-0.016	0.037	.68
Collaborative F										0.041	0.036	.25
Constant	0.254	0.010	.00	0.257	0.009	.00	0.257	0.009	.00	0.247	0.025	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.037	0.010		0.025	0.011		0.025	0.011		0.013	7.042	
sd (Level I)	0.273	0.005		0.265	0.005		0.264	0.005		0.265	0.005	
sd (Treatment Condition)							0.050	0.024				
Intra-Class Correlation	0.018											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 18. Emotional Symptoms

Outcome: Emotional Symptoms	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.028	0.030	.35	0.028	0.030	.36	0.029	0.036	.42
Youth Age				-0.008	0.012	.54	-0.008	0.012	.52	-0.008	0.012	.53
Youth Race/Ethnicity: Black				-0.086	0.054	.11	-0.086	0.055	.12	-0.090	0.055	.10
Youth Race/Ethnicity: Hispanic				-0.006	0.052	.90	-0.009	0.053	.86	-0.019	0.053	.72
Youth Race/Ethnicity: White				0.040	0.050	.43	0.032	0.051	.53	0.031	0.051	.54
Female Youth				0.099	0.035	.01	0.099	0.035	.01	0.100	0.035	.01
English as Second Language				-0.075	0.070	.29	-0.076	0.070	.28	-0.078	0.071	.27
Prior Mentoring Relationship				0.015	0.035	.67	0.015	0.035	.66	0.015	0.035	.67
Family Size				-0.006	0.009	.52	-0.006	0.009	.50	-0.006	0.009	.55
Environmental Risk: Economic Adversity				0.028	0.013	.03	0.029	0.013	.03	0.028	0.013	.04
Environmental Risk: Family Risk/Stress				0.005	0.011	.67	0.005	0.011	.67	0.005	0.011	.66
Environmental Risk: Peer Difficulties				0.021	0.027	.44	0.020	0.027	.45	0.018	0.027	.50
Individual Risk: Academic Challenges				0.064	0.026	.01	0.065	0.026	.01	0.065	0.026	.01
Individual Risk: Problem Behavior				-0.076	0.024	.00	-0.077	0.024	.00	-0.075	0.024	.00
Individual Risk: Mental Health Concerns				0.016	0.028	.55	0.017	0.028	.55	0.018	0.028	.51
BL Positive Parent Relationship				-0.029	0.030	.33	-0.029	0.030	.33	-0.028	0.030	.35
BL Conduct Problems				-0.001	0.011	.90	-0.001	0.011	.94	-0.001	0.011	.91
BL Peer Problems				0.027	0.011	.01	0.027	0.011	.01	0.027	0.011	.01
BL Grades				-0.019	0.022	.37	-0.019	0.022	.38	-0.020	0.022	.36
BL Future Orientation				0.031	0.027	.26	0.029	0.027	.29	0.030	0.028	.28
BL Emotional Symptoms				0.107	0.009	.00	0.107	0.009	.00	0.107	0.009	.00
Collaborative E							-0.008	0.151	.96	-0.008	0.149	.96
Collaborative A							0.097	0.164	.55	0.096	0.162	.55
Collaborative K							0.165	0.147	.26	0.161	0.146	.27
Collaborative I							0.138	0.136	.31	0.131	0.135	.33
Collaborative S							-0.195	0.212	.36	-0.199	0.210	.34
Collaborative H							0.063	0.164	.70	0.057	0.162	.73
Collaborative L							0.064	0.148	.67	0.059	0.147	.69
Collaborative Y							0.099	0.148	.50	0.098	0.147	.51
Collaborative F							0.097	0.147	.51	0.095	0.146	.51
Constant	0.967	0.039	.00	0.971	0.033	.00	0.898	0.103	.00	0.903	0.102	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.177	0.031		0.144	0.029		0.154	0.040		0.152	0.040	
sd (Level I)	0.684	0.012		0.604	0.011		0.604	0.011		0.602	0.011	
sd (Treatment Condition)										0.094	0.057	
Intra-Class Correlation		0.063										

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 19. Self-Worth

Outcome: Self Worth	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.007	0.014	.61	0.007	0.014	.59	0.008	0.014	.60
Youth Age				0.002	0.006	.69	0.003	0.006	.62	0.003	0.006	.62
Youth Race/Ethnicity: Black				-0.011	0.024	.66	-0.004	0.025	.87	-0.004	0.025	.87
Youth Race/Ethnicity: Hispanic				0.020	0.025	.41	0.027	0.025	.29	0.026	0.025	.30
Youth Race/Ethnicity: White				0.025	0.023	.28	0.023	0.023	.32	0.023	0.023	.32
Female Youth				0.031	0.016	.05	0.032	0.016	.04	0.032	0.016	.04
English as Second Language				-0.093	0.034	.01	-0.096	0.034	.01	-0.096	0.034	.01
Prior Mentoring Relationship				-0.006	0.017	.73	-0.005	0.017	.75	-0.005	0.017	.75
Family Size				-0.001	0.004	.77	-0.002	0.004	.62	-0.002	0.004	.62
Environmental Risk: Economic Adversity				0.007	0.007	.27	0.007	0.007	.29	0.007	0.007	.29
Environmental Risk: Family Risk/Stress				-0.011	0.005	.02	-0.010	0.005	.04	-0.010	0.005	.04
Environmental Risk: Peer Difficulties				-0.005	0.013	.69	-0.004	0.013	.76	-0.004	0.013	.76
Individual Risk: Academic Challenges				0.016	0.012	.18	0.017	0.012	.16	0.017	0.012	.16
Individual Risk: Problem Behavior				-0.003	0.012	.82	-0.004	0.012	.74	-0.004	0.012	.74
Individual Risk: Mental Health Concerns				-0.008	0.012	.51	-0.007	0.012	.55	-0.007	0.012	.56
BL Positive Parent Relationship				-0.013	0.015	.37	-0.014	0.015	.37	-0.014	0.015	.36
BL Conduct Problems				0.011	0.005	.02	0.011	0.005	.03	0.011	0.005	.03
BL Peer Problems				0.011	0.005	.03	0.011	0.005	.03	0.011	0.005	.03
BL Grades				0.002	0.010	.86	0.002	0.010	.81	0.002	0.010	.81
BL Future Orientation				0.006	0.013	.64	0.006	0.013	.63	0.006	0.013	.63
BL Self-Worth				-0.240	0.015	.00	-0.240	0.015	.00	-0.240	0.015	.00
Collaborative E							-0.064	0.053	.23	-0.064	0.053	.23
Collaborative A							0.035	0.056	.53	0.035	0.056	.53
Collaborative K							-0.002	0.049	.97	-0.002	0.049	.97
Collaborative I							0.036	0.044	.41	0.036	0.044	.42
Collaborative S							0.068	0.071	.34	0.068	0.071	.34
Collaborative H							-0.030	0.054	.59	-0.030	0.054	.59
Collaborative L							-0.073	0.048	.13	-0.073	0.048	.13
Collaborative Y							-0.069	0.049	.16	-0.069	0.049	.16
Collaborative F							0.031	0.049	.52	0.031	0.049	.52
Constant	0.406	0.016	.00	0.410	0.013	.00	0.419	0.034	.00	0.419	0.034	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.071	0.013		0.055	0.012		0.044	0.015		0.044	0.015	
sd (Level I)	0.320	0.006		0.283	0.005		0.283	0.005		0.283	0.005	
sd (Treatment Condition)										0.000	0.000	
Intra-Class Correlation	0.047											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 20. Positive Parent Relationship

Outcome: Positive Parent Relationship	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.007	0.016	.67	0.007	0.016	.66	0.007	0.016	.66
Youth Age				0.015	0.006	.02	0.015	0.007	.02	0.015	0.007	.02
Youth Race/Ethnicity: Black				0.030	0.028	.28	0.030	0.029	.30	0.030	0.029	.30
Youth Race/Ethnicity: Hispanic				0.002	0.028	.95	0.004	0.028	.88	0.004	0.028	.88
Youth Race/Ethnicity: White				0.020	0.026	.44	0.016	0.026	.55	0.016	0.026	.56
Female Youth				0.026	0.018	.15	0.027	0.018	.14	0.027	0.018	.14
English as Second Language				0.026	0.036	.48	0.025	0.037	.50	0.025	0.037	.50
Prior Mentoring Relationship				-0.001	0.018	.98	0.000	0.018	.98	0.000	0.018	.99
Family Size				0.003	0.005	.55	0.002	0.005	.65	0.002	0.005	.66
Environmental Risk: Econ Adversity				0.008	0.007	.31	0.007	0.007	.32	0.007	0.007	.32
Environmental Risk: Family Risk/Stress				-0.003	0.005	.59	-0.002	0.006	.69	-0.002	0.006	.69
Environmental Risk: Peer Difficulties				-0.009	0.015	.54	-0.008	0.015	.58	-0.008	0.015	.58
Individual Risk: Academic Challenges				-0.002	0.013	.90	-0.001	0.013	.93	-0.001	0.013	.94
Individual Risk: Problem Behavior				0.028	0.014	.05	0.028	0.014	.05	0.028	0.014	.05
Individual Risk: Mental Health Concerns				0.012	0.013	.36	0.012	0.013	.34	0.012	0.013	.34
BL Positive Parent Relationship				-0.208	0.015	.00	-0.208	0.015	.00	-0.208	0.015	.00
BL Conduct Problems				0.008	0.006	.17	0.007	0.006	.20	0.007	0.006	.20
BL Peer Problems				0.004	0.006	.49	0.003	0.006	.54	0.003	0.006	.54
BL Grades				-0.004	0.010	.70	-0.004	0.010	.70	-0.004	0.010	.70
BL Future Orientation				-0.002	0.014	.91	-0.003	0.014	.82	-0.003	0.014	.82
Collaborative E							-0.043	0.059	.47	-0.043	0.059	.47
Collaborative A							0.033	0.060	.58	0.033	0.060	.59
Collaborative K							0.063	0.053	.23	0.063	0.053	.23
Collaborative I							0.026	0.049	.60	0.026	0.049	.60
Collaborative S							0.047	0.079	.55	0.047	0.079	.55
Collaborative H							0.004	0.060	.94	0.004	0.060	.95
Collaborative L							0.018	0.054	.73	0.018	0.054	.73
Collaborative Y							0.007	0.055	.89	0.007	0.055	.90
Collaborative F							0.061	0.053	.25	0.061	0.053	.25
Constant	0.342	0.015	.00	0.347	0.012	.00	0.324	0.037	.00	0.324	0.037	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.064	0.013		0.076	0.022		0.046	0.017		0.046	0.017	
sd (Level I)	0.345	0.006		0.553	0.011		0.314	0.006		0.314	0.006	
sd (Treatment Condition)										0.000	0.000	
Intra-Class Correlation	0.031											

N = 1,941. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 21. Peer Problems

Outcome: Peer Problems	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.021	0.030	.49	-0.021	0.030	.50	-0.021	0.039	.60
Youth Age				0.005	0.013	.70	0.004	0.013	.73	0.004	0.013	.73
Youth Race/Ethnicity: Black				0.020	0.052	.71	0.022	0.053	.67	0.012	0.054	.82
Youth Race/Ethnicity: Hispanic				0.063	0.053	.23	0.069	0.053	.20	0.056	0.054	.30
Youth Race/Ethnicity: White				0.018	0.053	.74	0.011	0.053	.83	0.005	0.053	.92
Female Youth				-0.002	0.032	.96	-0.001	0.032	.99	-0.001	0.033	.98
English as Second Language				-0.010	0.068	.89	-0.012	0.069	.87	-0.021	0.069	.76
Prior Mentoring Relationship				0.010	0.036	.79	0.013	0.036	.72	0.018	0.036	.63
Family Size				0.009	0.009	.30	0.008	0.009	.36	0.009	0.009	.34
Environmental Risk: Economic Adversity				0.010	0.013	.45	0.009	0.013	.49	0.009	0.013	.49
Environmental Risk: Family Risk/Stress				-0.020	0.011	.06	-0.020	0.011	.07	-0.020	0.011	.07
Environmental Risk: Peer Difficulties				0.014	0.029	.63	0.014	0.029	.61	0.011	0.028	.70
Individual Risk: Academic Challenges				0.073	0.025	.00	0.074	0.025	.00	0.074	0.025	.00
Individual Risk: Problem Behavior				-0.023	0.026	.38	-0.024	0.026	.36	-0.023	0.026	.39
Individual Risk: Mental Health Concerns				0.057	0.024	.02	0.057	0.024	.02	0.058	0.024	.02
BL Positive Parent Relationship				-0.034	0.030	.26	-0.034	0.030	.26	-0.036	0.030	.23
BL Conduct Problems				0.003	0.010	.81	0.002	0.010	.82	0.002	0.010	.84
BL Peer Problems				0.121	0.010	.00	0.121	0.010	.00	0.121	0.010	.00
BL Grades				0.029	0.020	.14	0.030	0.020	.14	0.031	0.020	.12
BL Future Orientation				0.040	0.028	.15	0.038	0.028	.18	0.038	0.028	.18
Collaborative E							-0.102	0.138	.46	-0.101	0.137	.46
Collaborative A							0.129	0.149	.39	0.131	0.147	.38
Collaborative K							0.172	0.130	.19	0.170	0.129	.19
Collaborative I							0.216	0.122	.08	0.210	0.121	.08
Collaborative S							0.040	0.189	.83	0.033	0.187	.86
Collaborative H							0.054	0.145	.71	0.054	0.144	.71
Collaborative L							-0.001	0.134	.00	-0.002	0.133	.99
Collaborative Y							0.069	0.136	.61	0.066	0.134	.62
Collaborative F							0.118	0.133	.38	0.113	0.132	.39
Constant	0.896	0.037	.00	0.906	0.032	.00	0.827	0.093	.00	0.829	0.092	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.169	0.030		0.144	0.029		0.134	0.039		0.132	0.039	
sd (Level I)	0.650	0.011		0.590	0.011		0.590	0.011		0.586	0.011	
sd (Treatment Condition)										0.124	0.045	
Intra-Class Correlation	0.063											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 22. Youth Now Receiving Services Needed but Not Received at Baseline

Outcome: Now Receiving Services	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.002	0.023	.93	-0.002	0.024	.94	-0.002	0.023	.93
Youth Age				0.005	0.009	.54	0.006	0.009	.54	0.005	0.009	.56
Youth Race/Ethnicity: Black				-0.028	0.040	.49	-0.028	0.040	.49	-0.034	0.041	.41
Youth Race/Ethnicity: Hispanic				-0.004	0.042	.93	-0.004	0.042	.93	0.000	0.042	.00
Youth Race/Ethnicity: White				-0.057	0.043	.19	-0.057	0.043	.19	-0.053	0.043	.23
Female Youth				0.003	0.025	.92	0.003	0.025	.92	0.003	0.025	.90
English as Second Language				0.011	0.064	.87	0.010	0.064	.88	0.013	0.064	.84
Prior Mentoring Relationship				-0.022	0.029	.46	-0.022	0.029	.45	-0.019	0.030	.52
Family Size				0.004	0.007	.55	0.004	0.007	.55	0.005	0.007	.49
Environmental Risk: Economic Adversity				0.001	0.011	.96	0.000	0.011	.97	0.000	0.011	.97
Environmental Risk: Family Risk/Stress				0.011	0.010	.24	0.011	0.010	.24	0.011	0.010	.24
Environmental Risk: Peer Difficulties				-0.019	0.022	.39	-0.019	0.022	.38	-0.019	0.022	.40
Individual Risk: Academic Challenges				-0.002	0.020	.92	-0.002	0.020	.92	-0.002	0.020	.90
Individual Risk: Problem Behavior				-0.008	0.021	.69	-0.008	0.021	.69	-0.008	0.021	.71
Individual Risk: Mental Health Concerns				0.007	0.018	.70	0.007	0.018	.70	0.006	0.018	.73
BL Positive Parent Relationship				-0.019	0.024	.44	-0.019	0.024	.44	-0.019	0.024	.44
BL Conduct Problems				-0.010	0.009	.27	-0.010	0.009	.27	-0.010	0.009	.26
BL Peer Problems				-0.007	0.008	.37	-0.007	0.008	.37	-0.007	0.008	.37
BL Grades				0.007	0.017	.69	0.007	0.017	.68	0.007	0.017	.68
BL Future Orientation				-0.016	0.021	.43	-0.016	0.021	.44	-0.016	0.021	.44
Youth's Needs Met at BL				-0.457	0.042	.00	-0.458	0.042	.00	-0.456	0.042	.00
Youth Had No Needs at BL				-0.434	0.032	.00	-0.435	0.032	.00	-0.433	0.032	.00
Collaborative E										-0.076	0.120	.53
Collaborative A										-0.048	0.130	.71
Collaborative K										0.031	0.116	.79
Collaborative I										-0.076	0.107	.48
Collaborative S										0.144	0.167	.39
Collaborative H										0.066	0.135	.63
Collaborative L										-0.048	0.117	.68
Collaborative Y										-0.060	0.122	.62
Collaborative F										-0.106	0.117	.36
Constant	0.358	0.033	.00	0.378	0.027	.00	0.378	0.027	.00	0.411	0.083	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.151	0.025		0.117	0.021		0.117	0.021		0.125	0.027	
sd (Level I)	0.456	0.008		0.419	0.007		0.419	0.008		0.419	0.007	
sd (Treatment Condition)							0.000	0.015				
Intra-Class Correlation	0.099											

Table 23. Parent Learned Where to Get Resource

Outcome: Parent Learned Where to Get Resource	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.018	0.026	.49	0.018	0.026	.50	0.017	0.026	.50
Youth Age				-0.019	0.010	.05	-0.019	0.010	.05	-0.020	0.010	.05
Youth Race/Ethnicity: Black				0.008	0.040	.84	0.008	0.040	.84	0.017	0.041	.68
Youth Race/Ethnicity: Hispanic				0.027	0.043	.53	0.027	0.043	.52	0.030	0.044	.50
Youth Race/Ethnicity: White				-0.048	0.041	.25	-0.048	0.041	.25	-0.041	0.041	.32
Female Youth				-0.041	0.030	.18	-0.041	0.031	.18	-0.041	0.031	.19
English as Second Language				-0.035	0.054	.52	-0.035	0.054	.52	-0.032	0.054	.55
Prior Mentoring Relationship				0.017	0.029	.55	0.017	0.029	.55	0.019	0.029	.51
Family Size				-0.002	0.007	.80	-0.002	0.007	.80	-0.002	0.007	.79
Environmental Risk: Economic Adversity				0.016	0.011	.14	0.016	0.011	.14	0.016	0.011	.13
Environmental Risk: Family Risk/Stress				0.007	0.009	.43	0.007	0.009	.43	0.007	0.009	.44
Environmental Risk: Peer Difficulties				0.041	0.023	.08	0.041	0.023	.08	0.040	0.023	.09
Individual Risk: Academic Challenges				0.010	0.021	.62	0.011	0.021	.62	0.010	0.021	.64
Individual Risk: Problem Behavior				0.011	0.020	.57	0.011	0.020	.57	0.011	0.020	.57
Individual Risk: Mental Health Concerns				0.004	0.021	.85	0.004	0.021	.85	0.004	0.021	.86
BL Positive Parent Relationship				-0.039	0.023	.09	-0.039	0.023	.09	-0.039	0.023	.09
BL Conduct Problems				-0.004	0.009	.69	-0.004	0.009	.69	-0.003	0.009	.70
BL Peer Problems				-0.002	0.008	.78	-0.002	0.008	.78	-0.002	0.008	.80
BL Grades				-0.010	0.018	.58	-0.010	0.018	.58	-0.011	0.018	.53
BL Future Orientation				-0.004	0.023	.87	-0.004	0.023	.87	-0.002	0.023	.93
Youth's Needs Met at BL				-0.370	0.046	.00	-0.370	0.046	.00	-0.369	0.046	.00
Youth Had No Needs at BL				-0.327	0.035	.00	-0.327	0.035	.00	-0.326	0.035	.00
Collaborative E										-0.125	0.114	.28
Collaborative A										-0.048	0.116	.68
Collaborative K										-0.080	0.106	.45
Collaborative I										-0.106	0.097	.28
Collaborative S										0.004	0.150	.98
Collaborative H										-0.123	0.120	.31
Collaborative L										-0.082	0.105	.44
Collaborative Y										-0.033	0.108	.76
Collaborative F										-0.077	0.103	.46
Constant	0.344	0.028	.00	0.362	0.024	.00	0.362	0.024	.00	0.433	0.074	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.121	0.021		0.095	0.019		0.095	0.019		0.107	0.025	
sd (Level I)	0.460	0.008		0.431	0.008		0.431	0.008		0.431	0.008	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.065											

Note: For Table 22 and Table 23, see notes under Table 28.

Table 24: Special Adult

Outcome: Special Adult	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.000	0.020	.98	-0.001	0.020	.97	-0.001	0.020	.97
Youth Age				-0.002	0.009	.82	-0.003	0.009	.72	-0.003	0.009	.72
Youth Race/Ethnicity: Black				0.039	0.034	.26	0.043	0.035	.22	0.043	0.035	.22
Youth Race/Ethnicity: Hispanic				-0.033	0.035	.34	-0.035	0.035	.31	-0.035	0.035	.31
Youth Race/Ethnicity: White				0.031	0.033	.35	0.031	0.033	.36	0.031	0.033	.36
Female Youth				-0.002	0.022	.92	-0.001	0.022	.97	-0.001	0.022	.97
English as Second Language				0.068	0.044	.12	0.063	0.044	.16	0.063	0.044	.16
Prior Mentoring Relationship				-0.010	0.025	.69	-0.006	0.025	.81	-0.006	0.025	.81
Family Size				-0.005	0.007	.47	-0.004	0.007	.52	-0.004	0.007	.52
Environmental Risk: Econ Adversity				-0.014	0.009	.12	-0.013	0.009	.15	-0.013	0.009	.15
Environmental Risk: Family Risk/Stress				0.000	0.007	.95	0.000	0.007	.95	0.000	0.007	.96
Environmental Risk: Peer Difficulties				-0.004	0.019	.83	-0.005	0.019	.78	-0.005	0.019	.78
Individual Risk: Academic Challenges				-0.017	0.017	.33	-0.017	0.017	.33	-0.017	0.017	.33
Individual Risk: Problem Behavior				-0.010	0.019	.59	-0.011	0.019	.57	-0.011	0.019	.57
Individual Risk: Mental Health Concerns				0.007	0.017	.68	0.006	0.017	.71	0.006	0.017	.71
BL Positive Parent Relationship				0.039	0.020	.05	0.039	0.020	.05	0.039	0.020	.05
BL Conduct Problems				-0.002	0.007	.75	-0.002	0.007	.81	-0.002	0.007	.80
BL Peer Problems				0.002	0.007	.74	0.002	0.007	.74	0.002	0.007	.74
BL Grades				-0.024	0.014	.09	-0.024	0.014	.09	-0.024	0.014	.09
BL Future Orientation				0.011	0.019	.54	0.013	0.019	.48	0.013	0.019	.48
BL Youth Had Special Adult				0.094	0.026	.00	0.097	0.026	.00	0.097	0.026	.00
Collaborative E							-0.146	0.082	.08	-0.146	0.082	.08
Collaborative A							0.007	0.084	.93	0.007	0.084	.93
Collaborative K							-0.180	0.077	.02	-0.180	0.077	.02
Collaborative I							-0.171	0.071	.02	-0.171	0.071	.02
Collaborative S							-0.259	0.112	.02	-0.259	0.112	.02
Collaborative H							-0.078	0.085	.36	-0.078	0.085	.36
Collaborative L							-0.057	0.077	.46	-0.057	0.077	.46
Collaborative Y							-0.125	0.078	.11	-0.125	0.078	.11
Collaborative F							-0.161	0.079	.04	-0.161	0.079	.04
Constant	0.788	0.020	.00	0.791	0.021	.00	0.905	0.053	.00	0.905	0.053	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.082	0.017		0.091	0.018		0.073	0.020		0.073	0.020	
sd (Level 1)	0.399	0.008		0.395	0.007		0.395	0.007		0.395	0.007	
sd (Treatment Condition)										0.000	0.000	
Intra-Class Correlation	0.040											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 25. Problem Solving

Outcome: Problem Solving	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.007	0.025	.79	0.007	0.025	.78	0.010	0.031	.76
Youth Age				0.047	0.010	.00	0.049	0.010	.00	0.048	0.011	.00
Youth Race/Ethnicity: Black				-0.028	0.044	.52	-0.012	0.045	.79	-0.010	0.043	.81
Youth Race/Ethnicity: Hispanic				-0.088	0.040	.03	-0.093	0.040	.02	-0.088	0.044	.04
Youth Race/Ethnicity: White				-0.093	0.038	.01	-0.093	0.038	.01	-0.096	0.040	.02
Female Youth				-0.004	0.026	.88	-0.003	0.026	.92	-0.001	0.030	.97
English as Second Language				0.114	0.059	.06	0.110	0.059	.07	0.107	0.055	.05
Prior Mentoring Relationship				0.023	0.027	.40	0.018	0.028	.52	0.020	0.029	.50
Family Size				0.005	0.007	.52	0.004	0.007	.62	0.003	0.008	.66
Environmental Risk: Econ Adversity				0.003	0.011	.76	0.004	0.011	.73	0.002	0.011	.85
Environmental Risk: Family Risk/Stress				-0.005	0.009	.57	-0.004	0.009	.62	-0.006	0.008	.49
Environmental Risk: Peer Difficulties				0.021	0.023	.36	0.021	0.023	.36	0.022	0.025	.37
Individual Risk: Academic Challenges				-0.027	0.021	.19	-0.027	0.021	.19	-0.023	0.020	.26
Individual Risk: Problem Behavior				-0.013	0.022	.55	-0.013	0.022	.57	-0.010	0.022	.65
Individual Risk: Mental Health Concerns				-0.008	0.021	.71	-0.006	0.020	.77	-0.004	0.019	.84
BL Positive Parent Relationship				0.012	0.024	.60	0.013	0.024	.60	0.012	0.026	.65
BL Conduct Problems				0.008	0.008	.35	0.008	0.008	.34	0.007	0.009	.40
BL Peer Problems				-0.013	0.008	.12	-0.013	0.008	.13	-0.013	0.008	.11
BL Grades				0.008	0.016	.63	0.007	0.016	.64	0.008	0.016	.63
BL Future Orientation				-0.011	0.021	.61	-0.006	0.021	.77	-0.005	0.024	.83
BL Problem Solving				0.092	0.027	.00	0.093	0.027	.00	0.087	0.027	.00
Collaborative E							0.032	0.102	.76	0.037	0.103	.72
Collaborative A							-0.058	0.106	.58	-0.050	0.108	.65
Collaborative K							-0.124	0.095	.19	-0.127	0.098	.19
Collaborative I							-0.157	0.088	.07	-0.150	0.088	.09
Collaborative S							-0.158	0.144	.27	-0.170	0.143	.24
Collaborative H							-0.119	0.108	.27	-0.116	0.110	.30
Collaborative L							-0.112	0.095	.24	-0.104	0.098	.29
Collaborative Y							-0.084	0.096	.38	-0.079	0.098	.42
Collaborative F							0.062	0.097	.52	0.058	0.097	.55
Constant	0.587	0.023	.00	0.590	0.024	.00	0.660	0.066	.00	0.653	0.068	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.093	0.021		0.100	0.024		0.092	0.028		0.095	0.025	0.093
sd (Level I)	0.485	0.008		0.476	0.008		0.475	0.008		0.474	0.008	0.485
sd (Treatment Condition)										0.091	0.036	
Intra-Class Correlation	0.036											0.036

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 26. Help Seeking

Outcome: Help Seeking	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.006	0.025	.81	-0.007	0.025	.79	-0.009	0.029	.76
Youth Age				0.004	0.010	.66	0.003	0.010	.74	0.003	0.010	.76
Youth Race/Ethnicity: Black				0.010	0.042	.82	0.011	0.044	.81	0.014	0.044	.74
Youth Race/Ethnicity: Hispanic				-0.035	0.043	.41	-0.040	0.043	.35	-0.034	0.043	.44
Youth Race/Ethnicity: White				0.016	0.041	.69	0.020	0.042	.63	0.022	0.042	.59
Female Youth				0.030	0.027	.27	0.030	0.027	.27	0.030	0.027	.27
English as Second Language				0.035	0.057	.54	0.039	0.058	.51	0.041	0.058	.49
Prior Mentoring Relationship				0.010	0.028	.73	0.011	0.028	.70	0.010	0.029	.72
Family Size				-0.004	0.008	.56	-0.004	0.008	.62	-0.004	0.008	.59
Environmental Risk: Economic Adversity				-0.001	0.012	.96	0.000	0.012	.00	0.000	0.012	.00
Environmental Risk: Family Risk/Stress				0.009	0.009	.33	0.008	0.009	.39	0.008	0.009	.37
Environmental Risk: Peer Difficulties				-0.013	0.023	.55	-0.016	0.023	.49	-0.015	0.023	.52
Individual Risk: Academic Challenges				-0.026	0.021	.21	-0.028	0.021	.19	-0.028	0.021	.18
Individual Risk: Problem Behavior				-0.044	0.022	.05	-0.043	0.022	.05	-0.044	0.022	.05
Individual Risk: Mental Health Concerns				-0.013	0.020	.52	-0.014	0.020	.48	-0.015	0.020	.45
BL Positive Parent Relationship				0.068	0.027	.01	0.067	0.027	.01	0.067	0.027	.01
BL Conduct Problems				0.006	0.008	.50	0.007	0.008	.43	0.006	0.008	.44
BL Peer Problems				-0.005	0.009	.58	-0.004	0.009	.61	-0.004	0.009	.63
BL Grades				-0.032	0.017	.06	-0.033	0.017	.06	-0.033	0.017	.06
BL Future Orientation				0.008	0.024	.73	0.009	0.024	.70	0.009	0.024	.70
BL Help Seeking				0.334	0.026	.00	0.335	0.026	.00	0.334	0.026	.00
Collaborative E							0.006	0.106	.96	0.007	0.105	.94
Collaborative A							-0.051	0.113	.65	-0.050	0.112	.66
Collaborative K							0.004	0.100	.97	0.007	0.099	.95
Collaborative I							-0.037	0.093	.69	-0.033	0.092	.72
Collaborative S							-0.245	0.147	.10	-0.241	0.146	.10
Collaborative H							-0.023	0.113	.84	-0.020	0.112	.86
Collaborative L							0.017	0.100	.86	0.019	0.100	.85
Collaborative Y							0.024	0.101	.81	0.025	0.101	.80
Collaborative F							-0.084	0.100	.40	-0.081	0.099	.42
Constant	3.108	0.024	.00	3.109	0.023	.00	3.133	0.070	.00	3.130	0.070	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.099	0.020		0.094	0.021		0.100	0.025		0.099	0.025	
sd (Level I)	0.535	0.010		0.493	0.009		0.493	0.009		0.492	0.009	
sd (Treatment Condition)										0.069	0.049	
Intra-Class Correlation	0.033											

Note: See notes under Table 28.

Table 27. Future Orientation

Outcome: Future Orientation	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.020	0.016	.23	-0.020	0.016	.22	-0.020	0.017	.25
Youth Age				-0.023	0.007	.00	-0.023	0.007	.00	-0.023	0.007	.00
Youth Race/Ethnicity: Black				-0.026	0.030	.39	-0.028	0.031	.36	-0.029	0.031	.35
Youth Race/Ethnicity: Hispanic				0.006	0.029	.83	0.005	0.029	.86	0.005	0.029	.87
Youth Race/Ethnicity: White				0.017	0.029	.55	0.020	0.029	.50	0.019	0.029	.51
Female Youth				-0.019	0.018	.30	-0.019	0.018	.28	-0.019	0.018	.29
English as Second Language				-0.069	0.037	.07	-0.069	0.038	.07	-0.070	0.038	.06
Prior Mentoring Relationship				-0.014	0.019	.47	-0.015	0.019	.45	-0.015	0.019	.46
Family Size				0.005	0.005	.35	0.005	0.005	.30	0.005	0.005	.29
Environmental Risk: Economic Adversity				0.002	0.008	.80	0.002	0.008	.78	0.002	0.008	.77
Environmental Risk: Family Risk/Stress				-0.002	0.006	.76	-0.002	0.006	.71	-0.002	0.006	.72
Environmental Risk: Peer Difficulties				0.029	0.016	.07	0.029	0.016	.07	0.029	0.016	.07
Individual Risk: Academic Challenges				0.001	0.013	.96	0.000	0.013	.99	0.000	0.013	.98
Individual Risk: Problem Behavior				0.043	0.014	.00	0.043	0.014	.00	0.042	0.014	.00
Individual Risk: Mental Health Concerns				0.025	0.014	.06	0.025	0.014	.06	0.025	0.014	.07
BL Positive Parent Relationship				-0.039	0.017	.02	-0.039	0.017	.02	-0.039	0.017	.02
BL Conduct Problems				-0.008	0.006	.16	-0.008	0.006	.17	-0.008	0.006	.17
BL Peer Problems				-0.009	0.006	.16	-0.008	0.006	.18	-0.008	0.006	.17
BL Grades				-0.015	0.011	.18	-0.014	0.011	.20	-0.014	0.011	.20
BL Future Orientation				-0.165	0.016	.00	-0.163	0.016	.00	-0.163	0.016	.00
Collaborative E							0.064	0.080	.42	0.064	0.080	.43
Collaborative A							-0.033	0.085	.70	-0.033	0.085	.70
Collaborative K							-0.114	0.075	.13	-0.114	0.076	.13
Collaborative I							-0.072	0.070	.30	-0.072	0.070	.30
Collaborative S							-0.021	0.110	.85	-0.021	0.110	.85
Collaborative H							0.061	0.085	.47	0.061	0.085	.47
Collaborative L							-0.012	0.076	.88	-0.012	0.076	.88
Collaborative Y							-0.040	0.076	.60	-0.040	0.076	.60
Collaborative F							-0.064	0.076	.40	-0.064	0.076	.40
Constant	0.462	0.021	.00	0.465	0.019	.00	0.494	0.053	.00	0.494	0.053	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.098	0.017		0.084	0.016		0.080	0.019		0.080	0.019	
sd (Level 1)	0.349	0.006		0.326	0.006		0.326	0.006		0.325	0.006	
sd (Treatment Condition)										0.001	0.240	
Intra-Class Correlation	0.073											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 28: Involvement in Sports/Clubs/Arts

Outcome: Involve in Sports/Clubs/Arts	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.025	0.073	.73	-0.026	0.073	.72	-0.032	0.090	.72
Youth Age				-0.010	0.029	.75	-0.009	0.030	.75	-0.010	0.030	.73
Youth Race/Ethnicity: Black				0.005	0.130	.97	0.043	0.133	.75	0.049	0.133	.71
Youth Race/Ethnicity: Hispanic				-0.285	0.140	.04	-0.316	0.141	.03	-0.302	0.141	.03
Youth Race/Ethnicity: White				-0.236	0.132	.08	-0.224	0.133	.09	-0.219	0.133	.10
Female Youth				0.053	0.077	.49	0.053	0.077	.49	0.053	0.077	.49
English as Second Language				-0.158	0.173	.36	-0.157	0.174	.37	-0.148	0.174	.40
Prior Mentoring Relationship				0.002	0.092	.99	-0.006	0.092	.95	-0.008	0.093	.94
Family Size				0.020	0.022	.37	0.019	0.022	.40	0.018	0.022	.41
Environmental Risk: Econ Adversity				-0.023	0.034	.49	-0.022	0.034	.51	-0.022	0.034	.52
Environmental Risk: Family Risk/Stress				-0.005	0.029	.88	-0.004	0.029	.88	-0.004	0.029	.88
Environmental Risk: Peer Difficulties				-0.029	0.067	.67	-0.031	0.067	.64	-0.027	0.067	.69
Individual Risk: Academic Challenges				-0.151	0.060	.01	-0.153	0.060	.01	-0.157	0.060	.01
Individual Risk: Problem Behavior				-0.057	0.066	.39	-0.054	0.066	.42	-0.054	0.066	.41
Individual Risk: Mental Health Concerns				-0.080	0.061	.19	-0.078	0.061	.20	-0.080	0.061	.19
BL Positive Parent Relationship				0.078	0.072	.28	0.077	0.072	.29	0.073	0.072	.31
BL Conduct Problems				0.033	0.024	.16	0.034	0.024	.15	0.033	0.024	.17
BL Peer Problems				-0.027	0.024	.27	-0.027	0.024	.28	-0.025	0.024	.31
BL Grades				0.031	0.052	.55	0.027	0.052	.61	0.028	0.052	.59
BL Future Orientation				-0.023	0.072	.75	-0.016	0.072	.82	-0.017	0.072	.82
BL Involvement in Sports/Clubs/Arts				0.260	0.026	.00	0.260	0.026	.00	0.260	0.026	.00
Collaborative E							0.000	0.349	.00	0.007	0.346	.98
Collaborative A							-0.099	0.364	.79	-0.099	0.361	.78
Collaborative K							-0.258	0.328	.43	-0.247	0.326	.45
Collaborative I							-0.490	0.303	.11	-0.476	0.301	.11
Collaborative S							-0.526	0.475	.27	-0.532	0.471	.26
Collaborative H							-0.519	0.371	.16	-0.503	0.368	.17
Collaborative L							-0.184	0.326	.57	-0.170	0.323	.60
Collaborative Y							0.155	0.330	.64	0.162	0.327	.62
Collaborative F							0.005	0.326	.99	0.007	0.324	.98
Constant	2.586	0.077	.00	2.592	0.078	.00	2.766	0.229	.00	2.758	0.227	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.344	0.067		0.344	0.068		0.087	0.017		0.336	0.081	
sd (Level I)	1.547	0.027		1.461	0.027		0.431	0.010		1.454	0.027	
sd (Treatment Condition)										0.259	0.132	
Intra-Class Correlation	0.047											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 29. Career Preparation

Outcome: Career Preparation	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.009	0.025	.72	0.007	0.025	.78	0.010	0.031	.76
Youth Age				0.046	0.011	.00	0.049	0.010	.00	0.048	0.011	.00
Youth Race/Ethnicity: Black				-0.029	0.042	.49	-0.012	0.045	.79	-0.010	0.043	.81
Youth Race/Ethnicity: Hispanic				-0.087	0.043	.04	-0.093	0.040	.02	-0.088	0.044	.04
Youth Race/Ethnicity: White				-0.097	0.040	.02	-0.093	0.038	.01	-0.096	0.040	.02
Female Youth				-0.002	0.030	.95	-0.003	0.026	.92	-0.001	0.030	.97
English as Second Language				0.110	0.055	.05	0.110	0.059	.07	0.107	0.055	.05
Prior Mentoring Relationship				0.024	0.029	.40	0.018	0.028	.52	0.020	0.029	.50
Family Size				0.005	0.008	.55	0.004	0.007	.62	0.003	0.008	.66
Environmental Risk: Econ Adversity				0.002	0.011	.88	0.004	0.011	.73	0.002	0.011	.85
Environmental Risk: Family Risk/Stress				-0.006	0.008	.49	-0.004	0.009	.62	-0.006	0.008	.49
Environmental Risk: Peer Difficulties				0.021	0.025	.40	0.021	0.023	.36	0.022	0.025	.37
Individual Risk: Academic Challenges				-0.023	0.020	.24	-0.027	0.021	.19	-0.023	0.020	.26
Individual Risk: Problem Behavior				-0.011	0.022	.63	-0.013	0.022	.57	-0.010	0.022	.65
Individual Risk: Mental Health Concerns				-0.005	0.019	.78	-0.006	0.020	.77	-0.004	0.019	.84
BL Positive Parent Relationship				0.012	0.026	.64	0.013	0.024	.60	0.012	0.026	.65
BL Conduct Problems				0.007	0.009	.45	0.008	0.008	.34	0.007	0.009	.40
BL Peer Problems				-0.013	0.008	.12	-0.013	0.008	.13	-0.013	0.008	.11
BL Grades				0.008	0.016	.64	0.007	0.016	.64	0.008	0.016	.63
BL Future Orientation				-0.010	0.024	.68	-0.006	0.021	.77	-0.005	0.024	.83
BL Career Preparation				0.085	0.027	.00	0.093	0.027	.00	0.087	0.027	.00
Collaborative E							0.032	0.102	.76	0.037	0.103	.72
Collaborative A							-0.058	0.106	.58	-0.050	0.108	.65
Collaborative K							-0.124	0.095	.19	-0.127	0.098	.19
Collaborative I							-0.157	0.088	.07	-0.150	0.088	.09
Collaborative S							-0.158	0.144	.27	-0.170	0.143	.24
Collaborative H							-0.119	0.108	.27	-0.116	0.110	.30
Collaborative L							-0.112	0.095	.24	-0.104	0.098	.29
Collaborative Y							-0.084	0.096	.38	-0.079	0.098	.42
Collaborative F							0.062	0.097	.52	0.058	0.097	.55
Constant	0.582	0.023	.00	0.587	0.024	.00	0.660	0.066	.00	0.653	0.068	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.095	0.020		0.102	0.022		0.092	0.028		0.095	0.025	
sd (Level I)	0.485	0.008		0.476	0.008		0.475	0.008		0.474	0.008	
sd (Treatment Condition)										0.091	0.036	
Intra-Class Correlation	0.037											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model. In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative.

Table 30. Community Service

Outcome: Community Service	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.045	0.024	.06	0.045	0.024	.06	0.039	0.038	.31
Youth Age				0.020	0.010	.04	0.020	0.010	.04	0.020	0.010	.05
Youth Race/Ethnicity: Black				-0.007	0.043	.86	-0.007	0.045	.87	0.008	0.045	.86
Youth Race/Ethnicity: Hispanic				-0.034	0.044	.45	-0.036	0.045	.42	-0.013	0.044	.77
Youth Race/Ethnicity: White				-0.001	0.040	.98	0.002	0.040	.96	0.016	0.040	.69
Female Youth				0.053	0.027	.05	0.054	0.027	.05	0.053	0.027	.05
English as Second Language				-0.074	0.055	.18	-0.081	0.056	.15	-0.076	0.056	.17
Prior Mentoring Relationship				0.063	0.028	.02	0.063	0.028	.03	0.061	0.028	.03
Family Size				0.004	0.007	.55	0.004	0.007	.55	0.002	0.007	.77
Environmental Risk: Econ Adversity				-0.012	0.011	.29	-0.011	0.011	.33	-0.011	0.011	.33
Environmental Risk: Family Risk/Stress				0.003	0.009	.73	0.004	0.009	.70	0.004	0.009	.69
Environmental Risk: Peer Difficulties				-0.052	0.022	.02	-0.052	0.022	.02	-0.049	0.022	.03
Individual Risk: Academic Challenges				0.003	0.020	.86	0.004	0.020	.85	0.004	0.020	.84
Individual Risk: Problem Behavior				-0.006	0.021	.77	-0.006	0.021	.77	-0.007	0.021	.74
Individual Risk: Mental Health Concerns				0.016	0.019	.39	0.017	0.019	.36	0.016	0.019	.38
BL Positive Parent Relationship				0.003	0.025	.91	0.004	0.025	.88	0.005	0.025	.85
BL Conduct Problems				-0.002	0.008	.80	-0.003	0.008	.75	-0.002	0.008	.80
BL Peer Problems				0.003	0.008	.70	0.003	0.008	.73	0.003	0.008	.74
BL Grades				0.012	0.017	.46	0.012	0.017	.47	0.012	0.017	.47
BL Future Orientation				-0.010	0.021	.63	-0.010	0.021	.66	-0.008	0.021	.70
BL Community Service				0.142	0.027	.00	0.140	0.027	.00	0.140	0.027	.00
Collaborative E							-0.009	0.104	.93	-0.001	0.100	.99
Collaborative A							0.073	0.112	.52	0.079	0.108	.46
Collaborative K							-0.019	0.100	.85	-0.009	0.096	.93
Collaborative I							-0.117	0.093	.21	-0.105	0.089	.24
Collaborative S							0.043	0.151	.78	0.047	0.145	.75
Collaborative H							-0.121	0.111	.27	-0.113	0.106	.29
Collaborative L							0.063	0.100	.52	0.074	0.096	.44
Collaborative Y							-0.070	0.099	.48	-0.064	0.095	.50
Collaborative F							-0.003	0.099	.97	0.012	0.096	.90
Constant	0.398	0.022	.00	0.390	0.024	.00	0.414	0.070	.00	0.403	0.067	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.092	0.020		0.100	0.021		0.093	0.027		0.093	0.027	
sd (Level I)	0.482	0.008		0.472	0.008		0.466	0.008		0.466	0.008	
sd (Treatment Condition)										0.154	0.033	
Intra-Class Correlation	0.035											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 31: Youth Reports Mentor Helped Develop New Interests or Talents

Outcome: Mentor Helped...Talents	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.001	0.024	.97	-0.002	0.024	.94	-0.002	0.024	.94
Youth Age				-0.017	0.010	.09	-0.018	0.010	.07	-0.018	0.010	.07
Youth Race/Ethnicity: Black				0.023	0.043	.60	0.027	0.043	.53	0.027	0.043	.53
Youth Race/Ethnicity: Hispanic				0.002	0.040	.96	0.004	0.040	.93	0.004	0.040	.93
Youth Race/Ethnicity: White				0.022	0.040	.58	0.022	0.040	.57	0.022	0.040	.57
Female Youth				-0.055	0.025	.03	-0.054	0.025	.03	-0.054	0.025	.03
English as Second Language				-0.055	0.061	.37	-0.057	0.061	.35	-0.057	0.061	.35
Prior Mentoring Relationship				0.024	0.030	.44	0.027	0.030	.37	0.027	0.030	.37
Family Size				0.016	0.007	.03	0.016	0.007	.03	0.016	0.007	.03
Environmental Risk: Econ Adversity				-0.002	0.011	.86	-0.001	0.011	.93	-0.001	0.011	.93
Environmental Risk: Family Risk/Stress				0.000	0.009	.96	-0.001	0.009	.89	-0.001	0.009	.89
Environmental Risk: Peer Difficulties				0.020	0.023	.40	0.018	0.023	.43	0.018	0.023	.43
Individual Risk: Academic Challenges				-0.031	0.021	.14	-0.031	0.020	.14	-0.031	0.021	.14
Individual Risk: Problem Behavior				-0.008	0.023	.74	-0.009	0.023	.71	-0.009	0.023	.71
Individual Risk: Mental Health Concerns				0.022	0.023	.35	0.021	0.023	.37	0.021	0.023	.37
BL Positive Parent Relationship				0.047	0.025	.07	0.047	0.026	.07	0.047	0.026	.07
BL Conduct Problems				0.000	0.009	.97	0.000	0.009	.96	0.000	0.009	.96
BL Peer Problems				-0.007	0.008	.36	-0.007	0.008	.37	-0.007	0.008	.37
BL Grades				0.002	0.017	.90	0.002	0.017	.90	0.002	0.017	.90
BL Future Orientation				-0.026	0.024	.29	-0.024	0.024	.32	-0.024	0.024	.32
Collaborative E							-0.172	0.110	.12	-0.172	0.110	.12
Collaborative A							-0.055	0.116	.63	-0.056	0.116	.63
Collaborative K							-0.073	0.102	.47	-0.073	0.102	.47
Collaborative I							-0.110	0.097	.26	-0.110	0.097	.26
Collaborative S							-0.311	0.155	.05	-0.311	0.155	.05
Collaborative H							-0.145	0.117	.22	-0.145	0.117	.22
Collaborative L							-0.079	0.105	.45	-0.079	0.105	.45
Collaborative Y							-0.156	0.109	.15	-0.156	0.109	.15
Collaborative F							-0.192	0.109	.08	-0.192	0.109	.08
Constant	0.696	0.025	.00	0.696	0.026	.00	0.812	0.072	.00	0.812	0.072	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.102	0.021		0.045	0.013		0.106	0.028		0.106	0.028	
sd (Level I)	0.447	0.008		0.314	0.006		0.443	0.008		0.443	0.008	
sd (Treatment Condition)										0.000	0.000	
Intra-Class Correlation	0.050											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 32. Growth Focus

Outcome: Growth Focus	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.031	0.021	.13	-0.032	0.022	.15	-0.031	0.021	.14
Youth Age				0.017	0.009	.05	0.017	0.009	.05	0.018	0.009	.05
Youth Race/Ethnicity: Black				0.008	0.039	.84	0.008	0.039	.84	0.006	0.040	.87
Youth Race/Ethnicity: Hispanic				0.054	0.038	.16	0.053	0.038	.16	0.051	0.038	.19
Youth Race/Ethnicity: White				0.013	0.036	.72	0.013	0.036	.71	0.021	0.036	.57
Female Youth				-0.004	0.022	.86	-0.004	0.022	.87	-0.005	0.022	.83
English as Second Language				0.032	0.048	.51	0.031	0.048	.52	0.032	0.048	.50
Prior Mentoring Relationship				-0.028	0.024	.25	-0.028	0.024	.26	-0.030	0.025	.22
Family Size				-0.010	0.006	.12	-0.010	0.006	.11	-0.010	0.006	.12
Environmental Risk: Economic Adversity				0.003	0.011	.74	0.004	0.011	.73	0.003	0.011	.79
Environmental Risk: Family Risk/Stress				-0.006	0.008	.47	-0.005	0.008	.48	-0.005	0.008	.50
Environmental Risk: Peer Difficulties				0.007	0.021	.73	0.007	0.021	.74	0.008	0.021	.70
Individual Risk: Academic Challenges				-0.011	0.018	.56	-0.011	0.018	.55	-0.011	0.018	.54
Individual Risk: Problem Behavior				0.017	0.017	.31	0.017	0.017	.31	0.019	0.017	.27
Individual Risk: Mental Health Concerns				-0.004	0.018	.82	-0.004	0.018	.82	-0.004	0.018	.84
BL Positive Parent Relationship				-0.062	0.022	.01	-0.062	0.022	.01	-0.062	0.022	.01
BL Conduct Problems				-0.001	0.008	.90	-0.001	0.008	.91	-0.002	0.008	.84
BL Peer Problems				0.000	0.007	.98	0.000	0.007	.98	0.000	0.007	.98
BL Grades				0.003	0.014	.82	0.003	0.014	.81	0.003	0.014	.86
BL Future Orientation				-0.052	0.019	.01	-0.052	0.019	.01	-0.052	0.019	.01
Collaborative E										0.078	0.084	.35
Collaborative A										0.003	0.088	.97
Collaborative K										-0.037	0.079	.64
Collaborative I										-0.077	0.073	.29
Collaborative S										0.289	0.114	.01
Collaborative H										-0.008	0.088	.93
Collaborative L										0.011	0.080	.89
Collaborative Y										0.059	0.081	.46
Collaborative F										0.022	0.080	.78
Constant	0.568	0.022	.00	0.563	0.022	.00	0.563	0.022	.00	0.550	0.055	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.099	0.019		0.093	0.019		0.093	0.019		0.075	0.022	
sd (Level I)	0.396	0.007		0.390	0.007		0.390	0.007		0.390	0.007	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.058											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 33. Support Seeking

Outcome: Support Seeking	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.002	0.017	.91	-0.002	0.017	.91	-0.002	0.017	.93
Youth Age				0.011	0.007	.10	0.011	0.007	.10	0.013	0.007	.06
Youth Race/Ethnicity: Black				-0.054	0.030	.07	-0.054	0.030	.07	-0.047	0.031	.13
Youth Race/Ethnicity: Hispanic				-0.044	0.030	.14	-0.044	0.030	.14	-0.043	0.030	.16
Youth Race/Ethnicity: White				0.005	0.028	.87	0.005	0.028	.87	0.002	0.029	.95
Female Youth				0.087	0.019	.00	0.087	0.019	.00	0.087	0.019	.00
English as Second Language				-0.018	0.039	.65	-0.018	0.039	.65	-0.017	0.039	.67
Prior Mentoring Relationship				0.012	0.020	.57	0.012	0.020	.57	0.008	0.020	.69
Family Size				-0.005	0.005	.37	-0.005	0.005	.37	-0.006	0.006	.30
Environmental Risk: Economic Adversity				-0.004	0.008	.65	-0.004	0.008	.65	-0.004	0.008	.66
Environmental Risk: Family Risk/Stress				0.014	0.006	.03	0.014	0.006	.03	0.014	0.006	.03
Environmental Risk: Peer Difficulties				-0.028	0.017	.10	-0.028	0.017	.10	-0.027	0.017	.11
Individual Risk: Academic Challenges				-0.020	0.015	.17	-0.020	0.015	.17	-0.020	0.015	.16
Individual Risk: Problem Behavior				-0.001	0.015	.96	-0.001	0.015	.96	0.000	0.015	.98
Individual Risk: Mental Health Concerns				0.009	0.014	.51	0.009	0.014	.51	0.010	0.014	.47
BL Positive Parent Relationship				0.025	0.017	.13	0.025	0.017	.13	0.025	0.017	.14
BL Conduct Problems				-0.004	0.006	.50	-0.004	0.006	.50	-0.004	0.006	.51
BL Peer Problems				0.006	0.006	.33	0.006	0.006	.33	0.006	0.006	.32
BL Grades				-0.028	0.012	.02	-0.028	0.012	.02	-0.028	0.012	.02
BL Future Orientation				-0.009	0.016	.58	-0.009	0.016	.58	-0.008	0.016	.63
Collaborative E										0.062	0.084	.46
Collaborative A										-0.055	0.088	.53
Collaborative K										-0.051	0.079	.52
Collaborative I										0.021	0.073	.77
Collaborative S										-0.004	0.118	.97
Collaborative H										-0.017	0.087	.85
Collaborative L										0.001	0.080	.99
Collaborative Y										0.025	0.079	.75
Collaborative F										0.123	0.077	.11
Constant	1.219	0.018	.00	1.219	0.018	.00	1.219	0.018	.00	1.205	0.056	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.082	0.015		0.081	0.015		0.081	0.015		0.081	0.019	
sd (Level I)	0.340	0.008		0.336	0.008		0.336	0.008		0.336	0.008	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.055											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 34. Youth Centered

Outcome: Youth Centered	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.014	0.019	.46	-0.013	0.019	.50	-0.013	0.020	.51
Youth Age				0.005	0.008	.57	0.005	0.008	.53	0.005	0.008	.53
Youth Race/Ethnicity: Black				-0.006	0.033	.86	-0.010	0.033	.77	-0.010	0.034	.76
Youth Race/Ethnicity: Hispanic				0.012	0.033	.72	0.010	0.034	.76	0.010	0.034	.77
Youth Race/Ethnicity: White				-0.013	0.031	.69	-0.009	0.032	.78	-0.008	0.032	.79
Female Youth				0.001	0.022	.97	0.000	0.022	.98	0.001	0.022	.97
English as Second Language				0.056	0.043	.20	0.056	0.043	.20	0.055	0.043	.21
Prior Mentoring Relationship				0.010	0.021	.63	0.008	0.021	.71	0.008	0.021	.69
Family Size				-0.007	0.006	.21	-0.007	0.006	.21	-0.007	0.006	.21
Environmental Risk: Economic Adversity				0.006	0.009	.51	0.005	0.009	.56	0.005	0.009	.55
Environmental Risk: Family Risk/Stress				-0.013	0.007	.06	-0.012	0.007	.08	-0.012	0.007	.08
Environmental Risk: Peer Difficulties				0.003	0.019	.87	0.004	0.019	.82	0.004	0.019	.82
Individual Risk: Academic Challenges				0.017	0.017	.34	0.017	0.017	.34	0.017	0.017	.34
Individual Risk: Problem Behavior				0.019	0.017	.26	0.020	0.017	.23	0.020	0.017	.24
Individual Risk: Mental Health Concerns				0.000	0.016	.99	0.000	0.016	.98	0.000	0.016	.99
BL Positive Parent Relationship				-0.061	0.019	.00	-0.061	0.019	.00	-0.061	0.019	.00
BL Conduct Problems				0.001	0.007	.90	0.000	0.007	.97	0.000	0.007	.96
BL Peer Problems				-0.004	0.006	.47	-0.005	0.006	.47	-0.005	0.006	.47
BL Grades				0.007	0.013	.57	0.008	0.013	.57	0.008	0.013	.56
BL Future Orientation				-0.039	0.017	.02	-0.040	0.017	.02	-0.040	0.017	.02
Collaborative E							0.105	0.083	.21	0.105	0.083	.21
Collaborative A							0.019	0.088	.83	0.019	0.088	.83
Collaborative K							0.020	0.079	.80	0.020	0.079	.80
Collaborative I							-0.036	0.073	.62	-0.037	0.073	.62
Collaborative S							0.340	0.115	.00	0.339	0.115	.00
Collaborative H							0.047	0.087	.59	0.046	0.087	.59
Collaborative L							-0.004	0.079	.96	-0.004	0.079	.96
Collaborative Y							0.028	0.079	.72	0.028	0.078	.72
Collaborative F							0.067	0.079	.40	0.066	0.079	.40
Constant	0.424	0.022	.00	0.420	0.021	.00	0.385	0.055	.00	0.385	0.055	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.100	0.018		0.095	0.018		0.078	0.020		0.078	0.020	
sd (Level I)	0.350	0.007		0.345	0.007		0.345	0.007		0.345	0.007	
sd (Treatment Condition)										0.000	0.031	
Intra-Class Correlation	0.075											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 35. Commitment

Outcome: Commitment	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.027	0.021	.19	-0.027	0.021	.19	-0.027	0.021	.20
Youth Age				0.004	0.008	.59	0.004	0.008	.59	0.004	0.008	.59
Youth Race/Ethnicity: Black				0.035	0.035	.32	0.031	0.037	.40	0.031	0.037	.40
Youth Race/Ethnicity: Hispanic				-0.002	0.035	.95	-0.004	0.035	.90	-0.004	0.035	.90
Youth Race/Ethnicity: White				0.046	0.033	.17	0.045	0.034	.19	0.045	0.034	.19
Female Youth				-0.026	0.022	.23	-0.026	0.022	.23	-0.026	0.022	.23
English as Second Language				0.042	0.045	.36	0.042	0.045	.35	0.042	0.045	.35
Prior Mentoring Relationship				-0.042	0.024	.08	-0.042	0.024	.08	-0.042	0.024	.08
Family Size				0.001	0.006	.83	0.001	0.006	.85	0.001	0.006	.86
Environmental Risk: Economic Adversity				0.009	0.009	.33	0.008	0.009	.39	0.008	0.009	.39
Environmental Risk: Family Risk/Stress				-0.004	0.007	.53	-0.004	0.007	.61	-0.004	0.007	.61
Environmental Risk: Peer Difficulties				0.007	0.019	.73	0.008	0.019	.67	0.008	0.019	.67
Individual Risk: Academic Challenges				-0.007	0.017	.67	-0.007	0.017	.67	-0.007	0.017	.67
Individual Risk: Problem Behavior				0.043	0.017	.01	0.044	0.017	.01	0.044	0.017	.01
Individual Risk: Mental Health Concerns				0.011	0.016	.50	0.011	0.016	.49	0.011	0.016	.49
BL Positive Parent Relationship				-0.006	0.020	.77	-0.006	0.020	.78	-0.006	0.020	.78
BL Conduct Problems				-0.003	0.007	.65	-0.004	0.007	.59	-0.004	0.007	.59
BL Peer Problems				-0.004	0.007	.57	-0.004	0.007	.55	-0.004	0.007	.55
BL Grades				-0.018	0.014	.19	-0.017	0.014	.21	-0.017	0.014	.21
BL Future Orientation				0.006	0.018	.75	0.005	0.018	.80	0.005	0.018	.80
Collaborative E							-0.011	0.083	.89	-0.011	0.083	.89
Collaborative A							0.056	0.088	.53	0.056	0.088	.53
Collaborative K							0.053	0.080	.51	0.053	0.080	.51
Collaborative I							0.002	0.073	.98	0.002	0.073	.98
Collaborative S							0.120	0.114	.29	0.120	0.114	.29
Collaborative H							0.066	0.088	.45	0.066	0.088	.45
Collaborative L							-0.023	0.079	.78	-0.023	0.079	.78
Collaborative Y							0.033	0.080	.68	0.033	0.080	.68
Collaborative F							0.044	0.080	.59	0.044	0.080	.59
Constant	0.604	0.017	.00	0.608	0.017	.00	0.583	0.055	.00	0.583	0.055	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.070	0.016		0.069	0.017		0.078	0.022		0.078	0.022	
sd (Level I)	0.392	0.007		0.389	0.007		0.389	0.007		0.389	0.007	
sd (Treatment Condition)										0.000	0.000	
Intra-Class Correlation	0.031											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 36. Satisfaction

Outcome: Satisfaction	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.003	0.019	.87	-0.003	0.019	.87	-0.003	0.020	.87
Youth Age				0.003	0.008	.66	0.002	0.008	.83	0.002	0.008	.84
Youth Race/Ethnicity: Black				0.064	0.032	.05	0.057	0.033	.08	0.057	0.033	.08
Youth Race/Ethnicity: Hispanic				0.037	0.032	.26	0.035	0.033	.29	0.035	0.033	.28
Youth Race/Ethnicity: White				0.077	0.031	.01	0.080	0.031	.01	0.080	0.031	.01
Female Youth				-0.017	0.021	.40	-0.017	0.021	.42	-0.017	0.021	.42
English as Second Language				-0.003	0.043	.95	-0.007	0.043	.87	-0.007	0.043	.88
Prior Mentoring Relationship				-0.037	0.024	.13	-0.034	0.024	.16	-0.034	0.024	.16
Family Size				-0.004	0.006	.46	-0.004	0.006	.50	-0.004	0.006	.50
Environmental Risk: Economic Adversity				0.011	0.008	.18	0.011	0.008	.19	0.011	0.008	.19
Environmental Risk: Family Risk/Stress				-0.003	0.006	.64	-0.003	0.006	.67	-0.003	0.006	.67
Environmental Risk: Peer Difficulties				-0.009	0.019	.62	-0.009	0.019	.62	-0.009	0.019	.63
Individual Risk: Academic Challenges				-0.007	0.015	.65	-0.006	0.015	.68	-0.006	0.015	.68
Individual Risk: Problem Behavior				0.011	0.015	.48	0.010	0.015	.51	0.010	0.015	.50
Individual Risk: Mental Health Concerns				0.006	0.016	.68	0.006	0.016	.70	0.006	0.016	.70
BL Positive Parent Relationship				-0.026	0.018	.15	-0.025	0.018	.17	-0.025	0.018	.17
BL Conduct Problems				0.014	0.006	.02	0.014	0.006	.03	0.014	0.006	.03
BL Peer Problems				-0.001	0.007	.89	-0.001	0.007	.87	-0.001	0.006	.87
BL Grades				-0.007	0.013	.57	-0.007	0.013	.61	-0.007	0.013	.60
BL Future Orientation				0.003	0.017	.88	0.001	0.017	.96	0.001	0.017	.96
Collaborative E							-0.013	0.105	.90	-0.013	0.105	.90
Collaborative A							0.221	0.114	.05	0.221	0.114	.05
Collaborative K							0.148	0.102	.14	0.148	0.101	.14
Collaborative I							0.024	0.094	.80	0.024	0.094	.80
Collaborative S							0.164	0.148	.27	0.164	0.148	.27
Collaborative H							0.079	0.112	.48	0.079	0.112	.48
Collaborative L							0.037	0.103	.72	0.037	0.103	.72
Collaborative Y							0.020	0.103	.85	0.020	0.103	.85
Collaborative F							-0.084	0.101	.41	-0.084	0.101	.41
Constant	0.761	0.027	.00	0.760	0.025	.00	0.715	0.071	.00	0.715	0.071	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.129	0.020		0.121	0.020		0.112	0.024		0.112	0.024	
sd (Level I)	0.370	0.007		0.367	0.007		0.367	0.007		0.367	0.007	
sd (Treatment Condition)										0.000	0.000	
Intra-Class Correlation	0.109											

$N = 1,941$. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 37. Mentor Assessment of Closeness

Outcome: Mentor Closeness	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.007	0.052	.89	-0.007	0.052	.89	-0.006	0.052	.90
Youth Age				-0.012	0.020	.56	-0.012	0.020	.56	-0.006	0.021	.78
Youth Race/Ethnicity: Black				-0.238	0.087	.01	-0.238	0.087	.01	-0.218	0.089	.01
Youth Race/Ethnicity: Hispanic				-0.163	0.090	.07	-0.163	0.090	.07	-0.155	0.089	.08
Youth Race/Ethnicity: White				-0.160	0.081	.05	-0.161	0.081	.05	-0.178	0.081	.03
Female Youth				-0.005	0.056	.94	-0.005	0.056	.94	-0.007	0.056	.91
English as Second Language				-0.012	0.115	.92	-0.012	0.115	.92	-0.008	0.115	.95
Prior Mentoring Relationship				0.115	0.056	.04	0.115	0.056	.04	0.101	0.056	.07
Family Size				0.015	0.015	.34	0.015	0.015	.34	0.013	0.015	.40
Environmental Risk: Economic Adversity				-0.059	0.023	.01	-0.060	0.023	.01	-0.058	0.023	.01
Environmental Risk: Family Risk/Stress				0.021	0.018	.25	0.021	0.018	.26	0.021	0.018	.25
Environmental Risk: Peer Difficulties				0.055	0.047	.25	0.054	0.047	.25	0.056	0.047	.24
Individual Risk: Academic Challenges				0.032	0.042	.45	0.032	0.042	.45	0.032	0.042	.45
Individual Risk: Problem Behavior				-0.047	0.047	.32	-0.047	0.047	.32	-0.047	0.047	.32
Individual Risk: Mental Health Concerns				-0.009	0.040	.81	-0.009	0.040	.82	-0.007	0.040	.86
BL Positive Parent Relationship				0.053	0.047	.26	0.053	0.047	.26	0.051	0.047	.29
BL Conduct Problems				-0.034	0.018	.06	-0.034	0.018	.06	-0.032	0.018	.07
BL Peer Problems				-0.011	0.017	.51	-0.011	0.017	.51	-0.011	0.017	.52
BL Grades				-0.010	0.036	.77	-0.010	0.036	.77	-0.010	0.036	.78
BL Future Orientation				-0.012	0.045	.79	-0.012	0.045	.79	-0.007	0.046	.87
Collaborative E										0.165	0.216	.45
Collaborative A										-0.343	0.230	.14
Collaborative K										-0.185	0.208	.37
Collaborative I										0.078	0.188	.68
Collaborative S										-0.373	0.312	.23
Collaborative H										-0.181	0.223	.42
Collaborative L										-0.057	0.205	.78
Collaborative Y										-0.160	0.200	.43
Collaborative F										0.218	0.201	.28
Constant	3.694	0.059	.00	3.702	0.053	.00	3.702	0.053	.00	3.750	0.142	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.273	0.048		0.232	0.045		0.232	0.046		0.202	0.054	
sd (Level I)	1.001	0.020		0.995	0.020		0.995	0.020		0.995	0.020	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.069											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 38. Youth Assessment of Closeness

Outcome: Youth Closeness	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.007	0.045	.88	0.005	0.045	.92	0.005	0.046	.92
Youth Age				-0.029	0.018	.11	-0.030	0.018	.10	-0.030	0.018	.10
Youth Race/Ethnicity: Black				-0.055	0.084	.51	-0.054	0.086	.53	-0.054	0.086	.53
Youth Race/Ethnicity: Hispanic				-0.100	0.085	.24	-0.100	0.085	.25	-0.100	0.085	.24
Youth Race/Ethnicity: White				-0.055	0.074	.46	-0.062	0.075	.40	-0.062	0.075	.40
Female Youth				-0.013	0.048	.78	-0.013	0.048	.78	-0.013	0.048	.78
English as Second Language				0.016	0.109	.88	0.017	0.110	.88	0.017	0.110	.88
Prior Mentoring Relationship				-0.053	0.059	.37	-0.051	0.059	.39	-0.051	0.059	.39
Family Size				0.012	0.014	.38	0.013	0.014	.35	0.013	0.014	.35
Environmental Risk: Economic Adversity				-0.020	0.022	.35	-0.018	0.022	.40	-0.018	0.022	.40
Environmental Risk: Family Risk/Stress				0.006	0.016	.70	0.004	0.016	.79	0.004	0.016	.79
Environmental Risk: Peer Difficulties				0.066	0.044	.14	0.063	0.044	.16	0.063	0.044	.16
Individual Risk: Academic Challenges				-0.014	0.037	.71	-0.014	0.037	.71	-0.014	0.037	.71
Individual Risk: Problem Behavior				-0.064	0.038	.09	-0.066	0.038	.09	-0.065	0.038	.09
Individual Risk: Mental Health Concerns				0.000	0.038	.99	-0.001	0.038	.97	-0.001	0.038	.97
BL Positive Parent Relationship				0.143	0.050	.01	0.141	0.050	.01	0.141	0.050	.01
BL Conduct Problems				-0.007	0.015	.67	-0.005	0.015	.75	-0.005	0.015	.75
BL Peer Problems				0.000	0.015	.99	0.000	0.015	.98	0.000	0.015	.98
BL Grades				-0.010	0.032	.76	-0.009	0.032	.77	-0.009	0.032	.77
BL Future Orientation				0.051	0.046	.26	0.054	0.046	.25	0.053	0.046	.25
Collaborative E							-0.120	0.214	.58	-0.120	0.214	.58
Collaborative A							-0.179	0.220	.42	-0.179	0.220	.42
Collaborative K							-0.110	0.198	.58	-0.110	0.198	.58
Collaborative I							-0.026	0.185	.89	-0.026	0.185	.89
Collaborative S							-0.861	0.294	.00	-0.861	0.294	.00
Collaborative H							-0.101	0.223	.65	-0.102	0.223	.65
Collaborative L							0.034	0.198	.87	0.033	0.198	.87
Collaborative Y							-0.172	0.202	.40	-0.172	0.202	.40
Collaborative F							-0.249	0.205	.23	-0.249	0.205	.23
Constant	3.287	0.054	.00	3.291	0.053	.00	3.417	0.140	.00	3.417	0.140	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.248	0.046		0.237	0.046		0.207	0.052		0.207	0.052	
sd (Level I)	0.832	0.021		0.821	0.020		0.821	0.020		0.821	0.020	
sd (Treatment Condition)										0.000	0.000	
Intra-Class Correlation	0.077											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 39. Mentor as Special Adult

Outcome: Mentor as Special Adult	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.021	0.025	.40	0.021	0.025	.40	0.021	0.025	.41
Youth Age				-0.012	0.011	.28	-0.012	0.011	.28	-0.014	0.011	.23
Youth Race/Ethnicity: Black				-0.043	0.044	.33	-0.043	0.044	.33	-0.046	0.045	.30
Youth Race/Ethnicity: Hispanic				-0.071	0.044	.11	-0.071	0.044	.11	-0.072	0.044	.11
Youth Race/Ethnicity: White				0.002	0.044	.97	0.002	0.044	.97	0.000	0.044	.99
Female Youth				0.011	0.028	.70	0.011	0.028	.70	0.011	0.028	.68
English as Second Language				0.021	0.065	.75	0.021	0.065	.75	0.015	0.065	.82
Prior Mentoring Relationship				0.010	0.031	.74	0.010	0.031	.74	0.010	0.031	.75
Family Size				-0.004	0.008	.59	-0.004	0.008	.59	-0.004	0.008	.63
Environmental Risk: Economic Adversity				-0.014	0.013	.26	-0.014	0.013	.26	-0.014	0.013	.27
Environmental Risk: Family Risk/Stress				0.014	0.009	.13	0.014	0.009	.13	0.014	0.009	.13
Environmental Risk: Peer Difficulties				0.033	0.025	.19	0.033	0.025	.19	0.033	0.025	.19
Individual Risk: Academic Challenges				-0.030	0.024	.22	-0.030	0.024	.22	-0.029	0.024	.23
Individual Risk: Problem Behavior				0.025	0.023	.27	0.025	0.023	.27	0.024	0.022	.29
Individual Risk: Mental Health Concerns				0.021	0.020	.29	0.021	0.020	.29	0.021	0.020	.30
BL Positive Parent Relationship				0.029	0.027	.28	0.029	0.027	.28	0.029	0.027	.27
BL Conduct Problems				-0.014	0.008	.10	-0.014	0.008	.10	-0.013	0.008	.10
BL Peer Problems				0.005	0.008	.56	0.005	0.008	.56	0.005	0.008	.56
BL Grades				-0.005	0.018	.80	-0.005	0.018	.80	-0.003	0.018	.88
BL Future Orientation				-0.026	0.024	.28	-0.026	0.024	.28	-0.026	0.024	.28
BL Mentor as Special Adult				0.072	0.048	.14	0.072	0.048	.14	0.073	0.048	.13
Collaborative E										0.027	0.151	.86
Collaborative A										0.126	0.161	.43
Collaborative K										0.039	0.144	.79
Collaborative I										0.026	0.133	.85
Collaborative S										-0.305	0.208	.14
Collaborative H										-0.001	0.161	.00
Collaborative L										-0.080	0.145	.58
Collaborative Y										-0.182	0.145	.21
Collaborative F										-0.190	0.144	.19
Constant	0.473	0.035	.00	0.476	0.037	.00	0.476	0.037	.00	0.517	0.101	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.165	0.027		0.169	0.028		0.169	0.028		0.160	0.034	
sd (Level I)	0.472	0.008		0.468	0.008		0.468	0.008		0.468	0.008	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.109											

Notes: $N = 1,941$. Dependent variable is coded such that a positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 40. Relational Health Index

Outcome: Satisfaction	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.019	0.019	.32	-0.018	0.019	.34	-0.019	0.020	.36
Youth Age				0.007	0.008	.39	0.007	0.009	.39	0.007	0.009	.39
Youth Race/Ethnicity: Black				0.006	0.035	.86	0.004	0.036	.92	0.003	0.036	.93
Youth Race/Ethnicity: Hispanic				0.034	0.035	.33	0.030	0.035	.39	0.030	0.035	.39
Youth Race/Ethnicity: White				-0.017	0.032	.61	-0.012	0.032	.72	-0.012	0.032	.72
Female Youth				-0.023	0.021	.27	-0.023	0.021	.25	-0.023	0.021	.27
English as Second Language				0.029	0.045	.52	0.030	0.045	.52	0.029	0.045	.53
Prior Mentoring Relationship				-0.003	0.022	.89	-0.005	0.022	.83	-0.004	0.022	.85
Family Size				-0.007	0.006	.24	-0.007	0.006	.24	-0.007	0.006	.23
Environmental Risk: Economic Adversity				0.007	0.010	.49	0.006	0.010	.55	0.006	0.010	.54
Environmental Risk: Family Risk/Stress				-0.007	0.007	.33	-0.006	0.007	.38	-0.006	0.007	.40
Environmental Risk: Peer Difficulties				-0.008	0.019	.68	-0.007	0.019	.73	-0.007	0.019	.72
Individual Risk: Academic Challenges				0.007	0.017	.67	0.007	0.017	.68	0.007	0.017	.68
Individual Risk: Problem Behavior				0.029	0.018	.11	0.029	0.018	.10	0.029	0.018	.10
Individual Risk: Mental Health Concerns				-0.012	0.017	.47	-0.012	0.017	.48	-0.012	0.017	.48
BL Positive Parent Relationship				-0.048	0.019	.01	-0.047	0.019	.01	-0.048	0.019	.01
BL Conduct Problems				0.003	0.007	.70	0.002	0.008	.77	0.002	0.007	.77
BL Peer Problems				-0.002	0.007	.82	-0.002	0.007	.81	-0.002	0.007	.81
BL Grades				-0.002	0.013	.86	-0.003	0.013	.85	-0.002	0.013	.86
BL Future Orientation				-0.044	0.017	.01	-0.045	0.017	.01	-0.045	0.017	.01
Collaborative E							0.067	0.082	.42	0.067	0.082	.42
Collaborative A							0.033	0.088	.71	0.033	0.088	.71
Collaborative K							-0.003	0.078	.97	-0.003	0.078	.97
Collaborative I							-0.037	0.074	.62	-0.037	0.074	.62
Collaborative S							0.252	0.116	.03	0.251	0.116	.03
Collaborative H							0.016	0.086	.85	0.016	0.086	.85
Collaborative L							-0.015	0.079	.85	-0.015	0.079	.85
Collaborative Y							0.053	0.080	.51	0.053	0.080	.51
Collaborative F							0.034	0.080	.67	0.034	0.080	.68
Constant	0.454	0.020	.00	0.450	0.019	.00	0.428	0.056	.00	0.428	0.056	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.087	0.018		0.082	0.018		0.075	0.022		0.075	0.022	
sd (Level I)	0.364	0.007		0.359	0.007		0.359	0.007		0.358	0.007	
sd (Treatment Condition)										0.000	0.002	
Intra-Class Correlation	0.054											

N = 1,941. Dependent variable is reverse-coded, so the negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at *p* < .10. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 41. Criticism

Outcome: Criticism	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.001	0.011	.94	-0.001	0.011	.94	-0.001	0.011	.94
Youth Age				-0.007	0.004	.10	-0.007	0.004	.10	-0.007	0.004	.08
Youth Race/Ethnicity: Black				0.029	0.018	.10	0.029	0.018	.10	0.029	0.018	.11
Youth Race/Ethnicity: Hispanic				0.002	0.017	.91	0.002	0.017	.91	0.000	0.018	.99
Youth Race/Ethnicity: White				-0.009	0.017	.60	-0.009	0.017	.60	-0.007	0.017	.67
Female Youth				-0.003	0.011	.81	-0.003	0.011	.81	-0.003	0.011	.78
English as Second Language				-0.003	0.025	.91	-0.003	0.025	.91	-0.006	0.026	.82
Prior Mentoring Relationship				0.019	0.012	.12	0.019	0.012	.12	0.018	0.012	.15
Family Size				0.007	0.003	.04	0.007	0.003	.04	0.006	0.003	.05
Environmental Risk: Economic Adversity				0.001	0.005	.83	0.001	0.005	.83	0.001	0.005	.91
Environmental Risk: Family Risk/Stress				0.003	0.004	.35	0.003	0.004	.35	0.004	0.004	.24
Environmental Risk: Peer Difficulties				0.003	0.009	.78	0.003	0.009	.78	0.004	0.009	.71
Individual Risk: Academic Challenges				-0.001	0.009	.88	-0.001	0.009	.88	-0.001	0.009	.93
Individual Risk: Problem Behavior				0.003	0.009	.73	0.003	0.009	.73	0.002	0.009	.79
Individual Risk: Mental Health Concerns				-0.002	0.009	.83	-0.002	0.009	.83	-0.001	0.009	.92
BL Positive Parent Relationship				0.013	0.010	.19	0.013	0.010	.19	0.014	0.010	.16
BL Conduct Problems				0.010	0.003	.00	0.010	0.003	.00	0.009	0.003	.01
BL Peer Problems				-0.006	0.004	.10	-0.006	0.004	.10	-0.006	0.004	.09
BL Grades				-0.014	0.007	.05	-0.014	0.007	.05	-0.014	0.007	.05
BL Future Orientation				-0.009	0.009	.34	-0.009	0.009	.34	-0.011	0.009	.25
Collaborative E										0.022	0.030	.46
Collaborative A										0.066	0.028	.02
Collaborative K										0.035	0.026	.18
Collaborative I										0.014	0.024	.55
Collaborative S										0.093	0.043	.03
Collaborative H										-0.018	0.028	.51
Collaborative L										0.022	0.027	.41
Collaborative Y										0.027	0.027	.32
Collaborative F										0.037	0.025	.14
Constant	0.064	0.007	.00	0.063	0.007	0.00	0.063	0.007	.00	0.038	0.018	.03
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.026	0.008		0.023	0.008		0.023	0.008		0.001	0.009	
sd (Level I)	0.205	0.005		0.202	0.005		0.202	0.005		0.202	0.005	
sd (Treatment Condition)							0.000	0.000				
Intra-Class Correlation	0.016											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we estimate a random coefficient model testing for random effects of the treatment condition. In Model 3, we introduce dummy variables for each collaborative (Collaborative R is the reference category).

Table 42. Conflict

Outcome: Conflict	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				-0.009	0.012	.45	-0.009	0.012	.47	-0.009	0.013	.49
Youth Age				-0.004	0.004	.37	-0.004	0.005	.44	-0.004	0.005	.44
Youth Race/Ethnicity: Black				-0.002	0.018	.92	0.000	0.019	.98	-0.001	0.019	.97
Youth Race/Ethnicity: Hispanic				-0.004	0.018	.81	0.001	0.019	.94	0.001	0.019	.95
Youth Race/Ethnicity: White				-0.013	0.017	.46	-0.014	0.018	.43	-0.014	0.018	.42
Female Youth				0.000	0.012	.99	0.000	0.012	.98	0.001	0.012	.96
English as Second Language				-0.003	0.025	.91	-0.007	0.026	.78	-0.008	0.026	.77
Prior Mentoring Relationship				0.019	0.013	.16	0.018	0.014	.18	0.019	0.014	.18
Family Size				0.007	0.003	.03	0.007	0.003	.04	0.007	0.003	.04
Environmental Risk: Economic Adversity				0.000	0.005	.96	0.000	0.005	.98	0.000	0.005	.99
Environmental Risk: Family Risk/Stress				0.001	0.004	.76	0.002	0.004	.66	0.002	0.004	.66
Environmental Risk: Peer Difficulties				0.005	0.010	.61	0.006	0.010	.53	0.006	0.010	.53
Individual Risk: Academic Challenges				0.011	0.009	.23	0.011	0.009	.20	0.012	0.009	.19
Individual Risk: Problem Behavior				-0.004	0.011	.71	-0.005	0.011	.65	-0.005	0.011	.65
Individual Risk: Mental Health Concerns				-0.008	0.010	.41	-0.007	0.010	.47	-0.007	0.010	.46
BL Positive Parent Relationship				-0.005	0.012	.70	-0.003	0.012	.78	-0.004	0.012	.77
BL Conduct Problems				0.008	0.004	.05	0.008	0.004	.07	0.008	0.004	.07
BL Peer Problems				0.000	0.004	.94	0.000	0.004	.93	0.000	0.004	.93
BL Grades				-0.010	0.007	.17	-0.009	0.007	.20	-0.009	0.007	.20
BL Future Orientation				-0.006	0.010	.54	-0.006	0.010	.54	-0.006	0.010	.54
Collaborative E							0.000	0.033	.00	0.000	0.033	.99
Collaborative A							0.015	0.029	.61	0.015	0.029	.61
Collaborative K							-0.029	0.024	.24	-0.029	0.024	.24
Collaborative I							0.001	0.023	.97	0.001	0.023	.97
Collaborative S							0.072	0.046	.12	0.071	0.046	.12
Collaborative H							-0.007	0.029	.82	-0.007	0.028	.82
Collaborative L							-0.007	0.025	.77	-0.008	0.025	.77
Collaborative Y							-0.034	0.026	.20	-0.034	0.026	.20
Collaborative F							0.008	0.026	.77	0.007	0.026	.78
Constant	0.081	0.008	.00	0.078	0.007	.00	0.082	0.017	.00	0.082	0.017	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.014	0.035		0.002	0.012		0.000	0.000		0.000	-	
sd (Level I)	0.219	0.006		0.217	0.006		0.217	0.006		0.217	-	
sd (Treatment Condition)										0.000	-	
Intra-Class Correlation	0.004											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 43. Pressure

Outcome: Pressure	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.001	0.018	.95	0.002	0.018	.93	0.002	0.019	.94
Youth Age				-0.007	0.007	.34	-0.006	0.007	.40	-0.006	0.007	.39
Youth Race/Ethnicity: Black				0.005	0.029	.86	-0.001	0.030	.97	-0.002	0.030	.96
Youth Race/Ethnicity: Hispanic				0.022	0.030	.46	0.024	0.030	.43	0.023	0.030	.44
Youth Race/Ethnicity: White				-0.014	0.030	.63	-0.015	0.030	.63	-0.014	0.030	.64
Female Youth				-0.023	0.019	.23	-0.023	0.019	.23	-0.022	0.019	.24
English as Second Language				0.018	0.043	.68	0.016	0.043	.71	0.015	0.043	.72
Prior Mentoring Relationship				0.055	0.023	.02	0.053	0.023	.02	0.053	0.023	.02
Family Size				0.005	0.005	.31	0.005	0.005	.33	0.005	0.005	.34
Environmental Risk: Economic Adversity				0.004	0.008	.58	0.004	0.008	.60	0.004	0.008	.60
Environmental Risk: Family Risk/Stress				-0.004	0.006	.56	-0.003	0.006	.64	-0.003	0.006	.64
Environmental Risk: Peer Difficulties				0.001	0.016	.96	0.002	0.016	.92	0.002	0.016	.92
Individual Risk: Academic Challenges				0.004	0.013	.76	0.005	0.013	.73	0.005	0.013	.71
Individual Risk: Problem Behavior				0.001	0.014	.91	0.002	0.014	.88	0.002	0.014	.87
Individual Risk: Mental Health Concerns				-0.001	0.015	.94	-0.001	0.015	.96	-0.001	0.015	.97
BL Positive Parent Relationship				-0.025	0.017	.15	-0.025	0.017	.15	-0.025	0.017	.15
BL Conduct Problems				0.013	0.006	.03	0.012	0.006	.04	0.012	0.006	.04
BL Peer Problems				0.000	0.006	.98	0.000	0.006	.97	0.000	0.006	.97
BL Grades				-0.011	0.013	.40	-0.010	0.013	.43	-0.010	0.013	.43
BL Future Orientation				0.012	0.016	.46	0.011	0.016	.50	0.011	0.016	.49
Collaborative E							0.067	0.083	.42	0.067	0.083	.42
Collaborative A							0.018	0.090	.84	0.018	0.090	.84
Collaborative K							0.122	0.079	.12	0.122	0.079	.13
Collaborative I							0.031	0.074	.68	0.030	0.074	.69
Collaborative S							0.144	0.119	.23	0.144	0.119	.23
Collaborative H							0.016	0.088	.85	0.016	0.088	.86
Collaborative L							0.050	0.080	.54	0.050	0.080	.54
Collaborative Y							-0.016	0.080	.84	-0.016	0.080	.84
Collaborative F							0.075	0.080	.35	0.074	0.080	.35
Constant	0.247	0.019	.00	0.246	0.018	.00	0.201	0.055	.00	0.201	0.055	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.085	0.016		0.079	0.016		0.084	0.019		0.084	0.019	
sd (Level I)	0.332	0.007		0.330	0.007		0.330	0.007		0.330	0.007	
sd (Treatment Condition)										0.000	0.037	
Intra-Class Correlation	0.061											

Notes: $N = 1,941$. Dependent variable is coded such that a negative coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Table 44: Program Report of Match Length

Outcome: Match Length	Null Model			Model 1			Model 2			Model 3		
	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value	Coef.	Std. Err.	p-value
Treatment Condition				0.037	0.029	.21	0.036	0.029	.22	0.037	0.036	.30
Youth Age				-0.026	0.011	.02	-0.025	0.011	.03	-0.026	0.011	.03
Youth Race/Ethnicity: Black				-0.038	0.049	.45	-0.038	0.050	.44	-0.039	0.050	.44
Youth Race/Ethnicity: Hispanic				-0.006	0.049	.91	0.009	0.049	.85	0.012	0.049	.81
Youth Race/Ethnicity: White				-0.098	0.047	.04	-0.110	0.047	.02	-0.115	0.047	.01
Female Youth				-0.047	0.030	.12	-0.046	0.030	.13	-0.049	0.030	.11
English as Second Language				-0.128	0.065	.05	-0.129	0.065	.05	-0.125	0.065	.06
Prior Mentoring Relationship				0.049	0.033	.14	0.055	0.033	.09	0.055	0.033	.09
Family Size				0.010	0.009	.26	0.009	0.009	.28	0.010	0.009	.27
Environmental Risk: Econ Adversity				-0.022	0.013	.08	-0.021	0.013	.10	-0.022	0.013	.09
Environmental Risk: Family Risk/Stress				0.006	0.010	.57	0.005	0.010	.58	0.005	0.010	.64
Environmental Risk: Peer Difficulties				-0.019	0.026	.47	-0.018	0.026	.49	-0.019	0.026	.48
Individual Risk: Academic Challenges				0.016	0.022	.47	0.017	0.022	.44	0.017	0.022	.44
Individual Risk: Problem Behavior				-0.059	0.023	.01	-0.061	0.023	.01	-0.060	0.023	.01
Individual Risk: Mental Health Concerns				0.010	0.023	.65	0.010	0.023	.66	0.009	0.023	.70
BL Positive Parent Relationship				0.008	0.027	.78	0.007	0.027	.79	0.004	0.027	.87
BL Conduct Problems				-0.008	0.009	.38	-0.008	0.009	.37	-0.009	0.009	.33
BL Peer Problems				0.003	0.009	.73	0.003	0.009	.77	0.003	0.009	.74
BL Grades				0.022	0.019	.24	0.022	0.019	.24	0.023	0.019	.23
BL Future Orientation				-0.013	0.025	.62	-0.015	0.025	.54	-0.016	0.025	.53
Collaborative E							-0.305	0.125	.01	-0.308	0.126	.01
Collaborative A							0.126	0.134	.35	0.124	0.135	.36
Collaborative K							0.003	0.120	.98	0.003	0.121	.98
Collaborative I							0.163	0.111	.14	0.166	0.112	.14
Collaborative S							0.122	0.172	.48	0.127	0.173	.46
Collaborative H							0.067	0.133	.62	0.070	0.135	.60
Collaborative L							0.108	0.121	.37	0.111	0.122	.36
Collaborative Y							-0.082	0.121	.50	-0.082	0.122	.50
Collaborative F							0.087	0.120	.47	0.086	0.121	.48
Constant	5.741	0.033	.00	5.754	0.034	.00	5.728	0.085	.00	5.727	0.085	.00
Random-effects Parameters	Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.		Estimate	Std. Err.	
sd (Constant)	0.156	0.028		0.157	0.030		0.124	0.031		0.125	0.031	
sd (Level I)	0.627	0.011		0.623	0.011		0.623	0.011		0.621	0.011	
sd (Treatment Condition)										0.107	0.046	
Intra-Class Correlation	0.058											

$N = 1,941$. Dependent variable is coded such that the positive coefficient for treatment condition reflects more positive outcomes for EG. Bolded coefficient reflects statistical significance at $p < .10$. There is no baseline equivalent for this outcome variable. In Model 1, we estimate a random intercept model (per equation 2 on page 55 of technical report). In Model 2, we introduce dummy variables for each collaborative (Collaborative R is the reference category). In Model 3, we estimate a random coefficient model testing for random effects of the treatment condition.

Appendix G. Data Collection Instruments

Appendix G. MEDP Data Collection Instruments

Appendix G1. Mentor Baseline Survey

DATE: _____

MENTOR ID:

Place ID Sticker Here

MENTOR BASELINE SURVEY

Agency Name: _____

Mentor's First Name *[please print]*: _____

Mentor's Last Name *[please print]*: _____

[Please remove this cover sheet before administering the survey.]

MENTOR SURVEY

This survey asks questions about your background and some of the preparations you have made for starting your match. You can skip any questions you do not want to answer, but we hope you will try to answer all of them. Your name will not be associated with any of your answers. Please note that the choices you have for responding to the questions in this survey change from question to question, so please read answer choices carefully as you complete the survey.

YOUR BACKGROUND

First, we'd like to ask you a few background questions about yourself.

1. What is your gender?

- ₁ Male
₂ Female

2. What is your date of birth? Month _____ Year _____

3. Which of the following racial/ethnic backgrounds do you identify with the most? *[If you are multi-racial, please check all that apply.]*

- ₁ Latino, Hispanic
₂ African American, Black
₃ Caucasian, White
₄ American Indian or Alaska Native
₅ Asian
₆ Pacific Islander
₉ Other *(please describe)*: _____

4. What is your current marital status?

- ₁ Single, never married
₂ Living with spouse or partner
₃ Married, separated
₄ Divorced
₅ Widowed
₉ Other *(please describe)*: _____

5. What is your current employment status? *[Please check all that apply.]*

- | | |
|---|---|
| <input type="checkbox"/> ₁ Unemployed | <input type="checkbox"/> ₆ Self-employed full-time |
| <input type="checkbox"/> ₂ Student | <input type="checkbox"/> ₇ Employed for pay part-time by an outside employer |
| <input type="checkbox"/> ₃ Homemaker | <input type="checkbox"/> ₈ Employed for pay full-time by an outside employer |
| <input type="checkbox"/> ₄ Retired | |
| <input type="checkbox"/> ₅ Self-employed part-time | |

6. Do you work *directly* with youth in your job (e.g., teaching, working in an after-school program)?

- ₀ I don't have a steady job right now.
₁ No, I don't work directly with youth in my job.
₂ Yes, I do work directly with youth in my job.

7. Do you have a job or role (paid or unpaid) for 10 or more hours a week in a “helping” profession in which you help people (either youth or adults) directly—for example, tutoring, nursing, counseling, teaching, social work, coaching?
- ₀ No
₁ Yes
8. Are you currently attending a community college, 4-year university or graduate school?
- ₀ No
₁ Yes, I am in college/university. I’m in my _____ [numbers only] year of college.
₂ Yes, I am in graduate school. I’m in my _____ [numbers only] year of graduate school.
9. In what settings have you had experience interacting/working with youth? [Please check all that apply.]
- ₁ Being matched with another child in my current mentoring program
₂ Mentoring in another program
₃ Working with youth in a different formal volunteer setting
₄ Working with youth in a professional setting (e.g., as a teacher, youth worker, counselor)
₅ Being a parent
₆ Interacting with relatives or children informally (e.g., neighbors, babysitting, church)
₉ Other (please describe): _____
- OR**
- ₀ I have not interacted with youth in any of the above settings.

MORE ABOUT YOURSELF

Please tell us about your thoughts on a few different things.

10. How much do you agree or disagree with the following statements:	(Circle one)					
	Strongly Disagree	Disagree	Mostly Disagree	Mostly Agree	Agree	Strongly Agree
a. The kind of person someone is, is something very basic about them and it can't be changed very much.	1	2	3	4	5	6
b. People can do things differently, but the important parts of who they are can't really be changed.	1	2	3	4	5	6
c. As much as I hate to admit it, you can't teach an old dog new tricks. People can't really change their deepest attributes.	1	2	3	4	5	6
d. Everyone is a certain kind of person, and there is not much that can be done to really change that.	1	2	3	4	5	6

When answering this next set of questions, please think about how true each statement has been for you over the last **month**. If a particular situation has not occurred recently, answer according to how you think you would have felt or reacted.

11. How true are the following statements for you?	(Circle One)				
	Not True at All	Rarely True	Sometimes True	Often True	True Nearly All the Time
a. I am able to adapt when changes occur.	0	1	2	3	4
b. I can deal with whatever comes my way.	0	1	2	3	4
c. I try to see the humorous side of things when I am faced with problems.	0	1	2	3	4
d. Having to cope with stress can make me stronger.	0	1	2	3	4
e. I tend to bounce back after illness, injury, or other hardships.	0	1	2	3	4
f. I believe I can achieve my goals, even if there are obstacles.	0	1	2	3	4
g. Under pressure, I stay focused and think clearly.	0	1	2	3	4
h. I am not easily discouraged by failure.	0	1	2	3	4
i. I think of myself as a strong person when dealing with life's challenges and difficulties.	0	1	2	3	4
j. I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	0	1	2	3	4

BECOMING A MENTOR

Next, we'd like to ask about your experiences leading up to becoming a mentor in your current program.

12. What is the setting of your mentoring? *[Please check the one box that best describes its setting.]*

- ₁ Community (activities with your mentee(s) will be in a variety of locations)
- ₂ School (activities with your mentee(s) will be at youth's school campus)
- ₃ Other site (activities with your mentee(s) will be at a certain location like a community center, church, or college, but not at the youth's school)

13. What is the format of your mentoring? *[Please check the one box that best describes its format.]*

- ₁ One-to-one mentoring (one mentor meets with one mentee one-on-one; you may have more than one mentee, but you will see them individually)
- ₂ Group mentoring (one mentor meets with a group of mentees)
- ₃ Team mentoring (a team of mentors works with a group of mentees)
- ₄ E-mentoring (you meet with your mentee(s) through email rather than face-to-face)

14. How many mentees have you been/will you be matched with?

- ₁ I have been/will be matched with _____ mentee(s).
- ₀ I don't know yet.

15. Have you met your mentee(s) yet?

- ₀ No → Please go to Question 16
- ₁ Yes → Please continue with Question 15a

15a. How many times have you met with your mentee(s)? _____ times

16. What are the TWO goals you most want to focus on in your meetings/discussions with your mentee(s)?
[Please check up to TWO.]

- | | |
|--|---|
| <input type="checkbox"/> ₁ Help my mentee(s) improve academically | <input type="checkbox"/> ₇ Be a friend to my mentee(s) |
| <input type="checkbox"/> ₂ Help my mentee(s) improve his/her behavior | <input type="checkbox"/> ₈ Help my mentee(s) feel good about him/herself |
| <input type="checkbox"/> ₃ Introduce my mentee(s) to new activities | <input type="checkbox"/> ₉ Help my mentee(s) steer clear of negative influences |
| <input type="checkbox"/> ₄ Help my mentee(s) improve relationships with others | <input type="checkbox"/> ₁₀ Exposing my mentee(s) to new educational or career opportunities |
| <input type="checkbox"/> ₅ Help my mentee(s) set and achieve his/her personal goals | <input type="checkbox"/> ₁₁ Other: _____ |
| <input type="checkbox"/> ₆ Help my mentee(s) learn more about his/her interests | |

17. How did you determine the goal(s) that you noted in Question 16? *[Please check all that apply.]*

- | | |
|---|---|
| <input type="checkbox"/> ₁ Agency staff helped me determine this focus. | <input type="checkbox"/> ₆ My mentee asked me to help him/her in this area. |
| <input type="checkbox"/> ₂ My training focused on this goal. | <input type="checkbox"/> ₇ My mentee and I decided together what would be a good focus for our relationship. |
| <input type="checkbox"/> ₃ I believe this is what youth of this age need. | <input type="checkbox"/> ₉ Other: _____ |
| <input type="checkbox"/> ₄ I noticed that this was a key need for my mentee. | |
| <input type="checkbox"/> ₅ My mentee's parent(s) asked me to focus on this goal. | |

18. What strategies would you like to use to achieve your goals? *[Please check up to TWO strategies you feel will be most important in achieving your goals.]*

- | | |
|--|---|
| <input type="checkbox"/> ₁ Giving my mentee(s) unconditional support | <input type="checkbox"/> ₄ Having high expectations for my mentee(s) |
| <input type="checkbox"/> ₂ Providing my mentee(s) with tools (e.g., ideas, resources) to help achieve these goals | <input type="checkbox"/> ₅ Sharing my experiences and how they've affected my life |
| <input type="checkbox"/> ₃ Listening and being a friend to my mentee(s) | <input type="checkbox"/> ₉ Other: _____ |

19. How many hours are you willing to commit to working with your mentee(s) to achieve these goals?
[Please check only one.]

- ₁ I am committed to the hours required by my program, though it will be difficult to keep them.
- ₂ I am committed to the hours required by my program, and I feel very confident that I will be able to keep them.
- ₃ I am willing to work more than the hours required by my program to ensure that my match succeeds.

20. What kind of youth do you think you will be most effective with? A young person who.... [Please check all that apply.]

- ₁ Has similar interests to mine
- ₂ Has struggled a lot in school
- ₃ Is already successful in school
- ₄ Knows what he/she wants for his/her future
- ₅ Needs encouragement to sort out what he/she wants in his/her future
- ₆ Shares my ethnic or cultural background
- ₇ Does not share my ethnic or cultural background
- ₈ Really wants a mentor
- ₉ Has a challenging family dynamic
- ₁₀ Other: _____

(Circle One)				
21. How confident are you in your ability to...	Not at All Confident	Somewhat Confident	Fairly C	Ve ry dent
a. Provide friendship (e.g., be a good listener, etc.) to a young person (i.e., a “mentee”)?	1	2	3	4
b. Be a positive role model to my mentee(s)?	1	2	3	4
c. Help my mentee(s) feel good about him/herself?	1	2	3	4
d. Help my mentee(s) develop career interests?	1	2	3	4
e. Help my mentee(s) develop talents?	1	2	3	4
f. Help my mentee(s) strengthen relationships with others in his/her life?	1	2	3	4
g. Help my mentee(s) learn how to seek out and use help from others?	1	2	3	4
h. Help my mentee(s) understand more about what his/her community has to offer?	1	2	3	4
i. Help my mentee(s) learn new skills.	1	2	3	4
j. Help my mentee(s) learn how to cope with stress and other life challenges?	1	2	3	4
k. Help my mentee(s) appreciate that his/her abilities can be improved through effort and persistence?	1	2	3	4
l. Help my mentee(s) develop and work toward personal goals?	1	2	3	4
m. Sustain a positive relationship with my mentee(s) for at least a year?	1	2	3	4
n. Meet program expectations for how frequently I should communicate with my mentee(s)?	1	2	3	4
o. Use program staff as a resource to help my match succeed?	1	2	3	4

PROGRAM REQUIREMENTS

22. How many trainings are you required to attend or complete over the course of a year in addition to your calls with program staff or in-person check-ins?

- ₀ I am required to attend _____ trainings per year.
- ₁ My program does not have expectations around training.
- ₂ I don’t know.

23. How many times a month are you expected to meet with your mentee(s)?

- ₀ I am expected to meet with my mentee(s) _____ times a month.
- ₁ My program does not have expectations around meeting frequency.
- ₂ I don't know.

24. Have you signed a formal agreement to meet program expectations?

- ₀ No
- ₁ Yes

PREPARATIONS FOR MY MATCH

25. Have you participated in any training or orientation for your upcoming match yet (please do not include training you may have received for a *previous* match in your current program or another program, but do include any one-on-one or group instruction you received on how to be a mentor in your program)?

- ₀ No → **Please skip to Question 32.**
- ₁ Yes → **Please continue with Question 25a.**

25a. Which of the following type(s) of training have you received? [*Please check all that apply.*]

- ₁ Group, face-to-face training with other mentors (but not with my mentee(s))
- ₂ Group, face-to-face training with my mentee(s) and other matches
- ₃ Individual, face-to-face training
- ₄ Formal online training, tutorials, or workshops (i.e., not simply online materials)
- ₅ Written or online materials about mentoring (i.e., not a formal online training)
- ₆ Telephone-based training

When developing mentor training, it is helpful for program staff to know which components of their training have been most helpful. In answering this next set of questions, please think about: (1) whether this topic was covered in your training; and (2) if it was covered, the extent to which you feel the training you received was helpful in that area. If training was not provided in a given area, please circle "0" in the first column. If it was provided, please circle 1, 2, 3, or 4 to let us know how helpful you think it was.

	(Circle One)				
	Training was NOT provided	Training WAS provided and was:			
		<i>Not At All Helpful</i>	<i>Not Very Helpful</i>	<i>Somewhat Helpful</i>	<i>Very Helpful</i>
26. How helpful was the training you received <u>in the following specific areas</u>...					
a. Working with higher-risk or "special needs" youth?	0	1	2	3	4
b. Strengthening your relationship with your mentee(s)?	0	1	2	3	4
c. Feeling comfortable with your mentee's cultural and socioeconomic background?	0	1	2	3	4
d. Taking on an "advocacy" function in your relationship with your mentee(s)?	0	1	2	3	4

26. How helpful was the training you received <u>in the following specific areas...</u>	(Circle One)				
	Training was NOT provided	Training WAS provided and was:			
		Not At All Helpful	Not Very Helpful	Somewhat Helpful	Very Helpful
e. Taking on a “teaching” function in your relationship with your mentee(s)?	0	1	2	3	4
f. Addressing your mentee’s social, emotional or behavioral issues?	0	1	2	3	4
g. Accessing or interacting with resources in the community that could help your mentee(s) or his/her family (such as counselors, teachers or program providers)?	0	1	2	3	4
h. Learning more about your mentee’s interests and needs?	0	1	2	3	4
i. Working with more than one youth?	0	1	2	3	4
j. Helping your mentee(s) to interact positively with other youth?	0	1	2	3	4
k. Interacting with your mentee’s family?	0	1	2	3	4

27. Overall, how well do you think your training has prepared you for developing a successful relationship with a child in this program?

- ₁ Not at all
- ₂ Very little
- ₃ Somewhat
- ₄ Fairly well
- ₅ Very well

28. Are there any (additional) training topics that you feel would be helpful to you as a mentor? *Please describe.* _____

In these next few questions, please note that the “mentoring program” refers to the organization that has/will match you with your current mentee(s).

29. To what extent do you agree with the following...	(Circle One)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. The mentoring program has been clear about its goals and focus.	1	2	3	4	5
b. I agree with the goals and focus of the mentoring program.	1	2	3	4	5

29. To what extent do you agree with the following...	(Circle One)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
c. I have received sufficient training from the mentoring program to begin my match with confidence.	1	2	3	4	5
d. Program staff have shared important information with me about my mentee(s).	1	2	3	4	5
e. Program staff have given suggestions on what I can do with my mentee(s).	1	2	3	4	5
f. Program staff have defined my role very clearly.	1	2	3	4	5
g. I have a good sense for the specific type(s) of youth I would be well matched with.	1	2	3	4	5
h. I have talked to my program about the specific type(s) of youth I think I would be well matched with.	1	2	3	4	5

30. Have you been asked, during training or orientation, to take on an “advocacy” or “teaching” function for your mentee(s) by the mentoring program?

₀ No → Please skip to Question 32.

₁ Yes → Please continue with Questions 31a-j in the following table.

31. To what extent do you agree with the following...	(Circle One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. The program has been clear about my taking on an “advocacy” function for my mentee(s).	1	2	3	4	5
b. My program has been clear about my taking on a “teaching” function for my mentee(s) (for example, helping to develop new skills, showing how to problem solve, helping with school, etc.).	1	2	3	4	5
c. My program has given me ideas on how to take on an advocacy role with my mentee(s).	1	2	3	4	5
d. My program has given me pointers on how to help my mentee(s) learn new skills.	1	2	3	4	5
e. My program has given me ideas for activities I could do with my mentee(s) that could help me serve in an advocacy role for him/her.	1	2	3	4	5
f. My program has given me ideas for activities I could do with my mentee(s) to help me serve in a teaching role.	1	2	3	4	5
g. I have a lot of ideas about how to serve in an advocacy role for my mentee(s).	1	2	3	4	5
h. My program has shown me how to learn about my mentee’s interests, talents or skills.	1	2	3	4	5

	(Circle One)				
31. To what extent do you agree with the following...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
i. I understand what it means to serve in an “advocacy” role for my mentee(s).	1	2	3	4	5
j. I understand what it means to serve in a “teaching” role for my mentee(s).	1	2	3	4	5

32. Is there anything else you’d like to tell us about your preparations for being a mentor in the program?

Please describe. _____

YOUR SURVEY IS COMPLETE. THANK YOU!

DATE: _____

MENTOR ID:

Place ID Sticker Here

Appendix G2. Mentor Follow-Up Survey

MENTOR ID:

Place ID Sticker Here

MENTOR FOLLOW-UP SURVEY

Agency Name: _____

Mentor's First Name *[please print]*: _____

Mentor's Last Name *[please print]*: _____

Youth ID: _____

Youth First Name: _____

YOUTH ID:

MENTOR ID:

YOUTH FIRST NAME:

Place ID Sticker Here

MENTOR SURVEY

This survey asks about your relationship with the youth noted in your invitation to complete the survey (your “mentee”). **Please answer ALL questions about *only that specific youth***, even if you are no longer meeting with him or her, if you were only meeting with this youth for a very short time, or if you are currently mentoring another (or more than one) youth. If you are no longer meeting with this child, please answer all questions thinking about the time period during which you were still meeting.

TIME TOGETHER

Please answer the following questions, thinking about the time you have spent with your mentee *in a typical month*.

1. In a typical month , about how much time have you spent...	(Check One)						
	I haven't done this in a typical month	Less than 1 hour	1 to less than 2 hours	2 to less than 4 hours	4 to less than 6 hours	6 to less than 10 hours	10 or more hours
a) Getting to and from meetings with your mentee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) <u>With</u> your mentee (please do not include time spent getting to and from meetings with your mentee)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Doing things <u>for</u> your mentee or your mentee's family (but not with your mentee)—for example, finding resources for your mentee, meeting with your mentee's teacher, attending program trainings, talking with program staff (please do <u>not</u> include time spent getting to and from meetings with your mentee)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now please think about some of the specific activities you engaged in during your meetings with your mentee.

2. About how much of your time with your mentee did you spend engaging in the following activities...	(Check One)				
	None	Very Little	Some	A lot	Most
a) Making time to goof around, laugh, and have light-hearted fun with your mentee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Talking about your mentee's personal issues or problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Talking about important people in your mentee's life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Going to cultural or other special events (for example, plays, ceremonies, concerts, museums, lectures, sporting events)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Physical activities like sports or hiking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Creative activities like crafts, cooking or drawing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Participating in service activities (for example, volunteering at a soup kitchen)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Which of the following best describes the role(s) you fill in your relationship with your mentee? (Please choose up to TWO):

- ₁ Coach
- ₂ Supporter
- ₃ Teacher
- ₄ Friend
- ₅ Parent/authority figure
- ₆ Advocate

4. Which of the following statements best describes how decisions have usually been made about how you and your mentee spent your time together? [Please check only one.]

- ₁ I decided how we spent our time together.
- ₂ My mentee decided how we spent our time together.
- ₃ I have gotten ideas from my mentee and then we decided together.
- ₄ I have given my mentee ideas and then we decided together.
- ₅ The program outlined how we should spend our time together.
- ₆ My mentee's parent(s) outlined how we should spend our time together.

5. About how often has the following occurred?	(Check One)					
	Never	Once every 4 months or less	Once every 3 months	Once every 2 months	Once every month	More than once a month
a) You contacted program staff to get help with an issue with your mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Program staff contacted you to talk about how things were going with your mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Your mentee's parent/caregiver contacted you about an issue/concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) <u>Your mentee</u> canceled a scheduled meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) <u>You</u> canceled a scheduled meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR RELATIONSHIP

The following sets of questions are about your mentee and your experiences with him/her. The first set of questions asks about how well “matched” you feel you are with your mentee.

6. To what extent do you agree or disagree that you and your mentee are well matched in terms of...	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) Interests or talents (e.g., sports, music)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Your skills being matched to areas in which your mentee needs guidance or support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Background or culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Personalities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Challenges you've both faced?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Expectations for the relationship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us how much you agree or disagree with the following general statements about your relationship.

7. To what extent do you agree or disagree with the following...	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) I feel close with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My mentee has made improvements since we started meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My mentee talks with me when he/she is upset about <u>family matters</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My mentee talks with me when he/she is upset about <u>school</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My mentee talks with me when he/she is upset about <u>peer relationships</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I feel confident handling the challenges of being a mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I feel satisfied with my relationship with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I am determined to make my relationship with my mentee successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I have invested a great deal of time in my relationship with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) My mentee talks with me about his/her concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Learning new things together is an important part of our relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. To what extent do you agree or disagree with the following...	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
l) Compared with most mentors, I think I have put a lot of effort into my relationship with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) I want my relationship with my mentee to last for a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) My mentee and I accomplish a lot of things together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) My relationship with my mentee is an important source of fun and companionship in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) My mentee and I spend time on his/her personal growth and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) My relationship with my mentee gives me the feeling I am doing something valuable with my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) My mentee and I work on projects together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) I have put a great deal into my relationship with my mentee that I would lose if our relationship ended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) I help my mentee to set and reach goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) My mentee and I talk together about how to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) I want to make my relationship with my mentee work even when times get rough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) I sometimes feel frustrated with how few things have changed with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) My relationship with my mentee does a good job of meeting my expectations for the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y) I am committed to maintaining my relationship with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR APPROACH

8. To what extent have you focused on the following in your meetings and discussions with your mentee?	(Check One)					
	Not at All	Not Very Much	A Little	Some	A lot	Most
a) Exploring or developing my mentee’s skills or talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Strengthening my mentee’s relationships with <u>peers</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Strengthening my mentee’s relationships with <u>adults</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Increasing the size of my mentee’s social network (the number of connections he/she has with others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Improving my mentee’s social skills (e.g., how to meet people, increasing empathy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Helping my mentee with academics and schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Helping my mentee feel better about him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Helping my mentee feel happier in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Decreasing my mentee’s negative behaviors (e.g., impulsive behavior, aggression, poor decision-making)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Decreasing my mentee’s anxiety, worries, or fears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Increasing my mentee’s involvement in extracurricular activities at school or in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Helping my mentee learn how to seek help from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Helping my mentee focus on the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Helping my mentee learn how to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Helping my mentee learn how to seek out positive peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Developing my mentee’s character (e.g., honesty, responsibility)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How did you determine what you would focus on in your relationship? *[Please check **ALL** that apply.]*

- 0 Our relationship did not have a specific focus.
- 1 Agency staff helped me determine this focus.
- 2 My training highlighted this focus.
- 3 I believe this is what youth of this age need.
- 4 I noticed this was a key need for my mentee.
- 5 My mentee’s parent(s) asked me to focus on this.
- 6 My mentee asked me to help him/her in this/these area(s).
- 7 My mentee and I decided together what would be a good focus for our relationship.
- 9 Other: _____

10. In some mentoring relationships, there are goals for the youth involved (for example, to improve grades, help with friendships, or increase confidence). In your mentoring relationship, have goals been set for your mentee?

No → **Skip to Question 11.**

Yes → **Go to Question 10a.**

IF YES:

10a. How often did you discuss your progress toward those goals with program staff?

We have never talked about these goals

We talked about them once or twice

Several times

Just about every time we talked

10b. How often did you and your mentee discuss your progress toward those goals?

We have never talked about these goals

We talked about them once or twice

Several times

Just about every time we met

10c. How often did you and your mentee's parent(s) discuss your progress toward those goals?

We have never talked about these goals

We talked about them once or twice

Several times

Just about every time we talked

10d. Who chose these goals? *(Please check **ALL** that apply.)*

I did

My mentee

My mentee's parent(s) or caregiver(s)

The mentoring program

Someone else (*Who?*): _____

10e. What are these goals? *(Please check **ALL** that apply.)*

Academic improvements (e.g., grades, homework completion)

Social improvements (e.g., relationships with peers or adults)

Increase self-esteem (help my mentee to feel good about him/herself)

Develop new skills (e.g., a talent or hobby)

Connect my mentee with positive activities at school or in the community (e.g., after-school activities, a job, etc.)

Something else (*please describe*): _____

10f. Which of the following describes these goal(s)? *(Please check **ALL** that apply.)*

These goal(s) are specific

These goal(s) are realistic for my mentee

These goal(s) will take some work for my mentee to achieve them

These goal(s) are important to my mentee

10g. Which of the following have you talked about with your mentee? *(Please check **ALL** that apply.)*

- ₀ Specific steps your mentee needs to take to reach these goal(s)
- ₁ How long it will take to reach these goal(s)
- ₂ Challenges that might be keeping him/her from reaching these goal(s)
- ₃ Some things your mentee will need to do to overcome any challenges in reaching these goal(s)
- ₄ How you will help your mentee overcome any challenges in reaching these goal(s)

10h. How helpful were agency staff in helping you come up with ways to achieve these goals?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

10i. How helpful were your mentee's parent(s) in helping you achieve these goals?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

10j. How much progress has your mentee made in reaching these goals?

- ₁ No progress yet
- ₂ Very little progress
- ₃ Some progress
- ₄ A lot of progress

10k. Did agency staff give you suggestions on activities you could do with your mentee to achieve these goals?

- ₀ No → **Skip to Question 11 on the next page.**
- ₁ Yes → **Go to Question 10L below.**

10L. Were you able to do any of the activities that agency staff suggested to help you achieve your goals?

- ₁ No
- ₂ Yes, but these activities were not helpful
- ₃ Yes, these activities were helpful

Below is a list of things that you may or may not have engaged in with, or on behalf of, your mentee. Different mentors take different approaches; it is not expected that you will have necessarily engaged in any of these activities. Please simply indicate what has been the case so far in your relationship with your mentee.

11. How often have you done the following with, or on behalf of, your mentee?	(Check One)				
	Never	Once or Twice	A Few Times	Several Times	Most or All of the Time
a) Explaining how to do a task (e.g., a sport, homework, playing a musical instrument, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Modeling how to do a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Breaking down a task into smaller steps my mentee could do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Structuring a task so that my mentee could accomplish it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Joining in to do a new or challenging task alongside my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Providing my mentee with (or helping him/her find) instructional materials on how to do a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Letting my mentee figure out how to do a task by trial and error	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Encouraging my mentee to do a task independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Introducing my mentee to new situations and settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Doing research or studying something with my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Working on a project with my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Quizzing my mentee about facts/knowledge (e.g., for school or fun)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Creating/playing games with my mentee to make learning fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Practicing something (e.g., hobby, sport) alongside my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Sharing stories about lessons I learned through experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below is a list of things that you may or may not have engaged in with, or on behalf of, your mentee. Different mentors take different approaches; it is not expected that you will have necessarily engaged in any of these activities. Please simply indicate what has been the case so far in your relationship with your mentee.

12. How often have you done the following with, or on behalf of, your mentee?	(Check One)				
	Never	Once or Twice	A Few Times	Several Times	Most or All of the Time
a) Connecting my mentee with someone who could teach him/her a skill or provide guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Meeting with teachers or other professionals on behalf of my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Identifying opportunities or resources in the community for my mentee's family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Letting program staff know about the needs of my mentee and/or his/her family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Helping to enroll my mentee in afterschool activities, lessons, or sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Serving as a reference for my mentee (e.g., for job/college applications, internships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Introducing my mentee to school or community services and resources that could support him/her (e.g., clubs, jobs, tutors, after-school activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Exposing my mentee to future possibilities (e.g., visiting a college, job shadowing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Introducing my mentee to interesting or influential adults in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Speaking up for my mentee when he/she gets in trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Talking with other adults to make sure my mentee is treated fairly at school or in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Including my mentee's friends in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Talking to my mentee's peers on behalf of my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Helping my mentee gain work experience, learn about job opportunities, or get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Attending school functions or other events to support my mentee (e.g., games, concerts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Finding and sharing information that could help my mentee (e.g., tips on health, how to apply for jobs or college)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Getting free or discounted items or opportunities for my mentee (e.g., admissions, school supplies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Helping my mentee to access public programs or services (e.g., school lunch, dental care, public transportation, scholarships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR MENTEE

Please let us know if any of the following has happened to your mentee **over the past 12 months**. If you answer “yes” or “no” to an item, please also let us know who told you that this event happened or didn’t happen.

13. <u>Over the past 12 months</u> , has your mentee...	(Please Check <u>One</u>)	(Please Check <u>ALL</u> that Apply)
	1) Has this happened?	2) If you answered “Yes” or “No,” how did you learn about this?
a) Had an in- or out-of-school suspension?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
b) Been expelled from school?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
c) Skipped school without permission?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
d) Received a failing grade in at least one subject?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
e) Been arrested?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
f) Been referred to the juvenile court or the child welfare system because he/she got into trouble?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
g) Been referred to the juvenile court or the child welfare system for some other reason (e.g., abuse or neglect)?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
h) Been put on probation for breaking the law?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____

13. <u>Over the past 12 months</u> , has your mentee...	(Please Check <u>One</u>)	(Please Check <u>ALL</u> that Apply)
		1) Has this happened?
i) Violated probation?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): <hr/>

PROGRAM TRAINING/SUPPORT

For these next few questions, please think about the support you’ve received from agency staff over the course of your relationship.

14. When agency staff called or met with you to see how your mentoring relationship was going, how long did these conversations **typically** last?

- ₀ Agency staff did not contact me to check in on our relationship.
- ₁ 1-5 minutes
- ₂ 6-10 minutes
- ₃ 11-20 minutes
- ₄ More than 20 minutes

15. When you interacted with your mentee or did things for him/her, how often did you use tips or pointers that program staff had suggested to you?

- ₀ Staff never gave me tips or pointers
- ₁ Staff gave me tips or pointers, but I never used them
- ₂ Very rarely
- ₃ Every few times we met
- ₄ Almost every time we met
- ₅ Every time we met

16. To what extent were your contacts with agency staff helpful in strengthening your mentoring relationship?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

17. Overall, how well do you think your contacts with agency staff prepared you for helping your mentee make positive improvements and changes in his/her life?

- ₁ Not at all
- ₂ Very little
- ₃ Somewhat
- ₄ Fairly well
- ₅ Very well

18. Did you participate in any in-person or online mentor support groups, discussion groups/boards, blogs or other types of interactions with other mentors?

- ₁ Yes → **Go to Question 18a.**
- ₂ No; my agency did not provide these opportunities → **Skip to Question 19.**
- ₃ No; my agency provided these opportunities, but I did not participate → **Skip to Question 19.**

IF YES:

18a. Were these interactions online or in person?

- ₁ Online
- ₂ In person
- ₃ Both online and in person
- ₄ Another format (*please describe*): _____

18b. How many times have you participated in these interactions since you started your relationship with your mentee?

- ₁ Once
- ₂ 2-3 times
- ₃ More than 3 times

18c. How helpful were these interactions?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

18d. What did these interactions consist of? (*Please check ALL that apply.*)

- ₁ Mentor support groups
- ₂ Mentor discussion groups or forums
- ₃ Mentor blogs
- ₄ Mentor meetings (e.g., after mentoring sessions)
- ₅ Informal discussions with mentors
- ₉ Other (please describe): _____

19. Did you participate in any training for this mentoring relationship **before** you started meeting with your mentee? Please do not include training that you may have received for a previous mentoring relationship, but do include any one-on-one, group, in-person or online instruction you received on how to be a mentor to your mentee in your current program.

- ₀ No → **Skip to Question 20.**
- ₁ Yes → **Go to Question 19a.**

19a. Which of the following type(s) of training did you receive in your current program **before** beginning your mentoring relationship to support your relationship with your mentee? [*Please check ALL that apply.*]

- ₁ Group, face-to-face training with other mentors (but not with my mentee(s))
- ₂ Group, face-to-face training with my mentee(s) and other mentee-mentor pairs
- ₃ Individual, face-to-face training
- ₄ Formal online training, tutorials, or workshops (i.e., not online materials)
- ₅ Written or online materials about mentoring (i.e., not a formal online training)
- ₆ Telephone-based training

19b. About how many hours of training did you receive **before** beginning your mentoring relationship?

- ₁ Less than 1 hour
- ₂ 1 to less than 2 hours
- ₃ 2 to less than 3 hours
- ₄ 3 to less than 4 hours
- ₅ 4 hours or more

20. Have you participated in any training **after** you started meeting with your mentee? Please include any one-on-one, group, in-person or online instruction you received on how to be a mentor to your mentee in your current program.

- ₀ No → **Skip to Question 21.**
- ₁ Yes → **Go to Question 20a.**

20a. Which of the following type(s) of training have you received in your current program **after** beginning your relationship with your mentee? *[Please check **ALL** that apply.]*

- ₁ Group, face-to-face training with other mentors (but not with my mentee(s))
- ₂ Group, face-to-face training with my mentee(s) and other mentee-mentor pairs
- ₃ Individual, face-to-face training
- ₄ Formal online training, tutorials, or workshops (i.e., not online materials)
- ₅ Written or online materials about mentoring (i.e., not a formal online training)
- ₆ Telephone-based training

20b. About how many hours of training did you receive **after** beginning your mentoring relationship?

- ₁ Less than 1 hour
- ₂ 1 to less than 2 hours
- ₃ 2 to less than 4 hours
- ₄ 4 to less than 10 hours
- ₅ 10 hours or more

21. When developing training and support for mentoring programs, it is helpful for program staff to know what kinds of issues arise in mentoring relationships and whether their support has helped mentors overcome those issues. In answering this next set of questions, please think about:

- (1) First, whether each issue has come up during your interactions with your mentee—that is, whether this was an issue you needed help with;
- (2) If it has, whether training or support was available and accessed on that particular issue; and
- (3) If you did get training or support in that area, how helpful it was.

	1) Was help needed in this area?	2) If help was needed, was it available and accessed?	3) If help was accessed, how helpful was training/support?
a) Working with higher-risk or “special needs” youth?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful

	1) Was help needed in this area?	2) If help was needed, was it available and accessed?	3) If help was accessed, how helpful was training/support?
b) Strengthening your relationship with your mentee?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
c) Feeling comfortable with your mentee’s cultural and socioeconomic background?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
d) Advocating for your mentee with others?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
e) Helping your mentee develop new skills?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
f) Addressing your mentee’s social, emotional or behavioral issues?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
g) Identifying or accessing community resources that could help your mentee or his/her family (e.g., programs, activities, teachers)?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
h) Learning about your mentee’s interests and needs?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
i) Working with more than one youth?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful

For these next few questions, please think more specifically about the **training** you received through the program.

22. When you interacted with your mentee or did things for him/her, how often did you use tips or pointers that were suggested to you in training?

- ₀ I did not receive any training
- ₁ I did receive training, but did not receive any tips or pointers
- ₂ I did receive tips or pointers in my training, but I never used them
- ₃ Very rarely
- ₄ Every few times we met
- ₅ Almost every time we met
- ₆ Every time we met

23. To what extent was your training helpful in strengthening your mentoring relationship?

- ₀ I did not receive any training
- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

24. Overall, how well do you think your training prepared you for helping your mentee make positive improvements and changes in his/her life?

- ₀ I did not receive any training
- ₁ Not at all
- ₂ Very little
- ₃ Somewhat
- ₄ Fairly well
- ₅ Very well

In these next few questions, please note that the “mentoring program” refers to the organization that paired you with your mentee.

25. To what extent do you agree or disagree with the following statements?	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) Program staff have shared important information with me about my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Program staff have connected me with outside resources to help my mentee (social workers, clinicians, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Program staff have provided suggestions on what I can do with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My program has been clear about wanting me to strengthen my mentee’s connections with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My program has been clear about wanting me to help my mentee to strengthen his/her skills, behaviors, interests or talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To what extent do you agree or disagree with the following statements?	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
f) My program has given me ideas on how to strengthen my mentee's connections with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) My program has given me pointers on how I could help my mentee learn new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) My program has given me ideas for activities to do with my mentee to strengthen his/her relationships with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) My program has given me ideas for activities I could do with my mentee to strengthen his/her skills, behaviors, interests or talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) My program has given me ideas for ways that I can support the development of my mentee's special interests or talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) The money I have spent on my mentee and/or his/her family was more than I expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) The mentoring program has provided sufficient opportunities for me to interact with other mentors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) My mentoring program helped to offset costs for my mentoring relationship (for example, by giving me coupons or passes, inviting me to program-sponsored activities, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) The amount of time I spent <u>with my mentee</u> was more than expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) The amount of time I spent overall <u>on the program</u> (including, but not limited to, time with my mentee) was more than expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How often did you talk with staff (e.g., during training or support calls) about taking on a teaching or guidance role in your relationship with your mentee (i.e., helping to strengthen, expand, or improve your mentee's skills, behaviors, interests, or character)?

- ₀ I did not talk with staff
- ₁ I did talk with staff, but we never discussed this
- ₂ Fewer than half of the times we talked
- ₃ About half of the times we talked
- ₄ Most of the times we talked
- ₅ Every time we talked

27. What did the agency do to help you take on a teaching or guidance role with your mentee? (Please check **ALL** that apply.)

- ₀ The agency did not help me take on a teaching role with my mentee.
- ₁ The agency provided me with written materials and resources.
- ₂ My initial training focused on this.
- ₃ I attended training that focused on this, after I began meeting with my mentee.
- ₄ The program connected me with other mentors who helped me take on this focus.
- ₅ Program staff provided me with ideas during our discussions.

28. How often did you talk with staff (e.g., during training or support calls) about taking on an advocacy role in your relationship with your mentee (e.g., building or strengthening his/her relationships/connections with others, connecting him/her with community or school resources, speaking up for him/her with others, etc.)?

- ₀ I did not talk with staff
- ₁ I did talk with staff, but we never discussed this
- ₂ Fewer than half of the times we talked
- ₃ About half of the times we talked
- ₄ Most of the times we talked
- ₅ Every time we talked

29. What did the agency do to help you take on an advocacy role with your mentee? (Please check **ALL** that apply.)

- ₀ The agency did not help me take on an advocacy role with my mentee.
- ₁ The agency provided me with written materials and resources.
- ₂ My initial training focused on this.
- ₃ I attended training that focused on this, after I began meeting with my mentee.
- ₄ The program connected me with other mentors who helped me take on this role.
- ₅ Program staff provided me with ideas during our discussions.

30. Over the last year, have you attended any program-sponsored activities or events with your mentee?

- ₀ No, I have not attended any program-sponsored activities; but the program did offer one or more.
→ **Skip to Question 31.**
- ₀ No, I have not attended any program-sponsored activities; the program did not offer any.
→ **Skip to Question 31.**
- ₁ Yes, I have attended at least one program-sponsored activity or event. → **Go to Question 30a.**

IF YES:

30a. How many program events or activities did you attend? _____ events

30b. Did your mentee's parent attend?

- ₀ No.
- ₁ Yes, but only some of the events I attended.
- ₂ Yes, all of the events I attended.

30c. How helpful did you find these events in strengthening your relationship with your mentee's parent?

- ₁ Not at all helpful (my mentee's parent did not attend)
- ₂ Not at all helpful (even though my mentee's parent did attend)
- ₃ Not very helpful
- ₄ Somewhat helpful
- ₅ Very helpful

30d. How helpful did you find these events in strengthening your own relationship with your mentee?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Somewhat helpful
- ₄ Very helpful

30e. To what extent do you agree or disagree that you learned something new from these activities?

- ₁ Strongly disagree
- ₂ Disagree
- ₃ Agree
- ₄ Strongly agree

30f. To what extent do you agree or disagree that these activities helped you learn something new about your mentee?

- ₁ Strongly disagree
- ₂ Disagree
- ₃ Agree
- ₄ Strongly agree

EXPENSES

In these next few questions, we are trying to understand more about the costs volunteers might incur during the normal course of their mentoring relationship. Please don't take a lot of time trying to be precise—we are interested in very broad estimates. To answer these questions, please think about a "typical" month in your relationship with your mentee so far.

31. About how much were your 'out-of-pocket' (cash) expenses spent on your mentee and your mentee's family **in a typical month** (please DO NOT include costs for gas or public transportation, but DO include money you spent on food, entrance fees, gifts, etc.)?

- ₀ \$0
- ₁ \$1 to less than \$10
- ₂ \$10 to less than \$20
- ₃ \$20 to less than \$30
- ₄ \$30 to less than \$40
- ₅ \$40 to less than \$50
- ₆ \$50 or more

32. What is the estimated value of all ‘in-kind’ or donated coupons, gift cards, passes, etc. that you used doing activities with your mentee and/or your mentee’s family **in a typical month** (regardless of whether you received the donations from the program or other sources)?
- ₀ \$0
 - ₁ \$1 to less than \$10
 - ₂ \$10 to less than \$20
 - ₃ \$20 to less than \$30
 - ₄ \$30 to less than \$40
 - ₅ \$40 to less than \$50
 - ₆ \$50 or more
33. About how much money did you spend **in a typical month** on buses, metros, taxis, trains or other forms of transportation (**not** including your own costs for gas) for meetings with your mentee (please include travel to pick up your mentee, drop him/her off, go to activities together, etc.)?
- ₀ \$0
 - ₁ \$1 to less than \$10
 - ₂ \$10 to less than \$20
 - ₃ \$20 to less than \$30
 - ₄ \$30 to less than \$40
 - ₅ \$40 to less than \$50
 - ₆ \$50 or more
34. Did your mentoring program provide any compensation or stipend for gas or activities you engaged in with your mentee?
- ₀ No
 - ₁ Yes
35. To what extent were your expenses voluntary versus an “expected” part of program requirements?
- ₀ I had no expenses.
 - ₁ My expenses were completely voluntary (my program did not ask or expect me to spend this money)
 - ₂ My expenses were partially required (some things I spent money on were voluntary, but my program did have expectations for our activities that cost money)
 - ₃ My expenses were completely required (the things I did with/for my mentee were expected and cost money)
36. About how many miles did you drive **in a typical month** for meetings with your mentee (please include miles you drove to pick up/drop off your mentee, get to meetings with him/her, go to activities together, etc., but do not include other forms of transportation used to get to your meetings)?
- ₀ In a typical month, I did not drive to get to meetings with my mentee.
 - ₁ Less than 5 miles per month
 - ₂ 5 to less than 10 miles per month
 - ₃ 10 to less than 15 miles per month
 - ₄ 15 to less than 25 miles per month
 - ₅ 25 to less than 35 miles per month
 - ₆ 35 to less than 50 miles per month
 - ₇ Another amount: About _____ miles per month

37. About how many miles did you travel **in a typical month** to do things for your mentee—not including getting to/from activities with your mentee (for example, driving to program trainings, to get information or resources for your mentee, to meet with a teacher on behalf of your mentee, etc.)?

- ₀ In a typical month, I did not travel to do things for my mentee.
- ₁ Less than 5 miles per month
- ₂ 5 to less than 10 miles per month
- ₃ 10 to less than 15 miles per month
- ₄ 15 to less than 25 miles per month
- ₅ 25 to less than 35 miles per month
- ₆ 35 to less than 50 miles per month
- ₇ Another amount: About _____ miles per month

CONTINUING YOUR RELATIONSHIP WITH YOUR MENTEE

These next questions ask about the challenges you have encountered with your mentee, whether you will continue meeting with your mentee and if not, why and how your relationship is ending. First, please rate the extent to which you have found the following issues challenging in your relationship with your mentee.

38. How challenging have you found the following aspects of your mentoring relationship?	(Check One)			
	Not At All Challenging	Not Very Challenging	Somewhat Challenging	Very Challenging
a) Having conversations with my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Keeping my mentee engaged in our relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Getting together with my mentee (e.g., transportation, scheduling, disconnected phone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Managing my mentee’s behavioral issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Differences in our interests or personalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Getting support from my mentee’s family in fostering our relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) My mentee’s family asking me for too much help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) My mentee’s preparation for our meetings (e.g., being ready on time, canceling meetings without sufficient notice or a good reason)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Finding resources for my mentee or his/her family in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Getting my mentee interested in the resources/experiences I offered him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Figuring out what my mentee’s needs and interests are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Teaching my mentee new skills or behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. How have you tried to overcome challenges in your mentoring relationship? *(Please check **ALL** that apply.)*

- I haven't faced any significant challenges in our relationship.
- I have faced significant challenges in our relationship, but haven't yet tried to overcome them.
- I got advice from staff at my mentoring program.
- I talked with my mentee's parent/guardian about it.
- I talked with my mentee about it.
- I attended a program event or training.
- I read program materials.
- I got advice or help from other mentors.
- I got advice or help from someone outside of my mentoring program.
- Other (please describe):

40. Will you continue meeting with your current mentee over the next few months? *[Please remember this information will **not** be shared with your mentoring program.]*

- No, my relationship will end soon → **Go to Question 41.**
- No, my relationship has already ended → **Go to Question 41.**
- Yes → **Skip to Question 48.**

41. Why will/did your relationship end? *[Please check **ALL** that apply.]*

- | | |
|---|--|
| <input type="checkbox"/> My program commitment is ending (I committed to this amount of time) | <input type="checkbox"/> Difficulty bridging cultural differences |
| <input type="checkbox"/> Not enough interest on my mentee's part | <input type="checkbox"/> It no longer fits into my schedule |
| <input type="checkbox"/> Not enough support from my company or school | <input type="checkbox"/> I am moving |
| <input type="checkbox"/> The program needed more time than I had | <input type="checkbox"/> My mentee is moving or changing schools |
| <input type="checkbox"/> I realized I don't enjoy working with youth | <input type="checkbox"/> My mentee's family was not supportive |
| <input type="checkbox"/> My mentee didn't seem to need a mentor | <input type="checkbox"/> A change in my own personal circumstances |
| <input type="checkbox"/> Differences in our interests or personalities | <input type="checkbox"/> My mentee's needs were too severe |
| <input type="checkbox"/> The program asked me to do things as a mentor that I do not feel I have the skills to do | <input type="checkbox"/> Not enough program staff support |
| | <input type="checkbox"/> Other (please describe): _____ |

42. Who initiated the end of your relationship? *[Please check **ALL** that apply.]*

- I did
- My mentee
- Staff from my mentoring program
- My mentee's parents or guardians

43. Did you meet with program staff to help with the closure of your relationship?

- No; I did not meet with a program staff member.
- Yes; I had a meeting with a program staff member and my mentee.
- Yes; I had a private meeting with a program staff member.

44. Did program staff give you ideas to help you deal with the relationship's ending?

- No
- Yes

45. Did program staff give you ideas to help your mentee understand the reasons for the relationship's ending?

- ₀ No
- ₁ Yes

46. Did you talk with your mentee about the relationship ending?

- ₀ No
- ₁ Yes

47. How helpful were program staff in making your closure a positive experience for you?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

48. Would you consider mentoring again?

- ₀ Definitely not
- ₁ Probably not
- ₂ Probably
- ₃ Definitely
- ₄ Definitely; In fact, I am already mentoring another youth.

49. Is there anything else you'd like to tell us about your mentoring relationship or your experiences in your mentoring program? *Please describe:* _____

YOUR MENTORING PROGRAM

We have just a few more questions we'd like to ask you about your mentoring program.

[*****Add in program-specific paths here.*****]

50. In what month and year did you last meet face-to-face with your mentee? *(Please provide the month and year of your last in-person get together (or outing). If your match has already closed, do not consider any official "closure" meeting you might have had with your mentee and agency staff. Even if you do not know the exact month, your best guess is very helpful.)*

Month (e.g., 1, 2...12): _____ **Year:** _____

**YOUR SURVEY IS COMPLETE!
THANK YOU!**

Appendix G3. Mentor Follow-Up Survey 2 (Group)

MENTOR ID:

Place ID Sticker Here

YOUTH ID:
YOUTH FIRST NAME

MENTOR FOLLOW-UP SURVEY (Group)

Agency Name: _____

Mentor's First Name *[please print]*: _____

Mentor's Last Name *[please print]*: _____

Youth ID: _____

Youth First Name: _____

YOUTH ID:

MENTOR ID:

YOUTH FIRST NAME:

Place ID Sticker Here

MENTOR SURVEY

This survey asks about your relationship with the youth noted in your invitation to complete the survey (your “mentee”). **Please answer ALL questions about only that specific youth**, even if you are no longer meeting with him or her, if you were only meeting with this youth for a very short time, or if you are currently mentoring another (or more than one) youth. If you are no longer meeting with this child, please answer all questions thinking about the time period during which you were still meeting.

If you are matched with more than one youth and meet with your mentees as a group: Once you have completed a survey for one youth in your group, you may skip items with an asterisk (*) on subsequent surveys if you believe your response would be similar across the youth in your group.

TIME TOGETHER

Please answer the following questions, thinking about the time you have spent with your mentee in a typical month.

1. In a typical month, about how much time have you spent...	(Check One)						
	I haven't done this in a typical month	Less than 1 hour	1 to less than 2 hours	2 to less than 4 hours	4 to less than 6 hours	6 to less than 10 hours	10 or more hours
a) *Getting to and from meetings with your mentee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) *With your mentee (please do <u>not</u> include time spent getting to and from meetings with your mentee)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Doing things <u>for</u> your mentee or your mentee's family (but <u>not</u> with your mentee)—for example, finding resources for your mentee, meeting with your mentee's teacher, attending program trainings, talking with program staff (please do <u>not</u> include time spent getting to and from meetings with your mentee)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now please think about some of the specific activities you engaged in during your meetings with your mentee.

2. About how much of your time with your mentee did you spend engaging in the following activities...	(Check One)				
	None	Very Little	Some	A lot	Most
a) Making time to goof around, laugh, and have light-hearted fun with your mentee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Talking about your mentee's personal issues or problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Talking about important people in your mentee's life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) *Going to cultural or other special events (for example, plays, ceremonies, concerts, museums, lectures, sporting events)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) *Physical activities like sports or hiking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) *Creative activities like crafts, cooking or drawing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) *Participating in service activities (for example, volunteering at a soup kitchen)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Which of the following best describes the role(s) you fill in your relationship with your mentee? (*Please choose up to TWO*):

- ₁ Coach
- ₂ Supporter
- ₃ Teacher
- ₄ Friend
- ₅ Parent/authority figure
- ₆ Advocate

4. *Which of the following statements best describes how decisions have usually been made about how you and your mentee spent your time together? [*Please check only one.*]

- ₁ I decided how we spent our time together.
- ₂ My mentee decided how we spent our time together.
- ₃ I have gotten ideas from my mentee and then we decided together.
- ₄ I have given my mentee ideas and then we decided together.
- ₅ The program outlined how we should spend our time together.
- ₆ My mentee's parent(s) outlined how we should spend our time together.

5. About how often has the following occurred?	(Check One)					
	Never	Once every 4 months or less	Once every 3 months	Once every 2 months	Once every month	More than once a month
a) You contacted program staff to get help with an issue with your mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Program staff contacted you to talk about how things were going with your mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Your mentee's parent/caregiver contacted you about an issue/concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) <u>Your mentee</u> canceled a scheduled meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) <u>You</u> canceled a scheduled meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR RELATIONSHIP

The following sets of questions are about your mentee and your experiences with him/her. The first set of questions asks about how well “matched” you feel you are with your mentee.

6. To what extent do you agree or disagree that you and your mentee are well matched in terms of...	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) Interests or talents (e.g., sports, music)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Your skills being matched to areas in which your mentee needs guidance or support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Background or culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Personalities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Challenges you've both faced?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Expectations for the relationship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us how much you agree or disagree with the following general statements about your relationship.

7. To what extent do you agree or disagree with the following...	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) I feel close with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My mentee has made improvements since we started meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My mentee talks with me when he/she is upset about <u>family</u> matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My mentee talks with me when he/she is upset about <u>school</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My mentee talks with me when he/she is upset about <u>peer</u> relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I feel confident handling the challenges of being a mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I feel satisfied with my relationship with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I am determined to make my relationship with my mentee successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I have invested a great deal of time in my relationship with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) My mentee talks with me about his/her concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Learning new things together is an important part of our relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. To what extent do you agree or disagree with the following...	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
l) Compared with most mentors, I think I have put a lot of effort into my relationship with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) I want my relationship with my mentee to last for a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) My mentee and I accomplish a lot of things together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) My relationship with my mentee is an important source of fun and companionship in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) My mentee and I spend time on his/her personal growth and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) My relationship with my mentee gives me the feeling I am doing something valuable with my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) My mentee and I work on projects together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) I have put a great deal into my relationship with my mentee that I would lose if our relationship ended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) I help my mentee to set and reach goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) My mentee and I talk together about how to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) I want to make my relationship with my mentee work even when times get rough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) I sometimes feel frustrated with how few things have changed with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) My relationship with my mentee does a good job of meeting my expectations for the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y) I am committed to maintaining my relationship with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z) *The youth in my group share similar interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa) *The youth in my group face similar challenges in their lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb) *The youth in my group get along well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc) *Seeing my mentees in the group context has helped me to understand them better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd) *The youth in my group give each other advice about how to handle problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee) *The youth in my group confide in <u>me</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff) *The youth in my group confide in <u>each other</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg) *I would prefer to have more time alone with each of the youth in my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR APPROACH

8. To what extent have you focused on the following in your meetings and discussions with your mentee?	(Check One)					
	Not at All	Not Very Much	A Little	Some	A lot	Most
a) Exploring or developing my mentee’s skills or talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Strengthening my mentee’s relationships with <u>peers</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Strengthening my mentee’s relationships with <u>adults</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Increasing the size of my mentee's social network (the number of connections he/she has with others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Improving my mentee’s social skills (e.g., how to meet people, increasing empathy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Helping my mentee with academics and schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Helping my mentee feel better about him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Helping my mentee feel happier in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Decreasing my mentee’s negative behaviors (e.g., impulsive behavior, aggression, poor decision-making)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Decreasing my mentee’s anxiety, worries, or fears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Increasing my mentee’s involvement in extracurricular activities at school or in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Helping my mentee learn how to seek help from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Helping my mentee focus on the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Helping my mentee learn how to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Helping my mentee learn how to seek out positive peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Developing my mentee’s character (e.g., honesty, responsibility)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How did you determine what you would focus on in your relationship? *[Please check **ALL** that apply.]*

- 0 Our relationship did not have a specific focus.
- 1 Agency staff helped me determine this focus.
- 2 My training highlighted this focus.
- 3 I believe this is what youth of this age need.
- 4 I noticed this was a key need for my mentee.
- 5 My mentee’s parent(s) asked me to focus on this.
- 6 My mentee asked me to help him/her in this/these area(s).
- 7 My mentee and I decided together what would be a good focus for our relationship.
- 9 Other: _____

10. In some mentoring relationships, there are goals for the youth involved (for example, to improve grades, help with friendships, or increase confidence). In your mentoring relationship, have goals been set for your mentee?

No → **Skip to Question 11.**

Yes → **Go to Question 10a.**

IF YES:

10a. How often did you discuss your progress toward those goals with program staff?

We have never talked about these goals

We talked about them once or twice

Several times

Just about every time we talked

10b. How often did you and your mentee discuss your progress toward those goals?

We have never talked about these goals

We talked about them once or twice

Several times

Just about every time we met

10c. How often did you and your mentee's parent(s) discuss your progress toward those goals?

We have never talked about these goals

We talked about them once or twice

Several times

Just about every time we talked

10d. Who chose these goals? *(Please check **ALL** that apply.)*

I did

My mentee

My mentee's parent(s) or caregiver(s)

The mentoring program

Someone else (*Who?*): _____

10e. What are these goals? *(Please check **ALL** that apply.)*

Academic improvements (e.g., grades, homework completion)

Social improvements (e.g., relationships with peers or adults)

Increase self-esteem (help my mentee to feel good about him/herself)

Develop new skills (e.g., a talent or hobby)

Connect my mentee with positive activities at school or in the community (e.g., after-school activities, a job, etc.)

Something else (*please describe*): _____

10f. Which of the following describes these goal(s)? *(Please check **ALL** that apply.)*

These goal(s) are specific

These goal(s) are realistic for my mentee

These goal(s) will take some work for my mentee to achieve them

These goal(s) are important to my mentee

10g. Which of the following have you talked about with your mentee? *(Please check **ALL** that apply.)*

- ₀ Specific steps your mentee needs to take to reach these goal(s)
- ₁ How long it will take to reach these goal(s)
- ₂ Challenges that might be keeping him/her from reaching these goal(s)
- ₃ Some things your mentee will need to do to overcome any challenges in reaching these goal(s)
- ₄ How you will help your mentee overcome any challenges in reaching these goal(s)

10h. How helpful were agency staff in helping you come up with ways to achieve these goals?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

10i. How helpful were your mentee's parent(s) in helping you achieve these goals?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

10j. How much progress has your mentee made in reaching these goals?

- ₁ No progress yet
- ₂ Very little progress
- ₃ Some progress
- ₄ A lot of progress

10k. Did agency staff give you suggestions on activities you could do with your mentee to achieve these goals?

- ₀ No → **Skip to Question 11 on the next page.**
- ₁ Yes → **Go to Question 10L below.**

10L. Were you able to do any of the activities that agency staff suggested to help you achieve your goals?

- ₁ No
- ₂ Yes, but these activities were not helpful
- ₃ Yes, these activities were helpful

If you are matched with more than one youth and meet with them in a group, you may choose to skip the entire table that follows (and skip to Question 12) if you feel your responses would be similar for all of the youth in your group. Please only skip it AFTER you have completed the full survey for one youth in your group.

Below is a list of things that you may or may not have engaged in with, or on behalf of, your mentee. Different mentors take different approaches; it is not expected that you will have necessarily engaged in any of these activities. Please simply indicate what has been the case so far in your relationship with your mentee.

11. *How often have you done the following with, or on behalf of, your mentee?	(Check One)				
	Never	Once or Twice	A Few Times	Several Times	Most or All of the Time
a) Explaining how to do a task (e.g., a sport, homework, playing a musical instrument, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Modeling how to do a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Breaking down a task into smaller steps my mentee could do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Structuring a task so that my mentee could accomplish it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Joining in to do a new or challenging task alongside my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Providing my mentee with (or helping him/her find) instructional materials on how to do a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Letting my mentee figure out how to do a task by trial and error	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Encouraging my mentee to do a task independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Introducing my mentee to new situations and settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Doing research or studying something with my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Working on a project with my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Quizzing my mentee about facts/knowledge (e.g., for school or fun)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Creating/playing games with my mentee to make learning fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Practicing something (e.g., hobby, sport) alongside my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Sharing stories about lessons I learned through experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below is a list of things that you may or may not have engaged in with, or on behalf of, your mentee. Different mentors take different approaches; it is not expected that you will have necessarily engaged in any of these activities. Please simply indicate what has been the case so far in your relationship with your mentee.

If you are matched with more than one youth and meet with them in a group, answer Question 12 for EACH youth separately.

12. How often have you done the following with, or on behalf of, your mentee?	(Check One)				
	Never	Once or Twice	A Few Times	Several Times	Most or All of the Time
a) Connecting my mentee with someone who could teach him/her a skill or provide guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Meeting with teachers or other professionals on behalf of my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Identifying opportunities or resources in the community for my mentee's family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Letting program staff know about the needs of my mentee and/or his/her family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Helping to enroll my mentee in afterschool activities, lessons, or sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Serving as a reference for my mentee (e.g., for job/college applications, internships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Introducing my mentee to school or community services and resources that could support him/her (e.g., clubs, jobs, tutors, after-school activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Exposing my mentee to future possibilities (e.g., visiting a college, job shadowing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Introducing my mentee to interesting or influential adults in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Speaking up for my mentee when he/she gets in trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Talking with other adults to make sure my mentee is treated fairly at school or in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Including my mentee's friends in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Talking to my mentee's peers on behalf of my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Helping my mentee gain work experience, learn about job opportunities, or get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Attending school functions or other events to support my mentee (e.g., games, concerts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Finding and sharing information that could help my mentee (e.g., tips on health, how to apply for jobs or college)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Getting free or discounted items or opportunities for my mentee (e.g., admissions, school supplies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Helping my mentee to access public programs or services (e.g., school lunch, dental care, public transportation, scholarships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR MENTEE

Please let us know if any of the following has happened to your mentee over the past 12 months. If you answer “yes” or “no” to an item, please also let us know who told you that this event happened or didn’t happen.

13. <u>Over the past 12 months</u> , has your mentee...	(Please Check <u>One</u>)	(Please Check <u>ALL</u> that Apply)
	1) Has this happened?	2) If you answered “Yes” or “No,” how did you learn about this?
a) Had an in- or out-of-school suspension?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
b) Been expelled from school?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
c) Skipped school without permission?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
d) Received a failing grade in at least one subject?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
e) Been arrested?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
f) Been referred to the juvenile court or the child welfare system because he/she got into trouble?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
g) Been referred to the juvenile court or the child welfare system for some other reason (e.g., abuse or neglect)?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____
h) Been put on probation for breaking the law?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don’t know ↓	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee’s parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): _____

13. <u>Over the past 12 months</u> , has your mentee...	(Please Check <u>One</u>)	(Please Check <u>ALL</u> that Apply)
		1) Has this happened?
i) Violated probation?	<input type="checkbox"/> ₀ No → <input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₈ I don't know	<input type="checkbox"/> ₁ My mentee <input type="checkbox"/> ₂ My mentee's parent/caregiver <input type="checkbox"/> ₃ Program staff <input type="checkbox"/> ₄ Someone else (<i>please describe</i>): <hr/>

PROGRAM TRAINING/SUPPORT

For these next few questions, please think about the support you've received from agency staff over the course of your relationship.

14. *When agency staff called or met with you to see how your mentoring relationship was going, how long did these conversations **typically** last?
- ₀ Agency staff did not contact me to check in on our relationship.
 - ₁ 1-5 minutes
 - ₂ 6-10 minutes
 - ₃ 11-20 minutes
 - ₄ More than 20 minutes
15. When you interacted with your mentee or did things for him/her, how often did you use tips or pointers that program staff had suggested to you?
- ₀ Staff never gave me tips or pointers
 - ₁ Staff gave me tips or pointers, but I never used them
 - ₂ Very rarely
 - ₃ Every few times we met
 - ₄ Almost every time we met
 - ₅ Every time we met
16. To what extent were your contacts with agency staff helpful in strengthening your mentoring relationship?
- ₁ Not at all helpful
 - ₂ Not very helpful
 - ₃ Fairly helpful
 - ₄ Very helpful
17. Overall, how well do you think your contacts with agency staff prepared you for helping your mentee make positive improvements and changes in his/her life?
- ₁ Not at all
 - ₂ Very little
 - ₃ Somewhat
 - ₄ Fairly well
 - ₅ Very well

18. *Did you participate in any in-person or online mentor support groups, discussion groups/boards, blogs or other types of interactions with other mentors?

- ₁ Yes → **Go to Question 18a.**
- ₂ No; my agency did not provide these opportunities → **Skip to Question 19.**
- ₃ No; my agency provided these opportunities, but I did not participate → **Skip to Question 19.**

IF YES:

18a. *Were these interactions online or in person?

- ₁ Online
- ₂ In person
- ₃ Both online and in person
- ₄ Another format (*please describe*): _____

18b. *How many times have you participated in these interactions since you started your relationship with your mentee?

- ₁ Once
- ₂ 2-3 times
- ₃ More than 3 times

18c. *How helpful were these interactions?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

18d. *What did these interactions consist of? (*Please check **ALL** that apply.*)

- ₁ Mentor support groups
- ₂ Mentor discussion groups or forums
- ₃ Mentor blogs
- ₄ Mentor meetings (e.g., after mentoring sessions)
- ₅ Informal discussions with mentors
- ₉ Other (please describe): _____

19. *Did you participate in any training for this mentoring relationship **before** you started meeting with your mentee? Please do not include training that you may have received for a previous mentoring relationship, but do include any one-on-one, group, in-person or online instruction you received on how to be a mentor to your mentee in your current program.

- ₀ No → **Skip to Question 20.**
- ₁ Yes → **Go to Question 19a.**

19a. *Which of the following type(s) of training did you receive in your current program **before** beginning your mentoring relationship to support your relationship with your mentee? [*Please check **ALL** that apply.*]

- ₁ Group, face-to-face training with other mentors (but not with my mentee(s))
- ₂ Group, face-to-face training with my mentee(s) and other mentee-mentor pairs
- ₃ Individual, face-to-face training
- ₄ Formal online training, tutorials, or workshops (i.e., not online materials)
- ₅ Written or online materials about mentoring (i.e., not a formal online training)
- ₆ Telephone-based training

19b. *About how many hours of training did you receive **before** beginning your mentoring relationship?

- ₁ Less than 1 hour
- ₂ 1 to less than 2 hours
- ₃ 2 to less than 3 hours
- ₄ 3 to less than 4 hours
- ₅ 4 hours or more

20. *Have you participated in any training **after** you started meeting with your mentee? Please include any one-on-one, group, in-person or online instruction you received on how to be a mentor to your mentee in your current program.

- ₀ No → **Skip to Question 21.**
- ₁ Yes → **Go to Question 20a.**

20a. *Which of the following type(s) of training have you received in your current program **after** beginning your relationship with your mentee? *[Please check **ALL** that apply.]*

- ₁ Group, face-to-face training with other mentors (but not with my mentee(s))
- ₂ Group, face-to-face training with my mentee(s) and other mentee-mentor pairs
- ₃ Individual, face-to-face training
- ₄ Formal online training, tutorials, or workshops (i.e., not online materials)
- ₅ Written or online materials about mentoring (i.e., not a formal online training)
- ₆ Telephone-based training

20b. *About how many hours of training did you receive **after** beginning your mentoring relationship?

- ₁ Less than 1 hour
- ₂ 1 to less than 2 hours
- ₃ 2 to less than 4 hours
- ₄ 4 to less than 10 hours
- ₅ 10 hours or more

21. When developing training and support for mentoring programs, it is helpful for program staff to know what kinds of issues arise in mentoring relationships and whether their support has helped mentors overcome those issues. In answering this next set of questions, please think about:

- (1) First, whether each issue has come up during your interactions with your mentee—that is, whether this was an issue you needed help with;
- (2) If it has, whether training or support was available and accessed on that particular issue; and
- (3) If you did get training or support in that area, how helpful it was.

	1) Was help needed in this area?	2) If help was needed, was it available and accessed?	3) If help was accessed, how helpful was training/support?
a) Working with higher-risk or “special needs” youth?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful

	1) Was help needed in this area?	2) If help was needed, was it available and accessed?	3) If help was accessed, how helpful was training/support?
b) Strengthening your relationship with your mentee?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
c) Feeling comfortable with your mentee’s cultural and socioeconomic background?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
d) Advocating for your mentee with others?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
e) Helping your mentee develop new skills?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
f) Addressing your mentee’s social, emotional or behavioral issues?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
g) Identifying or accessing community resources that could help your mentee or his/her family (e.g., programs, activities, teachers)?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
h) Learning about your mentee’s interests and needs?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful
i) *Working with more than one youth?	<input type="checkbox"/> ₁ Yes → <input type="checkbox"/> ₀ No	<input type="checkbox"/> ₂ Help was available and I did use it → <input type="checkbox"/> ₀ Help was <u>not</u> available <input type="checkbox"/> ₁ Help <u>was</u> available, but I did not use it	<input type="checkbox"/> ₁ Not at all helpful <input type="checkbox"/> ₂ Not very helpful <input type="checkbox"/> ₃ Fairly helpful <input type="checkbox"/> ₄ Very helpful

For these next few questions, please think more specifically about the **training** you received through the program.

22. When you interacted with your mentee or did things for him/her, how often did you use tips or pointers that were suggested to you in training?

- ₀ I did not receive any training
- ₁ I did receive training, but did not receive any tips or pointers
- ₂ I did receive tips or pointers in my training, but I never used them
- ₃ Very rarely
- ₄ Every few times we met
- ₅ Almost every time we met
- ₆ Every time we met

23. To what extent was your training helpful in strengthening your mentoring relationship?

- ₀ I did not receive any training
- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

24. Overall, how well do you think your training prepared you for helping your mentee make positive improvements and changes in his/her life?

- ₀ I did not receive any training
- ₁ Not at all
- ₂ Very little
- ₃ Somewhat
- ₄ Fairly well
- ₅ Very well

In these next few questions, please note that the “mentoring program” refers to the organization that paired you with your mentee.

25. To what extent do you agree or disagree with the following statements?	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) Program staff have shared important information with me about my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Program staff have connected me with outside resources to help my mentee (social workers, clinicians, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Program staff have provided suggestions on what I can do with my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My program has been clear about wanting me to strengthen my mentee’s connections with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My program has been clear about wanting me to help my mentee to strengthen his/her skills, behaviors, interests or talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To what extent do you agree or disagree with the following statements?	(Check One)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
f) My program has given me ideas on how to strengthen my mentee's connections with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) My program has given me pointers on how I could help my mentee learn new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) My program has given me ideas for activities to do with my mentee to strengthen his/her relationships with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) My program has given me ideas for activities I could do with my mentee to strengthen his/her skills, behaviors, interests or talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) My program has given me ideas for ways that I can support the development of my mentee's special interests or talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) The money I have spent on my mentee and/or his/her family was more than I expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) *The mentoring program has provided sufficient opportunities for me to interact with other mentors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) *My mentoring program helped to offset costs for my mentoring relationship (for example, by giving me coupons or passes, inviting me to program-sponsored activities, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) *The amount of time I spent <u>with my mentee</u> was more than expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) *The amount of time I spent overall <u>on the program</u> (including, but not limited to, time with my mentee) was more than expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How often did you talk with staff (e.g., during training or support calls) about taking on a teaching or guidance role in your relationship with your mentee (i.e., helping to strengthen, expand, or improve your mentee's skills, behaviors, interests, or character)?

- 0 I did not talk with staff
- 1 I did talk with staff, but we never discussed this
- 2 Fewer than half of the times we talked
- 3 About half of the times we talked
- 4 Most of the times we talked
- 5 Every time we talked

27. What did the agency do to help you take on a teaching or guidance role with your mentee? (Please check **ALL** that apply.)
- ₀ The agency did not help me take on a teaching role with my mentee.
 - ₁ The agency provided me with written materials and resources.
 - ₂ My initial training focused on this.
 - ₃ I attended training that focused on this, after I began meeting with my mentee.
 - ₄ The program connected me with other mentors who helped me take on this focus.
 - ₅ Program staff provided me with ideas during our discussions.
28. How often did you talk with staff (e.g., during training or support calls) about taking on an advocacy role in your relationship with your mentee (e.g., building or strengthening his/her relationships/connections with others, connecting him/her with community or school resources, speaking up for him/her with others, etc.)?
- ₀ I did not talk with staff
 - ₁ I did talk with staff, but we never discussed this
 - ₂ Fewer than half of the times we talked
 - ₃ About half of the times we talked
 - ₄ Most of the times we talked
 - ₅ Every time we talked
29. What did the agency do to help you take on an advocacy role with your mentee? (Please check **ALL** that apply.)
- ₀ The agency did not help me take on an advocacy role with my mentee.
 - ₁ The agency provided me with written materials and resources.
 - ₂ My initial training focused on this.
 - ₃ I attended training that focused on this, after I began meeting with my mentee.
 - ₄ The program connected me with other mentors who helped me take on this role.
 - ₅ Program staff provided me with ideas during our discussions.
30. Over the last year, have you attended any program-sponsored activities or events with your mentee?
- ₀ No, I have not attended any program-sponsored activities; but the program did offer one or more.
→ **Skip to Question 31.**
 - ₀ No, I have not attended any program-sponsored activities; the program did not offer any.
→ **Skip to Question 31.**
 - ₁ Yes, I have attended at least one program-sponsored activity or event. → **Go to Question 30a.**
- IF YES:
- 30a.** How many program events or activities did you attend? _____ events
- 30b.** Did your mentee's parent attend?
- ₀ No.
 - ₁ Yes, but only some of the events I attended.
 - ₂ Yes, all of the events I attended.
- 30c.** How helpful did you find these events in strengthening your relationship with your mentee's parent?
- ₁ Not at all helpful (my mentee's parent did not attend)
 - ₂ Not at all helpful (even though my mentee's parent did attend)
 - ₃ Not very helpful
 - ₄ Somewhat helpful
 - ₅ Very helpful

30d. How helpful did you find these events in strengthening your own relationship with your mentee?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Somewhat helpful
- ₄ Very helpful

30e. To what extent do you agree or disagree that you learned something new from these activities?

- ₁ Strongly disagree
- ₂ Disagree
- ₃ Agree
- ₄ Strongly agree

30f. To what extent do you agree or disagree that these activities helped you learn something new about your mentee?

- ₁ Strongly disagree
- ₂ Disagree
- ₃ Agree
- ₄ Strongly agree

EXPENSES

*If you are matched with more than one youth and meet with them in a group, you may choose to skip this section and go to Question 38, **AFTER** you have responded to this section for one youth in your group.*

In these next few questions, we are trying to understand more about the costs volunteers might incur during the normal course of their mentoring relationship. Please don't take a lot of time trying to be precise—we are interested in very broad estimates. To answer these questions, please think about a "typical" month in your relationship with your mentee so far.

31. *About how much were your 'out-of-pocket' (cash) expenses spent on your mentee and your mentee's family **in a typical month** (please DO NOT include costs for gas or public transportation, but DO include money you spent on food, entrance fees, gifts, etc.)?

- ₀ \$0
- ₁ \$1 to less than \$10
- ₂ \$10 to less than \$20
- ₃ \$20 to less than \$30
- ₄ \$30 to less than \$40
- ₅ \$40 to less than \$50
- ₆ \$50 or more

32. *What is the estimated value of all ‘in-kind’ or donated coupons, gift cards, passes, etc. that you used doing activities with your mentee and/or your mentee’s family **in a typical month** (regardless of whether you received the donations from the program or other sources)?
- ₀ \$0
 - ₁ \$1 to less than \$10
 - ₂ \$10 to less than \$20
 - ₃ \$20 to less than \$30
 - ₄ \$30 to less than \$40
 - ₅ \$40 to less than \$50
 - ₆ \$50 or more
33. *About how much money did you spend **in a typical month** on buses, metros, taxis, trains or other forms of transportation (**not** including your own costs for gas) for meetings with your mentee (please include travel to pick up your mentee, drop him/her off, go to activities together, etc.)?
- ₀ \$0
 - ₁ \$1 to less than \$10
 - ₂ \$10 to less than \$20
 - ₃ \$20 to less than \$30
 - ₄ \$30 to less than \$40
 - ₅ \$40 to less than \$50
 - ₆ \$50 or more
34. *Did your mentoring program provide any compensation or stipend for gas or activities you engaged in with your mentee?
- ₀ No
 - ₁ Yes
35. *To what extent were your expenses voluntary versus an “expected” part of program requirements?
- ₀ I had no expenses.
 - ₁ My expenses were completely voluntary (my program did not ask or expect me to spend this money)
 - ₂ My expenses were partially required (some things I spent money on were voluntary, but my program did have expectations for our activities that cost money)
 - ₃ My expenses were completely required (the things I did with/for my mentee were expected and cost money)
36. * About how many miles did you drive **in a typical month** for meetings with your mentee (please include miles you drove to pick up/drop off your mentee, get to meetings with him/her, go to activities together, etc., but do not include other forms of transportation used to get to your meetings)?
- ₀ In a typical month, I did not drive to get to meetings with my mentee.
 - ₁ Less than 5 miles per month
 - ₂ 5 to less than 10 miles per month
 - ₃ 10 to less than 15 miles per month
 - ₄ 15 to less than 25 miles per month
 - ₅ 25 to less than 35 miles per month
 - ₆ 35 to less than 50 miles per month
 - ₇ Another amount: About _____miles per month

37. * About how many miles did you travel **in a typical month** to do things for your mentee—not including getting to/from activities with your mentee (for example, driving to program trainings, to get information or resources for your mentee, to meet with a teacher on behalf of your mentee, etc.)?

- ₀ In a typical month, I did not travel to do things for my mentee.
- ₁ Less than 5 miles per month
- ₂ 5 to less than 10 miles per month
- ₃ 10 to less than 15 miles per month
- ₄ 15 to less than 25 miles per month
- ₅ 25 to less than 35 miles per month
- ₆ 35 to less than 50 miles per month
- ₇ Another amount: About _____ miles per month

CONTINUING YOUR RELATIONSHIP WITH YOUR MENTEE

These next questions ask about the challenges you have encountered with your mentee, whether you will continue meeting with your mentee and if not, why and how your relationship is ending. First, please rate the extent to which you have found the following issues challenging in your relationship with your mentee.

38. How challenging have you found the following aspects of your mentoring relationship?	(Check One)			
	Not At All Challenging	Not Very Challenging	Somewhat Challenging	Very Challenging
a) Having conversations with my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Keeping my mentee engaged in our relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Getting together with my mentee (e.g., transportation, scheduling, disconnected phone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Managing my mentee’s behavioral issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Differences in our interests or personalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Getting support from my mentee’s family in fostering our relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) My mentee’s family asking me for too much help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) My mentee’s preparation for our meetings (e.g., being ready on time, canceling meetings without sufficient notice or a good reason)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Finding resources for my mentee or his/her family in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Getting my mentee interested in the resources/experiences I offered him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Figuring out what my mentee’s needs and interests are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Teaching my mentee new skills or behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) *Managing negative interactions among my mentees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) *Getting to know my mentees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) *Sustaining my mentees’ interest in our activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) *Getting program support in how to manage my group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. How have you tried to overcome challenges in your mentoring relationship? *(Please check **ALL** that apply.)*

- ₀ I haven't faced any significant challenges in our relationship.
- ₁ I have faced significant challenges in our relationship, but haven't yet tried to overcome them.
- ₂ I got advice from staff at my mentoring program.
- ₃ I talked with my mentee's parent/guardian about it.
- ₄ I talked with my mentee about it.
- ₅ I attended a program event or training.
- ₆ I read program materials.
- ₇ I got advice or help from other mentors.
- ₈ I got advice or help from someone outside of my mentoring program.
- ₉ Other (please describe):

40. Will you continue meeting with your current mentee over the next few months? *[Please remember this information will **not** be shared with your mentoring program.]*

- ₀ No, my relationship will end soon → **Go to Question 41.**
- ₁ No, my relationship has already ended → **Go to Question 41.**
- ₂ Yes → **Skip to Question 48.**

41. Why will/did your relationship end? *[Please check **ALL** that apply.]*

- | | |
|--|--|
| <input type="checkbox"/> ₁ My program commitment is ending (I committed to this amount of time) | <input type="checkbox"/> ₉ Difficulty bridging cultural differences |
| <input type="checkbox"/> ₂ Not enough interest on my mentee's part | <input type="checkbox"/> ₁₀ It no longer fits into my schedule |
| <input type="checkbox"/> ₃ Not enough support from my company or school | <input type="checkbox"/> ₁₁ I am moving |
| <input type="checkbox"/> ₄ The program needed more time than I had | <input type="checkbox"/> ₁₂ My mentee is moving or changing schools |
| <input type="checkbox"/> ₅ I realized I don't enjoy working with youth | <input type="checkbox"/> ₁₃ My mentee's family was not supportive |
| <input type="checkbox"/> ₆ My mentee didn't seem to need a mentor | <input type="checkbox"/> ₁₄ A change in my own personal circumstances |
| <input type="checkbox"/> ₇ Differences in our interests or personalities | <input type="checkbox"/> ₁₅ My mentee's needs were too severe |
| <input type="checkbox"/> ₈ The program asked me to do things as a mentor that I do not feel I have the skills to do | <input type="checkbox"/> ₁₆ Not enough program staff support |
| | <input type="checkbox"/> ₁₇ Other (please describe): _____ |

42. Who initiated the end of your relationship? *[Please check **ALL** that apply.]*

- ₁ I did
- ₂ My mentee
- ₃ Staff from my mentoring program
- ₄ My mentee's parents or guardians

43. Did you meet with program staff to help with the closure of your relationship?

- ₀ No; I did not meet with a program staff member.
- ₁ Yes; I had a meeting with a program staff member and my mentee.
- ₂ Yes; I had a private meeting with a program staff member.

44. Did program staff give you ideas to help you deal with the relationship's ending?

- ₀ No
- ₁ Yes

45. Did program staff give you ideas to help your mentee understand the reasons for the relationship's ending?

- ₀ No
- ₁ Yes

46. Did you talk with your mentee about the relationship ending?

- ₀ No
- ₁ Yes

47. How helpful were program staff in making your closure a positive experience for you?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Fairly helpful
- ₄ Very helpful

48. Would you consider mentoring again?

- ₀ Definitely not
- ₁ Probably not
- ₂ Probably
- ₃ Definitely
- ₄ Definitely; In fact, I am already mentoring another youth.

49. Is there anything else you'd like to tell us about your mentoring relationship or your experiences in your mentoring program? *Please describe:* _____

YOUR MENTORING PROGRAM

We have just a few more questions we'd like to ask you about your mentoring program.

*[***Insert program path here.***]*

50. In what month and year did you last meet face-to-face with your mentee? *(Please provide the month and year of your last in-person get together (or outing). If your match has already closed, do not consider any official "closure" meeting you might have had with your mentee and agency staff. Even if you do not know the exact month, your best guess is very helpful.)*

Month (e.g., 1, 2...12): _____ **Year:** _____

***ADDITIONAL QUESTIONS FOR GROUP MENTORS** (Please only answer ONCE in the first survey you complete.)

51. *How many youth are in your group? _____ youth
52. *How often does your mentoring group meet?
- ₁ Once a month or less
 - ₂ Every other week
 - ₃ Once a week
 - ₄ More than once a week
53. *For how long do you meet each time you get together?
- ₁ less than 30 minutes
 - ₂ 30-60 minutes
 - ₃ 61 to 90 minutes
 - ₄ Over 90 minutes
54. *Do you have any ground rules in your group?
- ₀ No
 - ₁ Yes, my group developed them ourselves
 - ₂ Yes, the program outlined them
55. *Before becoming a mentor in this program, did you have experience working with groups of youth?
- ₀ No
 - ₁ Yes
56. *Does the makeup of your group stay consistent (that is, apart from occasional absences or youth who leave the program, do the members of your group stay the same from week to week)?
- ₀ No
 - ₁ Yes
57. *Do your meetings follow a set plan or structure?
- ₀ No
 - ₁ Yes, but very little of our time is structured.
 - ₁ Yes, most our time is structured.
 - ₂ Yes, all of our time is structured.
58. *Do you spend any time one-on-one with individual youth in your group?
- ₀ No
 - ₁ Yes, but very little.
 - ₁ Yes, I spend a fair amount of time alone with each of the youth in my group.

**YOUR SURVEY IS COMPLETE!
THANK YOU!**

YOUTH ID:

MENTOR ID:

Place ID Sticker Here

YOUTH FIRST NAME:

Appendix G4. Youth Baseline Survey

DATE: _____

YOUTH ID:

Place ID Sticker Here

YOUTH BASELINE SURVEY

Agency Name: _____

Youth's First Name *[please print]*: _____

Youth's Last Name *[please print]*: _____

American Institutes for Research, MEDP Youth Survey

This resource was prepared by the author(s) using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

[This cover page should be removed from the survey before it is administered to youth.]

American Institutes for Research, MEDP Youth Survey

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YOUTH ID:

Place ID Sticker Here

YOUTH SURVEY

About Me

These first questions are about you and how you feel about yourself. Kids feel lots of different ways, so there are no "right" or "wrong" answers. For each sentence, decide how true the sentence is for you. Then place an "X" in the box for the answer that fits best.

How true is each of these sentences for you?	(Mark One)			
	Not at All True	A Little True	Mostly True	Very True
1. I am happy with myself as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have goals for my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know what I want to do for a career (or job).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am interested in learning about careers (or jobs) I could have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I don't like to ask for help from other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I wish I had more to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am happy with the way I can do most things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know where to go for help with a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I look for people who can give me good advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I want to do something new, I think of ideas for how to make it happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I figure out how to make the most of what I have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I have trouble with something, I try to learn from someone who knows about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can figure out how to get involved in activities that I enjoy or want to learn more about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am as good a person as I want to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can find the things I need to help me solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I try not to ask others for help even when I have trouble figuring things out on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can think of lots of solutions when something goes wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I'm interested in something, I can find lots of ways to learn more about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Even when others want to quit, I know that I can find ways to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I sometimes think I am a failure (a "loser").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How true is each of these sentences for you?	(Mark One)			
	Not at All True	A Little True	Mostly True	Very True
21. I am the kind of person I want to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I often feel ashamed of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I am good at figuring out how to get the kind of help I need to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. When I need help, I find someone to talk with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. When I want to get better at something, I look for ways to help myself improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. When I have a problem, I can come up with lots of ways to solve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I ask for help from teachers or friends when I have difficult school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I like being just the way I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adults in my life

29. Right now in your life, is there a special adult (NOT your parent or guardian or other person who has raised you) who you often spend time with? A special adult is someone who really cares about what happens to you. It is someone:

- (a) who you look up to and encourages you to do your best,
- (b) who influences what you do and the choices you make, and
- (c) who you can talk to about personal problems

- No, I don't have a special adult in my life right now.
- Yes, I do have a special adult in my life.

29a. If you answered "Yes" to Question 29: Who is this special adult? (Please check a box for every adult you would consider a "special adult" in your life right now.)

- | | | |
|---|--|---|
| <input type="checkbox"/> 1 Grandparent | <input type="checkbox"/> 6 Teacher | <input type="checkbox"/> 9 My parent's friend |
| <input type="checkbox"/> 2 Aunt or Uncle | <input type="checkbox"/> 7 Counselor | <input type="checkbox"/> 10 Coach or activity leader |
| <input type="checkbox"/> 3 Other relative | <input type="checkbox"/> 8 An adult mentor you | <input type="checkbox"/> 11 Other (<i>please describe</i>): |
| <input type="checkbox"/> 4 Neighbor | are matched with | _____ |
| <input type="checkbox"/> 5 My friend's parent | through a program | |

29b. If you checked more than one type of special adult: Please tell us the one who is most important in your life right now (write the number next to the box here): _____

30. Over the past year, have you had one or more adults in your life (NOT your parent or guardian or other person who has raised you) who have done the following things for you? Place an “X” in the box that fits best.

Over the past year, have you had an adult in your life (not your parent or guardian) who has...	(Mark One)	
	No	Yes
a. Helped you get better at playing a sport?	<input type="checkbox"/>	<input type="checkbox"/>
b. Taught you how to work through hard school assignments?	<input type="checkbox"/>	<input type="checkbox"/>
c. Helped you figure out how to solve an argument with a friend?	<input type="checkbox"/>	<input type="checkbox"/>
d. Taken you to places you had never seen before?	<input type="checkbox"/>	<input type="checkbox"/>
e. Helped you learn more about eating right and exercising?	<input type="checkbox"/>	<input type="checkbox"/>
f. Helped you learn how to play an instrument, draw, sing or develop another talent?	<input type="checkbox"/>	<input type="checkbox"/>
g. Helped you meet people who are doing the kinds of things you’d like to do when you finish your education?	<input type="checkbox"/>	<input type="checkbox"/>
h. Helped you learn how to set goals for yourself?	<input type="checkbox"/>	<input type="checkbox"/>
i. Helped you learn how to make yourself feel better when something bad happens?	<input type="checkbox"/>	<input type="checkbox"/>
j. Helped you learn about different ways you can help others?	<input type="checkbox"/>	<input type="checkbox"/>
k. Helped you learn how to stand up for what you think is right?	<input type="checkbox"/>	<input type="checkbox"/>
l. Helped you figure out how to avoid getting involved in risky behaviors like using alcohol or drugs or getting in fights with others?	<input type="checkbox"/>	<input type="checkbox"/>
m. Taught you how to work on goals that you have set for yourself?	<input type="checkbox"/>	<input type="checkbox"/>

How Things are Going at Home

These questions ask about how things are going with your parent, guardian or caregiver—that is, the person who is most involved in raising you. If you live with two parents or caregivers, please respond about the one you feel closest to. Think about **HOW OFTEN** each sentence is true for you. Then place an “X” in the box for the answer that fits best.

How often are these sentences true for you?	(Mark One)			
	Almost Never or Never true	Sometimes True	Often True	Almost Always or Always True
31. My parent is proud of the things I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I get along well with my parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. My parent pays attention to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. My home is a nice place to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I can count on my parent to help me when I have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I trust my parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. My parent cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. My parent understands me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. My parent accepts me as I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. My parent respects my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How Things Are Going in School

41. Think about the grades and marks you are getting in school in each of the areas below. Please tell us about how you are doing right now, even if you think this will change. If you are answering this question during the summer break, please let us know how you did on your *last* report card. If you get letter grades (like A, B, C, D or F), think about what those grades would be right now. If you do not get letter grades, please use the words underneath each grade to help you decide which box to mark. Then place an “X” in the box that fits best.

How are you doing in each of these subjects right now?	(Mark One)				
	F Not Good At All	D Not So Good	C Good	B Very Good	A Excellent
a) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reading or Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. During the last three months that you were in school, on an average school day, how many hours after school have you worked on homework or projects for school? *(Please check only one box.)*

- I do not do homework or work on school projects on an average school day
- Less than one hour per day
- 1 - 2 hours per day
- More than 2, but fewer than 3 hours per day
- 3 or more hours per day

Friends in my life

These next few questions ask about your friends. For each sentence, decide how many of your friends the sentence is true for. Then place an “X” in the box that fits best.

How many of your friends...	(Mark One)			
	NONE of my friends	SOME of my friends	MOST of my friends	ALL of my friends
43. get in trouble at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. are interested in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. go to school regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. get into fights at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. are kind to others your age?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. get into fights with others your age?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. like to do things to help out in their community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. use bad language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. lie a lot to adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. like to do things that make you scared or uncomfortable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How I Feel

These next questions ask about how you might have been acting or feeling lately. For each question, please mark how much you have felt or acted this way **in the past two weeks**. Then place an "X" in the box that fits best.

In the past <u>two</u> weeks...	(Mark One)		
	Not True	Sometimes True	True Most of the Time
53. I felt miserable or unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. I didn't enjoy anything at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. I felt so tired I just sat around and did nothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. I was very restless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I felt I was no good any more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I cried a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I found it hard to think properly or concentrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. I hated myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. I was a bad person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. I felt lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I thought nobody really loved me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I thought I could never be as good as other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I did everything wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My Activities

Please tell us whether you have been involved in any of the following activities over the past year by placing an “X” in the box that fits best.

Over the past year have you...	(Mark One)	
	No	Yes
66. Been involved in <u>after-school</u> programs or activities <u>at your school</u> (like arts, chess club, science club or yearbook)?	<input type="checkbox"/>	<input type="checkbox"/>
67. Been involved in clubs <u>during the school day</u> at your school (like band, newspaper, drama)?	<input type="checkbox"/>	<input type="checkbox"/>
68. Been involved in an after-school program or club but <u>not at your school</u> (like a Boys & Girls Club, 4H, Boy/Girl Scouts, YMCA, recreation center or a church youth group)?	<input type="checkbox"/>	<input type="checkbox"/>
69. Played on or helped with a <u>school</u> sports team or league?	<input type="checkbox"/>	<input type="checkbox"/>
70. Played on or helped with a sports team <u>outside</u> of school?	<input type="checkbox"/>	<input type="checkbox"/>
71. Took lessons in or practiced music, art, drama or dance after school or on weekends?	<input type="checkbox"/>	<input type="checkbox"/>
72. Worked at a job for pay?	<input type="checkbox"/>	<input type="checkbox"/>
73. Participated in community service or volunteering (for example, doing something to help your neighborhood or city to be a better place to live—do <u>not</u> include something you did only during school, like a class project)?	<input type="checkbox"/>	<input type="checkbox"/>
74. Been a leader in a school or community activity?	<input type="checkbox"/>	<input type="checkbox"/>
75. Visited a workplace to see what it would be like to work there?	<input type="checkbox"/>	<input type="checkbox"/>
76. Been involved in a mentoring program where you meet with one adult (or older student) who is your assigned mentor?	<input type="checkbox"/>	<input type="checkbox"/>
77. Been involved in a mentoring program where you and other kids meet with one or more adults (or older students) who are assigned mentors for the whole group?	<input type="checkbox"/>	<input type="checkbox"/>

Things I've Done in the Last Year

In these next questions, we'd like to know about different things you've done or that have happened to you during the LAST YEAR. This section asks about some activities which may be against the rules or against the law. We hope you will answer all of these questions. But if you find a question which you cannot answer honestly, we would rather that you leave it blank. Remember, your answers will be kept completely private—your name will not be on your survey. Please remember to think only about the last YEAR. Then place an "X" in the box that fits best. **Check the box in the first, shaded column only if you have NEVER, EVER done the activity, in your whole life. If you HAVE done it, check one of the last three boxes to show how often you have done it.**

78. During the LAST YEAR, how often have you . . .	(Mark One)			
	I have NEVER EVER done this in my whole life	I HAVE done this...		
		But <u>not</u> in the last year	1-2 times in the last year	3 or more times in the last year
a. Argued or had a fight with either of your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hit an adult (like your parent or teacher)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Gotten into a serious fight at school or in your neighborhood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Taken part in a fight where a group of your friends were against another group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Read a book from start to finish?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Hurt someone badly enough to need bandages or a doctor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Used a knife or gun or some other thing (like a club) to get something from a person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Taken something not belonging to you worth under \$50?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Taken something not belonging to you worth \$50 or more?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Taken something from a store without paying for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Taken a car that didn't belong to someone in your family without permission of the owner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Taken part of a car without permission of the owner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Helped someone solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

78. During the LAST YEAR, how often have you . . .	(Mark One)			
	I have NEVER EVER done this in my whole life	I HAVE done this...		
		But <u>not</u> in the last year	1-2 times in the last year	3 or more times in the last year
n. Gone into some house or building when you weren't supposed to be there?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Set fire to someone's property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Damaged school property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Damaged property at another public place on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Been arrested and taken to a police station?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Been stopped, picked up, or warned by the police, without being arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Been initiated into a named gang?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Run away from home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Skipped school without permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Skipped a class without permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Did all of your homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Had to visit the principal's office at school because of your behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Received an <u>in-school</u> suspension or detention at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Used tobacco (cigarettes, cigars, chewing tobacco)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Drunk alcohol without your parents knowing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. Used marijuana (pot)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. Used other drugs (such as inhalants, cocaine, LSD, heroin, steroids), <u>not</u> including medicine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Used medicine or prescription drugs to get high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. Did something nice for your parent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOU ARE FINISHED. THANK YOU!

DATE: _____

YOUTH ID:

Place ID Sticker Here

DICTIONARY

If you are not sure about what a word means, please look it up in this list. If you still have a hard time or don't find the word in the list, please answer the question as best as you can or skip it.

- *Accept(s)* = are okay with
- *Adults who are not relatives* = grown-ups who are not related to you; for example, your parents' friends, teachers, neighbors, coaches, your friends' parents
- *Advice* = ideas on what to do or how to do something
- *Alcohol* = beer, wine or other liquor
- *Argument* = disagreement
- *Arrested* = taken to jail
- *Ashamed* = unhappy with yourself, embarrassed
- *Assignments* = school work; things you need to do for school
- *Average* = usual, regular, typical
- *Avoid* = to make sure you don't do something
- *Career* = a job; what you do for a living
- *Community* = place where you live, neighborhood, city
- *Community service* = something you do (often with a class or other group) to help others; projects to make your community or neighborhood better
- *Concentrate* = to focus on something and think really hard about it
- *Consider* = to think of
- *Damaged* = hurt, break, ruin or destroy something
- *Difficult* = hard
- *Education* = school
- *Encourage* = to make someone feel good about doing something
- *Expelled from school* = being told by a school official (like a teacher or principal) that you could not come back to school because of your behavior
- *Goals* = things you want to do in the future
- *Improve* = to get better
- *Influence* = affect, change
- *Inhalants, cocaine, LSD, heroin, steroids* = drugs that are not given to you by a doctor
- *Initiated into a gang* = to be allowed to be part of a gang
- *Marijuana/pot* = or "weed"; a drug that is not given to you by a doctor
- *Miserable* = very unhappy, sad
- *Parent/Guardian* = your mom or dad; an adult who lives with you and takes care of you
- *(without) Permission* = someone did not say it was okay for you to do something
- *Personal problems* = things you are having a hard time with

- *Prescription drugs* = medicine a doctor gives you to take
- *Properly* = do something well, correctly
- *Property* = something belonging to someone
- *Proud* = to feel good about something
- *Public place* = a place where all people can go, for example a park or library
- *Relatives* = people who are members of your family like parents, aunts, uncles, grandparents
- *Respects* = thinks highly of
- *Respond* = answer
- *Restless* = moving around a lot, not relaxed
- *Risky behaviors* = things that are against the rules or could hurt you
- *Set goals* = decide on things you want to do in the future
- *Solution* = the answer to a problem
- *Solve* = find the answer; figure out how to do something
- *Suspended/suspension* = being told by a school official (like a teacher or principal) that you can't go back to school until your behavior gets better
- *Talent* = something you can do well
- *Volunteering* = to do something without being paid
- *Workplace* = a place where people work, a job

Appendix G5. Youth Follow-Up Survey

DATE: _____

YOUTH ID:

YOUTH FOLLOW-UP SURVEY

Agency Name:

Youth's First Name *[please print]*:

Youth's Last Name *[please print]*:

[This cover page should be removed from the survey before it is administered to youth.]

American Institutes for Research, MEDP Youth Follow-Up Survey

This resource was prepared by the author(s) using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

YOUTH ID:

YOUTH FOLLOW-UP SURVEY

About Me

These first questions are about you and how you feel about yourself. People feel lots of different ways, so there are no "right" or "wrong" answers. For each sentence, decide how true the sentence is for you. Then place an "X" in the box for the answer that fits best.

How true is each of these sentences for you?	(Mark One)			
	Not at All True	A Little True	Mostly True	Very True
1. I am happy with myself as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have goals for my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know what I want to do for a career (or job).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am interested in learning about careers (or jobs) I could have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I don't like to ask for help from other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I wish I had more to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am happy with the way I can do most things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know where to go for help with a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I look for people who can give me good advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I want to do something new, I think of ideas for how to make it happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I figure out how to make the most of what I have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I have trouble with something, I try to learn from someone who knows about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can figure out how to get involved in activities that I enjoy or want to learn more about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am as good a person as I want to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can find the things I need to help me solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I try not to ask others for help even when I have trouble figuring things out on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can think of lots of solutions when something goes wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How true is each of these sentences for you?	(Mark One)			
	Not at All True	A Little True	Mostly True	Very True
18. If I'm interested in something, I can find lots of ways to learn more about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Even when others want to quit, I know that I can find ways to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I sometimes think I am a failure (a "loser").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I am the kind of person I want to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I often feel ashamed of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I am good at figuring out how to get the kind of help I need to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. When I need help, I find someone to talk with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. When I want to get better at something, I look for ways to help myself improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. When I have a problem, I can come up with lots of ways to solve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I ask for help from teachers or friends when I have difficult school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I like being just the way I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I understand my moods and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I get into arguments when I disagree with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I am aware of how my moods affect the way I treat other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I control myself when I am frustrated, angry, or disappointed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I can tell when someone is getting angry or upset before they say anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I stop and think before doing anything when I get angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I care about other people's feelings and points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I try to work out disagreements with others by talking to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. If I can't figure something out, I try different solutions until one works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. When I make a decision, I think about what might happen afterward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adults in my life

39. Right now in your life, is there a special adult (NOT your parent or guardian or other person who has raised you) who you often spend time with? A special adult is someone who really cares about what happens to you. It is someone:

- (a) who you look up to and encourages you to do your best,
- (b) who influences what you do and the choices you make, and
- (c) who you can talk to about personal problems

- No, I don't have a special adult in my life right now. → **Skip to Question 40.**
- Yes, I do have a special adult in my life. → **Go to Question 39a below.**

39a. **If you answered "Yes" to Question 39: Who is this special adult?** (Please check a box for every adult you would consider a "special adult" in your life right now.)

- | | | |
|---|---|---|
| <input type="checkbox"/> 1 Grandparent | <input type="checkbox"/> 7 Counselor | <input type="checkbox"/> 9 My parent's friend |
| <input type="checkbox"/> 2 Aunt or Uncle | <input type="checkbox"/> 8 An adult mentor you are matched with through a program (please write down your mentor's name): | <input type="checkbox"/> 10 Coach or activity leader |
| <input type="checkbox"/> 3 Other relative | | <input type="checkbox"/> 11 Pastor or other member of my church |
| <input type="checkbox"/> 4 Neighbor | | <input type="checkbox"/> 12 Other (please describe): |
| <input type="checkbox"/> 5 My friend's parent | | _____ |
| <input type="checkbox"/> 6 Teacher | | _____ |

39b. **VERY IMPORTANT!** If you checked more than one type of special adult: Please tell us the one who is most important in your life right now (please write the number next to the box you checked here): _____

How Things are Going at Home

These questions ask about how things are going with your parent, guardian or caregiver—that is, the person who is most involved in raising you. If you live with two parents or caregivers, please respond about the one you feel closest to. Think about **HOW OFTEN** each sentence is true for you. Then place an "X" in the box for the answer that fits best.

How often are these sentences true for you?	(Mark One)			
	Almost Never or Never True	Sometimes True	Often True	Almost Always or Always True
40. My parent is proud of the things I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I get along well with my parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. My parent pays attention to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often are these sentences true for you?	(Mark One)			
	Almost Never or Never True	Sometimes True	Often True	Almost Always or Always True
43. My home is a nice place to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I can count on my parent to help me when I have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I trust my parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. My parent cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. My parent understands me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. My parent accepts me as I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. My parent respects my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How Things Are Going in School

50. Think about the grades and marks you are getting in school in each of the areas below. Please tell us about how you are doing right now, even if you think this will change. If you are answering this question during the summer break, please let us know how you did on your *last* report card. If you get letter grades (like A, B, C, D or F), think about what those grades would be right now. If you do not get letter grades, please use the words underneath each grade to help you decide which box to mark. Then place an “X” in the box that fits best.

How are you doing in each of these subjects right now?	(Mark One)				
	F Not Good At All	D Not So Good	C Good	B Very Good	A Excellent
a. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reading or Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51. During the last three months that you were in school, on an average school day, how many hours after school have you worked on homework or school projects? *(Please check only one box.)*
- I do not do homework or work on school projects on an average school day
 - Less than one hour per day
 - 1 - 2 hours per day
 - More than 2, but fewer than 3 hours per day
 - 3 or more hours per day
52. What grade are you in, in school (e.g., 5th grade, 6th grade, etc.)? [If school is now out for summer break, please answer for the grade you will be in next year. If you have dropped out of school, please check only the second box; otherwise, please check only the first box.]
- I am in the _____ grade.
- OR**
- I have dropped out of school. The last grade I attended was the _____ grade.

Friends in my life

These next few questions ask about your friends. For each sentence, decide how many of your friends the sentence is true for. Then place an “X” in the box that fits best.

How many of your friends...	(Mark One)			
	NONE of my friends	SOME of my friends	MOST of my friends	ALL of my friends
53. get in trouble at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. are interested in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. go to school regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. get into fights at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. are kind to others your age?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. get into fights with others your age?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. like to do things to help out in their community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. use bad language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. lie a lot to adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. like to do things that make you scared or uncomfortable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How I Feel

These next questions ask about how you might have been acting or feeling lately. For each question, please think about how much you have felt or acted this way **in the past two weeks**. Then place an “X” in the box that fits best.

In the past <u>two weeks</u> ...	(Mark One)		
	Not True	Sometimes True	True Most of the Time
63. I felt miserable or unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I didn't enjoy anything at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I felt so tired I just sat around and did nothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. I was very restless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. I felt I was no good any more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. I cried a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. I found it hard to think properly or concentrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. I hated myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. I was a bad person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I felt lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. I thought nobody really loved me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. I thought I could never be as good as other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. I did everything wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. I felt joyful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. I felt scared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. I felt cheerful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. I felt mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. I felt happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. I felt proud.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. I felt sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. I felt afraid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. I felt lively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Watson, D. & Clark, L.A. (1999). The PANAS-X: Manual for the Positive and Negative Affect Schedule—Expanded form-Revised. Copyright 1994 by D. Watson and L. A. Clark; all rights reserved. PANAS-X adapted with permission.

My Activities

Please tell us whether you have been involved in any of the following activities over the past year by placing an “X” in the box that fits best.

Over the <u>past year</u> have you...	(Mark One)	
	No	Yes
85. Been involved in <u>after-school</u> programs or activities <u>at your school</u> (like arts, chess club, science club, book club or yearbook)?	<input type="checkbox"/>	<input type="checkbox"/>
86. Been involved in clubs <u>during the school day</u> at your school (like band, newspaper, drama, chorus, public speaking)?	<input type="checkbox"/>	<input type="checkbox"/>
87. Been involved in an after-school program or club but <u>not at your school</u> (like a Boys & Girls Club, 4H, Boy/Girl Scouts, YMCA, recreation center or a church youth group)?	<input type="checkbox"/>	<input type="checkbox"/>
88. Played on or helped with a <u>school</u> sports team or league?	<input type="checkbox"/>	<input type="checkbox"/>
89. Played on or helped with a sports team <u>outside</u> of school?	<input type="checkbox"/>	<input type="checkbox"/>
90. Took lessons in or practiced music, art, drama or dance after school or on weekends?	<input type="checkbox"/>	<input type="checkbox"/>
91. Worked at a job for pay?	<input type="checkbox"/>	<input type="checkbox"/>
92. Participated in community service or volunteering (for example, helping out at a homeless shelter or rest home, or doing something to help your neighborhood or city to be a better place to live—do <u>not</u> include something you did only during school, like a class project)?	<input type="checkbox"/>	<input type="checkbox"/>
93. Been a leader in a school or community activity (for example serving in student council or student government)?	<input type="checkbox"/>	<input type="checkbox"/>
94. Visited a workplace to see what it would be like to work there?	<input type="checkbox"/>	<input type="checkbox"/>
95. Visited a college to learn about college life or what subjects you might be interested in studying?	<input type="checkbox"/>	<input type="checkbox"/>

Things I've Done in the Last Year

In these next questions, we'd like to know about different things you've done or that have happened to you during the LAST YEAR. This section asks about some activities which may be against the rules or against the law. We hope you will answer all of these questions. But if you find a question which you cannot answer honestly, please leave it blank. Remember, your answers will be kept completely private—your name will not be on your survey.

Please remember to think about the last YEAR. Then place an "X" in the box that fits best. **Check the box in the first column only if you have NEVER, EVER done the activity, in your whole life. If you HAVE done it, check one of the last three boxes to show when and how often you have done it.**

96. During the LAST YEAR, how often have you . . .	(Mark One)			
	I have NEVER EVER done this in my whole life	I HAVE done this...		
		But <u>not</u> in the last year	1-2 times in the last year	3 or more times in the last year
a. Argued or had a fight with either of your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hit an adult (like your parent or teacher)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Gotten into a serious fight at school or in your neighborhood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Taken part in a fight where a group of your friends were against another group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Read a book from start to finish?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Hurt someone badly enough to need bandages or a doctor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Used a knife or gun or some other thing (like a club or baseball bat) to get something from a person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Taken something not belonging to you worth under \$50?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Taken something not belonging to you worth \$50 or more?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Taken something from a store without paying for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Taken a car that didn't belong to someone in your family without permission of the owner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Taken part of a car without permission of the owner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Helped someone solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

96. During the LAST YEAR, how often have you . . .	(Mark One)			
	I have NEVER EVER done this in my whole life	I HAVE done this...		
		But <u>not</u> in the last year	1-2 times in the last year	3 or more times in the last year
n. Gone into someone's house or a building when you weren't supposed to be there?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Set fire to someone's property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Damaged school property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Damaged property at another public place on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Been arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Been picked up by police for getting into trouble and either taken home, to a police station or to some other program/place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Been initiated into a named gang?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Run away from home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Skipped school without permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Skipped a class without permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Done all of your homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Had to visit the principal's office at school because of your behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Received an <u>in-school</u> suspension or detention at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Used tobacco (cigarettes, cigars, chewing tobacco)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Drunk alcohol without your parent(s) knowing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. Used marijuana (pot)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. Used other drugs (such as inhalants, cocaine, LSD, heroin, steroids), <u>not</u> including medicine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Used medicine or prescription drugs to get high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. Sold drugs or helped someone sell drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hh. Done something nice for your parent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

97. Have you met with a mentor two or more times as part of THIS mentoring program? A mentor is an adult who is assigned to spend time with you as part of your involvement in a mentoring program. Please think only about the person who was assigned to be your mentor, not someone who works with all the youth in the program.

- Please answer **“NO”** to this question only if you have *never* met with a mentor OR if you have met with a mentor but only *once*.
- Please answer **“YES”** even if you are no longer meeting with this mentor or your relationship lasted only a very short period of time (but more than one meeting).

₀ No → If you answered ‘No,’ you have finished completing the survey. Thank you!

₁ Yes → Please continue with the next section.

My Mentor

These next questions ask about your relationship with your mentor. For each question, please choose the ONE response that fits your feelings the best.

- If you have been matched with more than one mentor, please think about the mentor you are matched with now.
- If you are no longer matched with a mentor, please think about the last mentor you were matched with and how you felt near the end of the time you were matched.

98. How close do you feel to your mentor?

- ₁ Not close at all
- ₂ Not very close
- ₃ Somewhat close
- ₄ Very close

Please decide how true each sentence is for your feelings about your mentor. Then choose one answer that fits best.

99. How true is each of the following statements for you?	(Mark One)			
	Not at All True	A Little True	Mostly True	Very True
a. My mentor almost always asks me what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My mentor and I spend time working on how I can improve as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My mentor and I argue with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My mentor helps me to get to know myself better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My mentor and I work on projects together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

99. How true is each of the following statements for you?	(Mark One)			
	Not at All True	A Little True	Mostly True	Very True
f. My mentor helps me even more than I ask for or expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My mentor is always interested in what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I wish my mentor wouldn't always try to teach me things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My mentor and I can work out our differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My mentor and I decide together what we will do when we meet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. My mentor and I disagree and quarrel (have upsetting arguments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My mentor helps me to set and reach goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. My mentor and I accomplish a lot of things together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My mentor and I talk together about how to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. My mentor points out my faults or puts me down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. My mentor encourages me and believes in me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I feel happy after being with my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. My mentor and I like to do a lot of the same things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. My mentor says mean or harsh things to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. My mentor is always trying to make me learn things I'm not interested in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. My mentor tries hard to understand my feelings and goals about school, my life or whatever is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. My mentor shows up when he/she is supposed to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. My mentor thinks of fun and interesting things to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. My mentor and I get upset with or mad at each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. My mentor criticizes me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. My mentor is a lot like me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. My mentor knows what I'm good at.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. My mentor expects too much from me sometimes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

99. How true is each of the following statements for you?	(Mark One)			
	Not at All True	A Little True	Mostly True	Very True
cc. My mentor and I do things I really want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. I am <u>not</u> getting what I want out of my mentoring relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. My mentor challenges me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Learning new things together is an important part of our relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. My mentor helps me practice and improve the things I'm good at.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

100. Mentors do a lot of different things for their mentees. Here are some examples of things they might do. Has your mentor done any of these things for you? Place an “X” in the box that fits best.

Has your mentor...	(Mark One)	
	No	Yes
a. Helped you get better at playing a sport?	<input type="checkbox"/>	<input type="checkbox"/>
b. Taught you how to work through hard school assignments?	<input type="checkbox"/>	<input type="checkbox"/>
c. Helped you figure out how to solve an argument with a friend?	<input type="checkbox"/>	<input type="checkbox"/>
d. Taken you to places you had never seen before?	<input type="checkbox"/>	<input type="checkbox"/>
e. Helped you learn more about eating right and exercising?	<input type="checkbox"/>	<input type="checkbox"/>
f. Helped you learn how to play an instrument, draw, sing or develop another talent?	<input type="checkbox"/>	<input type="checkbox"/>
g. Helped you meet people who are doing the kinds of things you’d like to do when you finish your education?	<input type="checkbox"/>	<input type="checkbox"/>
h. Helped you learn how to set goals for yourself?	<input type="checkbox"/>	<input type="checkbox"/>
i. Helped you learn how to make yourself feel better when something bad happens?	<input type="checkbox"/>	<input type="checkbox"/>
j. Helped you learn about different ways you can help others?	<input type="checkbox"/>	<input type="checkbox"/>
k. Helped you learn how to stand up for what you think is right?	<input type="checkbox"/>	<input type="checkbox"/>
l. Helped you figure out how to avoid getting involved in risky behaviors like using alcohol or drugs or getting in fights with others?	<input type="checkbox"/>	<input type="checkbox"/>
m. Taught you how to work on goals that you have set for yourself?	<input type="checkbox"/>	<input type="checkbox"/>
n. Helped you get involved in new activities, sports, or clubs?	<input type="checkbox"/>	<input type="checkbox"/>
o. Helped someone understand your point of view (like a teacher, your parent or a friend)?	<input type="checkbox"/>	<input type="checkbox"/>
p. Helped you become interested in new things?	<input type="checkbox"/>	<input type="checkbox"/>
q. Spoken up for you to try to make sure other people treated you fairly?	<input type="checkbox"/>	<input type="checkbox"/>
r. Helped you get information you needed?	<input type="checkbox"/>	<input type="checkbox"/>
s. Attended events you were involved in, like a game, concert or performance?	<input type="checkbox"/>	<input type="checkbox"/>
t. Helped you make new friends or improve your friendships?	<input type="checkbox"/>	<input type="checkbox"/>
u. Talked with a teacher, coach, or other adult about how you were doing?	<input type="checkbox"/>	<input type="checkbox"/>
v. Introduced you to other adults who had interests like yours?	<input type="checkbox"/>	<input type="checkbox"/>
w. Introduced you to other adults who could be helpful to you?	<input type="checkbox"/>	<input type="checkbox"/>
x. Helped you learn or practice good manners or behavior?	<input type="checkbox"/>	<input type="checkbox"/>
y. Shown you how you can learn more about something you are interested in?	<input type="checkbox"/>	<input type="checkbox"/>

Has your mentor...	(Mark One)	
	No	Yes
z. Helped you find someone or something that helped you solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>
aa. Talked with you about what you want to do after you finish high school?	<input type="checkbox"/>	<input type="checkbox"/>
bb. Asked you about your passions, interests, or things you love to do (your “sparks”)?	<input type="checkbox"/>	<input type="checkbox"/>
cc. Helped you find new interests or sparks that you didn’t know you had?	<input type="checkbox"/>	<input type="checkbox"/>
dd. Helped you find a person who can help you find and grow your interests (a “spark champion”)?	<input type="checkbox"/>	<input type="checkbox"/>
ee. Helped you improve at something you love to do (strengthen your “sparks”)?	<input type="checkbox"/>	<input type="checkbox"/>

101. Is your mentor trying to help you reach any goals (for example, to do better in school, get better at something you enjoy, make new friends, learn a new hobby or sport, etc.)?

No → **Skip to Question 102 on the next page.**

Yes → **Go to Question 101a below.**

101a. Who chose these goals? (*You can check more than one.*)

I did

My mentor

My parent(s) or caregiver(s)

The mentoring program

Someone else (*Who?*):

_____ I don’t know

101b. How many times have you talked about these goals with your mentor?

We have never talked about these goals

We talked about them once or twice

More than once or twice, but not every time we met

Just about every time we met

101c. Which of the following describes your goal(s)? (*You can check more than one.*)

My goal(s) are specific (I know exactly what I am trying to achieve)

My goal(s) are realistic (I know I can achieve them)

My goal(s) are stretching goal(s) (I will have to work to achieve them)

My goal(s) are written down

My goal(s) are important to me

101d. Which of the following have you talked about with your mentor? *(You can check more than one.)*

- ₁ Specific steps you need to take to reach your goal(s)
- ₂ How long it will take to reach your goal(s)
- ₃ Challenges that might be keeping you from reaching your goal(s)
- ₄ Some things you will need to do to overcome any challenges in reaching your goal(s)
- ₅ How your mentor will help you overcome any challenges in reaching your goal(s)

101e. Have you shared these goals with your parent or guardian?

- ₀ No
- ₁ Yes

101f. Have you asked for help to reach these goals from someone other than your mentor? *(You can check more than one.)*

- ₀ No
- ₁ Yes, my parent or guardian
- ₂ Yes, another adult
- ₃ Yes, a friend

101g. Have you reached these goals?

- ₁ Not at all
- ₂ A little
- ₃ Mostly
- ₄ Definitely

My mentoring program

The next few questions ask about the mentoring program that matched you with your mentor. We’d like to know a little bit about the people who work at the program to support your relationship with your mentor.

102. There is someone at my mentoring program (<u>other than my mentor</u>) who...	(Mark One)			
	Not at All True	A Little True	Mostly True	Very True
a. Asked me about the kind of mentor I wanted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Asked me about the things I wanted to do with a mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I could go to if I had a problem with my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I talk with regularly about how things are going with my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel close to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel comfortable talking with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I could talk to if I had a problem at school or at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

103. Over the last year, have you and your mentor gone to any activities with your mentoring program that other young people and their mentors attended?

No → **Skip to Question 104.**

Yes → **Go to Question 103a below.**

IF YES:

103a. Did your parent or guardian go?

No

Yes, to some of them

Yes, to all of them

103b. Did you have fun at the activity/activities?

Not at all

A little

Some

A lot

103c. Did you and your mentor ever talk about the activity/activities afterward?

Not at all

A little

Some

A lot

104. Over the last year, have you and your mentor done any community service or service learning activities (activities to help out in your community—like working in a soup kitchen, a neighborhood clean-up, helping out in an animal shelter, etc.)?

No, and we have not planned to do this → **Skip to Question 105 on the next page.**

No, but we have planned to do this → **Skip to Question 105 on the next page.**

Yes, once → **Go to Question 104a below.**

Yes, more than once → **Go to Question 104a below.**

IF YES:

104a. Who chose the community service or service learning activity/activities that you did with your mentor?

I did

My mentor did

My mentor and I chose it together

104b. Did you have fun?

Not at all

A little

Some

A lot

104c. Did you and your mentor ever talk about the activity/activities afterward?

- ₁ Not at all
- ₂ A little
- ₃ Some
- ₃ A lot

104d. Did your community service or service learning activity/activities teach you about a need in your community or neighborhood that you didn't know about?

- ₀ No
- ₁ Yes

104e. Did your community service or service learning activity/activities allow you to share your thoughts with others in your neighborhood or community?

- ₀ No
- ₁ Yes

104f. Have you continued to do this activity (or other volunteering activities like it)?

- ₀ No
- ₁ Yes

105. Have you gone to any trainings or workshops with your parent or your mentor? (*You can check more than one.*)

- ₀ No → **Skip to Question 106.**
- ₁ Yes, with my parent → **Skip to Question 106.**
- ₂ Yes, with my mentor → **Go to Question 105a below, even if you also went with your parent.**

105a. Did the training/workshop help you to get to know your mentor better?

- ₁ Not at all
- ₂ A little
- ₃ Some
- ₄ A lot

105b. Did the training/workshop help your mentor get to know you better?

- ₁ Not at all
- ₂ A little
- ₃ Some
- ₄ A lot

106. Are you still meeting with your mentor?

₀ No → **Go to Question 106a.**

₁ Yes → **You have finished the survey—Thank you!**

106a. How did you feel when your match ended?

₁ Not disappointed at all

₂ Not very disappointed

₃ Somewhat disappointed

₄ Very disappointed

106b. Did you meet with your mentor before your match ended, so you could say good-bye?

₀ No

₁ Yes

106c. Did you meet with someone from your mentoring program to talk about your match ending?

₀ No

₁ Yes

YOU ARE FINISHED. THANK YOU!

DATE: _____

YOUTH ID:

DICTIONARY

If you are not sure about what a word means, please look it up in this list. If you still have a hard time or don't find the word in the list, please answer the question as best as you can or skip it.

- *Accept(s)* = are okay with
- *Accomplish* = to get something done, to complete or succeed
- *Adults who are not relatives* = grown-ups who are not related to you; for example, your parent(s)' friends, teachers, neighbors, coaches, your friends' parents
- *Advice* = ideas on what to do or how to do something
- *Alcohol* = beer, wine or other liquor
- *Argument* = disagreement
- *Arrested* = picked up and taken away by the police
- *Ashamed* = unhappy with yourself, embarrassed
- *Assignments* = school work; things you need to do for school
- *Average* = usual, regular, typical
- *Avoid* = to make sure you don't do something
- *Career* = a job; what you do for a living
- *Community* = place where you live, neighborhood, city
- *Community service* = something you do (often with a class or other group) to help others; projects to make your community or neighborhood better
- *Concentrate* = to focus on something and think really hard about it
- *Consider* = to think of
- *Criticize* = to point out a weakness
- *Damaged* = hurt, break, ruin or destroy something
- *Difficult* = hard
- *Disappointed* = to feel let down by someone or something
- *Education* = another word for school
- *Encourage* = to make someone feel good about doing something
- *Expelled from school* = being told by a school official (like a teacher or principal) that you could not come back to school because of your behavior
- *Fault* = weakness
- *Frustrated* = dissatisfied; disappointed
- *Goals* = things you want to do in the future
- *Improve* = to get better
- *Influence* = affect, change
- *Inhalants, cocaine, LSD, heroin, steroids* = drugs that are not given to you by a doctor
- *Initiated into a gang* = to be allowed to be part of a gang
- *Marijuana/pot* = or "weed"; a drug that is not given to you by a doctor
- *Miserable* = very unhappy, sad

- *Mood* = your emotions and feelings
- *Parent/Guardian/Caregiver* = your mom or dad; an adult who lives with you and takes care of you
- *(without) Permission* = someone did not say it was okay for you to do something
- *Personal problems* = things you are having a hard time with
- *Point of view* = what you think about something
- *Prescription drugs* = medicine a doctor gives you to take
- *Properly* = do something well, correctly
- *Property* = something belonging to someone
- *Proud* = to feel good about something
- *Public place* = a place where all people can go, for example a park or library
- *Relatives* = people who are members of your family like parents, aunts, uncles, grandparents
- *Respects* = thinks highly of
- *Respond* = answer
- *Restless* = moving around a lot, not relaxed
- *Risky behaviors* = things that are against the rules or could hurt you
- *Set goals* = decide on things you want to do in the future
- *Solution* = the answer to a problem
- *Solve* = find the answer; figure out how to do something
- *Support* = to help
- *Suspended/suspension* = being told by a school official (like a teacher or principal) that you can't go back to school for a few days because of your behavior
- *Talent* = something you can do well
- *Volunteering* = to do something without being paid
- *Workplace* = a place where people work or do their job

Appendix G6. Parent/Caretaker Baseline Survey

DATE: _____

PARENT ID:

Place ID Sticker Here

PARENT/CAREGIVER BASELINE SURVEY

Agency Name: _____

Parent's First Name *[please print]*: _____

Parent's Last Name *[please print]*: _____

Youth's First Name *[please print]*: _____

Youth's Last Name *[please print]*: _____

[Please remove this cover sheet before administering the survey.]

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American Institutes for Research, MEDP Parent/Caregiver Survey

PARENT ID:

Place ID Sticker Here

PARENT/CAREGIVER SURVEY

This survey asks questions about your family, the community you live in and the behavior and experiences of the child you are enrolling in mentoring services. If you are enrolling two children in the program, please fill out separate surveys for each child. All of your answers will be kept private, and will not be shared with anyone outside of the research group. You may skip any questions you do not want to answer. We hope, however, that you will answer as many questions as you can. Your responses will not be used to determine whether your child is matched with a mentor.

Please use a black or blue ink pen. Place an "X" in the box(es) to mark your answer.

1. What is your relationship to the child you are enrolling in mentoring services? *[Please continue to think about only this child for the rest of this survey.]*
 - Mother/Stepmother
 - Father/Stepfather
 - Grandparent
 - Other Relative: *[Please describe.]* _____
 - Foster Parent/Guardian

2. What is this child's date of birth? Month: _____ Day: _____ Year: _____

3. Is this child...
 - Male
 - Female

4. What is this child's race and/or ethnicity? *[Check all that apply.]*
 - Latino, Hispanic
 - African American, Black
 - Caucasian, White
 - American Indian or Alaska Native
 - Asian
 - Pacific Islander
 - Other: *[Please describe.]* _____

5. What is your current marital status?
 - Never married
 - Married, living with husband or wife
 - Separated or living apart from husband or wife
 - Divorced
 - Widowed
 - Other: *[Please describe.]* _____

6. Think about where your child lives most of the time. Who lives there with him or her? [Check all that apply.]

- | | |
|---|---|
| <input type="checkbox"/> Mother | <input type="checkbox"/> Grandmother |
| <input type="checkbox"/> Father | <input type="checkbox"/> Grandfather |
| <input type="checkbox"/> Brother/stepbrother(s) | <input type="checkbox"/> Aunt |
| <input type="checkbox"/> Sister/stepsister(s) | <input type="checkbox"/> Uncle |
| <input type="checkbox"/> Stepmother | <input type="checkbox"/> Foster Parents |
| <input type="checkbox"/> Stepfather | <input type="checkbox"/> Other adults: [How many? Please describe.] _____ |
| | <input type="checkbox"/> Other children: [How many? Please describe.] _____ |

7. How many people live in your child's home on a regular basis?

Total Number: _____

8. What was your household's total combined family income last year? [Please estimate if you are not sure.]

- | | |
|--|--|
| <input type="checkbox"/> \$0 - \$10,000 | <input type="checkbox"/> \$50,001 - \$60,000 |
| <input type="checkbox"/> \$10,001 - \$20,000 | <input type="checkbox"/> \$60,001 - \$70,000 |
| <input type="checkbox"/> \$20,001 - \$30,000 | <input type="checkbox"/> \$70,001 - \$80,000 |
| <input type="checkbox"/> \$30,001 - \$40,000 | <input type="checkbox"/> \$80,001 or more |
| <input type="checkbox"/> \$40,001 - \$50,000 | |

9. Which of the following services is your child currently receiving? [Please check all that apply.]

- Special help at school (for example, with a learning disability)
- Counseling or therapy sessions
- Help learning English as a second language
- Regular doctor appointments to monitor an ongoing physical health concern (for example, asthma, diabetes, weight problems)
- Medication for a mental health issue (for example, ADHD, depression, anxiety)
- A Court-Appointed Special Advocate (CASA)
- Other: [Please describe.] _____

OR

- None of the above

10. Which of the following services are other children in your child's home currently receiving? [Please check all that apply.]

- Special help at school (for example, with a learning disability)
- Counseling or therapy sessions
- Help learning English as a second language
- Regular doctor appointments to monitor an ongoing physical health concern (for example, asthma, diabetes, weight problems)
- Medication for a mental health issue (for example, ADHD, depression, anxiety)
- A Court-Appointed Special Advocate (CASA)
- Other: [Please describe.] _____

OR

- None of the above

11. Which of the following services are one or more of the adults in your child's home receiving? *[Please check all that apply.]*

- Help with drug or alcohol use
- Counseling or therapy sessions
- Legal help
- Mental health services
- The Supplemental Nutrition Assistance Program (SNAP—food stamps)
- Temporary Assistance for Needy Families (TANF)
- Other: *[Please describe.]* _____

OR

- None of the above

12. How sure are you that you will continue living in your current home next year?

- Not at all sure
- Not very sure
- A little sure
- Very sure

13. How excited do you think your child is to be matched with a mentor in the program?

- Not at all excited
- Not very excited
- A little excited
- Very excited
- Extremely excited

This next part of the survey is about your child and his/her experiences. Please place an “X” in the box for “NO” or “YES” to indicate whether each statement is true of your child.

	(Mark One)	
	NO	YES
14. My child often says he/she feels alone, sad, or upset, cries, or seems unhappy.	<input type="checkbox"/>	<input type="checkbox"/>
15. My child has been diagnosed with a mental health issue or is currently under the care of a mental health care provider (a therapist or counselor).	<input type="checkbox"/>	<input type="checkbox"/>
16. My child has a physical, emotional or mental condition that makes it difficult for him/her to do schoolwork at grade level (for example, ADHD, ADD or a learning disability).	<input type="checkbox"/>	<input type="checkbox"/>
17. My child is failing or at risk of failing two or more classes/subjects in school.	<input type="checkbox"/>	<input type="checkbox"/>
18. My child is learning English as a second language.	<input type="checkbox"/>	<input type="checkbox"/>
19. My child missed school often over the last year (3 or more times a month).	<input type="checkbox"/>	<input type="checkbox"/>
20. My child has run away from home in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
21. My child spends time with gang members.	<input type="checkbox"/>	<input type="checkbox"/>
22. My child has experimented with drugs, smoking, or alcohol.	<input type="checkbox"/>	<input type="checkbox"/>
23. My child has been suspended from school two or more times in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
24. My child has been arrested or had contact with the police in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
25. My child often picks fights with other youth or bullies them.	<input type="checkbox"/>	<input type="checkbox"/>
26. There are gangs or illegal drugs in the neighborhood where my child lives.	<input type="checkbox"/>	<input type="checkbox"/>
27. In the last 12 months, there have been times when it has been hard for my child’s family to pay the bills.	<input type="checkbox"/>	<input type="checkbox"/>
28. My child lives in a public housing development or project.	<input type="checkbox"/>	<input type="checkbox"/>
29. My child lives in an unstable situation (his/her family could be asked/forced to leave).	<input type="checkbox"/>	<input type="checkbox"/>
30. The total combined household income for my child’s family was less than \$20,000 last year.	<input type="checkbox"/>	<input type="checkbox"/>
31. A member of my child’s family (parent or sibling) struggles with alcohol or drug use.	<input type="checkbox"/>	<input type="checkbox"/>
32. A member of my child’s family (parent or sibling) is in jail/prison or is often in trouble with police.	<input type="checkbox"/>	<input type="checkbox"/>
33. My child has experienced homelessness in the last five years.	<input type="checkbox"/>	<input type="checkbox"/>
34. In the last five years, my child or one of his/her siblings was placed in foster care.	<input type="checkbox"/>	<input type="checkbox"/>

	(Mark One)	
	NO	YES
35. There have been many fights or arguments in my child's home in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
36. My child lives with only one parent or caregiver.	<input type="checkbox"/>	<input type="checkbox"/>
37. My child has lost or lost contact with an important adult role model in the last 12 months (for example, an important adult died or moved out of our home).	<input type="checkbox"/>	<input type="checkbox"/>
38. My child has moved to a different home two or more times in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
39. My child is currently living in foster care.	<input type="checkbox"/>	<input type="checkbox"/>
40. My child's parents/guardians separated <u>in the last year</u> (for example, started living in different places).	<input type="checkbox"/>	<input type="checkbox"/>
41. My child has been picked on or bullied often in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
42. My child's parent or caregiver has been diagnosed with a mental health issue (for example, depression, anxiety) or is under the care of a mental health care provider (a therapist or counselor).	<input type="checkbox"/>	<input type="checkbox"/>
43. My child has a close friend who uses drugs or alcohol, skips school, or has been in serious trouble at school or with police.	<input type="checkbox"/>	<input type="checkbox"/>
44. My child is significantly overweight.	<input type="checkbox"/>	<input type="checkbox"/>
45. At least one adult who lives with my child graduated from high school or received a GED.	<input type="checkbox"/>	<input type="checkbox"/>
46. At least one adult who is financially responsible for my child is currently working for pay or employed.	<input type="checkbox"/>	<input type="checkbox"/>
47. My child has one or more close friends who he/she spends time with regularly.	<input type="checkbox"/>	<input type="checkbox"/>

48. Please tell us about different types of services that your child may be able to get (if needed) in your child's school or the community you live in.

(1) First, please tell us whether you know where you might get each type of help if you ever needed it for your child.

(2) Second, please let us know if you think your child *needs* this type of help.

(3) And third, please tell us whether your child has *received* this type of help **in the last year**.

	1. Do you know where to get this type of help if your child needed it?		→	2. Does your child need this type of help?		→	3. Has your child received this type of help in the last year?	
	NO	YES		NO	YES		NO	YES
a. Help with school work (for example, tutoring, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
b. Help to find a job	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
c. Help with ongoing physical health concerns (such as asthma, diabetes, weight problems)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
d. Help planning or preparing for what to do after high school (for example, college or jobs)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
e. Help with current or recent negative behaviors (fighting, bullying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
f. Help to <i>avoid</i> negative behaviors (fighting, bullying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
g. Help to strengthen a talent (dance, art, sports, playing an instrument, drama, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
h. Help with current or recent gang involvement	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
i. Help to <i>avoid</i> gang involvement	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
j. Help with problems, fears, worries or sadness (mental health issues)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
k. Help with current or recent drug or alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
l. Help to <i>avoid</i> drug or alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
m. Help to learn skills to prepare for a job or college.	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>

For each item, please place an “X” in the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your child’s behavior over the last six months.

	(Mark One)		
	Not True	Somewhat True	Certainly True
49. Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Shares readily with other youth, for example books, games, food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Would rather be alone than with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Often fights with other youth or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Generally liked by other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Nervous in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Picked on or bullied by other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Often offers to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Gets along better with adults than with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Good attention span, sees work through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank You!

DATE: _____

PARENT ID:

Place ID Sticker Here

Appendix G7. Parent/Caretaker Follow-Up Survey 1 (12 Month Survey)

DATE: _____

PARENT ID:

Place ID Sticker Here

PARENT/CAREGIVER FOLLOW-UP SURVEY

Agency Name: _____

Parent's First Name *[please print]*: _____

Parent's Last Name *[please print]*: _____

Youth's First Name *[please print]*: _____

Youth's Last Name *[please print]*: _____

[Please remove this cover sheet before administering the survey.]

DATE: _____ PARENT ID: _____

Place ID Sticker Here

PARENT/CAREGIVER FOLLOW-UP SURVEY

This survey asks questions about your family, the child you enrolled in mentoring services and your (and your child's) experiences in the mentoring program. If you enrolled two children in the program, please fill out a separate survey for each child. All of your answers will be kept private, and will not be shared with anyone outside of the research group. You may skip any questions you do not want to answer. It would be very helpful, however, if you could answer as many questions as possible.

Please use a black or blue ink pen. Place an "X" in the box(es) to mark your answer.

1. What is your relationship to the child who was enrolled in the mentoring program? *[Please continue to think about only this child for the rest of this survey.]*

- Mother/Stepmother
- Father/Stepfather
- Grandparent
- Foster Parent/Guardian
- Other: *[Please describe.]* _____

2. Which of the following services is your child currently receiving? *[Please check **ALL** that apply.]*

- Special help at school (for example, with a learning disability)
- Counseling or therapy sessions
- Help learning English as a second language
- Regular doctor appointments to monitor an ongoing physical health concern (for example, asthma, diabetes, weight problems)
- Medication for a mental health issue (for example, ADHD, depression, anxiety)
- A Court-Appointed Special Advocate (CASA)
- Other: *[Please describe.]* _____

OR

- None of the above

3. Which of the following services are other children in your child's home currently receiving? *[Please check **ALL** that apply.]*

- Special help at school (for example, with a learning disability)
- Counseling or therapy sessions
- Help learning English as a second language
- Regular doctor appointments to monitor an ongoing physical health concern (for example, asthma, diabetes, weight problems)
- Medication for a mental health issue (for example, ADHD, depression, anxiety)
- A Court-Appointed Special Advocate (CASA)
- Other: *[Please describe.]* _____

OR

- None of the above

4. Which of the following services are one or more of the adults in your child's home receiving? [Please check **ALL** that apply.]

- Help with drug or alcohol use
- Counseling or therapy sessions
- Legal help
- Mental health services
- The Supplemental Nutrition Assistance Program (SNAP—food stamps)
- Temporary Assistance for Needy Families (TANF)
- Other: [Please describe.] _____

OR

- None of the above

5. What is your child's date of birth? Month: _____ Day: _____ Year: _____

6. What grade in school is your child currently attending (e.g., 5th grade, 6th grade, etc.)? [If you are responding to this survey in the summer, please note the grade your child will be in, in the coming Fall.]

- My child is in the _____ grade.

OR

- My child dropped out of school. The last grade he/she attended was the _____ grade.

This next part of the survey is about your child and his/her experiences. Please place an "X" in the box for "NO" or "YES" to indicate whether each statement is true of your child.

	(Mark One)	
	NO	YES
7. My child often says he/she feels alone, sad, or upset, cries, or seems unhappy.	<input type="checkbox"/>	<input type="checkbox"/>
8. My child has been diagnosed with a mental health issue or is currently under the care of a mental health care provider (a therapist or counselor).	<input type="checkbox"/>	<input type="checkbox"/>
9. My child has a physical, emotional or mental condition that makes it difficult for him/her to do schoolwork at grade level (for example, ADHD, ADD or a learning disability).	<input type="checkbox"/>	<input type="checkbox"/>
10. My child is failing or at risk of failing two or more classes/subjects in school.	<input type="checkbox"/>	<input type="checkbox"/>
11. My child missed school often over the last year (3 or more times a month).	<input type="checkbox"/>	<input type="checkbox"/>
12. My child has run away from home in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
13. My child spends time with gang members.	<input type="checkbox"/>	<input type="checkbox"/>
14. My child has experimented with drugs, smoking, or alcohol in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
15. My child has been suspended from school two or more times in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
16. My child has been arrested or had contact with the police in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
17. My child often picks fights with other youth or bullies them.	<input type="checkbox"/>	<input type="checkbox"/>
18. My child lives in an unstable housing situation (his/her family could be asked/forced to leave).	<input type="checkbox"/>	<input type="checkbox"/>

	(Mark One)	
	NO	YES
19. A member of my child's family (parent or sibling) struggles with alcohol or drug use.	<input type="checkbox"/>	<input type="checkbox"/>
20. One of my child's parents is in jail/prison.	<input type="checkbox"/>	<input type="checkbox"/>
21. My child was placed in foster care in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
22. There have been many fights or arguments in my child's home in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
23. My child has lost, or lost contact with, an important adult role model in the last 12 months (for example, an important adult died or moved out of our home).	<input type="checkbox"/>	<input type="checkbox"/>
24. My child has moved to a different home two or more times in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
25. My child's parents/guardians separated <u>in the last year</u> (for example, started living in different places).	<input type="checkbox"/>	<input type="checkbox"/>
26. My child has been picked on or bullied often in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
27. My child has a close friend who uses drugs or alcohol, skips school, or has been in serious trouble at school or with police.	<input type="checkbox"/>	<input type="checkbox"/>
28. My child is significantly overweight.	<input type="checkbox"/>	<input type="checkbox"/>
29. My child has one or more close friends who he/she spends time with regularly.	<input type="checkbox"/>	<input type="checkbox"/>
30. My child was held back a grade in school in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
31. My child had to go to juvenile court or was placed on probation in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>
32. My child was sent to an alternative school in the past 12 months.	<input type="checkbox"/>	<input type="checkbox"/>

For each of the items in the following table, please place an "X" in the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your child's behavior **over the last six months.**

	(Mark One)		
	Not True	Somewhat True	Certainly True
33. Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Shares readily with other youth, for example CD's, games, food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Would rather be alone than with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	(Mark One)		
	Not True	Somewhat True	Certainly True
42. Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Often fights with other youth or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Generally liked by other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Nervous in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Picked on or bullied by other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Often offers to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Gets along better with adults than with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Good attention span, sees chores or homework through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These next several questions ask whether your child has been matched with a mentor in the mentoring program and, if so, what your experiences have been with the program so far.

58. At any point in the last year, has your child met with a mentor from the mentoring program at least twice?
Please answer, "Yes" even if your child's mentoring relationship has ended or was/has been very short (even just a couple of meetings). Please answer, "No" only if your child NEVER met with a mentor in the program OR if your child met with a mentor, but only once.

- ₁ No → **Please answer Question 58a. Then your survey is complete. Thank you!**
- ₂ Yes → **Skip to the questions on the next page.**

IF NO:

58a. Why did your child's relationship end (or never start)? *[Please check **ALL** that apply.]*

- ₁ I did not want my child to be a part of the program.
- ₂ My child did not want to be in the program.
- ₃ We moved.
- ₄ My child's mentor moved.
- ₅ My child had other commitments.
- ₆ My child didn't need a mentor anymore.
- ₇ The mentor the program chose was not a good fit for my child.
- ₉ Other *[Please describe.]*: _____

My child's mentor

For this section and the rest of the survey, we would like you to think about the mentor who was **most recently matched with your child through the program**, even if your child is no longer meeting with him/her, or if your child had a longer relationship with a previous mentor.

59. Please think about how effective you feel your child's mentor has been in doing the following things with or for your child. If you are unsure, please check the last column, "DON'T KNOW".

My child's mentor has been effective at...	(Mark One)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	DON'T KNOW
a. Understanding my child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maintaining my child's attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaching my child new skills (e.g., hobbies, school work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Setting limits with my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advocating for my child with teachers or other school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Advocating for my child with adults outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Keeping promises and commitments to my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Knowing what my child enjoys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Helping my child to get services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Managing my child's behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Showing support for my child's school or extracurricular activities (e.g., attending my child's sporting events, concerts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Encouraging my child to ask for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Recognizing when something is bothering my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Exploring my child's talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Getting my child to cooperate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Exposing my child to new places or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Finding activities or projects that interest my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Keeping my child out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Meeting my child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Respecting what I want for my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Challenges

60. Have you or your child experienced any challenges with your child's mentoring relationship?

- No, my child and I have not experienced any challenges with his/her mentoring relationship.
→ **Skip to Question 61.**
- Yes → **Go to Question 60a.**

60a. Which of the following challenges have you experienced with your child's mentoring relationship? *[Please check **ALL** that apply.]*

- The relationship is not fun for my child.
- The mentor is too hard on my child (pushes him/her too hard or too much).
- The mentor is not hard enough on my child (doesn't push my child enough for him/her to benefit).
- The mentor is not helping my child with what he/she really needs help with.
- The mentor is not a good role model.
- The mentor does not focus enough on just being a friend to my child.
- The mentor does not interact enough with my child's parent(s) or guardian(s).
- The mentor does not interact enough with my child's siblings.
- The mentor does not understand my child's culture/background.
- The mentor's background is too different from my child's.
- The mentor's interests are too different from my child's.
- The mentor misses too many meetings.
- The relationship is not focused on what **my child** wanted from the program.
- The relationship is not focused on what **I** wanted from the program (e.g., too much/too little focus on academics, friendship, etc.).
- The mentor imposes his/her beliefs or values on my child.
- Other *[Please describe.]*: _____
-

60b. How have you tried to overcome challenges in your child's mentoring relationship? *[Please check **ALL** that apply.]*

- I haven't yet tried to overcome these challenges.
- I got advice from staff at my child's mentoring program.
- I talked with my child's mentor about it.
- I talked with my child about it.
- I attended a program event or training.
- I read program materials.
- I got advice or help from someone outside of my child's mentoring program.
- Other *[Please describe.]*: _____
-

60c. To what extent do you agree or disagree that the challenges in your child's mentoring relationship have been resolved?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Goals

61. Some mentors try to help their mentees achieve specific goals (for example, to improve grades, help with friendships, or increase confidence). Is your child's mentor trying to help your child achieve any specific goals?

₂ I don't know → **Skip to Question 62 on the next page.**

₀ No → **Skip to Question 62 on the next page.**

₁ Yes → **Go to Question 61a below.**

61a. Who chose these goals? *[Please check **ALL** that apply.]*

₁ My child

₂ My child's mentor

₃ My child's parent(s) or caregiver(s)

₄ The mentoring program

₉ Someone else *[Please describe.]*: _____

₈ I don't know

61b. What are these goals? *[Please check **ALL** that apply.]*

₁ Academic improvements (e.g., grades, homework completion)

₂ Social improvements (e.g., relationships with peers or adults)

₃ Health improvements (e.g., exercise, healthy diet)

₄ Increase self-esteem (help my child to feel good about him/herself)

₅ Develop new skills (a talent or hobby)

₆ Connect my child with positive activities at school or in the community (after-school activities, a job, community service, etc.)

₉ Something else *[Please describe.]*: _____

OR

₈ I don't know what these goals are. → **If you do not know what these goals are, please skip to Question 62 on the next page.**

61c. Which of the following describes these goal(s)? *[Please check **ALL** that apply.]*

₁ These goal(s) are specific.

₂ These goal(s) are realistic for my child.

₃ These goal(s) will take some work for my child to achieve them.

₄ These goal(s) are important to my child.

₅ These goal(s) are important to me.

61d. How many times have you discussed these goals with your child's mentor?

₀ We have never discussed these goals

₁ We discussed them once

₂ 2 to 3 times

₃ More than 3 times

61e. How many times have you discussed these goals with staff from your child's mentoring program?

₀ We have never discussed these goals

₁ We discussed them once

₂ 2 to 3 times

₃ More than 3 times

61f. How much progress has your child made in reaching these goals?

- ₁ No progress yet
- ₂ Very little progress
- ₃ Some progress
- ₄ A lot of progress

Please explain your answer: _____

62. Please tell us about different types of services that your child may be able to get (if needed) in your child’s school or in the community in which you live.

- (1) First, tell us whether you think your child *needs* each type of help noted.
- (2) Second, please tell us whether you know where you might get each type of help if you ever needed it for your child.
- (3) Third, please tell us whether your child’s mentor has helped your child to get this type of help **in the last year** (for example, by giving your child this help directly, telling you about a problem your child might be experiencing, telling you about an agency that could assist you, or enrolling your child in a program).

	1. Does your child need this type of help?			2. Do you know where to get this type of help if your child ever needed it?			3. Has your child’s mentor given (or helped to get) your child this type of help in the last year?	
	NO	YES		NO	YES		NO	YES
a. Help with school work (for example, tutoring, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
b. Help to find a job	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
c. Help with ongoing physical health concerns (such as asthma, diabetes, weight problems)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
d. Help planning or preparing for what to do after high school (for example, college or jobs)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
e. Help with current or recent negative behaviors (fighting, bullying others, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
f. Help to <i>avoid</i> negative behaviors (fighting, bullying others, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
g. Help to strengthen a talent (dance, art, sports, playing an instrument, drama, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>

	1. Does your child need this type of help?			2. Do you know where to get this type of help if your child ever needed it?			3. Has your child's mentor given (or helped to get) your child this type of help in the last year?	
	NO	YES		NO	YES		NO	YES
h. Help with current or recent gang involvement	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
i. Help to <i>avoid</i> gang involvement	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
j. Help with problems, fears, worries or sadness	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
k. Help with current or recent drug or alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
l. Help to <i>avoid</i> drug or alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>
m. Help to learn skills to prepare for a job or college	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>

The mentoring program

63. After your child was matched, how often have you (or another parent or guardian of your child) *spoken* with staff at the mentoring program?

I have not spoken with staff at the mentoring program since my child started his/her mentoring relationship.

OR

- Less than every 6 months
- Every 4–6 months
- Every 2–3 months
- About once a month
- 2 or 3 times a month
- Weekly

64. After your child was matched, how often have you tried to contact staff at the mentoring program to seek advice or help with your child's mentoring relationship?

I have never tried to contact staff at the mentoring program to seek advice or help with my child's mentoring relationship.

OR

- Less than every 6 months
- Every 4–6 months
- Every 2–3 months
- About once a month
- 2 or 3 times a month
- Weekly

65. How helpful have your contacts with staff been in getting your needs met?

₀ I have not communicated with staff at the mentoring program since my child started his/her mentoring relationship.

OR

₁ Not at all helpful

₂ Not very helpful

₃ Somewhat helpful

₄ Very helpful

66. Have you attended any structured training with other parents from the program—for example, training on how to support your child’s match or how to strengthen your own relationship with your child (do not include any materials or basic program orientation you may have received when your child started the program)?

₀ No → **Skip to Question 67.**

₁ Yes → **Go to Question 66a.**

IF YES:

66a. Did your child attend?

₀ No

₁ Yes

66b. Did your child’s mentor attend?

₀ No

₁ Yes

66c. How helpful did you find this training in strengthening your relationship with your child’s mentor?

₁ Not at all helpful

₂ Not very helpful

₃ Somewhat helpful

₄ Very helpful

66d. How helpful did you find this training in strengthening your own relationship with your child?

₁ Not at all helpful

₂ Not very helpful

₃ Somewhat helpful

₄ Very helpful

67. Over the last year, have you attended any program-sponsored activities or events (not training) with your child?

₀ No, I have not attended any program-sponsored activities; but the program did offer one or more.
→ **Skip to Question 68 on the next page.**

₀ No, I have not attended any program-sponsored activities; the program did not offer any.
→ **Skip to Question 68 on the next page.**

₁ Yes, I have attended at least one program-sponsored activity or event. → **Go to Question 67a.**

IF YES:

67a. How many program events or activities did you attend? _____ events/activities

67b. Did your child’s mentor attend?

₀ No

₁ Yes, but only some of the events I attended.

₂ Yes, all of the events I attended.

67c. How helpful did you find these event(s) in strengthening your relationship with your child's mentor?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Somewhat helpful
- ₄ Very helpful

67d. How helpful did you find these event(s) in strengthening your own relationship with your child?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Somewhat helpful
- ₄ Very helpful

67e. To what extent do you agree or disagree that your child learned something new from the activity?

- ₁ Strongly disagree
- ₂ Disagree
- ₃ Agree
- ₄ Strongly agree

68. Have you met in-person with program staff since the start of your child's mentoring relationship?

- ₀ No → **Skip to Question 69.**
- ₁ Yes → **Go to Question 68a.**

IF YES:

68a. Did your child's mentor attend this meeting?

- ₀ No
- ₁ Yes

68b. Did your child attend this meeting?

- ₀ No
- ₁ Yes

68c. How helpful did you find this meeting in showing you how you can support your child's mentoring relationship?

- ₁ Not at all helpful
- ₂ Not very helpful
- ₃ Somewhat helpful
- ₄ Very helpful

69. Over the last year, has your child and his/her mentor done any community service or service-learning activities (activities to help out in your community—like working in a soup kitchen, a neighborhood clean-up, helping out in an animal shelter, etc.)?

- ₀ I don't know. → **Skip to Question 70.**
- ₁ No, and I haven't heard about plans to do so. → **Skip to Question 70.**
- ₂ No, but they are planning to do one. → **Skip to Question 70.**
- ₃ Yes, once. → **Go to Question 69a.**
- ₄ Yes, more than once → **Go to Question 69a.**

IF YES:

69a. Did your child complete a journal about this activity?

- ₀ No
- ₁ Yes

69b. How much did you and your child talk about these activities afterward?

- ₁ Not at all
- ₂ A little
- ₃ Some
- ₄ A lot

69c. Has your child mentioned that he/she would like to get your family involved in similar activities?

- ₀ No
- ₁ Yes

69d. How much do you think your child benefited from this experience?

- ₁ Not at all
- ₂ A little
- ₃ Some
- ₄ A lot

These next questions ask about your experience with your child’s mentoring program. If your child is no longer being mentored, please think about your experiences when your child was involved in the program. Please check “Yes” or “No” to indicate whether the following statements are true.

	(Mark One)	
	YES	NO
70. I participated in an orientation session when my child started the program.	<input type="checkbox"/>	<input type="checkbox"/>
71. I was asked about my preferences for what type of mentor my child would have.	<input type="checkbox"/>	<input type="checkbox"/>
72. I helped choose what my child’s relationship would focus on (for example, the goals of the relationship, the kinds of activities the mentor would do with my child).	<input type="checkbox"/>	<input type="checkbox"/>
73. I had the chance to approve my child’s mentor before the match was made.	<input type="checkbox"/>	<input type="checkbox"/>
74. Program staff have told me about other programs or services for my child or family.	<input type="checkbox"/>	<input type="checkbox"/>
75. Program staff have asked me about <u>my child’s</u> experiences in the program.	<input type="checkbox"/>	<input type="checkbox"/>
76. Program staff have asked me about <u>my</u> experiences in the program.	<input type="checkbox"/>	<input type="checkbox"/>
77. There is someone I can go to at the program if I have concerns about my child’s mentor.	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the extent to which you agree or disagree with these statements. For questions about your child’s mentoring program, if your child is no longer being mentored, please think about how you felt when your child was involved in the program. Please check “Not Applicable” in the last column only if the statement is not relevant for your child’s mentoring relationship or mentoring program.

How much do you agree or disagree with the following...	(Mark One)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
78. Program staff have been good at listening to my suggestions or concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Program staff have given me useful advice on how to deal with challenges in my child’s mentoring relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. My child has made a lot of progress through his/her program involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. My child has learned a lot through his/her involvement in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. I am satisfied with the mentor that was chosen for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. I am satisfied with my level of involvement in my child’s mentoring relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. My child feels close to his/her mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. I feel close to my child’s mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. I agree with the focus of my child’s mentoring relationship (for example, to have fun, improve academics, strengthen a talent, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. My child’s mentor asks for my thoughts and views.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. My child enjoys his/her mentoring relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. I have input in the direction of my child’s mentoring relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. My child’s mentor has helped me learn new things about my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. My child’s mentor has told me about community or school resources that I didn’t know about previously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. Program staff have helped me understand what I can do to support my child’s mentoring relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. My child’s mentor has helped support my child in strengthening his/her interests or passions (“sparks”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. My child has shared his/her interests or sparks with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. My child’s mentor has helped him/her find new interests or sparks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. My child has asked for my help in supporting his/her interests or sparks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. My child’s mentor has helped my family deal with unexpected problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. I feel more equipped to handle problems as they arise because my child’s mentor is there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you agree or disagree with the following...	(Mark One)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
99. My child feels more equipped to handle problems because my child knows his/her mentor is there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. My child's mentor has gone "above and beyond" in addressing my child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. My child's mentor helped my child get involved in a wide variety of activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. My child's mentor participated with my child in events and/or contests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. My child's mentor helped him/her get the most out of his/her after-school program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

104. Is your child still meeting with his or her mentor?

- No → **Go to Question 104a.**
 Yes → **Skip to Question 105.**

IF NO:

104a. Why will/did your child's relationship end? *[Please check **ALL** that apply.]*

- I did not want my child to be a part of the program.
 My child did not want to be in the program.
 We moved.
 My child's mentor moved.
 My child had other commitments.
 My child didn't need a mentor anymore.
 The mentor the program chose was not a good fit for my child.
 Other *[Please describe.]*: _____

104b. Did program staff give you ideas to help your child understand the reasons for the relationship's ending?

- No
 Yes

104c. Did you talk with your child's mentor about the relationship ending?

- No
 Yes

104d. How helpful were program staff in making the closure a positive experience for your child?

- Not at all helpful
 Not very helpful
 Fairly helpful
 Very helpful

105. Please use the space below to tell us anything else you would like to share about your (or your child's) experiences in your mentoring program: _____

THANK YOU!

DATE: _____

PARENT ID:

Place ID Sticker Here

Appendix G8. ParentCaretaker Follow-Up Survey 2 (18 Month Survey)

Place ID Sticker Here

DATE: _____

PARENT ID: _____

**PARENT/CAREGIVER
FOLLOW-UP
SURVEY 2**

Agency Name: _____

Parent's First Name *[please print]*: _____

Parent's Last Name *[please print]*: _____

Youth's First Name *[please print]*: _____

Youth's Last Name *[please print]*: _____

[Please remove this cover sheet before administering the survey.]

American Institutes for Research, MEDP 18-Month Follow-Up Parent/Caregiver Survey

This resource was prepared by the author(s) using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

DATE: _____

PARENT ID:

Place ID Sticker Here

PARENT/CAREGIVER FOLLOW-UP SURVEY

This survey asks questions about your family, the child you enrolled in mentoring services and your (and your child's) experiences in the mentoring program. If you enrolled two children in the program, please fill out this survey for the child whose name is listed on the front sheet of the survey; you will then be asked to complete a separate survey for any other child of yours who is in the program and a part of the research. All of your answers will be kept private, and will not be shared with anyone outside of the research group. You may skip any questions you do not want to answer. It would be very helpful, however, if you could answer as many questions as possible.

Please use a black or blue ink pen. Place an "X" in the box(es) to mark your answer.

1. What is your relationship to the child who was enrolled in the mentoring program? *[Please continue to think about only this child for the rest of this survey.]*
 - Mother/Stepmother
 - Father/Stepfather
 - Grandparent
 - Foster Parent/Guardian
 - Other: *[Please describe.]* _____
2. What is your child's date of birth? Month: _____ Day: _____ Year: _____
3. What grade in school is your child currently attending (e.g., 5th grade, 6th grade, etc.)? *[If you are responding to this survey in the summer, please note the grade your child will be in, in the coming fall.]*
 - My child is in the _____ grade.
 - OR**
 - My child dropped out of school. The last grade he/she attended was the _____ grade.

This next part of the survey is about your child and his/her experiences. Please place an "X" in the box for "NO" or "YES" to indicate whether each statement is true of your child.

	(Mark One)	
	NO	YES
4. My child often says he/she feels alone, sad, or upset, cries, or seems unhappy.	<input type="checkbox"/>	<input type="checkbox"/>
5. My child is failing or at risk of failing two or more classes/subjects in school <i>(if your child is on summer break, think about the last month of school before the break).</i>	<input type="checkbox"/>	<input type="checkbox"/>
6. My child missed school often (3 or more times a month) over the last 6 months <i>(if your child is on summer break, think about the last 3 months of school before the break).</i>	<input type="checkbox"/>	<input type="checkbox"/>
7. My child has run away from home in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
8. My child has spent time with gang members in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
9. My child has smoked cigarettes in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>

	(Mark One)	
	NO	YES
10. My child has used drugs in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
11. My child has had an alcoholic drink in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
12. My child has been suspended from school in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
13. My child has been arrested by the police in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
14. My child has had contact with the police in the last 6 months, but was not arrested.	<input type="checkbox"/>	<input type="checkbox"/>
15. My child has engaged in behavior that could get him/her in trouble with the police in the past 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
16. My child has picked fights with other youth or bullied them over the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
17. One of my child's parents is in jail/prison.	<input type="checkbox"/>	<input type="checkbox"/>
18. My child has been picked on or bullied often in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
19. My child has a close friend who uses drugs or alcohol, skips school, or has been in serious trouble at school or with police.	<input type="checkbox"/>	<input type="checkbox"/>
20. My child is significantly overweight.	<input type="checkbox"/>	<input type="checkbox"/>
21. My child has one or more close friends who he/she spends time with regularly.	<input type="checkbox"/>	<input type="checkbox"/>
22. My child was held back a grade in school in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
23. My child had to go to juvenile court or was placed on probation in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
24. My child was sent to an alternative school in the last 6 months.	<input type="checkbox"/>	<input type="checkbox"/>
25. In the last 6 months, my child's school has contacted me or another adult in my home about a problem my child is having in school.	<input type="checkbox"/>	<input type="checkbox"/>
26. In the last 6 months, my child has participated in one or more programs or activities <u>after school or on weekends</u> (for example, chess club, yearbook, a sports team, Boys & Girls Club, 4H, Boy/Girl Scouts, music, drama or dance lessons).	<input type="checkbox"/>	<input type="checkbox"/>
27. In the last 6 months, my child has participated in clubs <u>during the school day</u> at his/her school (for example, band, newspaper, drama, chorus, public speaking).	<input type="checkbox"/>	<input type="checkbox"/>
28. In the last 6 months, I have attended an activity or event that my child participated in.	<input type="checkbox"/>	<input type="checkbox"/>
29. In the last 6 months, my child has been involved in a community service activity or volunteer work with a club, church or out in the community (not including a project your child did only during school, like a class project).	<input type="checkbox"/>	<input type="checkbox"/>
30. In the last 6 months, my child has been a leader in a school or community activity (for example serving in student council or student government).	<input type="checkbox"/>	<input type="checkbox"/>
31. In the last 6 months, my child has visited a workplace to see what it would be like to work there or a college to learn about college life.	<input type="checkbox"/>	<input type="checkbox"/>
32. During the last 6 months, my child has earned money from working (including occasional work such as cutting grass or babysitting).	<input type="checkbox"/>	<input type="checkbox"/>
33. In the last 6 months, my child has met with a mentor through a mentoring program.	<input type="checkbox"/>	<input type="checkbox"/>

34. For each of the items in the following table, please place an “X” in the box for Not True, Somewhat True, or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your child’s behavior **over the last six months.**

	(Mark One)		
	Not True	Somewhat True	Certainly True
a. Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Shares readily with other youth, for example CD's, games, food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Would rather be alone than with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Often fights with other youth or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Generally liked by other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Nervous in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Picked on or bullied by other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Often offers to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Gets along better with adults than with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Good attention span, sees chores or homework through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. These next questions ask about how your child might have been feeling or acting **recently**. For each question, please put an X in the box that shows how s/he has been feeling or acting **in the past two weeks**.

In the past <u>two weeks</u> ...	(Mark One)		
	Not True	Sometimes True	True Most of the Time
a. S/he felt miserable or unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. S/he didn't enjoy anything at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. S/he felt so tired that s/he just sat around and did nothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. S/he was very restless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. S/he felt s/he was no good any more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. S/he cried a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. S/he found it hard to think properly or concentrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. S/he hated him/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. S/he felt s/he was a bad person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. S/he felt lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. S/he thought nobody really loved him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. S/he thought s/he could never be as good as other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. S/he felt s/he did everything wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Please tell us about the grades and marks your child is getting in school right now (even if you think they may change). If you are answering this question during the summer break, please let us know how your child did on his/her **last** report card. **If your child does not get letter grades, please use the description underneath each grade to help you decide which box to mark.** Then place an "X" in the box that fits best.

What are your child's grades in each of these subjects right now? <i>(If you are answering this question during the summer break, please let us know how your child did on his/her <u>last</u> report card.)</i>	(Mark One)				
	F (Not Good At All)	D (Not So Good)	C (Good)	B (Very Good)	A (Excellent)
a. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reading or Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overall (across all subjects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. During the last three months your child was in school, on an average school day, how many hours after school has he/she worked on homework or school projects? *(Please check only one box.)*

- At least a few minutes but less than one hour per day
 - 1 - 2 hours per day
 - More than 2, but fewer than 3 hours per day
 - 3 or more hours per day
- OR
- My child does not do homework or work on school projects on an average school day.

38. Would you say that your relationship with your child is...

- Completely happy
- Very happy
- Fairly happy
- Not too happy

These next several questions ask whether your child has been matched with a mentor in the mentoring program and, if so, what your experiences have been with the program so far.

39. **In the last six months**, has your child communicated with a mentor from the mentoring program **more than once** (for example, met with him/her in person, by phone or email)?

Please answer "Yes" even if your child's mentoring relationship has ended or has been very short (even just a couple of meetings or other communications in the last six months).

Please answer "No" if your child has never communicated with a mentor in the program OR has only communicated with a mentor once in the last six months.

- No → **Please answer Question 39a. Then skip to Question 48.**
- Yes → **Please skip to Question 40.**

IF NO:

39a. Why did your child's relationship with his/her mentor end (or never start)? *[Please check **ALL** that apply.]*

- I did not want my child to be a part of the program anymore.
- My child did not want to be in the program anymore.
- We moved.
- My child's mentor moved.
- My child had other commitments.
- My child didn't need a mentor anymore.
- The mentor the program chose was not a good fit for my child.
- Other *[Please describe.]*: _____

MY CHILD'S MENTOR

For this section and the rest of the survey, please think about the mentor who was **most recently matched with your child through the program**, even if your child is no longer meeting with him/her, or if your child had a longer relationship with a previous mentor.

40. About how long ago did your child last have contact with his/her **most recent** mentor?

- Less than one month ago
- 1 - 3 months ago
- 4 - 6 months ago
- More than 6 months ago → **Please skip to Question 48.**

41. In the table that follows, please think about how effective you feel your child's mentor has been in doing the following things with or for your child. If you are unsure, please check the last column, "DON'T KNOW".

My child's mentor has been effective at...	(Mark One)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	DON'T KNOW
a. Understanding my child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching my child new skills (e.g., hobbies, school work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Advocating for my child with teachers or other school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Advocating for my child with adults outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Knowing what my child enjoys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Helping my child to get services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Showing support for my child's school or extracurricular activities (e.g., attending my child's sporting events, concerts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Encouraging my child to ask for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Exploring my child's talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Exposing my child to new places or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Finding activities or projects that interest my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Keeping my child out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Meeting my child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MENTORING GOALS

42. Some mentors try to help their mentees achieve specific goals (for example, to improve grades, help with friendships, or increase confidence). Is your child's mentor trying to help your child achieve any specific goals?

- I don't know → **Skip to Question 43 on the next page.**
- No → **Skip to Question 43 on the next page.**
- Yes → **Go to Question 42a below.**

42a. What are these goals? [*Please check **ALL** that apply.*]

- Academic improvements (e.g., grades, homework completion)
- Social improvements (e.g., relationships with peers or adults)
- Health improvements (e.g., exercise, healthy diet)
- Increase self-esteem (help my child to feel good about him/herself)
- Develop new skills (a talent or hobby)
- Connect my child with positive activities at school or in the community (after-school activities, a job, community service, etc.)
- Something else [*Please describe.*]: _____

OR

- I don't know what these goals are. → ***If you do not know what these goals are, please skip to Question 43.***

42b. How many times have you discussed these goals with your child's mentor over the past six months?

- We have never discussed these goals
- We discussed them once
- 2 to 3 times
- More than 3 times

42c. How many times have you discussed these goals with staff from your child's mentoring program over the past six months?

- We have never discussed these goals
- We discussed them once
- 2 to 3 times
- More than 3 times

42d. Have these goals changed over the past six months?

- No
- Yes

42e. How much progress has your child made in reaching these goals over the past six months?

- No progress yet
- Very little progress
- Some progress
- A lot of progress

Please explain your answer: _____

THE MENTORING PROGRAM

43. Over the past six months, how often have you (or another parent or guardian of your child) *spoken* with staff at the mentoring program?

I have not spoken with staff at the mentoring program in the last 6 months.

OR

Once in the last 6 months

Twice in the last 6 months

3 or 4 times in the last 6 months

About once a month

2 or 3 times a month

Weekly

44. Over the past six months, have you attended any structured training with other parents from the program—for example, training on how to support your child’s match or how to strengthen your own relationship with your child (do **not** include any materials or basic program orientation you may have received when your child started the program)?

No

Yes

45. Over the past six months, have you attended any program-sponsored activities or events (not training) with your child?

No, I have not attended any program-sponsored activities; but the program did offer one or more.

No, I have not attended any program-sponsored activities; the program did not offer any.

Yes, I have attended at least one program-sponsored activity or event.

46. Please indicate the extent to which you agree or disagree with these statements. For questions about your child’s mentoring program, if your child is no longer being mentored, please think about how you felt when your child was involved in the program. Please check “Not Applicable/Don’t Know” (last column) only if the statement is not relevant for your child’s mentoring relationship or mentoring program or you don’t know.

How much do you agree or disagree with the following...	(Mark One)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable/ Don’t Know
a. My child has made a lot of progress through his/her program involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My child has learned a lot through his/her involvement in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My child feels close to his/her mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Learning new things together is an important part of my child’s relationship with his/her mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My child and his/her mentor spend time working on how my child can improve as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My child’s mentor helps my child to set and reach goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My child’s mentor and my child work on projects together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you agree or disagree with the following...	(Mark One)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable/ Don't Know
h. My child's mentor and my child accomplish a lot of things together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My child's mentor and my child talk together about how to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47. Is your child still meeting with his or her mentor?

- No → **Go to Question 47a.**
- Yes → **Skip to Question 48.**

IF NO:

47a. Why did your child and his/her mentor stop meeting? *[Please check **ALL** that apply.]*

- I did not want my child to be a part of the program anymore.
- My child did not want to be in the program anymore.
- We moved.
- My child's mentor moved.
- My child had other commitments.
- My child didn't need a mentor anymore.
- The mentor the program chose was not a good fit for my child.
- Other *[Please describe.]*: _____

47b. Did program staff give you ideas to help your child understand the reasons for the relationship's ending?

- No
- Yes

47c. Did you talk with your child's mentor about the relationship ending?

- No
- Yes

47d. How helpful were program staff in making the ending of the relationship a positive experience for your child?

- Not at all helpful
- Not very helpful
- Fairly helpful
- Very helpful

Now, think back to when your child first started being in the mentoring program.

48. Do you feel that being in this program has made a difference in your child or your child's life? *(Please check only one box.)*

- My child is doing **a lot better**.
- My child is doing **a little better**.
- My child isn't doing better or worse than when he/she started the program.
- My child is doing **a little worse**.
- My child is doing **a lot worse**.

OR

- My child never received a mentor through the program.

49. Please briefly explain the reason(s) why you chose the answer you did to the above question: _____

50. Please use the space below to tell us anything else you would like to share about your (or your child's) experiences in your mentoring program: _____

THANK YOU!

DATE: _____

PARENT ID:

Place ID Sticker Here

Appendix G9. Staff Focus Group Protocol

Online Focus Group Protocol TOPIC: *Definition of Teaching and Advocacy*

Interview Record

Grantee:	Date:
Participants (list names)	

Introduction

Thank you again for taking the time to talk with me regarding MEDP. The purpose of this focus group is to understand your thoughts and perceptions of how MEDP is being implemented at your program. Information from this focus group and other data we collect from your program will be included in our evaluation. When we write up our findings, your name and your position will not be individually identified.

This focus group should take approximately 75-90 minutes. We would like to tape record our discussion so that we can accurately capture everything you tell us. Do we have your permission to record this call?

INTERVIEWER: [If Yes, turn on voice recorder and proceed.] I am with staff from [program name], and today is [name of day, month, and date]. Again, for the record: "Do I have your permission to record the interview?"

Theme 1: What are the mentoring program enhancements and how are they distinguished from standard practices?

Theme 2: To what extent are study participants exposed to the program enhancements?

Theme 3: To what extent do mentors incorporate teaching and/or advocacy into the mentoring role?

The questions I'll ask you today are meant to help us understand more about how you define "teaching" and "advocacy" in your program model. Let's start with "teaching". Please think about the "teaching" piece of your model (if it does include teaching):

Teaching

1. Does your MEDP program enhancement include a component that encourages and supports mentors in taking on a teaching role with their mentees? *[If yes, continue with this section; If no, skip to Advocacy section.]*

2. In your enhancement, what does it mean for mentors to take on a teaching role or function?
3. Do you have a standard definition of “teaching” that you use with mentors and staff to help them understand what you mean by this term?
 - a. If yes, what is your definition?
 - b. How is this definition presented to mentors?
4. Please give me some examples of mentor activities or approaches that would constitute teaching in your definition.
5. Has your definition of teaching changed or expanded since the beginning of the project?
 - a. In what ways has it changed?
 - b. When did you make this change?
 - c. Why did you make this change?
 - d. In what ways do you think this change has helped/hindered your work?
6. How much of your training is devoted to *defining* teaching for mentors? How much of your training is devoted to *demonstrating* teaching approaches for mentors (i.e., coaching them on how to do this)?
 - a. Do you use the term “teaching” when training and supporting mentors? Why or why not?

Advocacy

7. Does your MEDP program enhancement include a component that encourages and supports mentors in taking on an advocacy role with their mentees? *[If yes, continue with this section; If no, skip to end.]*
8. In your enhancement, what does it mean for mentors to take on a teaching role or function?
9. Do you have a standard definition of “advocacy” that you use with mentors and staff to help them understand what you mean by this term?
 - a. If yes, what is your definition?
 - b. How is this definition presented to mentors?
10. Please give me some examples of mentor activities or approaches that would constitute advocacy in your definition.
11. Has your definition of advocacy changed or expanded since the beginning of the project?
 - a. In what ways has it changed?
 - b. When did you make this change?
 - c. Why did you make this change?
 - d. In what ways has this change helped/hindered your work?

12. How much of your training is devoted to *defining* advocacy for mentors? How much of your training is devoted to *demonstrating* advocacy approaches for mentors (i.e., coaching them on how to do this)?
 - a. Do you use the term “advocacy” when training and supporting mentors? Why or why not?

Implementation of Teaching/advocacy

1. To what extent are your support contacts with mentors explicitly devoted to discussing teaching activities? Advocacy activities?
 - a. How do you know that mentors are engaging in teaching/advocacy activities?
 - b. How do you provide guidance to mentors on incorporating teaching and/or advocacy into their relationships with mentees?
 - c. What kind of resources have you provided to mentors to help them in their roles as teachers? Advocates?
2. Do you think mentors in the enhancement condition understand what you mean by “teaching”? What about “advocacy”?
 - a. What kind of questions have mentors asked during support calls about teaching and/or advocacy?
 - b. Can you give an example of when a mentor has had a different understanding of teaching or advocacy than you want them to adopt? How did you respond?
3. In general, to what extent do you feel mentors have adopted teaching activities in what they do? What about advocacy?
 - a. What has been your experience of mentors’ general receptivity to taking on a teaching role? An advocacy role?
4. What specific challenges have mentors experienced in their efforts to take on a teaching role in their relationships with youth? Any challenges related to their efforts to be advocates for youth?
 - a. What strategies have you suggested to mentors who have faced these challenges?
 - b. Have you gotten feedback from mentors on particularly successful strategies?
 - c. Have you experienced any push-back from mentors who don’t want to make teaching or advocacy a key part of their relationship? How have you responded to these situations?

Appendix G10. Staff Surveys

Mentoring Enhancement Demonstration Program (MEDP) Staff Survey

Participant Consent

Your agency is collaborating with American Institutes for Research (AIR) in a national study, the Mentoring Enhancement Demonstration Program (MEDP), to learn about how programs can improve their mentoring services. The study is funded by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention. This survey aims to examine staff experiences, supports, and challenges in implementing the enhancements that your agency proposed. You are being invited to complete this survey as a key informant from your agency. The survey will be administered online using Survey Analytics, a software used by AIR to collect data. The survey will take approximately 20 minutes of your time.

There are no foreseeable risks from taking part in the survey. If at any time you do not wish to answer a question, you may skip it. Individuals participating in the study will not be compensated for their participation. Findings from the study will be used to help mentoring agencies across the country understand how to support staff in implementing the enhancements that you have designed. We will keep your identity and the information you supply private. We will not share your responses with anyone outside the project team. All responses from this survey will be reported in the aggregate (i.e., combined with other responses we receive) and any information that may identify you or your agency will be removed. We may quote your open-ended comments in our reports, but we will not use any comments that may be easily identifiable.

If you have any questions now or in the future, you may call Dr. Jarjoura at (317) 632-7764 or send him an email at rjarjoura@air.org. If you have questions about your rights as a participant, you may contact the Chair of AIR's Institutional Review Board (which is responsible for the protection of project participants) at IRBChair@air.org, or call toll-free at (800) 634-0797.

I have read the above information. I agree to participate in the survey.

- NO** (*Thank you. Have a nice day!*) **YES** (*Continue below*)

Instructions

Please read these instructions before starting the survey:

1. Read every question and all options for answering each question. You may need to scroll down to see all questions.
2. If you are no longer employed in the mentoring program, please reflect on your experiences while you were at this agency and involved in MEDP.
3. When you have completed a page, please click "Next" at the bottom of the page. You may need to scroll down to see this button.
4. Some of the pages you will work on may "reload" depending on how you answer certain questions. If you are not able to move forward or back, please scroll up to make sure you are not being asked for more information.
5. If you want to change answers on previous pages, you may go back by clicking the "Back" button on the top left corner of the page. Do not click the back arrow on your browser to go back to previous pages.
6. If you want to leave the survey and come back at another time, click on "save page and continue later" button at the bottom of the page. The survey will continue where you left off.
7. When you finish your survey (by clicking on the "DONE" button), you will get a thank you note as a confirmation that the system has recorded your information.

Your site (Please select from the menu below.)

- AZ1-Big Brothers Big Sisters of Tucson
- AZ2-Big Brothers Big Sisters of Northeastern Arizona
- AZ3-Yavapai Big Brothers Big Sisters
- CA1-Bay Area Community Resources
- CA2-East Bay Asian Youth Center
- CA4-Richmond Police Activities League
- CA5-Be a Mentor, Inc.
- CO1-Aurora Mental Health Center
- CO2-Denver Urban Scholars Tramway Nonprofit Center
- CO3-Goodwill Industries of Denver
- FL1-Big Brothers Big sisters of Greater Miami & Mentoring Resource Center
- FL2-Big Brothers Big sisters of Broward County
- FL3-Big Brothers Big Sisters of Palm Beach and Martin Counties, Inc.
- IN1-Big Brothers Big Sisters of Northeast Indiana
- IN2-Big Brothers Big Sisters of Central Indiana
- IN3-Big Brothers Big Sisters of South Central Indiana
- IN4-Big Brothers Big Sisters of Greater Lafayette
- LA3-New Life Community Center
- MI1-Big Brothers Big Sisters of Metropolitan Detroit (Community Based)
- MI2-Big Brothers Big Sisters of Metropolitan Detroit (School Based)
- MI3-Big Brothers Big Sisters Michigan Capital Region
- PA1-Big Brothers Big Sisters Southeastern PA
- PA2-BBBS of Delaware
- PA3-Big Brothers Big Sisters of Burlington, Camden & Gloucester Counties
- TX1-Big Brothers Big Sisters of El Paso
- TX2-Big Brothers Big Sisters Lubbock-Plainview
- TX3-Big Brothers Big Sisters of Mountain Region
- UT1-4-H Mentoring Educator/Utah State University Ext.-Utah County
- UT2-USU Extension Professor/FCS & 4-H Youth
- UT3-Brigham Young University

YOUR BACKGROUND

Please select one of the following:

- I am a current staff in this mentoring program
- I am no longer working at this mentoring program

1. Which category best describes your current position in your agency (i.e., the mentoring program involved in the Mentoring Enhancement Demonstration Program or "MEDP")?

- Full-time
- Part-time (Please specify the number of hours you work at your job per week: _____)

2. Please indicate the total number of YEARS and MONTHS you have worked as a staff member:

	Years	Months
...in your current position?	<input type="checkbox"/>	<input type="checkbox"/>
...in your current mentoring program?	<input type="checkbox"/>	<input type="checkbox"/>
...for any type of mentoring program?	<input type="checkbox"/>	<input type="checkbox"/>
...in the field of youth development?	<input type="checkbox"/>	<input type="checkbox"/>

3. What is the highest degree or level of school you have completed?

- Some high school, but no high school diploma or equivalent
- High school diploma or equivalent
- Some college, but no degree
- Associate's degree
- Bachelor's degree
- Master's degree
- Professional degree beyond a bachelor's degree (for example, MD, DDS, JD)
- Doctoral degree
- Other (Please describe: _____)

4. Which credentials or certifications, if any, do you have? (Please select all that apply.)

- Public School Teaching Certificate
- Child Development Associate or Child Care Professional
- Youth Development Associate
- Youth Worker Certification
- School-Age Care Certificate
- Licensed Social Worker
- Certified Addictions Counselor
- Religious Education Certificate
- Certified Health Education Specialist
- Other (Please specify your "other" credentials/certifications: _____)
- I do not have any credentials or certifications

5. What best describes your current role in your mentoring program? (Please select all that apply.)

- CEO/ Executive Director
- VP for Programs/Program Director
- Program Manager/Supervisor
- Direct service (e.g., Caseworker, Match Support Specialist, Case Manager)
- Administrator (e.g., Finance, Operations)
- Development/Fundraising
- Administrative support staff
- Information technology/support

- Other (Please describe your "other" role in the program: _____)

Your Role in MEDP

6. In what ways are/were you personally involved in planning and/or implementing MEDP? (Please select all that apply).

- Helped decide whether we should get involved in the initiative.
- Met with other agencies in our collaborative to discuss how our program could be involved in the initiative.
- Helped develop the enhancements (i.e., the changes our agency would implement in our program practices).
- Helped determine how we would implement the enhancements.
- Attended training or read materials to prepare/plan for putting the program enhancements into practice (e.g., mentor training, match activities).
- Recruited mentors and/or families for the initiative.
- Helped implement one or more enhancements that our program created (e.g., conducted mentor training, provided enhanced match support, led enhanced activities, etc.).
- Implemented non-enhanced services to youth, families, and/or mentors in the enhanced group (e.g., standard training or activities).
- Implemented non-enhanced services to youth, families, and/or mentors in the business-as-usual group (i.e. those participating in the study but not receiving enhanced services).
- Monitored/supervised the implementation of the enhancements.
- Provided support (e.g., finance, administrative) to program staff implementing the enhancements.
- Helped administer surveys for the initiative.
- Helped to input data for the initiative into REDCap or AirSpace.
- Other (Please describe the "other" ways in which you are/were personally involved in MEDP: _____)

7. How familiar are you with the changes (i.e., the enhancements) that were adopted by your mentoring program as part of the MEDP initiative?

- Not at all familiar—I don't know what any of these changes are (*skip to Question 21*).
- Somewhat familiar—I could identify one or more of these changes, but not all of them.
- Very familiar—I could identify all of the changes we made.

8. How different are the enhancements for YOU from your usual daily practices?

- Not at all different
- Slightly different
- Fairly different
- Very different
- I am not able to compare enhanced practices with my usual daily practices (e.g., I did not implement enhanced practices OR I only worked on enhanced practices).

9. How different are the enhancements for YOUR AGENCY as a whole, from the practices usually implemented by your agency?
- Not at all different
 - Slightly different
 - Fairly different
 - Very different
 - I am not able to compare enhanced practices to the practices usually implemented by my agency (e.g., I have only worked on enhanced practices).
10. How did the enhancements directly affect your work? (Please write "N/A" if they did not directly affect your work.)

11. What positive outcomes/improvements, if any, do you attribute to your program's involvement in MEDP? (Please select all that apply.)
- Our relationships with collaborative agency partners
 - Our relationship with the Office of Juvenile Justice and Delinquency Prevention (OJJDP)
 - Our relationships with other funders
 - Our relationships with other community partners
 - Our relationships with the families of mentored youth
 - Relationships between our mentors and the families of mentored youth
 - Relationships between our mentors and youth
 - Relationships between program staff and mentors
 - Match support
 - Mentor satisfaction
 - Youth satisfaction
 - Parent or guardian satisfaction
 - Staff buy-in
 - Longer matches
 - Documentation of match progress (e.g., more detailed notes on match support calls, better recording of match activities)
 - Evaluation capacity in our program
 - Other (Please describe the "other" positive outcomes/improvements that you attribute to your program's involvement in MEDP:

)
 - I do not attribute any positive outcomes to our involvement in MEDP (Skip to Question 13)

12. What aspect(s) of MEDP do you think were responsible for the positive outcomes you noted in the last question? *(Please select all that apply.)*

- Funding to support the design of program enhancements
- Funding to support the implementation of program enhancements
- Funding to support collaboration with other programs
- Structured opportunities provided for peer collaboration and learning across programs
- Technical assistance provided through the MEDP initiative (e.g., presentations by mentoring researchers)
- Greater emphasis on teaching in the mentor role
- Greater emphasis on advocacy in the mentor role
- More time allowed for match support
- Better trained staff
- Better supported staff
- Greater emphasis on goals within the match
- Creating stronger matches from the start (betting matching)
- Enhanced activities for matches
- More time/contexts for program staff to get to know matches
- Stronger training for mentors
- Increased focus on youth's family (e.g., more activities with families)
- Working in a collaborative group of programs
- Other (**Please describe "other" aspects responsible for positive outcomes:** _____)

13. Please let us know whether you found the following approaches effective for promoting greater teaching and/or advocacy by mentors. If you did not implement a given change in programming as part of your MEDP enhancements, please check "not applicable" ("N/A" in the last column).
 Did you find the following approaches effective for promoting greater teaching and/or advocacy by mentors?

	Yes	No	N/A
a. Readings and guidelines provided to mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Online tools/resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. New or different prematch training for mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. New or different ongoing training for mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Social events for mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Organized activities for matches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Organized activities for both matches and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. More frequent support calls made to mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. More frequent support calls made to families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Higher quality match support calls (e.g., focusing calls on youth needs/interests, mentor coaching during match support, enhanced checklist for calls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Creating explicit goals with/for matches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Creating explicit goals with/for youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Creating matches in a more targeted way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Enhanced documentation and monitoring of match support (e.g., increased support from supervisors around match support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Resources developed in partnership with collaborative agency partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Support from collaborative agency partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other Please describe "other" approaches you found effective for promoting greater teaching and/or advocacy by mentors:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What negative outcomes/strains, if any, do you attribute to your program's involvement in MEDP? (Please select all that apply.)

- Our relationships with school partners
- Our relationships with collaborative agency partners
- Our relationship with OJJDP
- Our relationships with other funders
- Our relationships with other community partners
- Our relationships with families
- Relationships between program staff and mentors
- Relationships among staff within our program
- Lower match quality for youth in the enhanced group
- Lower match quality for youth in the business-as-usual group (e.g., due to shifting of resources to the enhanced group)
- Lower satisfaction for mentors in the enhanced group

- Lower satisfaction for mentors in the business-as-usual group relative to what we usually see (e.g., due to shifting resources)
- Lower satisfaction for youth in the enhanced group
- Lower satisfaction for youth in the business-as-usual group relative to what we usually see (e.g., due to shifting resources)
- Lower satisfaction for parents in the enhanced group
- Lower satisfaction for parents in the business-as-usual group relative to what we usually see (e.g., due to shifting resources)
- Shorter matches in the enhanced group
- Shorter matches in the business-as-usual group relative to what we usually see (e.g., due to shifting resources)
- Negative reactions of mentors to not being selected to receive the enhancements
- Negative reactions of families to not being selected to receive the enhancements
- Other (Please describe the "other" negative outcomes/strains that you attribute to your program's involvement in MEDP: _____)
- I do not attribute any negative outcomes to our involvement in MEDP. (*Skip to Question 16*)

15. Please describe what you think caused the negative outcomes/strains you noted in the last question. If you did not note any negative outcomes, please write "N/A".

16. Do you anticipate that your mentoring program will continue to implement any of the changes that were implemented as part of MEDP?

- Definitely not! (Please describe briefly why not: _____)
- Probably not (Please describe briefly why not, and note what will determine whether you continue to implement these changes: _____)
- I am not sure (Please also describe why: _____)
- Probably yes (Which ones? Please also describe why: _____)
- Definitely yes! (Which ones? Please also describe why: _____)

17. Do you personally want to continue any of the changes that were implemented as part of MEDP?

- Definitely not! (Please describe briefly why not: _____)
- Probably not (Please describe briefly why not, and note what will determine whether you continue to implement these changes: _____)
- I am not sure (Please also describe why: _____)
- Probably yes (Which ones? Please also describe why: _____)
- Definitely yes! (Which ones? Please also describe why: _____)

18. To what extent do you agree that the advantages of the enhancements implemented in your mentoring program outweighed the disadvantages?

- Strongly disagree
- Slightly disagree
- Slightly agree

○ Strongly agree

19. These next questions ask about different types of supports that you may have needed during your planning and/or implementation of MEDP. (1) In the first column, please let us know the extent to which you needed the listed type of support to plan and/or implement the initiative. (2) In the second column, please indicate the extent to which you received this type of support during the planning and/or implementation of the initiative.

[Not at all, A little, Some, Quite a bit]

	I NEEDED				I RECEIVED			
	Not at all	A little	Some	Quite a bit	Not at all	A little	Some	Quite a bit
a. Training to understand MEDP and its requirements for our program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Materials/resources on our specific enhancements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Training to understand what teaching/advocacy could mean in mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Training to understand how to support mentors in taking a teaching and/or advocate role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Training to understand how to support families as part of our enhancements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Commitment from leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Commitment from other (non-leadership) staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Commitment from our collaborative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. IT support (computers, systems, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Additional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Allocated time for planning how to implement the enhancements (e.g., how to provide enhanced match support, what trainings might be needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Allocated time for implementing the enhancements (e.g., providing enhanced match support, preparing for/conducting enhanced training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Support from AIR with consent and/or random assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Technical assistance from mentoring researchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Support from AIR on how to collect data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Support from AIR on how to record data (e.g., using AIRspace, REDCap)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you indicated that you needed/received an “other” type of support to plan/implement the enhancements, please describe that “other” type of support here:

20. To what extent did YOU (or those you supervised) experience challenges in the following practices/activities for the MEDP initiative? If you (or those you supervised) did not implement the practice/activity, please check “N/A” in the last column.”

	No challenge	Minor challenge	Major challenge	N/A
a. Recruiting families for the study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Recruiting mentors for the study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Creating strong matches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing/designing the enhancement model or strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Fitting enhancement implementation in with other significant program activities and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Defining “teaching” and/or “advocacy” for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Defining “teaching” and/or “advocacy” for mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Understanding what was supposed to be done differently with the enhanced matches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Mentor use of enhancements built into our program website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Mentor attendance in additional (enhanced) pre-match training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Mentor participation in additional (enhanced) ongoing training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Reaching mentors for more intensive (e.g., additional, lengthier, or in-person) enhanced match support calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Reaching families for more intensive (e.g., additional, lengthier, or in-person) enhanced match support calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Getting matches to focus on targeted goals as part of enhancements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Match participation in MEDP program-sponsored activities (e.g., activities with other matches)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Family participation in MEDP program-sponsored activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

q. Collecting data for the study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Recording data for the study (e.g., using AirSpace, REDCap)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please elaborate on the challenges you experienced, including any thoughts you have about why they happened. (If you did not experience any challenges, please write “N/A”).

About Your Agency

21. To what extent do you agree or disagree with each of the following statements about your mentoring program?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. We have good program management in our organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Frequent staff turnover is a problem in our program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Training and continuing education for staff are priorities in our program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. We have program supervisors who are qualified to support staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I learned new skills or techniques at a professional training in the past year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Much attention are given to staff supervision when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. We have a user-friendly data management and information system to record match data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Client service decisions for our program are well planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Most client records for our program are computerized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Staff in our program have the skills they need to do their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Staff in this program support each other when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Most staff in this program get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Staff concerns are ignored in most decisions made in our program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Our program holds regular in-service training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
o. Program staff in our agency are well trained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Staff in our program are encouraged to try out different techniques to improve their effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I have confidence in how decisions at our program are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Staff are discouraged from coming up with new ideas for working with participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. I meet frequently with program supervisors about client needs and/or progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Our program has enough staff to meet current client needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. The budget in our program allows staff to attend professional training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Our program is able to maintain services that are related to teaching and/or advocacy regardless of funding available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Is there anything else you'd like to share with us about your experiences in the MEDP initiative?

THANK YOU!

Appendix G11. Cost Survey

MEDP Cost Study

The AIR Evaluation of MEDP includes a cost study to examine the costs associated with implementing the enhancements (relative, of course, to the costs of the “business-as-usual” model) that each grantee has identified as part of their MEDP model. To identify the costs, AIR has developed a questionnaire to guide each program in the compilation of the necessary data. There are two goals here. First, we would like to get enough information to be able to calculate the per capita cost of serving youth in your mentoring program. Second, we would like to understand the incremental costs of the mentoring enhancements, relative to the business-as-usual model. The estimates we generate will provide the field with information on what it really costs to provide enhanced mentoring services to youth. Your careful attention to providing specific input will help shape these important estimates for agencies and funders nationwide.

This questionnaire has been adapted from the “Survey of Budgets, Funding, and Finances for Fiscal Year 2005,” from the National Big Brothers Big Sisters School-Based Mentoring Impact Study. The original survey was administered by Public/Private Ventures in the winter of 2006.

INSTRUCTIONS

In the next pages, please follow the guidance provided in the following:

1. If you do not collect some of the specific information we are requesting, please give us your best estimate and write “ESTIMATE” next to the question.
2. If you operate as part of a group of agencies or organizations, focus on the budget for only your specific program throughout the questionnaire.
3. To arrive at an accurate cost figure, we need to determine how much it costs to staff your program. After you complete as much of this document as you can, please give it to your executive director or fiscal staff to answer any remaining questions and the information on salary and benefits in Question 8. All salary information will remain confidential and will not be shared with anyone outside of the AIR Evaluation team.
4. Once all the information except for staff salary and benefits in Question 7 has been recorded, please make a copy for your records. This copy will be useful for the follow-up interview with AIR.
5. After the executive director or a member of the fiscal staff completes the salary and benefits information in Question 8, please have him or her scan and email it to Manolya Tanyu at AIR (mtanyu@air.org) or FedEx to her to 1000 Thomas Jefferson St. NW Washington, DC 20007.
6. AIR will follow-up with an interview to walk through the survey and answer any questions you and/or your executive director might have.
7. If you have any questions, please call Manolya Tanyu at AIR at (202) 403-5707.

Agency name:

Your Name and Title:

COST SURVEY

1. What are your budget responsibilities? (e.g., draft budget proposals, monitor monthly expenditures, create original MEDP budget, etc.)
2. What time period does Fiscal Year 2014 cover?
FROM: ___/___/___ (Month/Day/Year) TO: ___/___/___ (Month/Day/Year)
3. How many **new** matches (i.e., **not** including youth who have been rematched and those matches that carried over from FY2013) did you make for the MEDP program in FY2014? Please include ALL MEDP youth (both treatment and control) whose **first** match began in FY2014, even if their match only met once.
_____ matches
4. How many matches in the MEDP program carried over from FY2013 into FY2014?
_____ matches
5. How many MEDP youth were rematched with a mentor during FY2014?
_____ youth
6. What is the average match length for a child in MEDP at the end of FY2014 (i.e., all MEDP matches that closed during FY2014)? Please include all matches that met in FY2014 in your estimate (new, carried over, and rematches) including those that only met once.
_____ months
7. How many new matches (i.e., **not** including youth who have been rematched and those matches that carried over from FY2013) did you make outside of the MEDP program in FY2014? Please include ALL non-MEDP youth whose **first** match began in FY2014, even if their match only met once.
_____ matches
8. How many non-MEDP matches carried over from FY2013 into FY2014?
_____ matches
9. How many non-MEDP youth were rematched with a mentor during FY2014?
_____ youth
10. What is the average match length for a child outside of the MEDP program at the end of FY2014 (i.e., all non-MEDP matches that closed during FY2014)? Please include all matches that met in FY2014 in your estimate (new, carried over, and rematches) including those that only met once.
_____ months

STAFF HOURS on MEDP DURING FY2014

11. In the following table, please let us know what percentage of staff hours were devoted to your MEDP program **during FY2014**. List each of your staff's names (you can omit these names when you are finished), titles, and the proportion of their time dedicated to serving MEDP matches or to "agency" tasks that cannot be separated by specific programs (e.g., general fundraising, administration, intake—see below for definitions).

We do not need perfectly accurate estimates—just each staff's broad estimate of their time. Please ask each staff member to provide their time use to you and then enter that information into this table. Then, please have your executive director or fiscal staff complete the last two columns on salary and benefits.

Who should be included in this table?

- **DO include:** (1) All staff who contributed to the MEDP program even if any/all hours were volunteered; (2) All staff who contributed to general agency tasks even if they are only indirectly tied to MEDP—for example, you *should* include a program manager who does not work on the project directly, but who supervises all agency staff, including MEDP staff.
- **DO NOT include:** Staff who do not work with MEDP matches AND do not contribute to any agency tasks that may affect MEDP matches even indirectly (e.g., case managers for youth outside of MEDP and staff who recruit only non-MEDP youth).

What should be included in each column?

- **Hours on MEDP or MEDP-related tasks:** The total number of hours worked with or for MEDP matches either directly (i.e., working on the evaluation and/or recruiting, enrolling or providing services to MEDP matches) or indirectly (i.e., doing tasks that indirectly affected MEDP matches).
- **MEDP Study:** Staff time devoted to tasks only associated with conducting the MEDP evaluation (e.g., collecting consent and surveys, research meetings, Redcap updates, working with Data Managers on cleaning data, etc.)
- **Enhancement Group:** Staff time devoted to directly serving (supervising, training, providing activities, etc.) matches in the Enhanced MEDP group.
- **BAU Group:** Staff time devoted to directly serving (supervising, training, providing activities, etc.) matches in the Business-As-Usual MEDP group.
- **Agency Tasks linked with MEDP:** Staff time devoted to indirectly serving youth in the MEDP program (e.g., administrative tasks, staff supervision).
- **Agency Tasks not linked with MEDP:** Staff time not devoted to serving youth in the MEDP program (either directly or indirectly). (Note: Staff with 100% of their time in this category do not need to be included in this table.)
- **Salary & Benefits:**
 - Total Value of Salary: Please enter the total of each staff person's salary, excluding all benefits and overhead
 - Total Amount of Benefits: Please enter the total of each staff person's benefits (e.g., health, retirement, vacation, etc.)

Name and Title of Individual Staff Members (<i>ONLY include those whose work directly or indirectly affected MEDP matches in FY2014</i>)	Hours on MEDP or MEDP-related tasks	SCHOOL YEAR % of Time/Week					SUMMER % of Time/Week					Salary and Benefits	
		MEDP Study	Enhancement Group	Business As Usual Group	Agency Tasks linked with MEDP	Agency Tasks not linked with MEDP	MEDP Study	Enhancement Group	Business As Usual Group	Agency Tasks linked with MEDP	Agency Tasks not linked with MEDP	Total value of salary	Total amount of benefits
<i>Example:</i> Sharon Sanchez, Administrative	10	15%	0%	15%	35%	35%	0%	0%	15%	35%	50%	\$30,000	\$10,000
<i>Example:</i> Mark Hathaway, Americorps Volunteer	20	40%	30%	0%	30%	0%	0%	0%	0%	0%	0%	\$0	\$0

This resource was prepared by the author(s) using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

STAFF TIME MAKING AND SUPPORTING MEDP MATCHES

12. For the table below, please think about the total amount of staff time spent on making and supporting matches in the MEDP program. Of this time, please estimate the percentage of staff hours that your staff spent on the following tasks in your MEDP program for FY2014.

Please do not consider time spent on the MEDP *evaluation* (e.g., collecting consent, administering surveys, etc.). The percentages in each column should add up to 100%.

This task is meant to get a broad estimate of differences in staff time allocation across the two groups—NOT to get precise proportions. For example, if you know that post-match training (e.g., developing the training, recruiting trainers, recruiting mentors to attend, running the training, developing follow-up materials, etc.) took the bulk of time for the Enhancement group, but not for the BAU group, you should note a proportion over 50% for training in the Enhancement column and a smaller proportion in the BAU column. The “other” rows should include only those activities that use 10% of time or more (activities requiring less than 10% can be combined within one “other” row).

Programs that did random assignment AFTER the match was made should note equal percentages in the two columns for all pre-match activities (i.e., the first three rows in the table) because these activities were done prior to knowing which group each youth would be assigned to.

Activity	Percentage of Total Enhancement Group hours	Percentage of Total Business-As-Usual (“BAU”) hours
Recruitment and screening (youth and mentor recruitment, youth interviewing/screening, volunteer screening)		
Matching (determining matches, getting parent approval, setting up first match meeting)		
Pre-match training (both volunteers and parents/youth)		
Youth, parent and volunteer supervision (including support calls/ meetings and closure activities, excluding match activities/events)		
Post-match training		
Match/parents activities/events		
Other (10% or more of staff time) (<i>describe</i>):		
Other (10% or more of staff time) (<i>describe</i>):		
Other (10% or more of staff time) (<i>describe</i>):		
TOTAL	100%	100%

MEDP EXPENSES

13. In the following table, please outline all MEDP-related expenses incurred by the agency for **FY2014** **NOT including staff salaries**. Please write budget funds used only for your Enhancement group in the **second column** and budget funds that were only used for your Business-As-Usual group in the **third column**. As you think about expenses for each of these categories, please list any donated goods or services you received for each category as well. If you know the dollar value of the donation, please write it down. Otherwise, please write out what the donations were. Please exclude any “pass through” funds (e.g., incentive money for teachers, mentors, youth, etc.) that your agency receives but immediately pays out again for items or tasks unrelated to normal agency functioning. **Please record exact amounts only where possible; otherwise, give your best estimate. Our main goal is to understand differences between these two groups, not precise amounts.**

Description Of Agency Expense	Enhancement Group	Business-As-Usual
<p>Program Materials (e.g., arts & crafts supplies, games, prizes, food & snacks, etc.)</p> <p><i>[List donated goods and services: e.g., 10 reams of colored paper from Staples]</i></p>	<p>\$</p> <p>Donated goods and Services:</p>	<p>\$</p> <p>Donated goods and Services:</p>
<p>Staff Training (e.g., transportation and lodging at relevant regional or national training sessions or conferences, trainers, curricula,)</p>	<p>\$</p> <p>Donated goods and Services:</p>	<p>\$</p> <p>Donated goods and Services:</p>
<p>Volunteer/Youth/Parent Training (e.g., trainers, curricula, space, training materials)</p>	<p>\$</p> <p>Donated goods and Services:</p>	<p>\$</p> <p>Donated goods and Services:</p>
<p>Match or Family Activities, (e.g., tickets to special events, parent nights, match activities, food, entertainment; do <u>not</u> include transportation)</p> <p><i>[List donated goods and services: e.g., 3 hours of a Magician for event; 50 \$5 gift certificates]</i></p>	<p>\$</p> <p>Donated goods and Services:</p>	<p>\$</p> <p>Donated goods and Services:</p>
<p>Administrative and Office Expenses (copying, printing, supplies)</p>	<p>\$</p> <p>Donated goods and Services:</p>	<p>\$</p> <p>Donated goods and Services:</p>

Description Of Agency Expense	Enhancement Group	Business-As-Usual
Facilities (rent, maintenance, electricity, water, gas, repairs, etc.)	\$ Donated goods and Services:	\$ Donated goods and Services:
Transportation (e.g., volunteer transport to host school, bus to match activities)	\$ Donated goods and Services:	\$ Donated goods and Services:
Incentives (e.g., incentives for participation in surveys)	\$ Donated goods and Services:	\$ Donated goods and Services:
Insurance (e.g., liability insurance; do not include insurance offered to staff as part of their benefits package)	\$ Donated goods and Services:	\$ Donated goods and Services:
Media/Public Relations (e.g., advertisements for recruitment)	\$ Donated goods and Services:	\$ Donated goods and Services:
Other (describe)	\$ Donated goods and Services:	\$ Donated goods and Services:
Other (describe)	\$ Donated goods and Services:	\$ Donated goods and Services:

Appendix G12. (Site Visit) Coordinator Interview Protocol

MEDP Site Visit- 2014 Program Director/Site Coordinator/ED Protocol

Because these roles are often held by one person, we have created this protocol to encompass all three roles.

* If the site coordinator is not a program director (i.e., does not have broader supervision of the program) but rather only specifically focuses on coordinating the collaborative: Focus on the collaborative questions.

** If the ED is not the on-the-ground guide or director for the program: Skip the questions with a ** next to them (or those areas in which he/she is not actively involved).

Thank you again for taking the time to talk with me today.

As you know, your mentoring program is one of 32 programs across the country involved in the MEDP initiative which is supporting mentors in taking on teaching and advocacy roles with their mentees. We are meeting with key staff from the 10 collaboratives to understand how they have approached the initiative and any challenges they may have encountered. Today, I'd like to talk with you about your work on, and experiences with, the initiative. This will help us guide other mentoring programs as they consider how they might improve their services for youth.

Information from our interview and other data we collect from your program will be included in our evaluation. Our conversation during the next hour will remain confidential and only accessed by the research team that will analyze the data. We may use some of the things you say as quotes in research reports, but when we write up our findings, your name and your position will not be individually identified.

Our interview should take approximately 60 minutes. Before we start, I'd like to get your consent and will need you to sign the consent form. If you'd like to have a copy of the consent form, I am happy to share a copy with you.

I also would like to tape record our discussion so that I can accurately capture everything you tell me. Do I have your permission to record this discussion?

INTERVIEWER: [If Yes, turn on voice recorder and proceed.] I am with program staff from [program name], and today is [name of day, month, and date]. Again, for the record: "Do I have your permission to record the interview?"

Experience with MEDP

1. What has your role been in the initiative?
2. About how much time would you say you have spent on tasks related to the initiative every week? Is this about how much time you anticipated when you started the initiative? What has taken most of your time?

Creating MEDP

3. Did you play a role in designing the enhancements in your model?

IF YES:

4. How did you develop the model? *PROBE: How did you determine what would be included in the model?*
5. To what extent has the actual implementation stayed true to your vision?
 - What do you think has gone well?
 - What has been challenging? *PROBE: Ask for an example if needed.*
6. How did you try to get buy-in from your staff for your vision? *PROBE: Did you experience any push-back from staff on taking on the initiative? were their concerns? How did you address them?*
7. How did the collaborating programs come together/how were they chosen? When was the team created?
8. To what extent did collaborative members contribute to the original design of the model?
If they did not contribute: How did you get buy-in from your collaborative members?

****Changes**

9. What changes have you made to your original enhancement plans? Why did you make these changes? What was the result of these changes? *PROBE: Are things going more smoothly now? Do you feel the enhancement "package" is stronger now?*
10. What factors affected the extent to which you were able to implement your enhancements? *PROBE: Did staffing changes affect the implementation of your enhancements? Did challenges in your collaborative affect how things went on the ground? Did broader agency changes or budget shifts affect how things went?*
11. Early on, we decided to focus mostly on enhancements that happen after the match is made. But, the original intent was to have the matching process itself be a key enhancement in the project. Did you end up implementing any changes in how you matched volunteers and youth? Can you tell me about those changes? How consistently do you think these changes were implemented? Do you think this matching strategy ultimately affected the quality of the matches that were made?

Staffing and Decision-making

12. How are decisions about the initiative generally made?
13. What staffing structure did you use for the initiative? Did you need to make any changes to this structure along the way? If so, what kind of changes did you make and why?
14. In addition to the staff who are recruiting participants and supporting matches on the ground, what kind of *administrative* structures were needed to make the project successful? For example, what kind of administrative and fiscal oversight has the project required?

Staff Support and Preparation

15. Were staff trained in any way prior to working with enhanced matches? By whom? How long was the training? What topics were included?
16. ****How are enhancement staff supervised? How often? By whom?**
17. ****Does your program have any mechanisms in place to ensure that the enhancements are implemented? If so, what are they?**
 - How do you assess how well they are implemented? (*PROBE: Ask for an example if needed.*)
18. ****Do you see any general differences in how staff are making or supporting matches that are in the enhanced group? PROBE: Any differences in how they approach support contacts? Any differences in their descriptions of the quality or strength of these matches? Can you give me an example?**
I FACILITATED the enhancements and MYH COLLEAGUE DID THE CONTROL CLASSES
19. ****Do you feel the challenges experienced by enhancement staff (those working with enhanced matches) have been similar to, or different from, those experienced by business as usual staff? Can you give me an example?**

Technical Assistance

20. Have you received any resources, training, or materials from outside individuals or organizations—for example, David DuBois or OJJDP—on how to strengthen your efforts to enhance your programming? Can you tell me about it? Did you find it helpful? What types of information were most helpful?
21. Have you received any resources or materials from any other participating agencies? What types of information were most helpful?
22. If other programs were to take on the enhancements your program implemented, what kind of technical assistance (materials, resources, training) do you think they would need to be able to hit the ground running and implement things well?

*The Collaborative

[Only ask this full set of questions to those who have an active role in the collaborative.]

23. How often do you meet with the other members of the collaborative? Do you meet by phone or in person? Who do you meet with from the other programs? *PROBE: ED's, case managers, etc.?*
24. What do you discuss in these meetings?
25. Had your program worked with other collaboratives in the past? Had you personally worked with other teams like this? Had your program worked with any of the members of this collaborative in prior projects? Are you working with this team on any other current projects?
26. How would you say things are going with the group?
 - What do you think is going well?
 - What have been some challenges? How did you overcome these challenges?
 - Does your program have plans to continue work with this group after the MEDP initiative is over?

27. How are any resources/trainings/materials shared across members of the collaborative? Can you give me some examples of times that this occurred?
28. In what ways do you think this collaborative added to the success of the initiative? In what ways did it hinder (or slow down) success? *PROBE: Do you feel your collaborative was "more than the sum of its parts"? What did the collaborative add to the project that the three individual programs might not have contributed on their own?*
29. What advice do you have for others who are creating collaboratives for initiatives like this? What might you have done differently in creating the collaborative (for example, choosing collaborative members, outlining roles, etc.)? In supporting its ongoing work?

Challenges

30. What challenges have you experienced personally in making the project succeed?
31. What challenges have you experienced at an overall agency level in trying to implement the project enhancements? *PROBE: Have staff been generally supportive of the project? Has the project taken more staff time and effort than you anticipated?*
32. Did you feel the budget for the project was adequate to get done what you proposed? If not, please explain how the costs of this project have differed from what was anticipated. What have been the most costly components of the initiative?

Moving Forward

33. Are there any components of the initiative that you would consider keeping once the initiative is over? Which ones? Why? What would need to happen in your agency to allow you to keep those enhancements? *PROBE: What would prevent you from keeping the other components?*
34. Knowing what you know now, what changes would you make to your enhancements to make the project as successful as possible?
35. What would you advise other programs that are considering taking on an initiative like this? What would you advise other programs that are considering taking on these *specific* enhancements?
36. Is there anything else you'd like to share with me about your experiences in the initiative?

Appendix G13. (Site Visit) Staff Interview Protocol

MEDP Site Visit- 2014 Staff/Case Manager Interview Protocol

Thank you again for taking the time to talk with me today. In this interview, I'd like to learn more about how you have approached the initiative and any challenges you may have encountered. As you know, your mentoring program is one of 32 programs across the country involved in the MEDP initiative which is supporting mentors in taking on teaching and advocacy roles with their mentees. We are meeting with key staff from the 10 collaboratives to understand how they have approached the initiative and any challenges they may have encountered. This will help us guide other mentoring programs as they consider how they might improve their services for youth.

Information from our interview and other data we collect from your program will be included in our evaluation. Our conversation during the next hour will remain confidential and only accessed by the research team that will analyze the data. We may use some of the things you say as quotes in research reports, but when we write up our findings, your name and your position will not be individually identified.

Our interview should take approximately 60 minutes. Before we start, I'd like to get your consent and will need you to sign the consent form. If you'd like to have a copy of the consent form, I am happy to share a copy with you.

I also would like to tape record our discussion so that I can accurately capture everything you tell me. Do I have your permission to record this discussion?

INTERVIEWER: [If Yes, turn on voice recorder and proceed.] I am with program staff from [program name], and today is [name of day, month, and date]. Again, for the record: "Do I have your permission to record the interview?"

Successes/Challenges (supporting a teaching/advocacy role)

As you know the purpose of this demonstration program is to examine mentoring relationships and what happens when mentors take on a teaching and/or advocacy role.

1. What are some positive results you've seen from having mentors take on a teaching or advocacy role? *Can you give me an example?*
2. What are some downsides to having mentors take on teaching/advocacy roles?
PROBE: Do you have an example of a time that taking on this role was actually keeping the match from "gelling" or supporting the youth's success?
Have there been times you've needed to pull a mentor back from being TOO MUCH of a teacher/advocate?
3. Getting mentors to take on specific focused roles in their relationships with their mentees is a relatively new approach for the field. Given your experience in this initiative, do you feel this is a worthwhile goal for programs? Why/why not?
4. What advice would you give other program staff in their efforts to support mentors in taking on these roles?

Uptake of Enhancements

Let's think about the enhancements your program has taken on as part of MEDP and how they are implemented.

5. What challenges have you faced in getting mentors to *receive* the enhancements your program is providing? What strategies have you used to try to overcome these challenges? Which ones have been the most successful?
6. In your opinion, which of your program enhancements has been most successful in terms of truly helping mentors to achieve their goals? Why do you think it/they has/have been most successful?
7. If you were going to design another initiative like this, how would you change your program model? *PROBE: Which components of your model would you keep? Which would you drop? Why? Would you add any new components that were not in your original model?*

Program Support

Let's talk a little bit about your role in MEDP.

8. What training did you get for your role **before** you started? Have you had any additional training since you started? What was covered in this training?

9. How often do you discuss specific enhancement-related challenges and successes with your supervisors?

10. Do you feel you have had enough support from the program in your work to ensure the initiative's success? What types of help do you think would have improved your work?

11. What advice would you have for other programs that are trying to support their staff in ensuring that mentors take on this role? *PROBE: What kind of resources do staff need to be able to do this initiative well?*

12. Is there anything else you'd like to share with me about your experiences in the initiative?

Appendix G14. (Site Visit) Mentor Focus Group Protocol

MEDP Site Visit- 2014 Mentor Focus Group Protocol

As you may know, your mentoring program is involved in an initiative in which it is supporting mentors in taking on teaching and advocacy roles with their mentees. 32 programs around the country are involved in this initiative, and different programs are taking different approaches to supporting their mentors in this work.

We'd like to learn more about your experiences in your mentoring program to understand whether and in what ways you may have been taking on a teaching or advocacy role with your mentee. This will help us guide other mentoring programs as they work to improve their services for youth.

Information from this focus group and other data we collect from your program will be included in an evaluation conducted by American Institutes for Research, or "AIR." Our conversation during the next hour will remain confidential and only accessed by the research team that will analyze the data. We may use some of the things you say as quotes in research reports, but when we write up our findings, your name will not be individually identified.

This focus group should take approximately 60 minutes.

Before we get started, I'd like to get your consent and will need you to sign the consent form. If you'd like to have a copy of the consent form, I am happy to share a copy with you. I would like to tape record our discussion so that I can accurately capture everything you tell me. Do I have your permission to record this discussion?

INTERVIEWER: [If Yes, turn on voice recorder and proceed.] I am with mentors from [program name], and today is [name of day, month, and date]. Again, for the record: "Do I have everyone's permission to record the interview?"

**MEDP Site Visit- 2014
Mentor Focus Group Protocol**

Definition

1. Has your program discussed your taking on a teaching or advocacy role with your mentee?

- How have they defined “teaching” and/or “advocacy” for you?
- Did you hear this definition in training, discussions with support staff, reading materials given to you by your agency, visiting a website or some other way?

[If mentors haven't heard of teaching/advocacy, you might offer them our definition as these exact terms may not have been used in their program and they'll need to have some understanding to continue with our questions:

Teaching: Helping to strengthen, expand, or improve your mentee's skills, behaviors, interests, or character;

Advocacy: For example, building or strengthening his/her relationships/connections with others, connecting him/her with community or school resources, speaking up for him/her with others.]

Enhancements (support for teaching/advocacy)

2. To what extent has your training focused on teaching/advocacy?

PROBE: Has your program suggested what approach you might take to help your mentee learn a new skill or advocate for him or herself? Can you give me some examples?

3. How about your interactions with staff during support calls or agency-sponsored events— how much do program staff explicitly discuss these roles with you and try to help you take them on?

- Can you give me an example of a time program staff helped you take on a teaching or advocacy role? *Did you find it helpful in supporting your mentee?*

4. In what other ways has your program supported your efforts?

PROBE (tailor depending on the specific enhancements offered by the program you are visiting): For example, do you have a concrete plan to follow that helps guide your work with your mentee?

- Have you engaged in any specific program-sponsored activities that have helped you?
- Have you visited a program website or gotten written materials from your program?

5. Which program supports (e.g., training, support calls, program-sponsored activities, program website, etc.) have been most helpful in supporting your work in taking on a teaching/advocacy role with your mentee? What has made it/them particularly helpful?

6. What suggestions would you have for other programs that are trying to

encourage mentors to take on these roles? How could they help ensure that mentors succeed in taking on these roles?

Implementing teaching/advocacy in mentoring

2. Let's think about your relationship with your mentee. To what extent do you feel a teaching or advocacy focus has shaped the *direction* or focus of your relationship?
 - Is it something you try to *do* every once in a while or is it a more pervasive way that you interact with your mentee?
 - Has any one of you felt resistance from your mentee (or other people in your mentee's life) when you have tried to be a teacher/advocate for the child? How did you try to overcome these challenges?
 - How do you feel a teaching or advocacy focus has affected the success of your relationship with your mentee? For example, do you feel it's helped you to get to know your mentee better or made it more difficult to get to know him or her?
3. Do you believe your relationship with your mentee is having a positive impact on him/her? Has taking on a teaching/advocacy role helped you to make positive changes in your mentee's life? Can you give me an example?
4. What suggestions would you have for other mentors who are trying to take on a teaching or advocacy role?

Is there anything else you'd like to share with me about your experiences in the initiative?

5.

Appendix G15. (Site Visit) Stakeholder Interview Protocol

MEDP Site Visit- 2014 Other Stakeholders Protocol

Thank you again for taking the time to talk with me today.

As you may know, the _____ mentoring program is one of 32 programs across the country involved in a national initiative supporting mentors in taking on teaching and advocacy roles with their mentees. We are meeting with staff from these programs and their partners to understand how they have approached the initiative and any challenges they may have encountered.

Staff at the program told us that you have been a key partner in their work on the initiative and thus that your thoughts and insights on the project would be very valuable. Today, I'd like to talk with you about your work with the initiative. This will help us guide other mentoring programs as they consider how they might improve their services for youth.

Information from our interview and other data we collect from your program will be included in our evaluation. Our conversation during the next hour will remain confidential and only accessed by the research team that will analyze the data. We may use some of the things you say as quotes in research reports, but when we write up our findings, your name and your position will not be individually identified.

Our interview should take approximately 60 minutes. Before we start, I'd like to get your consent and will need you to sign the consent form. If you'd like to have a copy of the consent form, I am happy to share a copy with you.

I also would like to tape record our discussion so that I can accurately capture everything you tell me. Do I have your permission to record this discussion?

INTERVIEWER: [If Yes, turn on voice recorder and proceed.] I am with program staff from [program name], and today is [name of day, month, and date]. Again, for the record: "Do I have your permission to record the interview?"

Role on MEDP

1. Tell me a little bit about your role with the MEDP project?
2. Had you worked with the agency prior to the initiative? If yes, can you tell me about your past work with the agency? When did you start your work with them?

Preparation and Support

3. What did the agency share with you about the MEDP project and their goals for the project?
4. How did the agency prepare you for your work on the project? *PROBE: Did you attend a training? Were you given any materials to read?*
5. How often do you meet with agency staff about your contributions to the project, for example, how your work is going, any challenges, etc.?

Contributions

This will need to be modified for a given partner. For example:

If a trainer: What was their training about, did they develop the training or did the program—if they did, what input did the program have (how did they modify it to reflect teaching/advocacy), to what extent was the training ultimately focused on teaching/advocacy (how much discussion was generated on how to take on these roles), what questions did mentors have over their role, how did the trainer respond, did someone from the program attend to help guide the discussion?

If a partner who has helped recruit youth: What types of youth were they asked to refer, who did they ultimately refer, what types of youth did they not refer, how many youth have they referred, how did they select these youth, have all of them been served?

If an evaluator: Can you describe the nature of the evaluation you are/? To what extent do they share /communicate data with all sites?

Challenges

6. What challenges have you experienced in your work with the agency over the past year or so? How were you able to overcome these challenges?
7. Is there anything else you'd like to tell me about your work with the agency?

Appendix G16. (Site Visit) Observation Checklist

MEDP Site Visit – 2014 Observation Checklist

Date: _____

Location: _____

Duration of Activity: _____ hours

Leader/Trainer Name: _____

Time Observed: _____ to _____

Leader's Program Affiliation: _____

Type of Activity (e.g., mentor or youth training, community service, parent night): _____

Number of Staff Attending: _____

Number of Youth ("NA" if not invited): _____

Activity Subject/Title: _____

Number of Mentors ("NA" if not invited): _____

Number of Parents ("NA" if not invited): _____

1. Brief description of activity (including who was invited, activity structure, curriculum involved, etc.)

IF THIS IS A TRAINING:

- Did the trainer(s) use a curriculum?
- Did the training include one or more activities where mentors role-played potential challenges with their mentees?
- Did the training provide ample opportunities for mentors to discuss their questions/concerns?

2. Goal of activity (*ask activity provider if not explicitly stated*):

3. (ASK TRAINER/FACILITATOR) How many times has this *specific* activity (e.g., a training on this particular topic) been offered since the start of the project?

_____ times total (or _____ times per _____)

4. To what extent did the activity focus on teaching (e.g., the goal was to teach the child new skills or increase the mentor's use of teaching in the relationship)?

1

2

3

4

5

Teaching not a focus

Teaching was central focus

5. To what extent did the activity focus on advocacy (e.g., defining advocacy, showing youth how to advocate for themselves, showing mentors how to advocate for their mentee)?

1

2

3

4

5

Advocacy not a focus

Advocacy was central focus



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