

TABLE 1: GROUP MENTORING PROGRAM AND EVALUATION DESCRIPTIONS

Program	Structure	Processes	Evaluation
<i>Hoover Freedom Writers Program</i> ⁴	<p>Goal: Provide a safe learning environment for students to freely express themselves</p> <p>Setting: School</p> <p>Target: Economically disadvantaged HS students</p> <p>Group Composition: 10 HS students</p> <p>Mentors: 1 mentor, also the researcher</p>	<p>10-week program organized by themes, discussion, focus group or journaling at end of each session (data for study)</p> <p>Moderate to high task focus</p>	<p>Design: Qualitative case study, pre-/post- focus groups, artifacts (art projects, written material from program)</p> <p>Sample Size: 3</p>
<i>Adolescent Girls Mentoring Program</i> ^{5, 6}	<p>Goal: Support healthy dating relationships</p> <p>Setting: 3 secondary schools in Canada, 1 youth clinic</p> <p>Target: Urban girls at risk for school dropout, low SES,</p> <p>Group Composition: 8 girls: 1 mentor + research assistant</p> <p>Mentors: adult women, ¾ were staff members at program sites</p>	<p>Weekly mtgs, 1.5 hrs for 16 weeks during school hours</p> <p>Empowerment Curriculum based on feminist principles/strategies – circling, closing, “multi-literacies” – experiential activities (e.g., tracing your body)</p>	<p>Design: Qualitative (observation of group sessions, group interview, individual interviews)</p> <p>Sample Size: 40</p>
<i>*Untitled</i> ⁷	<p>Goal: Improve academic and social self efficacy</p> <p>Setting: School</p> <p>Target: Adolescent girls (age 16-19) in alternative high school, African American or Hispanic</p> <p>Group Composition: 8-12 mentees; 1-3 mentors (4:1 to 8:1 ratio)</p> <p>Mentors: unclear</p>	<p>Adapted MS curriculum for HS girls; high task focus curriculum-activity based workshops that focused on leadership development, cultural diversity, and discussion of specific self-esteem topics</p> <p>Topics include goal setting, decision making, preparation for college, communication/listening skills, self-awareness</p> <p>2-hr weekly meetings for 7 weeks during school hours</p>	<p>Design: Experimental</p> <p>Sample Size: 82; 31 mentored, 51 control</p>
<i>Untitled</i> ⁸	<p>Goal: Prevent delinquency and drug use, promote emotional well-being among adolescents exposed to community violence</p> <p>Setting: Community based drill team</p> <p>Target: African American adolescents and young adults (age 13-20)</p> <p>Group Composition: unclear</p> <p>Mentors: Program staff, few details provided</p>	<p>Informal Group mentoring occurring within drill team</p> <p>Activities: Precision drilling (marching) and dance routines, performance in parades and special events in the community, and regional/national competition</p>	<p>Design: Non-experimental, cross-sectional</p> <p>Sample Size: 65</p>
<i>STEP UP mentoring</i> ⁹	<p>Goal: Connect local teens to positive resources in community; reduce recidivism in court-involved youth by helping them build new social competencies and community connections</p> <p>Setting: BBBS agency and community (on/off site)</p> <p>Target: Youth ages 14-17 involved in the juvenile justice system</p> <p>Group Composition: 11 youth, 2 mentors (5.5:1)</p> <p>Mentors: Adult BBBS Volunteers from the community</p>	<p>Weekly meetings to explore teens’ interests, semi-structured discussion, activities (outdoor recreation, crafts, games), field trips, guest speakers, job shadowing</p>	<p>Design: Qualitative – participant observation, focus groups, in-depth interviews</p> <p>Sample Size: 11</p>

* Included in review of evidence for overall demonstrated effects of group mentoring programs (see Table 2)

<p>* <i>Go Girls! Group Mentoring</i>^{10,11}</p>	<p>Goals: Promote phys activity, healthy eating Setting: School Target: MS girls Group Composition: 2 mentors, 3-14 (mean 8.5) mentees Mentors: 18-25 yr old women, interested in phys activity, healthy eating</p>	<p>Curriculum designed using social cognitive theories of change</p> <p>7-week program, 2 hours per week. Girls participate in physical activities, healthy eating, problem solving activities, and discussions about positive body image.</p>	<p>Study 1 Design: Non-experimental, multilevel; 2 baseline assessments + post +7 week follow-up.</p> <p>Sample Size: 310 girls nested in 40 groups</p> <p>Study 2 Design: Qualitative, semi-structured interviews</p> <p>Sample Size: 12 (purposively sampled from larger sample above)</p>
<p>* <i>Twelve Together</i>¹²</p>	<p>Goal: Drop-out prevention, academic success Setting: After school program Target: Youth at academic risk in middle and high school Group Composition: 6 pairs of 8th grade students at low, medium, or high academic risk; predominantly Hispanic and Asian Mentor(s): 2 trained adult facilitators, "volunteer counselors" mostly college students (1:6 ratio)</p>	<p>Type: group mentoring embedded in multi-component dropout prevention program</p> <p>Activities: Weekly group discussion based on student interest (personal, family, and social issues); homework assistance, trips to college campuses, annual weekend retreat to create group cohesion</p>	<p>Design: Experimental</p> <p>Sample Size: 246; 130 intervention, 116 control</p>
<p>* <i>Untitled</i>¹³</p>	<p>Goal: Empower marginalized youth through critical consciousness about their exclusion from mainstream Setting: School Target: Alternative school students, history of attendance, behavior, and/or motivational problems Group Composition: multiethnic; maximum of 10 per group Mentor(s): 3 adult leaders (facilitator, co-facilitator, assistant; graduate and undergraduate students (3:10 ratio)</p>	<p>Activities: Occurred in phases: engagement, co-constructive learning, and transformation activities; use of multicultural counseling theory</p>	<p>Design: Non-experimental, Cross-sectional</p> <p>Sample Size: 121</p>
<p>* <i>Better Futures</i>¹⁴</p>	<p>Goal: Improve post-secondary education preparation/ participation Setting: University campus (summer institute); unclear where coaching and group workshops took place Target: Youth in foster care with MH challenges, ages 16-18, ethnically diverse Group Composition: Unclear. Mentors: Young adults (<28) in higher education w/ experience in foster care system or mental health challenges</p>	<p>Hybrid group mentoring embedded in multiple components</p> <p>Over 10 months - summer institute (4 day 3 night), individual bi-monthly peer coaching, and 4 mentoring workshops. Workshops brought together youth and coaches, discussion and experiences; youth decided on workshop topics</p>	<p>Design: Experimental & multilevel, with 6-mo follow-up</p> <p>Sample Size: n=67; 36 mentored, 31 control</p>

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<p>* <i>Young Men of Distinction</i>¹⁵</p>	<p>Goal: Increase self-efficacy, internal locus of control – improve math and lx arts achievement Setting: Middle school Target: African American boys grades 7-8 Group Composition: Unclear Mentors: Unclear</p>	<p>Hybrid – Group activities + 1:1 meetings. Mandatory weekly group meetings after school, discussion of societal/youth issues. Also 1:1 meetings with mentors assigned for full academic year. Students, mentors, parents received weekly acad & behavioral progress reports, students with poor grades referred to mandatory tutoring</p>	<p>Design: Quasi-experimental Sample Size: n = 80; 40 mentored, 40 comparison</p>
<p>* <i>Village Model of Care</i>^{16, 17}</p>	<p>Goal: African American cultural heritage, school bonding, social skills development, and academic achievement. Setting: After-school program on site Target: 6th grade African American youth in high-risk urban areas Group Composition: approximately 20 students; ages 11-15; 45.5% male Mentor(s): African American college students, recent graduates (1:10 ratio)</p>	<p>Activities: Study-skills exercises, tutoring/ homework help, discussion of self-control topics, career opportunities, African American cultural heritage, recreational/social activities; activities for family: parental support services; community outreach (scheduled gatherings, outings with families, field trips)</p>	<p>Design: Quasi-experimental Sample Size: 478; 237 mentored; 241 comparison</p>
<p>* <i>Young Women Leaders Program</i>^{18, 19, 20}</p>	<p>Goal: Relational development; Increasing competence, connection, and autonomy Setting: After-school program Target: 7th grade girls Group Composition: Group activities + 1:1 mentoring pairs Mentor(s): College-age women</p>	<p>Hybrid program 1:1 activities for 4 hours per month and weekly 2-hour group session with 8-10 mentoring pairs Curriculum based on Self Determination Theory Activities: weekly group discussion and activities</p>	<p>Study 1 Design: Quasi-experimental, Sample Size: 126; 79 mentored, 47 comparison Study 2 Design: Non-experimental multilevel, Sample Size: 160 youth nested in 18 groups</p>
<p><i>Untitled</i>¹</p>	<p>Goal: Youth development, education, recreation Setting: Urban after-school centers Target: elementary, middle, and high school youth Group Composition: Variable Mentors: Program staff, young adults from same communities as youth</p>	<p>Informal Group mentoring within urban after-school centers Activities: group discussions occur in setting where youth engaged in academic and enrichment after school activities</p>	<p>Design: Qualitative case studies, observation in multiple sites, focus on two mentors</p>
<p>* <i>Youth Development Program</i>²¹</p>	<p>Goal: Increase peer relationship quality and school engagement Setting: In school during regular hours Target: Ethnically diverse male and female high school students Group Composition: 4-7 students matched by gender Mentor(s): Undergraduate students; training, ongoing supervision (1:7 ratio)</p>	<p>Activities: Combination of planned and group initiated discussions and activities</p>	<p>Design: Quasi-experimental Sample Size: 152; 102 mentored; 50 control</p>

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* <i>f</i> <i>Untitled</i> ²²	<p>Goal: Reduce behavior problems Setting: Rural community mental health center Target: Children with emotional and behavioral problems Group Composition: 4-8 children per group, ages 8-12 Mentor(s): 2 mentors per group; minimum of 24 hours training; 1/2 hour supervision per week (1:4 ratio)</p>	<p>Activities: group discussion; didactics related to social problem-solving and social interaction skills; child-determined activities based on group interests</p>	<p>Design: Experimental Sample Size: 80; 42 mentored, 38 control</p>
* <i>TALKS Mentoring Movement</i> ²³	<p>Goal: Improve behavior, academics Setting: In school during regular hours Target: Children with disciplinary problems, grades 3-12 Group Composition: 3 students, racially mixed with 1 excelling student, 1 average student, and 1 "at risk" student Mentor(s): Adult volunteers from the community (1:3 ratio)</p>	<p>Activities: activities and discussion focused on respect, peer pressure, relationships with siblings, anger management, work ethic, understanding different races and cultures, and having a positive attitude.</p> <p>Cognitive behavioral</p>	<p>Design: Non-experimental; mixed methods (survey post-test only) Sample Size: 124</p>
<i>Untitled</i> ²⁴	<p>Goal: Determine if law-related program helps at-risk youth in high-crime neighborhoods. Setting: Afterschool program and summer institute held in community center Target: Low SES African American adolescents (12-16 years old), at-risk for legal involvement Group Composition: 24 interviewees (6 female participants, 6 male participants, Mentors: 2 program volunteers, 3 community leaders, 7 parents), mostly African American</p>	<p>Activities: Mock trials, workshops, law career mentoring, guest speakers, public speaking practice, role-playing</p>	<p>Design: non-experimental, semi-structured qualitative interviews conducted with parents, participants, community members, program volunteers Sample Size: 24 (6 female participants, 6 male participants, 2 program volunteers, 3 community leaders, 7 parents)</p>
* <i>iCode</i> ²⁵	<p>Goal: Increase likelihood that youth will pursue IT and STEM careers Setting: Schools and community centers Target: MS and HS youth from underserved urban communities Group Composition: unclear Mentors: Undergraduate students majoring in engineering or computer science</p>	<p>After school-sessions, weekend robotics exhibitions/competitions, intensive summer camps</p> <p>Mentoring is integrated into broader skills based program</p> <p>Mentor role ranged from classroom assistant to lead instructor</p> <p>Opportunities for independent work, community building with other participants and mentors, balance of guidance and autonomy encouraged students to take ownership of their work</p>	<p>Design: Non-experimental; Mixed methods – observation, interviews, surveys Sample Size: 263</p>

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<p>* <i>The Adolescent Leadership Council (TALC)</i>²⁶</p>	<p>Goal: Successful transition to adulthood and adult medical care; short-term: decreased loneliness, improved self-management, increased self-advocacy; long-term: improved educational, vocational, and health care-related outcomes. Setting: Based out of Hasbro Children’s Hospital in RI; also events on college campuses Target: HS students with chronic diseases Group Composition: unclear Mentors: College students who also have chronic illnesses.</p>	<p>Brainstorming on set topics</p> <p>10-month program; Monthly 2.5 hr group dinners, discussion of growing up with chronic illness facilitated by medical residents facilitate the meetings; small group discussions to brainstorm ways to educate others about the topic</p> <p>Social events, summer leadership camp, groups for parents</p> <p>College student mentors receive mentoring from each other and professional staff</p>	<p>Design: Non-experimental (participant survey); alumni survey for mentees and mentors to evaluate long-term outcomes</p> <p>Sample Size: 20</p>
<p>* <i>TeamWorks</i>^{27, 28}</p>	<p>Goal: Improve attitudes toward self, family, school, community, adults, other ethnic groups, and future. Improve participation in school Setting: After school program Target: Youth at academic risk in middle and high school Group Composition: 10-12 6th-8th grade students in urban, low SES schools, primarily Black & Hispanic Mentor(s): 3 mentors (teacher, college student, community/business volunteer (1:4 ratio)</p>	<p>Meet weekly after school for 2 hrs; also every other week</p> <p>Saturday program (Lab21) focused on STEM, and summer leadership camp. 30-week project and activity-rich based curriculum</p> <p>Activities: curriculum focused on team-building, leadership and community service</p>	<p>Study 1 Design: Quasi-experimental, post-test only</p> <p>Sample Size: 60; 30 mentored, 30 comparison</p> <p>Study 2 Design: Non-experimental, pre- & post-test, mixed quantitative/qualitative</p> <p>Sample Size: 120</p>
<p>* <i>Untitled</i>²⁹</p>	<p>Goal: Increase academic and personal efficacy, reduce alienation, increase connection to education and employment Setting: School Target: African American males ages 7-17 Group Composition: 31 youth Mentors: Various, unclear number</p>	<p>2-week summer academy with “attribution retraining curriculum,” focused on shifting motivation toward “growth mindset”</p>	<p>Design: Non-experimental pre/post</p> <p>Sample Size: 31</p>
<p>* <i>Reading for Life</i>³⁰</p>	<p>Goal: Juvenile diversion, reduce recidivism Setting: unclear Target: Non-violent juvenile offenders ages 11-18 Group Composition: 5 youth, 2 mentors Mentors: Volunteers from community</p>	<p>Meet twice weekly for 10 weeks (4 hours per session) + 1-day community service project. Youth choose novel to read together as group, other activities include journaling, facilitated discussion, moral development curriculum based on virtue theory, community service project</p>	<p>Design: Experimental</p> <p>Sample Size: 408; 194 mentored, 214 control</p>

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<p>* Mentoring for Sexual Health³¹</p>	<p>Goal: Improve adolescent sexual health knowledge and attitudes, Setting: School (classroom) Target: Korean middle school students Group Composition: 17 students and mentors in the group. 2 or 3 students assigned to each mentor for 1:1 contact Mentors: 8 nursing students at a local Korean University</p>	<p>Hybrid, 1:1 meetings and group sessions</p> <p>4 formal sessions taking place in the classroom over the course of 12 weeks. Interactive, followed a curriculum</p> <p>Several informal “contacts” between mentors and mentees throughout the intervention – happened outside of school (in person, online at an Internet café, or via cell phone)</p>	<p>Design: Quasi-experimental</p> <p>Sample Size: 33; 17 mentored, 16 comparison</p>
<p>Suubi and Bridges Mentoring Program³²</p>	<p>Goal: Aid children in developing the ability to identify specific future goals and educational aspirations, build self-esteem, improve school attendance and grades, reduce stress, encourage hopefulness, build stronger communication skills with caregivers/family members, safe sexual decision-making, and decreased sexual risk-taking behavior Setting: School Target: AIDS orphaned children in Uganda, average age 14 Group Composition: Up to 7, 1 mentor Mentors: Undergraduate students</p>	<p>Type: Group mentoring embedded in multi-component intervention for caregivers and youth</p> <p>Activities: 9 session curriculum</p>	<p>Design: Qualitative, mentor field reports and logs; part of larger QE study.</p> <p>Sample Size: 21 mentors; 1,410 youth; 914 mentored, 496 comparison</p>
<p>* Computer-mediated Peer Support Intervention³³</p>	<p>Goal: Improve (1) interaction among teens with disabilities via internet, (2) social network size and composition, (3) loneliness and social isolation (4) support-seeking as a coping strategy, (5) self perceptions, and (6) sense of community. Setting: On-line Target: Adolescents with cerebral palsy or spina bifida Group Composition: 5 Mentors: 22 youth Mentors: Adults 22-39 with cerebral palsy or spina bifida (2 female, 3 male)</p>	<p>25 group sessions over 6 months; electronic mail, message boards, and chat rooms integrated under the Ability Online_ interface (free Internet community for young people with disabilities). Adolescents and mentors met weekly in chat rooms for 60–90 min over 25 sessions. Topics included living independently, health concerns, bullying, making friends, career planning, traveling, sports, and building relationships.</p>	<p>Design: non-experimental, pre-, post-, and 3-mo. follow-up; mixed method questionnaires + semi-structured interview</p> <p>Sample Size: 22</p>
<p>* Therapeutic Mentoring Group³⁴</p>	<p>Goal: Reduce self-destructive behavior, increase adaptive behavior Setting: Foster care agency Target: African American male adolescents in foster care Group Composition: Males 12-16 yrs old; # per group unknown Mentor(s): African American, male volunteers; quarterly training; ratio unknown</p>	<p>Activities: Discussion on issues important to members such as sexuality, foster care, education, and careers; bi-monthly recreational activities as determined entirely by mentors</p>	<p>Design: Case study</p> <p>Sample Size: 6</p>

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<p><i>Stepping Stones Project-Group mentoring</i>³⁵</p>	<p>Goal: Support transition from childhood to adulthood, develop communication skills, sense of self, healthy relationships with peers and adults Setting: Community setting, nature (hikes) Target: Male, middle school youth Group Composition: 6-8 youth with 2 adult co-leaders Mentors: Skilled professionals from various disciplines with commitment to supporting youth through this transition</p>	<p>Monthly or bi-monthly meetings. Recreational activities occurred during meetings (sports, art projects) and outside of meetings (hiking, camping trips). Structured conversation where youth and leaders talk about challenges and solutions. Combination of structured and unstructured activity- no formal curricula</p> <p>Occasional meetings with leaders and parents (without youth) to discuss communication skills. Formal end of program ceremony to recognize participants' progress.</p>	<p>Design: retrospective qualitative study – semi structured phone interviews</p> <p>Sample Size: 4 previously mentored males and 7 parents</p>
<p>* <i>The Kuumba Group</i>³⁶</p>	<p>Goal: Increase spirituality and adaptive functioning at home, school, and in relationships; cultural strengths Setting: Churches, community settings Target: African American males, ages 9-17 in relative care Group Composition: 6 per group Mentor(s): African American male adults; clinicians, graduate students, and business professionals; at least 2 per group (1:6 ratio)</p>	<p>Team approach</p> <p>Activities: videos, recreational activities, discussions, values clarification exercises, art media, business plan development, breathing and relaxation to reduce stress and promote well-being; incorporation of Afro-centric themes such as Nguzo Saba, ritual adapted from Kwanzaa holiday, and Let the Circle Be Broken</p>	<p>Design: Non-experimental, mixed methods survey + focus groups</p> <p>Sample Size: 6 mentored youth; 6 relative caregivers</p>
<p>* <i>Mentor Families – within Campus Corps</i>^{37, 38}</p>	<p>Goal: Reduce feelings of isolation, increase connection with 1:1 mentors, academic achievement, alternatives to delinquency Setting: University campus Target: Youth 11-18 at risk for entering juv justice system Group Composition: 4 mentor:mentee pairs (1:1 ratio) Mentors: Group instructor, usually human service graduate students; mentor 'coach' (experienced undergraduate student), 1:1 mentor (undergraduate student)</p>	<p>12 week intensive program, 4 sessions per week for 4 hours each session</p> <p>Type: Hybrid, small groups of mentor-mentee pairs, individual pairs form "mentor family" within larger community of mentor pairs; Intentional walks around campus to learn about higher education and get exercise; Individualized tutoring + group prosocial activities (e.g., art projects, sports, writing, dance, and science experiments)</p>	<p>Study 1 Design: Qualitative</p> <p>Sample Size: 225 mentors; 87 mentees</p> <p>Study 2 Design: Quasi Experimental</p> <p>Sample Size: 315; 187 mentored, 128 comparison</p>

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