Appendix

Descriptive Information

Table S1. The table below provides an overview of the descriptive information provided for each article in this review, including purpose of study, sample size, demographic information (e.g., age, location), and effect size.

Search Term	Authors (Year)	Purpose of Study	Sample	Mentee Grade/Age (*M*, *SD*)	Location	Effect Size (if reported)
School Belonging	Cavell et al. (2018)	Examine how program-specific practices (e.g., mentee recruitment and referral, program goals) across six different mentoring programs relate to youth outcomes.	N = 253	Grades 1-9	Canada	-
	Holt et al. (2008)	Investigate whether a five-month mentoring intervention facilitated by school personnel could enhance school engagement for urban minority students.	N = 40	Grade 9	United States	-
	Kuperminc et al. (2020)	Evaluate the effects of a group mentoring program in promoting resilience for students at risk for dropout.	N = 114	Grade 9	United States	-
School Connectedness	Chan et al. (2013)	Assess the effectiveness of a school-based mentoring program on socio-emotional, academic, and behavioral outcomes.	N = 526	Grades 4-9 (*M* = 11.15, *SD*= 1.57)	United States	β = 0.12 to 0.52
	Converse & Lignugaris/ Kraft (2009)	Investigate the impact of a school-based mentoring program on students' office referrals, unexcused absences, and attitudes towards school.	N = 32	Grades 6-8	United States	d = 2.82
	Coyne-Foresi (2016)	Explore the effects of a mentoring program at an urban elementary school.	N = 51	Grades 7-8	Canada	η = 0.22
	Marino et al. (2020)	Examine the impact of a mentoring program on school connectedness and self-esteem.	N = 209	(*M* = 11.88, *SD*= 0.81)	Italy	d= 0.32
Academic Self-Efficacy	Deane et al. (2017)	Assess the impact of a mentoring program on youth academic and social self-efficacy.	N = 1,177	Grade 9 (13-15 years)	New Zealand	-

Search Term	Authors (Year)	Purpose of Study	Sample	Mentee Grade/Age (*M*, *SD*)	Location	Effect Size (if reported)
	Larose et al. (2018)	Examine the impact of a community-based mentoring program on academic adjustment while also considering interactions with support from mothers and teachers.	N = 427	(*M*= 9.8, *SD*= 2.2)	Canada	-
	Weiler et al. (2019)	Investigate the relationship between mentor attunement and mentee academic outcomes.	N = 204	(*M*= 14.9, *SD*= 1.9)	Western United States	d = 0.5
Grit	Destin et al. (2018)	Randomized controlled trial examining the impacts of a peer mentoring program on academic persistence.	N = 65	Grade 8	United States	d= 0.49
Study Skills	Earl Irving et al. (2003)	Assess the effect of a three-year mentoring program on the academic achievement of high-achieving high school students.	N = 62	Grade 12	New Zealand	-
	Evans et al. (2016)	Compare the effects of two school-based training interventions (after-school version and mentor-facilitated version) on the academic and study skills of students with ADHD.	N = 326	Grades 6-8	United States	d = 0.31*
Self-Regulated Learning	Martins et al. (2024)	Assess the effectiveness of a 12-session mentoring program in improving student self-regulation, school engagement, and goal setting ahead of the transition to middle school.	N= 330	Grade 5 (*M*= 10.05, *SD*= 0.83)	Portugal	d's ranging from 0.44 (mid-intervention) to 0.79 (end of the intervention)
	Núñez et al. (2013)	Examine the effects of a school-based mentoring program on students' self-regulated learning, academic self-efficacy, and achievement using a longitudinal cluster randomized trial.	N = 94	Grade 7 (*M*= 12.25, *SD*= 0.70)	Portugal	η^2p = 0.031 to 0.089
Goal Setting	Lyons et al. (2019)	Evaluate the influence of mentoring relationship quality and mentor use of goal setting and feedback-oriented activities on academic, behavioral, and social–emotional outcomes.	N = 2670	(*M*= 11.2, *SD*= 1.44)	United States	β = -0.92 to 0.40

Search Term	Authors (Year)	Purpose of Study	Sample	Mentee Grade/Age (*M*, *SD*)	Location	Effect Size (if reported)
Academic Motivation	Larose et al. (2020)	Describe the association between mentoring relationship quality and student academic adjustment; explore the effects of mastery goal orientation as a mediator or moderator.	N =115	(*M*= 13.46, *SD*= 0.80)	Canada	β = 0.28 to 0.41; ΔR^2 = 0.10 to 0.19

Notes:

1. Demographics estimated by a larger population estimate (e.g., full sample size or school district).
2. Data extracted only for the relevant comparison group (e.g., English-speaking).
3. Effect sizes denoted by * only approached statistical significance.
4. Effect sizes include β, the standardized regression coefficient; Cohen's *d*, or the difference between treatment and control divided by the standard deviation; ΔR^2, the change in the proportion of variance explained in the outcome; $\eta^2 p$, the partial-eta squared, which is the proportion of variance explained in the outcome of an ANOVA or MANOVA model while partialing out variance due to covariates; and η is the correlation coefficient between a continuous outcome and a categorical variable.