



Learning Intervention

Evaluation of the Raise Mentoring Program: Final Outcome Evaluation Report

Faculty of Education, The University of Melbourne

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ACKNOWLEDGEMENT OF TRADITIONAL OWNERS

The University of Melbourne acknowledges the Aboriginal and Torres Strait Islander traditional owners of the unceded land on which we work and learn. We pay respect to the Elders, past and present, and the place of Indigenous knowledge in the academy.

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Contact Details

Associate Professor Jon Quach
Learning Intervention, Faculty of Education
100 Leicester Street, The University of Melbourne, 3010 VIC

Phone: +6 13 8344 1200
Email: jon.quach@unimelb.edu.au

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List of Abbreviations

Abbreviation	Full text
ACARA	Australian Curriculum, Assessment and Reporting Authority
BBBS	Big Brother Big Sister
HKM	Healthy Kids Mentoring
SBM	School-Based Mentoring

Executive Summary

Key message

- Compared to similar students, those who participated in Raise had better help-seeking behaviour, connectedness, and peer support immediately at the end of the program.
- There were promising findings in relation to social-emotional wellbeing and school engagement.
- Student gender and difficult life event influenced the outcomes for Raise students.

Confirmed Student Outcomes

Small benefit	Medium benefit	Large benefit
	Connectedness Peer Learning Support	Helping-Seeking Behaviour

Promising Student Outcomes

Optimism Resilience	Engagement School belonging	
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Introduction

The independent outcome evaluation of the Raise Mentoring Program was conducted by the University of Melbourne, Australia's highest ranked university, as commissioned by the Raise Foundation, using funding provided by the Australian Federal Department of Health.

This final report details the process and outcomes of the evaluation of the Raise Mentoring Program. The main aim of the Raise Mentoring Program is to improve outcomes in resilience, school belonging, hope for the future and help seeking for young people at risk of disengagement from education or poor wellbeing.

Aims and Objectives of the Evaluation

This evaluation aims to determine the differences in post-program outcomes between students who receive the Raise Mentoring program compared to a matched comparison group.

The primary outcome for the comparison was student help-seeking behaviour. This was prioritised after discussions with the Evaluation Advisory Group and Raise's Theory of Change, which determined it to be the key outcome which would be expected to change by the end of the program.

Raise's Theory of Change indicates that through changes in help-seeking behaviour, this would lead to improvements in our secondary outcomes of student well-being, school engagement and resilience.

Key Evaluation Questions

The key evaluation questions are:

- What are the outcomes of the program related to students:
 - help-seeking behaviour;
 - social-emotional wellbeing;
 - school engagement; and
 - resilience

Executive Summary

- What are the student characteristics that are related to the outcomes we have observed?
- What are the student perceived enablers and barriers related to the outcomes of the program?

Methodology

Raise's Program Logic Model was utilised throughout the current independent evaluation.

A quasi-experimental design was employed to inform the benefits of the intervention compared to current practice and identify for whom and under what conditions the intervention is beneficial.

The evaluation comprised multiple components involving pre- and post-program surveys of the wider cohort's help-seeking behaviour, social-emotional wellbeing, resilience, and school engagement using validated measures. Qualitative survey data from Raise mentees was also collected.

Data collected by the evaluation team was supplemented with data collected internally and provided by Raise.

Overall, 75 schools were approached to participate, with 13 schools providing consent across 4 Australian states.

The final sample consisted of:

- 148 Raise mentees and 278 matched comparison students from the participating schools.
- 9 Raise mentees providing qualitative data about their experience.

Key Learnings

Program effectiveness

- Overall, there was statistically significant evidence that Raise mentees had better help-seeking behaviour, connectedness (feeling valued and supported) and peer learning support, when compared to the matched comparison group.

- There was a trend of findings benefiting Raise students above an effect size of 0.2, although not all were statistically significant.
- This magnitude of difference for wellbeing outcomes indicates a medium level of benefit, which has implications for long-term benefits.
- Those with low functioning in each domain at baseline were more likely to report improvements at follow up.
- Student gender and difficult life event at baseline showed evidence of influencing the degree of benefit for these students.
- Students who had difficult life events in the past month (such as financial difficulty, house insecurity) were less likely to report positive benefits.

Program experience:

- Raise mentees identified the opportunity to talk to someone about their issues, problems, and shared interests as the most significant benefit of participating in the program.
- Raise mentees suggested they may benefit if the program went for longer or had more contact points.

Recommendations

Recommendation 1: Use of existing and new mental health and wellbeing data to prioritise students:

Increase support for schools to use existing health and wellbeing administrative data (e.g. National Child Mental Health Check), to identify and prioritise students who are more likely to benefit from the program.

Recommendation 2: Further examining of why demographic variables are predictive of the changes observed Raise mentees:

Student gender and difficult life event influenced the outcomes achieved for these students. Consideration should be given as to why these differences occur, and whether this warrants adaptation to Raise.

Recommendation 3: Continue to build evidence base of the Raise Mentoring Program:

This is the first quantitative evaluation conducted by Raise by an independent team using a comparison group. The evidence for Raise could be further strengthened through either replication studies using a quasi-experimental approach (as used here) or via a larger, cluster randomised

controlled trial of the program. Pragmatic and financial implications of each approach should be used to inform how Raise continues to build its evidence. Given Raise has conducted strong internal evaluations for the past 15 years, the use of independent evaluations would be important to continue to build the evidence for the Raise Mentoring Program.

Recommendation 4: Consider ways to increase the reach and length of the program:

Given students reported a preference for increasing the length and/or quantity of the program, Raise should consider ways to enable this to occur. This would need identification of the barriers for expansion of all programs. For instance, training of existing school staff to deliver the program may increase the number of schools who can offer Raise instead of relying solely on external mentors. Another approach would be to consider a second year of enrolment, for students who may benefit from a second year in the program with a different mentor to help consolidate or extend benefits.

Learning Intervention

The Learning Intervention Academic Group brings together academics in Learning Interventions from a range of education focused contexts, including early years, primary, secondary, and tertiary settings and into adulthood. It is situated in the Faculty of Education (FoE, previously the Melbourne Graduate School of Education) at the University of Melbourne, which is the highest ranked university in Australia and 14th in the world, as per the Quacquarelli Symonds (QS) World University Rankings. The FoE is also the number 1 ranked faculty in Australia for Education, according to the Times Higher Education World University Rankings by subject 2024.

Report Overview

This independent evaluation was commissioned by the Raise Foundation (Raise), using funding from the Federal Department of Health, to examine the evidence of outcomes of the Raise Mentoring Program. The independent evaluation was intended to strengthen Raise's internal evidence base and identify opportunities for innovation to inform their monitoring and evaluation framework into the future.

This updated interim outcome evaluation report has been prepared for Raise and details the evaluation methodology, data and findings of evaluation questions and actionable insights and recommendations.

The overall report is structured in five sections, followed by the references and appendices.

- **Section 1 Evaluation Overview** provides a background to the Raise Mentoring Program, the purpose of the evaluation and the key evaluation questions/areas of investigation.
- **Section 2 International Review of the Evidence for School-Based Mentoring Programs for Adolescents** provides a succinct overview of current literature in this area.
- **Section 3 Methodology** presents the rationale and design of the evaluation, the sampling, data collection, and analytical methods.
- **Section 4 Findings** presents the evidence relating to the key evaluation questions.
- **Section 5 Discussion and Recommendations** concludes with an explanation of the findings and the resulting recommendations.

1. The Evaluation Overview

1.1 The Raise In-School Mentoring Program (The Evaluand)

The Evaluand for this project is the Raise Youth Mentoring Program (Raise Program). The Raise Program was developed by the Raise Foundation and aims to improve outcomes in resilience, school belonging, hope for the future and help-seeking for young people at risk of disengagement from education or poor wellbeing.

Raise work with each school's wellbeing teams to identify up to 15 students between the ages of 13 and 15 who will most benefit from the mentoring program. These students are matched with a volunteer mentor who has been recruited from the community and trained by Raise. Mentor training consists of eight online modules covering a range of topics including mentoring skills, mentor self-care and youth safety followed by six hours of group face-to-face training (either in-person or online) which provide practical skills and the opportunity to work through scenario-based activities. Each program is facilitated by a degree qualified Raise Program Counsellor, who is on-site for each mentoring session and provides additional supervision support to mentors at the conclusion of the mentoring session. The Program Counsellor matches mentors and students (mentees) based on their observations during an initial session called Jitters alongside mentee preference, amongst other factors. During the Raise Mentoring Program, the mentee and mentor work together through an evidence-informed curriculum over 23 weekly sessions which build practical skills, understanding and knowledge.

The Raise Mentoring Program has operated in Australia since 2008 and now operates in over 150 schools in all Australian jurisdictions (except for Tasmania and the Northern Territory). Raise conducts regular internal evaluation and has used these results, plus feedback and experiences of participants, to measure and improve the impact of their program. Raise have previously used a combination of internally developed measures and validated measures, such as the Children's Hope Scale (Snyder et al., 1997), Brief Resilience Scale (Smith et al., 2008), School Connectedness Scale (Resnick et al., 1997), and Growth Mindset Scale (Dweck, 1999). Raise's internal evaluations have shown positive benefits for mentees, with their 2023 evaluation finding statistically significant improvements in hope for the future, resilience, asking for help and school belonging for the whole mentee cohort.

1.2 Aims and Objectives of the Evaluation

The Raise Foundation sought an independent quantitative evaluation of the impact of the Raise Program to strengthen their evidence base and identify opportunities for innovation to inform their monitoring and evaluation framework into the future, using funding provided by the Australian Federal Department of Health.

The outcome evaluation was commissioned from the Faculty of Education at the University of Melbourne. The contract commenced in March 2022 with a project design and set-up phase, with data collection occurring during 2023 and concluding in December. This outcome evaluation aims to determine the differences in post-program outcomes between students who receive the Raise Mentoring Program compared to both matched cohort within schools, and all students in the same year level.

The scope of the evaluation sought by the Raise Foundation was to focus on the impact of the Raise Program on mentees, considering the following questions:

- Have the outcomes changed for the mentees?
- How have outcomes differed for different cohorts of mentees?

1.3 Key Evaluation Questions

In response to the scope of evaluation sought by the Raise Foundation and based on the program logic model the key evaluation questions are:

- What are the outcomes of the program related to student's help-seeking behaviour, social-emotional wellbeing, school engagement, belonging and resilience?
- What are the student characteristics that are related to the outcomes we have observed?
- What are the student perceived enablers and barriers related to the outcomes of the program?

2. International Review of the Evidence for School-Based Mentoring Programs for Adolescents

The following section provides a rapid review of existing research which has described the characteristics and outcomes of other school-based mentoring programs provided to adolescents in Australia and internationally. The purpose of the review was to inform the development of the evaluation of the Raise Mentoring Program through identifying potential theories of change for school-based mentoring programs, as well as key populations, characteristics and barriers that are likely to influence the theory of change. In addition, the review highlights the potential differences between the Raise Program and other evaluated school-based mentoring programs.

2.1 Overview of School-Based Programs

Student success is not only dependent on academic skills, but also social skills and emotional wellbeing (Claro & Perelmiter, 2022). Mentoring programs propose that adult role models can support youth to build strengths such as competence, confidence, and connection which can be preventive factors against school disengagement and misbehaviour (Claro & Perelmiter, 2022; Lerner et al., 2005).

School-based mentoring (SBM) programs have gained increasing popularity since the 1980s, largely due to their inexpensive implementation, ease of mentee recruitment, lower time commitment for mentors and promising social and academic benefits for students (Herrera & Karcher, 2014; Wood & Mayo-Wilson, 2012; Herrera, 2004). Positive student outcomes include improved academic performance, increases in confidence, resilience, connectedness, and perception of support (non-familial adult), along with reductions in school absenteeism and poor behaviour such as discipline referrals and school-related misconduct (Gordon, Downey & Bangert, 2013; Schwartz, Rhodes & Herrera, 2012).

Students are often referred for SBM by teachers due to behavioural or academic difficulties, allowing these programs to reach youth who are most in need of support (Randolph & Johnson, 2008; Wood & Mayo-Wilson, 2012). Additionally, SBM programs provide students with one-on-one or small group support, allowing for individualised student specific goals and outcomes.

Research highlights the importance of school-community partnerships, like mentoring programs, for their ability to provide and contribute to improvements in family and child wellbeing through the fostering of supportive relationships outside of the immediate family. Whilst many schools implement peer-to-peer mentoring programs internally, there is significant literature outlining the positive outcomes for students, especially males, where intergenerational, one-on-one youth mentoring programs are implemented (Raposa et al., 2019; Gwyther et al., 2019). Community led SBM programs implementing intergenerational, one-on-one mentoring often report stronger relationships between mentor and mentee, contributing to the longevity of experienced positive outcomes (Bayer et al, 2015; Raposa et al, 2019).

2.2 Characteristics of Individual School-Based Mentoring Programs

Mentoring programs can vary greatly, including length of programs and weekly contact time, content of mentoring session, mentor training and ongoing support, and outcome focuses of the program (Herrera, 2004; Randolph & Johnson, 2008; Raposa et al, 2019). Occurring typically at least once a week in a supervised school setting, mentoring activities can be structured to the specific goals of the program or up to the mentor-mentee pair including academic help, social activities, and school events support (Herrera, 2004; Randolph & Johnson, 2008).

An evaluation of the Big Brothers Big Sisters (BBBS) program implementations for students from Grade 3 to high school in the USA reported that 70% of mentors were spending half an hour to 1 hour a week with their mentees, whilst 20% reported spending between one to two hours a week. Session content also varied considerably with approximately 50% of mentors reported spending time assisting mentees with

homework, 85% reported spending time on social activities, and 33% reported that they attended school activities such as sport or extra-curricular events with their mentees (Herrera, 2004).

In contrast to the BBBS program, the Healthy Kids Mentoring (HKM) Program, designed for Grade 4 students, outlined that mentors and mentees would meet for one hour each week to cover four program components: relationship building, self-esteem enhancement, goal setting, and academic assistance building. HKM mentors received an initial training session and a program guidebook to refer for examples of activities (King et al., 2002).

The Building Positive Relationships mentoring program was designed to develop relationship skills in girls from Grade 3 to high school. This program was delivered in a group format and split by age groups, Grades 3-4, Grades 5-8, and high school aged girls. Session lengths also varied by age group with Grades 3-4 meeting for one hour sessions, Grades 5-8 for 1.5 hours, and high school aged group for 1.5 hours. The content of the sessions also differed by age group to align with their developmental periods (Westhues et al., 2001).

2.3 Immediate and Long-Term Outcomes Achieved via School-Based Mentoring Programs

Due to the variability in SBM programs, significant findings have been inconsistent and can depend on selected outcomes; however, overall positive student outcomes are consistently reported (Raposa et al., 2019; Gwyther et al., 2019; Claro & Perelmiter, 2022).

An evaluation of the BBBS program (USA) found that surveyed mentees reported significant positive changes in peer network (i.e., *ability to make friends*; $r^2 = .48$); social skills (i.e., *mentees' confidence in communicating with other and ability to express their feelings*; $r^2 = .29$); positive classroom behaviour (i.e., *following class rules and working without disturbing others*; $r^2 = .55$); and attitudes towards school (i.e., *how much mentees' liked school*; $r^2 = .39$) for mentees' who continued sessions for over 9 months, compared to mentees who engaged with their mentor for 6 months or less (Herrera, 2004). Alternatively, a systematic review and meta-analysis found that evidence from eight SBM studies did not improve academic achievement, school attendance, mentee behaviour, and/or psychological outcomes (Wood & Mayo-Wilson, 2012).

A national study in the USA of 255 mentoring programs suggested that SBM programs are most likely to affect school connectedness (*measured by school efficacy and bonding*); however, effect sizes varied between studies from $d = .38$ to $d = -.35$ (Herrera & Karcher, 2014). The HKM program also reported significantly higher school connectedness (*measured by relationship with teachers and attitude towards school*) and family connectedness (*measured by feeling close with their family*) in mentored students compared to non-mentored students at post-test. Furthermore, mentored students were significantly less likely to have physically fought with a peer and more likely to talk with their parent/guardian to seek advice when they have problems, however effect sizes for later observed outcomes were not reported (King et al., 2002).

A meta-analysis that examined effects of SBM programs on emotional wellbeing found that mentees experienced greater decreases in internalising behaviour, as measured by negative affect ($d = 0.20$), than externalising behaviour. Additionally, mentoring programs were found to have a positive effect on emotional wellbeing ($d = 0.34$) and self-esteem ($d = 0.45$), suggesting that mentoring relationships may influence emotional wellbeing through self-esteem (Claro & Perelmiter, 2022).

Long-term student benefits from SBM programs included increases in likelihood of high school completion and further vocational education, gaining employment and progressing career paths, and increased likelihood of good social-emotional and mental health such as lower levels of depression, higher self-

esteem and confidence, greater resilience and feeling more connected and supported (Raposa et al, 2019; DuBois et al, 2002).

2.4 Differences in Outcomes Based on Student Characteristics

When examining which groups may best benefit from SBM programs, past literature has largely examined the age and gender of mentees (Herrera, 1999; Herrera et al., 2007; Karcher, 2008). Herrera et al. (2007) found that females showed improvements in academic performance and decreased school misbehaviour, which was not observed in males. Karcher (2008) further examined age and gender together and demonstrated positive outcomes in young males and teenage females, but negative outcomes in high-school aged males. It was suggested that younger youth may view focused attention from an adult positively and feel proud to have a mentor, however, high school adolescents may feel embarrassed by the additional attention due to the stigma of mental health interventions (Herrera, 1999; Karcher, 2008).

Raposa et al. (2019) reported that male and female students were often referred to SBM programs for different reasons, which may also impact on student outcomes. Female students were more commonly referred because of “relational challenges with their primary caregivers”, whilst males are most often referred from “the need for a male role model” (Raposa et al. 2019). Raposa et al.’s (2019) meta-analysis of SBM program outcomes suggested that female students were more “prone to co-rumination in their dyadic relationships” than male students. This excessive focus on close relationships may reduce the positive effects of SBM programs for female students and further highlight why programs with a higher male student population often report statically significant stronger effects sizes for male students ($B = .38$, $t = 2.19$, $p < .05$) (Raposa et al. 2019; Splendelow et al. 2017; DuBois et al. 2011).

High risk environmental factors such as poverty, socioeconomic status and neighbourhood violence may also affect SBM program outcomes, with afflicted students benefiting by SBM programs more than their peers (Raposa et al. 2019). However, no significant differences in effect sizes were reported based on indicators of youth risk at baseline (i.e. percentage of single-parent households, students receiving free or reduced-price lunch, below grade level academic performance and exhibiting problematic behaviours) (Raposa et al. 2019).

Literature also indicates that program length, mentor support, and mentor-mentee match characteristics may influence the outcomes on SBM programs (Herrera, 2004; Wood & Mayo-Wilson, 2012). Studies have consistently found that most benefits of SBM are not observed until at least one year of regular mentoring sessions (Herrera, 2004; Lee & Cramond, 1999). Furthermore, higher levels of mentor training and support have been associated with relationship quality and match continuation (Herrera et al., 2007). Teacher support to mentors has also been linked with higher engagement and increased benefits in mentees (Herrera et al., 2008).

Two aspects of mentor-mentee match characteristics – relationship quality or “closeness” and match suitability – are commonly reported to influence SBM program outcomes (Grossman & Johnson, 1999). Mentees who have a closer and more supportive relationship with their mentors were more likely to have positive outcomes (Herrera et al., 2007). Additionally, matching by gender and/or race was not found to impact the closeness of the mentoring relationship; however, mentors and mentees who shared interests had greater engagement and were more likely to demonstrate better outcomes (Herrera, 2004; Sipe 1996).

2.5 Enablers and Barriers Related to Student Outcomes

In a report of the BBBS program, mentors reported enablers and barriers related to student outcomes. These included the agency providing additional support/structure for match interactions, ensuring a consistent meeting place, facilitating structured communication with teachers throughout the duration, and providing feedback and advice from parents to create longer and stronger mentor-mentee relationships (Herrera, 2004).

Mentor characteristics have also been reported to impact the effectiveness of SBM programs outcomes, including mentor age and profession/experiences (Raposa et al., 2019). Programs that had more male mentors ($B = .36, t = 2.14, p < .05$) and mentors who worked “within helping professions” ($F(1, 289) = 5.49, p < .05; B = .25, t = 2.34, p < .05$) reported higher program impact effect sizes (Raposa et al. 2019).

2.6 Known Evidence Gaps in School-Based Mentoring Programs

While evaluations of SBM programs are plentiful, there is a lack of recent rigorous, systematic program evaluations on the effects of mentoring, especially outside of the USA (or USA populations), where most evidence for SBM largely originates. As context (including school culture, support from teachers/school staff, relationship models of mentoring style) can influence the impact of mentoring program outcomes and can vary considerably between schools, the generalisability of already mixed results cross-culturally remains ambiguous. While there are meta-analyses of SBM programs, effects sizes of outcomes are often inconsistent between studies and vary depending on the program's outcome domains (Raposa et al., 2019; DuBois et al., 2011).

2.7 How Does Raise Compare to Previously Evaluated Interventions?

Raise is an Australian school-based mentoring program that has been in operation since 2008 and is currently endorsed by two Australian state departments of education. Unlike previous evaluated SBM programs, Raise is a curriculum-based mentoring program that focuses on delivering early intervention whilst engaging and fostering relationships with schools, forming “part of a wider referral system”. Guided by wellbeing support principles such as the Australian Wellbeing Framework, Raise is a research-driven, evidence-informed 6-month program that regularly collects data and undergoes internal evaluations to continue to improve the program and its impacts. Unlike many SBM evaluations outcomes, Raise focuses on outcomes on three levels: school, mentor, and mentee (Year 7-9 high school student).

Additionally, Raise provides comprehensive mentor training in mentoring skills, youth safety and the Raise curriculum. Qualified professional counsellors provide ongoing support and weekly training, guidelines for mentoring sessions and enables ongoing one-to-one support with the same mentor throughout the entire program. This ensures that the program can provide individual solutions for the needs of each student.

To continue to improve evaluative evidence, Raise has initiated an external evaluation of the impact of their SBM program on student outcomes, addressing the lack of rigorous SBM program evaluation within Australia.

3. Methodology

3.1 Evaluation Design

The current evaluation aimed to independently examine the evidence of impact on student outcomes of the Raise Youth Mentoring Program in the schools that participated in this evaluation.

A quasi-experimental comparative pre-post design was employed to achieve the evaluation objectives. This design involved the collection of data to establish a comparison group, enabling an understanding of the counter-factual to be established. Therefore, the project compared the student-reported outcomes between those who received the Program against matched students who did not receive the Program.

Matching occurred based on baseline student and school demographics of students who received the program, but also considered the response rates across the evaluation data collection periods. Therefore, matching of the cohort occurred after all data collection had occurred.

See Figure 1 for an overview of the design approach.

The evaluation was comprised of a number of components involving baseline and follow-up cohort survey data collection, Raise mentee pulse surveys, Raise mentor surveys, and interview and focus group data from Raise mentees, as well as the analysis of additional mentee and mentor survey data provided by Raise.

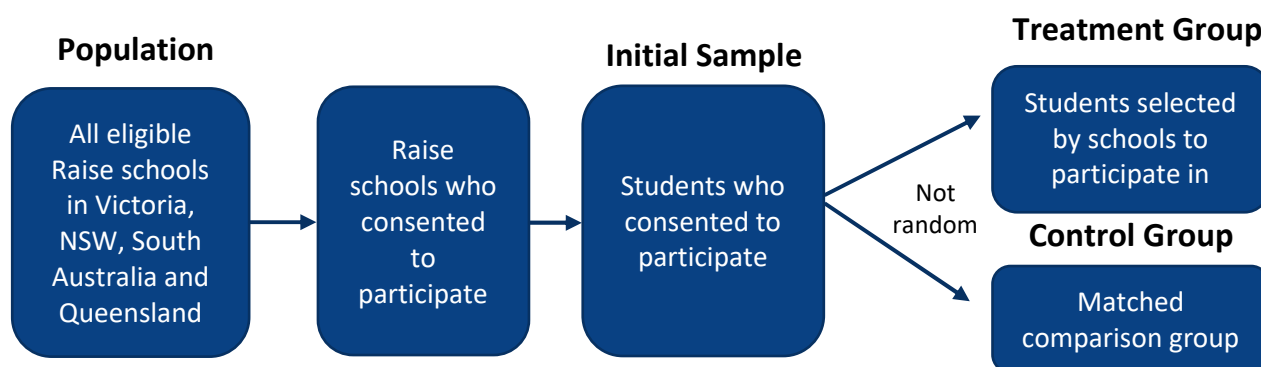


Figure 1. Overview of the Raise evaluation design.

3.2 Measures

The measures chosen for this evaluation were based on their alignment to Raise’s Theory of Change and Program Logic (see Appendices A and B), discussions with Raise stakeholders, as well as a review of published research papers which have evaluated mentoring programs delivered in secondary school settings for students with increased school disengagement risk factors. Where possible, Raise’s own internal data collection measures were aligned with evaluation data collection measures. This enabled further analyses to occur that included both sets of data.

3.2.1 Demographic Information

Student demographic questions were designed to better understand for whom and under what conditions the intervention is beneficial, given Raise’s desire to understand whether differing characteristics affect program outcomes for mentees. These questions were in alignment with the Australian Curriculum, Assessment and Reporting Authority’s (ACARA) agreed Student Background Characteristics, specifically with regards to gender and language other than English spoken at home. A question about Aboriginal and/or Torres Strait Islander status was initially included but was removed to avoid further delays in ethics and

departmental approval processes (see section 3.3). The following student demographic information was collected:

- Year level (Year 7/Year 8/Year 9/Year 10)
- Gender (Male/Female/Other/Rather not say)
- Whether the student was born in Australia (Yes/No)
- Whether the student speaks a language other than English at home (Yes, mostly/Yes, sometimes/No)
- Who the student lives with (One parent/Both parents/Carer or guardian/Other)
- Whether the student is a person with disability (Yes/No/Rather not say)
- Whether the student is a carer for family or friends with disability, a health condition or mental illness (Yes/No/Rather not say)
- How many school days the student was absent in the past two weeks (Free text)
- Whether the student has experienced any difficult home or personal events (Yes/No) and if so, the impact of these on their ability to engage in school activities (None of the time/A little of the time/Some of the time/Most of the time/All of the time)

3.2.2 Help-Seeking Intentions

General Help-Seeking Questionnaire (Deane et al., 2001)

The General Help Seeking Questionnaire (GHSQ) assesses formal help-seeking intentions for nonsuicidal and suicidal problems using a matrix design. In this evaluation, only the questions for nonsuicidal problems were used and the measure was adapted for relevancy to an adolescent population by removing husband, wife, and de-facto as examples of intimate partners (in Question A). Ten items rated on a 7-point Likert scale from 1 (extremely unlikely) to 7 (extremely likely) were presented to students, with higher scores representing higher intentions of seeking help.

Wilson et al. (2005) used an 18-item version of the GHSQ with a sample of Australian public high school students (aged 12-19 years) and found that the GHSQ is a flexible measure of help-seeking intentions applicable across a range of contexts. The survey has also been used as part of the Longitudinal Study of Australian Children, a federally funded project since 2014, as well as by the Federal Department of Health in various data collections with adolescents. The scale is considered reliable, with a Cronbach's alpha of .70 and test-retest reliability assessed over a three-week period being .86 (Wilson et al., 2005). Convergent and divergent validity of the GHSQ were also supported, with intentions to seek counselling correlating positively with prior mental health experiences, and negatively with self-reported barriers to seeking professional help (Wilson et al., 2005).

Raise-Developed Help-Seeking Questions

This measure was adopted from Raise's own internal surveys, to further understand student's general help-seeking confidence. Three questions were presented on a 4-point Likert scale from 1 (never) to 4 (always), with higher scores representing higher help-seeking confidence.

- Do you feel able to trust adults who can help when you need it?
- Do you feel able to ask for help from others when you need it?
- Do you feel like you know where to get help when you need it?

3.2.3 Social-Emotional Wellbeing

EPOCH Measure of Adolescent Wellbeing (Kern et al., 2016)

The EPOCH Measure of Adolescent Well-being (EPOCH) measures interpersonal and intrapersonal characteristics in young people (aged 10-18 years) that might foster wellbeing and physical health in adulthood. It utilises a 5-point Likert-type scale with 20 items across the five subscales of engagement, perseverance, optimism, connectedness, and happiness, yielding a range of 5-20 on each, with higher scores representing higher wellbeing. Happiness did not align with Raise's Theory of Change and was therefore not utilised in this evaluation. However, it remained in the survey as advice from the measure developer advised that removing it from the way the tool is presented may negatively influence the validity of the other domains captured in the survey.

Evidence for the EPOCH measure is drawn from ten samples of adolescents from the US and Australia (N = 4,480). Internal consistency estimates (alpha) range from 0.74 to 0.92 (Kern et al., 2016). Across 3-week, 4-month, and 2-year, 9-month intervals, test-retest reliabilities range from 0.23 to 0.71 (Kern et al., 2016). Scale scores have shown expected significant relationships with existing measures and unidimensionality was established using confirmatory factor analysis (Kern et al., 2016).

Short Warwick-Edinburgh Mental Wellbeing Scale (Stewart-Brown et al., 2009)

The SWEMWBS is a short version of the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS), which was developed to enable the monitoring of mental wellbeing in the general population and the evaluation of projects, programmes and policies which aim to improve mental wellbeing. Seven of the WEMWBS's original 14 statements that focus on functioning rather than feelings are used in the SWEMWBS. These positively worded statements are rated based on the respondent's experiences over the past two weeks on a 5-point scale from 'None of the time' to 'All of the time'. Scores range from 7 to 35, with higher scores indicating higher positive mental wellbeing.

The SWEMWBS has been validated for populations of young people aged 15-21 (McKay & Andretta, 2017; Ringdal et al., 2018). While the test-retest reliability of the SWEMWBS has not been reported for most populations, the WEMWBS test-retest reliability within 7-8 days after first completion was moderate in a UK population of 13- to 16-year-olds (Clarke et al., 2010). Likewise, one-week test-retest reliability of the WEMWBS was high in a UK population of university students (Tennant et al., 2007).

3.2.4 School Affective and Cognitive Engagement

Student School Engagement Measure (Hazel et al., 2013)

The SSEM was developed from a model of student school engagement, comprising aspirations, belonging, and productivity. The SSEM has 22 items across three factors: aspirations (4 items), productivity (12 items), and belonging (6 items). The survey uses a Likert-style scale ranging from 1 (Strongly disagree) to 10 (Strongly agree). Scores from all items are combined to get an overall engagement score, with higher scores indicating greater engagement.

The SSEM was validated with data from 396 eighth graders in an urban school district in the US by Hazel et al. (2013). Structural equation modelling showed that the SSEM model fit the data well, had good reliability for the three factors, and was predictive of district-identified risk factors and state standardized academic assessment results. Cronbach's alpha for the three empirical factors ranged from .83 for belonging, to .92 for productivity (Hazel et al., 2013). Another study (Hazel et al., 2014) found strong and significant positive correlations (.80) between the SSEM and the 2 measures of engagement (the School Engagement Measure and the Student Engagement Instrument) and a weak but significant positive correlation (.35) between the SSEM and a measure of life satisfaction (the Student Life Satisfaction Survey). These findings support the use of the SSEM as a valid measure of adolescents' engagement with school.

Student Engagement Scale – Peer Support for Learning (Appleton et al., 2006)

The Student Engagement Scale (SEI) is a self-report survey measuring student's engagement at school, with the Peer Support for Learning (PLS) subscale specifically measuring psychological engagement in school.

The SEI – Peer Support for Learning subscale has 7 items that are rated on a 5-point Likert scale, from ‘Disagree a lot’ to ‘Agree a lot’. It is scored by adding all items together, resulting in a possible score range from 7 to 35, with higher scores indicating higher levels of engagement.

Appleton et al. (2006) reported an internal consistency coefficient alpha of .82 for the Peer Support for Learning subscale and demonstrated the construct validity of the six subscales using a confirmatory factor analysis. Betts et al. (2010) confirmed evidence of the validity of all subscales except extrinsic motivation. Engagement subscales correlate with measures of academic performance and behaviour, demonstrating criterion-related validity through positive relationships with grade point average and reading and mathematics achievement, and negative relationships with frequency of suspensions. The instrument has been used in several research studies on engagement in school (Reschly et al. 2008; Lewis et al. 2009).

3.2.5 Resilience

Brief Resilience Scale (Smith et al., 2008)

The Brief Resilience Scale (BRS) assesses the perceived ability to bounce back or recover from stress. This scale was developed to assess a unitary construct of resilience, including both positively and negatively worded items. The BRS has six items rated on a 5-point scale from ‘Strongly disagree’ to ‘Agree’. It is scored by reverse coding the three negatively worded items and then finding the mean score of all six items, resulting in a possible score range from 1 to 5, with higher scores indicating higher resilience.

The BRS has demonstrated good internal consistency, with Cronbach’s alpha ranging from .80-.91, and test-retest reliability, with an intra-class correlation of .69 for one month and .62 for three months (Smith et al., 2008). A review found it to be among the resilience measures with the best psychometrics (Windle et al., 2011). Although it was developed for an adult population, it has been used with children to measure their resilience (e.g. Sharma & Nagle, 2018).

Table 1. Alignment between evaluation questions/outcomes and data collection activities.

Key Evaluation Outcomes		Key Evaluation Questions			
		What are the outcomes related to student's help-seeking behaviour?	What are the outcomes related to student's social-emotional wellbeing, school engagement and resilience?	What are the student or mentor characteristics that are related to the outcomes we have observed?	What are the student perceived enablers and barriers related to the outcomes of the program?
Domain					
Collected at pre and post Raise delivery	Student demographics	Student/mentor characteristics		x	
	General Help-Seeking Questionnaire	Help-seeking	x		
	Raise-developed Help-Seeking Questions	Help- seeking	x		
	Short Warwick-Edinburgh Mental Wellbeing Scale	Wellbeing, school engagement and resilience	x		
	EPOCH Measure of Adolescent Wellbeing	Wellbeing, school engagement and resilience	x		
	Student School Engagement Scale	Wellbeing, school engagement and resilience	x		
	Student Engagement Scale – Peer Support for Learning	Wellbeing, school engagement and resilience	x		
	Brief Resilience Scale	Wellbeing, school engagement and resilience	x		
	Mentee 'Pulse' surveys	Student/mentor characteristics		x	
	Mentor surveys	Student/mentor characteristics		x	
Raise administrative data		Help-seeking			
		Wellbeing, school engagement and resilience	x	x	x
		Student/mentor characteristics			
Mentee qualitative perspective data		Enablers and barriers			x

3.3 Ethics and State Approvals

Ethics approval was sought from the University of Melbourne's Human Research Ethics Committee (HREC) in October 2022 and was granted in December 2022 (HREC #2022-24962-35335-3). Individual state-based education department approval was then required before school recruitment could commence. The National Application Form, a single form for applying to conduct school-based research in more than one Australian jurisdiction, was completed and individually submitted in January 2023 to each governmental education department in jurisdictions the Raise program operates in. This included the Australian Capital Territory, New South Wales, Queensland, South Australia, Victoria, and Western Australia. Each jurisdiction assesses applications to conduct research in its school sites according to their own research approval guidelines, although they apply broadly similar criteria. A process of feedback, revision and resubmission was therefore followed with each jurisdiction as required. Feedback received and implemented generally related to clarification of evaluation methodology, mechanisms to identify and support students experiencing distress, and clarifications to study consent documents.

The earliest approval was approximately five weeks after application submission, and the latest was approximately 13 weeks after application submission. Feedback was received from the Australian Capital Territory at a stage deemed too late to be worthwhile implementing, given the small number of eligible Raise schools in the jurisdiction. Western Australia was the first jurisdiction to provide feedback and request revisions to the research application. However, they only provided an update in November 2023 due to their own internal staff shortages, which they had raised during the initial application process.

Final approval was granted by the following states:

- New South Wales
- Queensland
- South Australia
- Victoria

It is important to note that there were a number of research restrictions that limited the scope of the approved data collection. Most states did not allow the collection of student's personal information from the school prior to the student consenting, and restricted what student information was able to be collected once they had consented. For instance, asking students if they identify as Aboriginal and/or Torres Strait Islander was flagged by multiple states as requiring further advice or approval from their First Nations departmental areas. To avoid further delays to state-based approval and commencement of data collection, the question was therefore removed from the cohort survey. Many states also do not allow researchers to incentivise student participation. However, a cohort-level report of student wellbeing was able to be provided to schools at follow-up to incentivise their engagement and encouragement of student participation. Table 2 contains a summary of the states enforcing each research restriction.

Table 2. Research restrictions by state

State	Identifying First Nations students	Incentivising students
New South Wales		X
Queensland	X	X
South Australia		
Victoria	X	X

3.4 School Recruitment

Schools were eligible to participate in the study if they had been implementing the Raise Program for at least one year, a decision made through consultation with Raise and the Evaluation Advisory Group. This was to avoid an additional level of burden for schools with a new relationship with Raise, and because

Raise's experience indicated that schools needed a year to properly understand the Raise Program and to readily identify which students may benefit from participation.

Three online school information sessions about the independent evaluation were hosted by the Raise Foundation on 8th December 2022, 28th February 2023, and 9th March 2023. The University of Melbourne evaluation team attended these sessions to present information about recruitment and data collection and to answer questions from schools. As these sessions occurred prior to receiving state-based education department approval for the evaluation, an online Qualtrics form was set up where schools could submit an Expression of Interest (EOI) in participating in the evaluation. Twenty-five schools completed the EOI form. When the relevant state approval was received, these schools were emailed a letter including the Plain Language Statement and consent form for the evaluation, which was then followed up with a phone call and subsequent reminders.

In addition to the EOI schools, the Raise Foundation identified 50 further schools appropriate to contact about the evaluation. This resulted in a total of 75 schools across the four states being contacted by the University of Melbourne to determine their interest in participating in the independent evaluation. Schools were contacted via phone, which was followed up with an email including information about the evaluation if the school's contact was unavailable, followed by multiple reminders. Raise State and Program Managers were also engaged by the Raise Foundation to support the evaluation and liaised with and sent information to eligible schools.

Many schools were not responsive to contact, particularly those who did not submit EOIs. Reasons cited by responding schools who declined to participate were predominantly around a lack of capacity within the school to facilitate the cohort-wide survey, but also included concerns about the potential for additional surveys for Raise mentees to be burdensome and impact their experience in the program. One school consented to participate but later dropped out due to not having originally realised the cohort-wide scope of the survey. Discussions with Raise around recruitment were ongoing at meetings and regular updates were provided to Raise via email to facilitate support from Raise State and Program Managers. Ultimately, 13 schools consented to participate in the independent evaluation prior to the baseline survey (See Table 3).

At follow-up data collection, schools who had initially expressed interest but had either indicated a lack of capacity at that time or dropped off communications were reapproached either via email or phone call to invite them again to participate. Only one additional school responded and consented to participate, but later dropped out due to being unable to run the survey past their region's Legal Branch in time.

Table 3. Consented independent evaluation schools.

State	Number of schools
South Australia	1
Victoria	4
New South Wales	7
Queensland	1

3.4.1 Delays in Approval Processes

Delays in the approval process impacted the lead-in time for the evaluation team to liaise with schools and increase engagement, even with support from the Raise Foundation in disseminating information and Expression of Interest processes. While the process of seeking approval from a Human Research Ethics Committee and from the relevant state education department can naturally be time-consuming (Thomas,

2009), these timelines were significantly affected by ongoing COVID-19 impacts. The Victorian Department of Education's Research in Schools and Early Childhood (RISEC) was suspended during the COVID-19 pandemic and was still suspended in January 2023, requiring an exemption process for approval. The Western Australia Department of Education flagged delays in their research approval process due to reduced staff capacity also resulting from COVID-19 lockdowns. After providing feedback required to progress the application, the Western Australian Department of Education only contacted the evaluation team in November 2023 – 10 months after the initial application.

The evaluation team submitted applications addressing all feedback and revisions as promptly as possible and, in collaboration with the Raise Foundation, leveraged the Department of Health funding and existing relationships with state education departments to ensure that approvals were received as soon as was possible.

3.5 Challenges in Evaluation Recruitment

The challenges of engaging adolescents in school-based research, as experienced in this evaluation, have been well documented in published literature through both research and experience (Bonnell et al., 2018; Trimmer et al., 2020; Hatch et al., 2023; Thomas, 2009). Such challenges include difficulties accessing schools, low staff buy-in and low student survey response rates, which result from a consistent lack of capacity in schools, often complex ethics approval processes or procedures, and approvals and engagement from gatekeepers. These challenges with school-based research engagement have only been amplified since the COVID-19 pandemic (Waechter et al., 2023) likely due to increased school burdens, often reduced school capacity and delays in gatekeeper approvals. The Raise Foundation also reported difficulties engaging with their school key contacts and surveying mentees in 2023, both more broadly and with some of the specific evaluation schools.

Eligible Raise schools in this evaluation were all public schools which can be particularly difficult to access, as researchers are required to go through multiple gatekeepers before approaching students. These gatekeepers can include the Human Research Ethics Committee, relevant state education departments, school principals and other staff (Bonnell et al., 2018). A high level of necessary yet difficult gatekeeping was noticeable in the evaluation, such as reports from some schools that they were passing the online survey to their Legal or Information Technology branches for approval before allowing students to complete it. This was despite the survey having received state education department approval and the school having already consented to participate. This resulted in one school dropping out of the evaluation, as they could not seek the relevant advice within the provided timeframe.

The response rate of schools consenting to participate in the evaluation once contacted was also low, despite frequent and varying communications from the evaluation team. This may be attributable to low capacity in schools, where teachers have continued to feel stressed and burnt out since COVID-19 (Kotowski et al., 2022). Even when schools consented to participate, some changed their mind when they received the survey or completely disengaged from contact, which often happens in research – an experience detailed by Australian researcher Nicholas Flegg (Trimmer et al., 2020). Some schools that did remain consented and engaged in the evaluation found fulfilling their participation commitment difficult, another regular occurrence in research due to time and resource constraints and competing priorities (Hatch et al., 2023). To address these limitations, it has been recommended that survey-based research methods should align with school priorities and be led by schools and tailored to their timetable and resources (Hatch et al., 2023). The objectives of this research were naturally aligned to the priorities of eligible schools, given they had already been implementing the Raise Program. The evaluation's methodology also followed these recommendations by allowing schools to flexibly distribute surveys in a way and at a time that best suited them.

Finally, there were some challenges with student response rates, even once schools had consented and were engaged. Required opt-in consent procedures used in the evaluation are known to yield much lower

response rates than those using passive or implied consent (Thomas, 2009). Furthermore, it was reported by some school staff that adolescents in the control condition did not see the value of committing their time to surveys due to not being involved in the Raise Program. This is where school engagement was particularly crucial, as the most engaged and keen evaluation schools had the highest consent rates. While the evaluation team attempted to minimise these difficulties and maximise participation by advising on multiple occasions that schools provide time and encouragement to students in a wellbeing or homegroup period to complete the survey, final consent numbers from some schools indicated that this was likely not provided. Similarly, there were difficulties engaging Raise mentees to consent in focus groups or interviews where access to the students was only possible via student-supplied school email, as per ethics and education department approvals (see 3.3). As a contingency plan, qualitative questions about mentee experiences of the Raise Program were incorporated into the follow-up survey. Intended interview questions were provided in an additional optional online REDCap survey.

3.6 Data Collection

3.5.1 Cohort Surveys

Surveys were provided to consenting students pre (baseline) and post (follow-up) the Raise Mentoring Program, using the measures outlined in 3.2. See Appendix C for the cohort surveys.

Baseline Survey

The baseline survey was conducted from May to June 2023, to measure student outcomes prior to commencement of the Raise program.

Schools were provided with a written piece to place in their newsletter to publicise the study to parents and a poster to publicise the study to students. Surveys were built into the University of Melbourne's REDCap, a secure web platform for building and managing online databases and surveys. Schools were provided with a general online survey link and QR code to the online survey, to distribute to all students in the cohort. This led students through the study's Plain Language Statement before obtaining their consent and providing them with the opportunity to complete the baseline survey. It was recommended that schools provide a wellbeing or homegroup period time for students to complete the survey. Schools that provided this time and had leadership who saw the value of having comparison cohort data had the highest survey response rates. Some key contacts at schools raised difficulties with providing this time and engaging students in a non-compulsory survey, particularly those who were not selected for the Raise Program and had no vested interest. Ongoing contact was made with schools who communicated such difficulties to assist with problem-solving and to increase their understanding of the evaluation and its objectives to promote engagement, including reminders of the cohort-level wellbeing report incentive.

Students were required to self-identify as mentees who had been selected for the Raise Mentoring Program in 2023. This was due to the restriction of student information collection prior to the initial survey. Students who indicated that they were participating as mentees were not required to re-answer questions they had already been asked in Raise's own internal surveys.

As required by certain states, students were identified as distressed if they answered 'Yes' to having experienced any difficult home or personal events and answered 'Most of the time' or 'All of the time' to the follow up question as to the degree that these issues have impacted their ability to engage in school activities. These students were either contacted and provided with contact information for relevant support services or re-identified to the school principal for follow-up.

Follow-Up Survey

The follow-up survey was conducted from October to November 2023, to measure outcomes after conclusion of the Raise program.

Students who had consented to and completed the baseline survey and provided their email were emailed a unique link to their follow-up survey. Students received two reminder emails in the subsequent two weeks if they had not completed their survey. Students who had not provided their email were mailed a letter via the school with a unique QR code and access code to their follow-up survey. Schools were again provided with a general survey link and QR code to facilitate participation of any additional students who did not participate in the initial survey, or those who had difficulty accessing their individual links. Schools also received reminder emails and it was again recommended that they encourage students to complete the survey during a dedicated wellbeing or homegroup period time. The same process was followed as in the baseline survey for supporting students identified as distressed. At the conclusion of this data collection to thank schools for their participation, schools were mailed cohort-level reports of student wellbeing based on the EPOCH measure.

3.5.2 Pulse Surveys

Pulse surveys (see Appendix D) were conducted to track mentee outcomes and engagement with the program to determine impact on outcomes. These pulse surveys were mailed to schools in hard-copy format individually addressed to mentees. This was to simplify distribution by Program Counsellors, who were engaged by Raise to facilitate this data collection during program time. Data was manually entered into REDCap when surveys were returned via pre-paid mail satchels.

Pulse surveys were initially intended to be conducted monthly. However, concerns were raised by school key contacts and Raise Program Counsellors during the first two pulse surveys about feedback received from both mentees and mentors about this frequency and the challenges of motivating mentees to complete multiple surveys. It was therefore decided that only one further pulse survey would be distributed, to focus on where mentee outcomes were tracking at the midpoint of the program. This resulted in a maximum of three pulse surveys.

The pulse surveys collected demographic information from mentees including their date of birth, year level and gender. Mentees were asked how many Raise sessions they had attended in the past four weeks, and whether they had to match with a different mentor during individual mentoring time. At the third midpoint survey, only mentees were asked to answer whether they had experienced any difficult home or personal events (Yes/No) and if so, the impact of these on their ability to engage in school activities (None of the time/A little of the time/Some of the time/Most of the time/All of the time), as per the cohort surveys.

Mentees were then asked to indicate on a 5-point Likert scale (from 'not at all' to 'always') how much they agreed with the following statements about their relationship with their mentor:

- I feel safe with my mentor
- My mentor helps me to share my problems
- My mentor helps me come up with ideas to my problems

Additionally, mentees were asked to indicate on the same 5-point scale how much they agreed with the following statements related to the outcomes of the evaluation in the previous month:

- I am finding the Raise program useful for me
- I feel that I really belong in my school
- I can bounce back quickly after hard times
- I feel hopeful about the future
- I am able to seek help from others when I need

Schools were mailed physical copies of pulse surveys individually addressed to each Raise mentee. Nine schools facilitated completion of and returned at least one pulse survey via post.

3.5.3 Mentee Perspectives

Mentees were asked open-ended questions about their experiences in the Raise program at the end of the follow-up survey (see Appendices B and E). These questions asked about benefits and negatives of participating in Raise, as well as the mentee's engagement with their mentor.

Mentees were also asked on the follow-up survey whether they were interested in hearing more about opportunities to further provide their experience in participating in the Raise program. Seven mentees indicated their interest and were offered the opportunity to participate in either a focus group or interview. These mentees were not responsive to contact or follow-up emails and were instead offered the opportunity to answer the questions via a second online survey (see Appendix G). These questions focused on the enablers and barriers for mentees to program participation and any changes they had seen in themselves. Two mentees consented to participating and completed the additional survey.

3.5.4 Raise Administrative Data

The evaluation measures informed the measures used in Raise's survey design for 2023, with mutual measures being the Raise-developed help-seeking questions, the perseverance, optimism, and connectedness scales from the EPOCH, and the BRS. This provided the opportunity to utilize Raise datasets. Raise therefore provided demographic information and all survey data for mentees and mentors at consenting evaluation schools to supplement the evaluation dataset.

It is important to note that these responses were not collected for research purposes as they are part of Raise's standard evaluation data collection for their own internal use, which may involve sharing with key stakeholders. Raise's data collection process was different to the evaluation's, with mentees provided with Raise Program time to complete internal surveys in the presence of the Raise mentors, as opposed to the opt-in process during class or a student's own time for the evaluation surveys. Therefore, it is likely that the two different approaches to data collection may be influenced by different types of bias (e.g. selection bias for the evaluation cohort, response bias for the Raise collected data).

It is also important to note there was a difference in how the three help-seeking questions were asked. Specifically, the response option for Raise involved a 5-point scale (Almost Never, Sometimes, Often, Very Often, Almost Always), while the evaluation collected data on a 4-point scale, as outlined (see 3.2.2). The evaluation was decided in consultation with Raise where their internal data would be transposed as follows:

- Raise's *Almost Never* (1) to the Evaluation's *Rarely* (2)
- Raise's *Sometimes* (2) and *Often* (3) to the Evaluation's *Sometimes* (3)
- Raise's *Very Often* (4) and *Almost Always* (5) to the Evaluation's *Always* (4)

Given this discrepancy, responses to these three questions were collected from mentees at follow-up on the 4-point scale through the evaluation's data collection process, in addition to Raise's internal data collection.

3.6 Data Management

3.6.1 Missing Data

Missing data is common in research and evaluation projects, particularly when reliant on self-report and when time to complete data collection activities is not explicitly provided or supported. Data may be absent due to three overarching factors:

- 1) Missing completely at random (MCAR) is the most stringent assumption, suggesting that the absence of a data point is entirely unrelated to both observed and unobserved data.
- 2) Missing at random (MAR) is a more realistic assumption than MCAR, indicating that the reason for a data point being missing can be explained by the observed data.
- 3) Missing not at random (MNAR) implies that the missingness is influenced by the unobserved values.

When encountering missing data, it is crucial to refrain from excluding instances that lack information (analyses conducted after such exclusion are referred to as complete case analyses). Multiple imputation is a method that replaces missing values with plausible numbers. These numbers are generated based on the distributions and correlations of the observable variables in the dataset.

The several imputation method is distinct from single imputation methods as it involves filling in missing data several times, with numerous feasible values calculated for each missing value. Employing several plausible values enables a precise assessment of the uncertainty associated with predicting the potential missing values, hence preventing the generation of misleading accuracy (which can occur with single imputation). Multiple imputation is a statistical technique that yields precise estimates of quantities or relationships of interest. These include treatment effects in randomised trials, sample averages of specific variables, correlations between two variables, and their respective variances. By doing this, it decreases the likelihood of reaching incorrect positive or negative conclusions.

For this dataset, multiple imputation involved the generation of 50 imputed datasets. These datasets each uniquely predicted the value of the missing variables, with analyses taking into account the mean of these datasets. Specifically, multiple imputation was focused on imputed outcome scores, based on variations in baseline scores for each individual variable.

3.6.2 Establishing the Matched Comparison Group

A comparison analysis was conducted between students who receive the Raise intervention and a matched cohort. Propensity score matching (PSM) is a statistical technique used to evaluate the causal effect of a certain programme by comparing outcomes between individuals who received the program and those who did not, while accounting for potential confounding variables.

PSM mitigates the selection bias that could exist in non-experimental data. Selection bias occurs when units (such as individuals, communities, or schools) are not randomly assigned to a certain programme, and the units that choose or are able to participate differ systematically from those that do not. A propensity score is a calculated likelihood that a unit would be subjected to the programme, based on the unit's observed characteristics. The propensity scores of all units in the sample, including both beneficiaries and non-beneficiaries, are utilised to form a comparison group for measuring the program's impact. Raise mentees were matched against students in the same cohort who did not/have not participated in the Raise program and were matched on similar baseline demographic information (i.e., age, gender, etc.).

Matching occurred between Raise participants and non-Raise participants at participating evaluation schools. To identify matching variables, univariate analyses were conducted of baseline demographic variables to predict variables related to Raise participation. Matching was eventually conducted with 1 nearest, with a caliper of 0.003. The identified matching variables were student experience of a difficult life event, student gender, and student disability, as well as EPOCH subscores of perseverance, optimism and connectedness, and help-seeking behaviour. The variance after matching is present below.

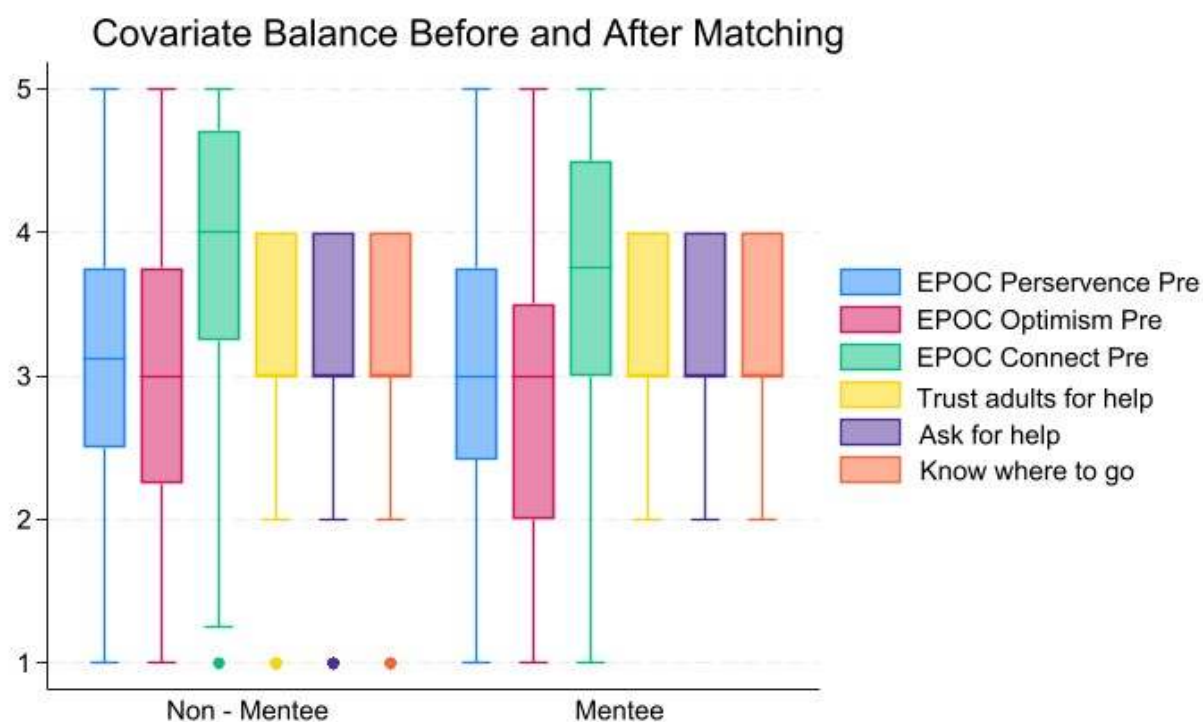


Figure 2: Covariate after matching.

Overall, 148 Raise mentees were matched with 276 non-Raise students based on demographic variables. However, as matching is based on baseline characteristics, the final sample size for each outcome data at follow up is presented in the following table.

Table 4. Sample size of each outcome after matching

	Mentee Data	Non-mentee Data
Know where to go	100	99
Ask for help	101	98
Trust in adult	101	99
EPOCH – Engagement	17	95
EPOCH – Perseverance	102	95
EPOCH – Optimism	95	83
EPOCH - Connectedness	95	83
SSE School Aspiration	17	101
School Belonging Scale	95	88
Brief Resilience Scale	94	83

3.6.1 Defining Students who were ‘Low’ at Baseline

For each outcome, students who were defined as ‘low’ were established to examine whether these students had a differential change in their outcomes. Established risk categories and cut points for measures were used to define students as ‘low’, when these were available.

For measures without established cut points, the bottom third of scores for all participants who completed the baseline survey were defined as 'low'. It was decided to establish these cut points with all participants, as only using the matched cohort would less likely reflect an at-risk group of the general student population.

3.7 Minimum Detectable Effect Size for the Sample Size

Given the lower-than-expected recruitment and data collection, the final sample size varied depending on outcome collected.

Given this, we conducted power calculations before the analyses to determine the minimum detectable effect size of the sample.

- For EPOCH School Engagement, which had the lowest sample size, there were 112 students overall with outcome data. Assuming a power of 0.80% and a statistically significant alpha of 5%, our final sample size had a **minimum detectable effect size of 0.28**. Therefore, it is more likely findings below this effect will not be statistically significant. However, as described in Section 3.9 below, an effect size of 0.27 could be defined as a large effect size which has significant, long-term implications for student psychological outcomes.
- For outcomes such as EPOC Connectedness, which included data collected by Raise to supplement the evaluation data, the sample size was higher at 199. For these outcomes, based on the assumption of 80% power and statistically significant alpha of 5%, the sample size enabled a **minimum detectable effect size of 0.20**. Based on Section 3.9 below, this effect size would meet the criteria for a medium effect size for student psychological outcomes.

3.8 Interpretation of Effect Sizes

In research aiming to understand the outcomes of an intervention, a traditional approach is to focus on whether outcomes are statistically significant or not. However, increasing attention has been paid to the magnitude or size of the difference as opposed to the significance of effects. Effect size refers to the magnitude of the relation between the independent and dependent variables and is separable from statistical significance, as a highly significant finding could correspond to a small effect, and vice versa, depending on the study's sample size. For intervention research, Cohen's d is often used, with benchmarks indicating an effect size up to 0.2 as small, up to 0.5 as medium and over 0.8 as a large effect size difference.

However, more recently it has been recognised that the magnitude of difference between groups that can be expected should be aligned to the intervention's theory of change, but also to the specific domain which is being examined. More recently, Funder & Ozer (2019) found that for intervention research in psychological domains, the following benchmarks should be used:

- 0.05 indicates an effect that is very small for the explanation of single events, but potentially consequential in the not-very-long run.
- 0.10 indicates an effect that is still small at the level of single events, but potentially more ultimately consequential.
- 0.20 indicates a medium effect that is of some explanatory and practical use, even in the short run, and is therefore even more important,
- 0.30 indicates a large effect that is potentially powerful in both the short and the long run.
- 0.40 or greater, in the context of psychological research, is likely to be a gross overestimate that will rarely be found in a large sample or in a replication.

Therefore, our interpretation of the outcomes of the Raise Mentoring Program are based on these guidelines, given the psychological outcomes being measured and the type of intervention. In addition to statistical

significance, we will also examine the overall pattern of difference between the groups, reflecting the limitation of the small sample size in detecting statistically significant findings.

In the findings, these benchmarks are presented to help with interpretation, with red indicating a 0 effect size, orange an effect size of 0.2 and green representing an effect size of 0.4.

3.9 Considerations for Testing of Multiple Outcomes

Examining various outcomes in a study endeavour presents a distinct array of obstacles that researchers must meticulously tackle to uphold the integrity and dependability of their results. An important concern arises from the phenomenon of alpha inflation, in which the likelihood of committing a Type I mistake escalates with the testing of each successive result. This phenomenon of inflation arises due to the fact that conventional standards of statistical significance (e.g., $p < 0.05$) are predicated on the premise of a solitary test.

However, when several outcomes are examined concurrently, there is an increased probability that positive findings will be identified by random chance. Therefore, there is an increased likelihood of identifying inaccurate positive results or relationships that are not genuine, potentially resulting in incorrect conclusions about an intervention's benefits. Another problem pertains to the possibility that some outcomes will interact with others, or that there is overlap in the domain which is being measured.

Therefore, a common approach to examine multiple outcomes is to consider the patterns across multiple outcomes, patterns between measures which capture similar domains in addition to the final p-value and confidence intervals.

Although the evaluation was guided by an established theory of change and program logic, it is also likely that not all outcomes will demonstrate statistical significance at the same timepoint and some changes in outcomes may be predicted by changes in other outcomes which occur earlier. For instance, students may need to have improved connectedness before changes in school engagement occur. More importantly, examination of the outcomes should consider the pattern of findings and whether outcomes in similar domains are showing findings in the same direction.

3.10 Data Analysis

All analyses were conducted in STATA v17, with all output provided as Supplementary files 01 to 07.

The baseline characteristics of the participants and schools are summarised by group. Categorical variables are presented as frequency and proportion values in each category. Continuous variables are presented by means and standard deviations (SDs) for unskewed data, medians and IQRs for skewed data, and ranges.

In these analyses, the primary analysis was by intention to treat and included all matched participants where outcome data were available. The analysis used a multivariate linear regression to examine continuous outcomes, whilst logistic regression was used for categorical data. The analysis output is presented as part of Appendix H.

3.10.1 To Examine Differences in Change Scores

Outcomes for the intervention students were compared with students in the control group. Both unadjusted and adjusted analyses were conducted. For adjusted analyses, two models were conducted. The first was based only on change scores, whilst the second also included student gender and family difficult event. Clustering of students within schools was accounted for in the models using regression techniques that respect these structures. Findings between groups were presented as mean differences with 95% CIs, p values and Cohen's d effect sizes.

3.10.2 To Examine Differences at Follow Up

Both unadjusted and adjusted analyses were conducted. For adjusted analyses, two models were conducted. The same approach to above was used, except model one accounted for baseline scores. Clustering of students within schools was accounted for in the models using regression techniques that respect these structures. Findings between groups were presented as mean differences with 95% CIs, p values and Hedge's g effect sizes.

4. Findings

4.1 Demographic Information

The overall flow of participants is presented in the participant flow chart below.

At baseline, 418 students consented to participate and at least partially completed the survey, with 41 enrolled in Raise. These responses were across nine schools, with the remaining four schools either nonresponsive or communicating difficulties with survey facilitation or student engagement. At follow-up, 365 students completed the survey, with 28 enrolled in Raise. This was comprised of 137 students who had completed the baseline survey, representing a follow-up rate of approximately 32.78%. An additional 311 new students completing the follow-up survey (10 Raise mentees and 211 non-mentees). These responses were across eight schools, with the remaining five schools nonresponsive to multiple points of email and phone contact. This meant that overall, data from 751 unique students was available. This was supplemented with Raise administrative data for 124 additional mentees. After matching on baseline variables, there were 148 Raise mentees and 276 matched comparison students.

It is important to note that Raise administrative data provided a response option of 'Rather not say' when asking if mentees had experienced a difficult event. A conservative approach was taken for analysis, where students who selected this response option were categorised as having answered 'No/Rather not say'.

Tables 3 and 4 contain demographic information for the whole recruited cohort and matched cohort respectively. The *P* value shows the difference between mentees and non-mentees at baseline.

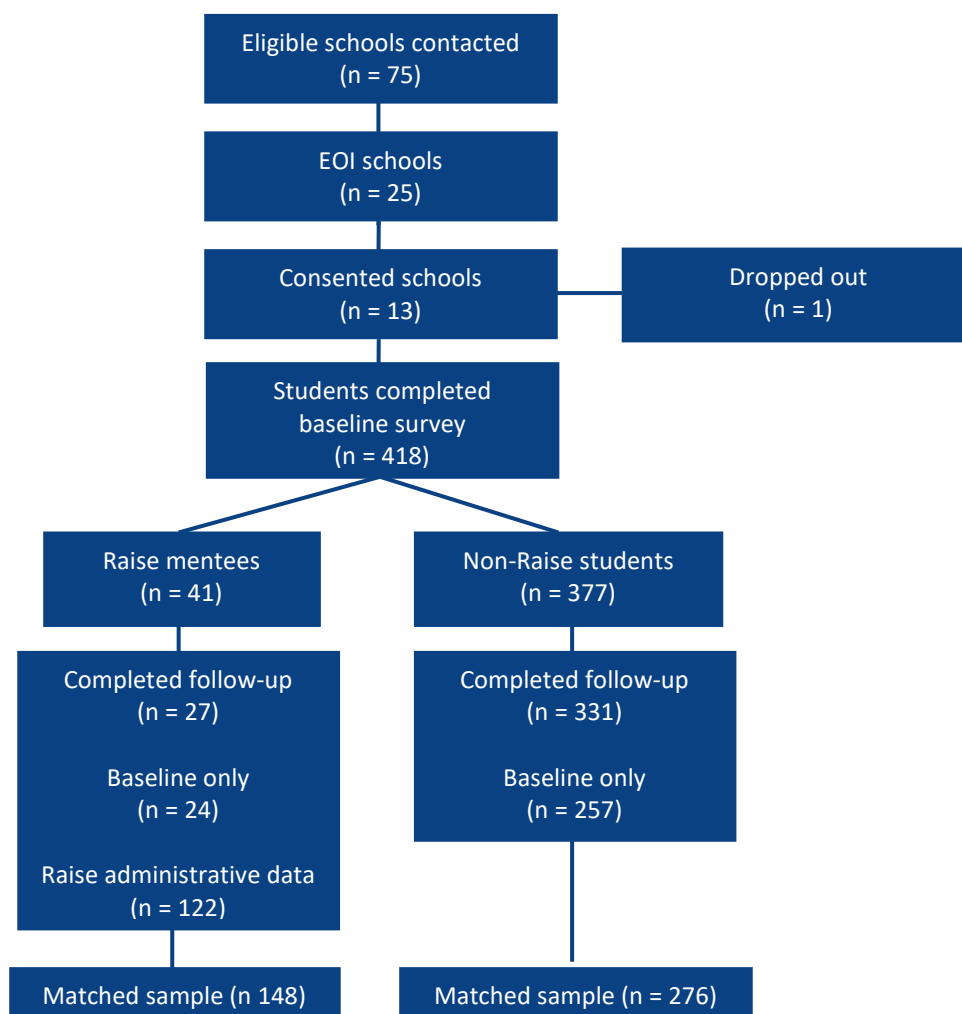


Table 5. Recruited cohort demographic information

	Mentee		Non-Mentee		P-value
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
Year Level					0.000
Year 7	11	6.92%	2	0.34%	
Year 8	95	59.75%	395	66.28%	
Year 9	45	28.30%	199	33.39%	
Year 10	8	5.03%	0	0.00%	
Gender					0.027
Male	66	41.77%	305	51.87%	
Female	81	51.27%	245	41.67%	
Other	8	5.06%	15	2.55%	
Rather not say	3	1.90%	23	3.91%	
Born in Australia					0.729
Yes	122	77.22%	460	78.50%	
No	36	22.78%	126	21.50%	
Speak a language other than English at home					0.362
Yes, mostly	39	24.68%	143	24.16%	
Yes, sometimes	45	28.48%	139	23.48%	
No	74	46.84%	310	52.36%	
Has a disability					0.707
Yes	9	5.84%	32	5.45%	
No	138	89.61%	518	88.25%	
Rather not say	7	4.55%	37	6.30%	
Lives with					0.000
One parent	52	33.12%	92	15.54%	
Both parents	91	57.96%	463	78.21%	
Carer or guardian	4	2.55%	9	1.52%	
Other	10	6.37%	28	4.73%	
Carer					0.001
Yes	49	31.82%	70	18.92%	
No	99	64.29%	263	71.08%	
Rather not say	6	3.90%	37	10.00%	
Experienced a difficult event					0.000
Yes	82	52.90%	110	29.49%	
No	73	47.10%	263	70.51%	
Degree of impact of the difficult event					0.037
None of the time	9	11.25%	11	10.09%	
A little of the time	16	20.00%	36	33.03%	
Some of the time	22	27.50%	39	35.78%	
Most of the time	24	30.00%	17	15.60%	
All of the time	9	11.25%	6	5.50%	

Table 6. Matched cohort demographic information

	Mentee	Non-Mentee
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	N = 148		N = 276		
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>P-value</u>
Year Level					0.000
Year 7	11	7.38%	1	0.36%	
Year 8	95	63.76%	161	58.33%	
Year 9	43	28.86%	114	41.30%	
Gender					0.082
Male	64	42.95%	148	54.01%	
Female	75	50.34%	108	39.42%	
Other	8	5.37%	10	3.65%	
Rather not say	2	1.34%	8	2.92%	
Born in Australia					0.494
Yes	116	77.85%	221	80.66%	
No	33	22.15%	53	19.34%	
Speak a language other than English at home					0.002
Yes, mostly	35	23.49%	48	17.39%	
Yes, sometimes	45	30.20%	52	18.84%	
No	69	46.31%	176	63.77%	
Has a disability					0.886
Yes	9	6.04%	16	5.80%	
No	134	89.93%	246	89.13%	
Rather not say	6	4.03%	14	5.07%	
Lives with					0.000
One parent	49	33.11%	42	15.22%	
Both parents	85	57.43%	219	79.35%	
Carer or guardian	4	2.70%	1	0.36%	
Other	10	6.76%	14	5.07%	
Carer					0.000
Yes	48	32.21%	48	17.52%	
No	96	64.43%	198	72.26%	
Rather not say	5	3.36%	28	10.22%	
Experienced a difficult event					0.000
Yes	78	52.35%	78	28.26%	
No	71	47.65%	198	71.74%	
Degree of impact of the difficult event					0.031
None of the time	9	11.69%	8	10.39%	
A little of the time	16	20.78%	28	36.36%	
Some of the time	21	27.27%	27	35.06%	
Most of the time	24	31.17%	10	12.99%	
All of the time	7	9.09%	4	5.19%	

4.2 Changes in Student Outcomes

4.2.1 Help Seeking Behaviour

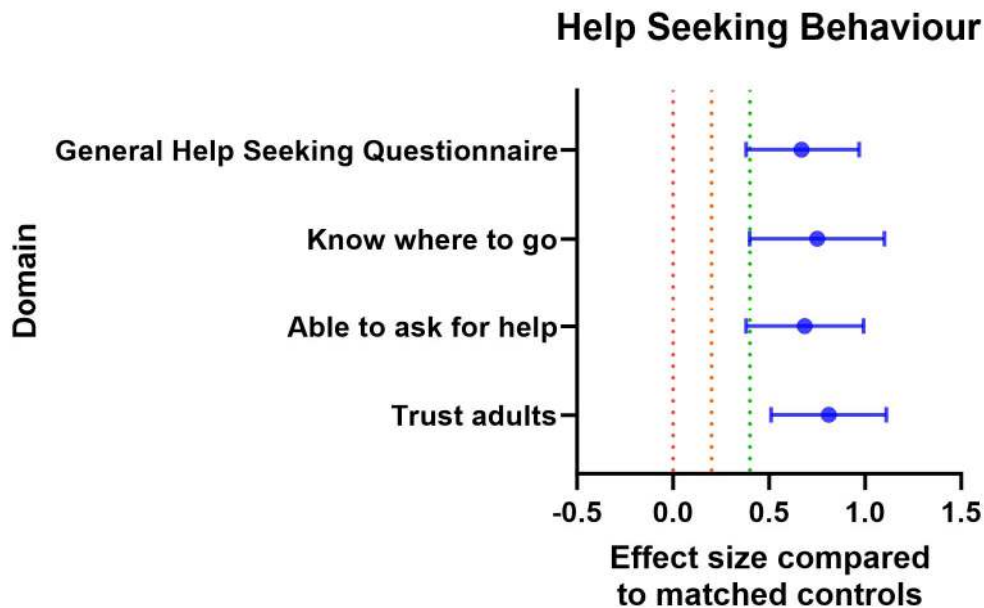


Figure 3. Effect size differences for help-seeking behaviour.

When examining help-seeking behaviour, there were consistent findings that Raise students had a statistically significant greater magnitude of change between the pre and post intervention time points. This ranged from a mean difference of 0.69 (95% CI 0.38 – 0.99) for being confident to ask for help when needed, to a mean difference of 0.81 (0.51 – 1.11) for being able to trust adults for help. Importantly, the findings were also confirmed by the validated General Health Seeking Questionnaire, which had an effect size mean difference of 0.67 (95% CI 0.38 – 0.97) between the two groups. These differences attenuated when accounting for difficult life event and student gender but remained statistically significant.

4.2.2 Changes in Student Social-Emotional Wellbeing

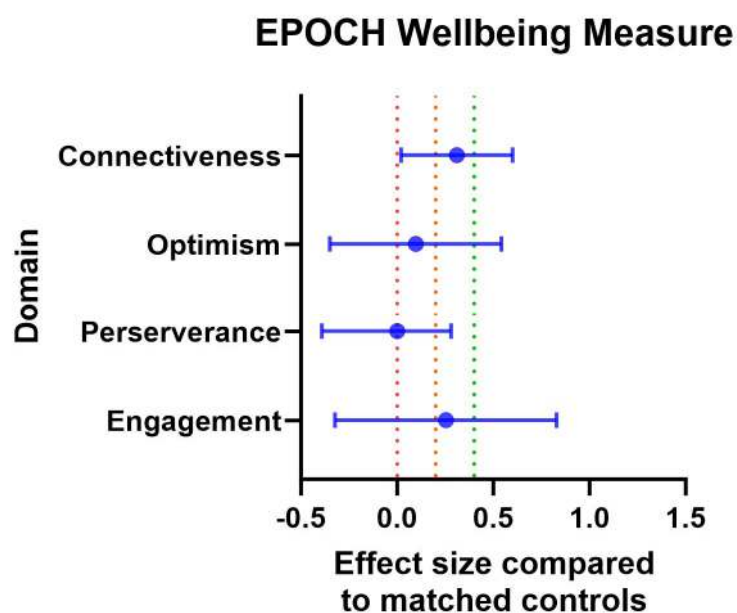


Figure 4. Effect size differences for the EPOCH measure.

Changes in student wellbeing were measured using the EPOCH, specifically the engagement, perseverance, optimism, and connectedness domains. In unadjusted analyses, there was a statistically significant difference between the Raise and matched cohort participants, with a mean difference effect size of 0.31 (95% CI 0.02 to 0.60). This finding provides evidence that Raise mentees reported having greater improvements in their connectedness, which EPOCH defines as feeling of supported and being valued by others. Although there were suggestions that Raise mentees have a greater magnitude of change in terms of optimism (effect size = 0.10, 95% CI -0.35 to 0.54) and engagement (effect size 0.25, 95% CI -0.32 to 0.83), these were not statistically significant.

4.2.3 Changes in Student School Engagement

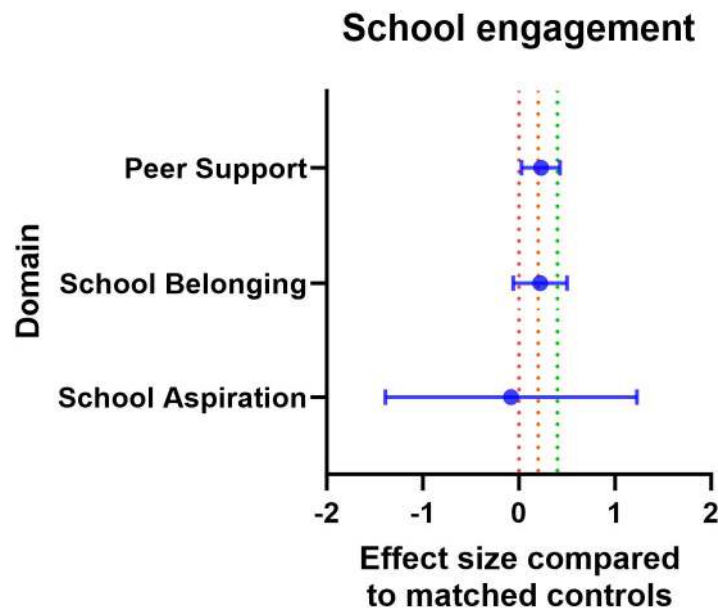


Figure 5. Effect size differences for school engagement.

Changes in student school engagement were measured using three different measures that captured school aspiration, belonging, and peer learning support. For the unadjusted analyses, there was only evidence for a statistically significant difference between Raise mentees and matched cohort students for peer support for learning. Raise mentees had a greater magnitude of positive change, with an effect size of 0.23 (95% CI -0.02 to 0.43) when compared to the matched cohort. Although school belonging had an effect size difference of 0.22, this was not statistically significant.

In addition, school aspiration, which is defined by how students feel about school, had minimal difference between the Raise and matched cohorts. Similar to above, it is important to note the smaller sample size for the school aspiration measure, with data only available for 17 mentees and 101 matched comparison students.

Overall, the findings suggest that there is evidence for Raise mentees reporting a greater change in peer learning support compared to their matched peers, with promising findings for school belonging.

4.2.4 Student Resilience

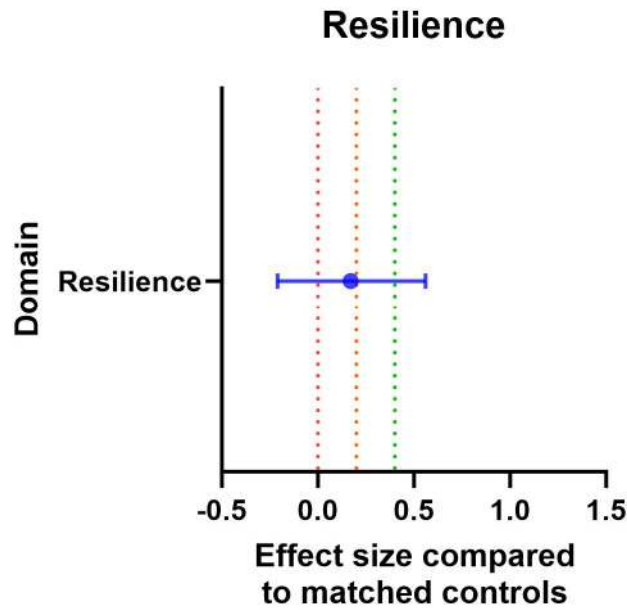


Figure 6. Effect size differences for student resilience.

The final domain examined was student resilience. Raise mentees had a greater magnitude of change when compared to the matched comparison (effect size = 0.17, 95% -0.20 to 0.56), but this difference was not statistically significant. This analysis was based on a cohort of 94 Raise mentees and 83 matched comparison students.

4.3 Differential Outcomes Based on Student Baseline Demographics

Additional analyses were conducted to examine whether baseline student demographics were associated with a differential effect on the observed outcomes. This analysis explored baseline demographics of child gender and difficult life event, which was determined via the consultation with the Evaluation Advisory Group.

As the analyses involved examining the interaction of the baseline variables and Raise allocation, this meant the sample was further divided along both baseline demographic characteristics (see Table 6). Despite the sample size, there was evidence for a statistically significant interaction for some of the outcomes.

For the General Help Seeking Questionnaire, there was evidence that female Raise students had a greater magnitude of benefit compared to those who did not identify as female. The comparison to females was used, as during consultation with Raise, it was signalled that female students may have different outcomes compared to other students. Although not statistically significant, this pattern of having at least an effect size greater than 0.2 difference was also seen for engagement and school aspiration. Inversely, those who did not identify as female had a pattern of greater improvement for optimism, school belonging, and resilience.

When examining students who had a difficult life event at baseline, there was statistically significant evidence that these students had a lower magnitude of change in terms of connectedness and school belonging. A similar pattern was also seen for general help-seeking and optimism. Although not statistically significant, these Raise students had a large magnitude of difference in engagement compared to Raise mentees who did not have a difficult life event at baseline.

Table 7. Differential effects for gender (female) and difficult life event.

	Female Mean diff (95% CI)	Difficult life event Mean diff (95% CI)
General Help-Seeking Questionnaire	0.34** (0.10 to 0.59)	-0.32 (-0.54 to -0.09)
Know where to go	-0.03 (-0.59 to 0.53)	-0.06 (-0.31 to 0.18)
Ask for help	0.00 (-0.69 to 0.70)	-0.16 (-0.55 to 0.24)
Trust in adult	-0.03 (-0.59 to 0.52)	-0.04 (-0.37 to 0.28)
EPOCH – Engagement	0.60 (-0.30 to 2.50)	0.75 (-0.24 to 1.75)
EPOCH – Perseverance	-0.10 (-0.56 to 0.38)	-0.17 (-0.73 to 0.38)
EPOCH – Optimism	-0.45 (-0.93 to 0.02)	-0.41(-0.98 to 0.14)
EPOCH - Connectedness	0.08 (-0.38 to 0.55)	-0.48 ** (-0.90 to -0.07)
SSE School Aspiration	0.96 (-1.99 to 3.91)	-0.04 (-2.10 to 2.01)
School Belonging Scale	-0.30 (-0.80 to 0.20)	-0.63** (-1.18 to -.07)
Brief Resilience Scale	-0.31 (-0.90 to 0.32)	-0.08 (-0.65 to 0.49)

** Statistically significant <0.05

4.4 Proportion of Students Showing Improved Scores

In exploratory analyses, we examined the proportion of Raise and non-Raise students whose outcomes had improved above an effect size of 0.1 between the two time points. Research has shown defining a change score as simply any improvement above 0 can lead to overestimation of benefits, as scores can increase by more than 0 (e.g. 0.05) simply due to the standardisation approach and range of schools. A similar limitation occurs when using the medium or mean score to define positive change. Therefore, the cut point of 0.1 was used to ensure that any improvements shown represent a substantial change, as well as accounting for potential influence of regression to the mean due to repeated measurements.

The differences in proportions between the Raise and non-Raise students are presented in Figure 6. Help-seeking items are not presented as these were measured via single Likert scales, which is not suitable for these types of analyses.

Similarly to above, although there appears to be a pattern that Raise students were more likely to have a score change of at least 0.1, only student connectedness had a statistically significant finding. However, Raise mentees had positive increased odds for improving scores, ranging from OR 0.95 for student mental wellbeing, to OR 2.65 for student connectedness.

Proportion of students reporting an improved score

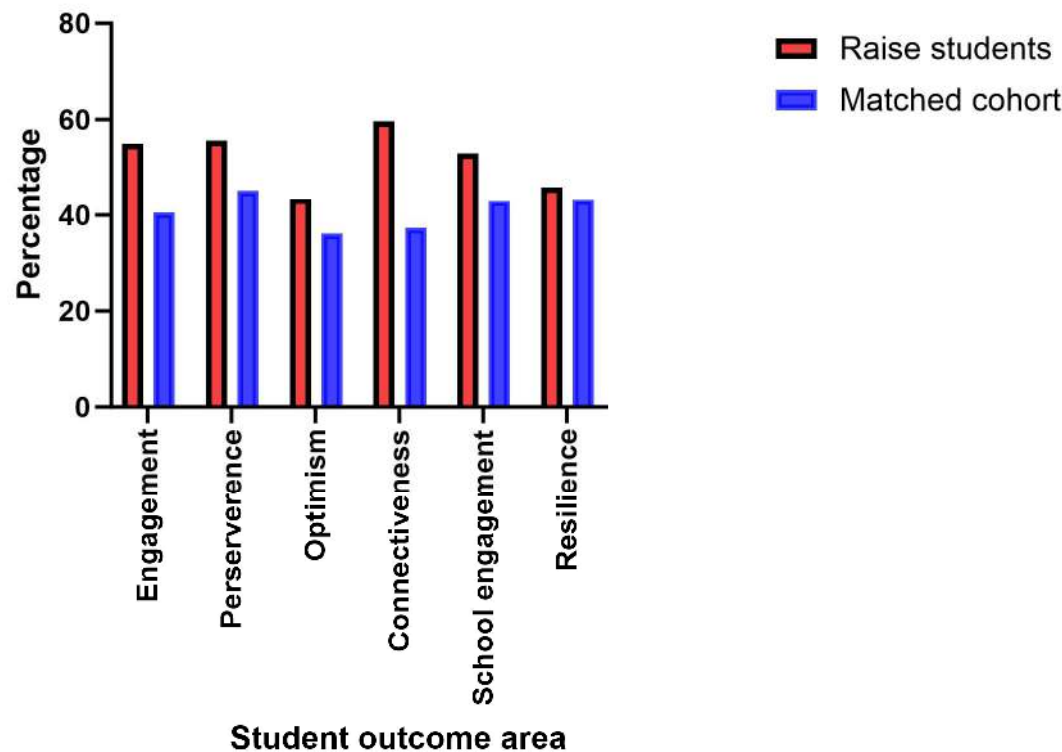


Figure 7. Proportion of students with improved scores.

Table 8. Odds ratio for mentee having an improved scores compared to matched non-mentees.

	Odds Ratio	95% CI	P-value
Engagement	1.67	0.86, 3.26	0.13
Perseverance	1.27	0.71, 2.25	0.40
Optimism	1.35	0.74, 2.46	0.31
Connectedness	2.62	1.38, 4.97	0.003
School engagement	1.39	0.49, 3.90	0.53

Resilience	1.83	0.97, 3.45	0.06
Mental well-being	0.95	0.32, 2.80	0.93

4.5 Changes in Student Outcomes for Those at Risk at Baseline

A previous internal evaluation conducted by Raise in 2020-2022 found that students who were at-risk in each outcome domain at program commencement had a statistically significant increase in their outcome scores at follow up. We aimed to replicate these findings for our cohort. A main difference between the analyses presented here is that instead of using the mean as the cut point to define low and high student baseline outcomes, we have used the bottom third of all participants to define the low group. In examination of the differences in outcomes for those defined as low or not low at baseline, findings are presented in Figure 7 below. Furthermore, only the outcomes which were collected by both the evaluation and Raise are presented, due to the other outcomes having low sample sizes ($N < 30$).

Overall, the effect size mean difference suggests that Raise mentees had better change scores across all measures when compared to their matched comparisons. However, the differences were not statistically significant.

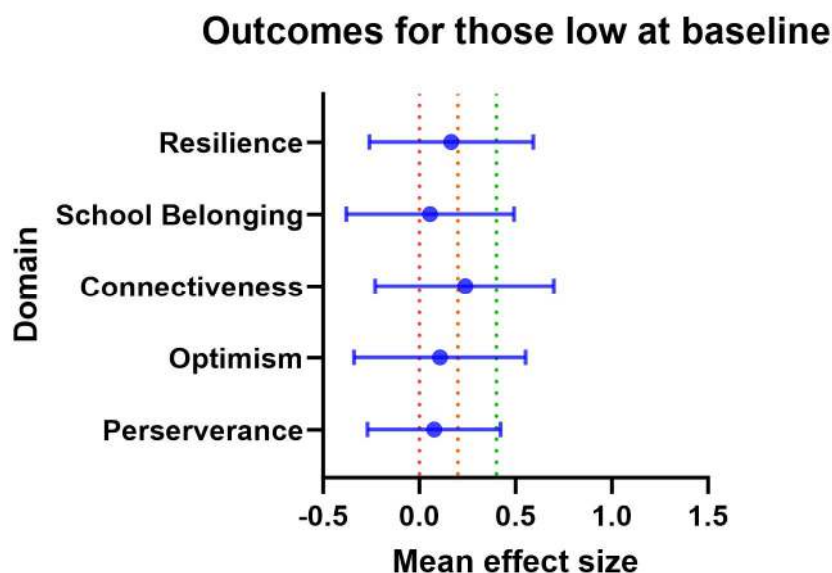


Figure 7. Differences for those low at baseline.

4.6 Student Perceived Enablers and Barriers Related to Outcomes

Raise mentees were asked about the benefits and negatives of participating in the program as part of the follow-up survey. Twenty-seven mentees answered these questions (see Appendix F) and survey responses were thematically coded.

One of the key benefits identified by mentees was the opportunity to talk to someone about their issues, problems, and shared interests (n = 15). From these responses, trust, feeling listened to and having a mentor that was not a medical professional were seen as enablers to mentees' ability to talk to their mentor.

"I was able to trust my mentor and felt like I was able to improve some learning skills and had someone to talk to about my problems" (Mentee Survey Respondent).

All mentees, except one who didn't know, indicated that they had positive engagement with their mentor, which may have also supported their ability to talk about their issues and problems. Self-reflection and goal setting was seen by three respondents as the key benefit of the program.

"help you set goals for the future" (Mentee Survey Respondent).

Other benefits included improved confidence, mental health and learning skills, as well as not going to class. Providing free food was identified as an enabler to participation.

When asked about the negatives of the program, 10 mentees identified feedback to be considered for improvement. The largest portion of these responses (three mentees) thought that the Raise Program was too short. One mentee found the initial settling in period to be difficult and another mentee found talking to a stranger difficult. Other negatives identified included missing out on core school subjects and the games at the start of the period not being enjoyable.

Two further mentees completed the intended focus group/interview questions via an additional online survey (see Appendix G). Both mentees spoke frequently about their confidence as being both a key takeaway from the program and a change they had noticed in themselves through participating in the Raise program. These mentees described themselves as engaged and noted that they had tried all activities provided. Both again reiterated that the best part of the program was getting to speak with their mentor. One mentee noted that they would not change anything about the program as it was all "fun and useful". The other mentee would change the duration of the program so that it would run until the end of the year.

5. Discussion and Recommendations

5.1 Summary of Findings

Key Findings

- Compared to similar students, those who participated in Raise had better help-seeking behaviour, connectedness, and peer support immediately at the end of the program.
- There were promising findings in relation to social-emotional wellbeing and school engagement.
- Student gender and difficult life event influenced the outcomes for Raise students.

The findings were presented to the Raise Foundation and Evaluation Advisory Group through a series of meetings to conduct sense-making activities. These aimed to determine whether there was anything unusual about the findings that required further verification, as well as understanding how findings might be similar or different to previous Raise evaluations. However, the final conclusions were based on the interpretation of the University of Melbourne Independent Evaluation team.

Overall, the findings from this evaluation provide promising, independent evidence that students who receive the Raise Mentoring Program have better outcomes at the end of the program when compared to their matched peers. Specifically, the statistically significant findings were for validated measures capturing help-seeking behaviour, students being valued and supported, and as having peer support for their learning.

Although the other outcomes were not statistically significant, evaluation of the effect size patterns found that all outcomes, except for student school aspiration and perseverance, trended towards positive outcomes for the Raise mentees compared to matched comparisons. Furthermore, similar positive patterns were demonstrated for those students who were low in each functioning domain at baseline. However, as described in section 3.9, the testing of multiple outcomes requires caution against focusing on the individual statistically significant findings due to the increased likelihood of false positive and negative findings being identified by chance. Despite this, there is a promising pattern of findings trending towards positive outcomes for Raise mentees compared to matched comparison group. This is particularly important given the guidelines by Funder & Ozer (2019) which found effect sizes between 0.2 to 0.4 to have long-term benefits for psychological based outcomes for interventions. However, the final sample size and wide confidence intervals do not fully confirm these outcomes. Therefore, replication of these findings is required to add further strength to the evidence of these benefits.

The findings from this evaluation build on the significant internal evaluations conducted by Raise over the past 15 years. Importantly, this is the first quantitative evaluation to be conducted at a national level by an independent organisation outside of Raise, and the first to use a comparison group to compare outcomes. As noted in the rapid review, there have been few school-based mentoring programs internationally which have aimed to evaluate findings using a comparison group.

The following high-level recommendations for future data collection have emerged from the conduct of the evaluation for the interim report:

5.2 Recommendations

Recommendation 1: Refinement of the mentee selection criteria, with a focus on identifying students who may experience the greatest benefit from the program

The findings suggest that students who are low in functional domains at recruitment may experience greater improvements and benefits through the Raise Mentoring Program. Therefore, it is recommended that Raise consider including data on student functioning as part of the mentee selection process, which

would enable schools to prioritise which students participate in the program. This would be particularly helpful for schools in which the number of potential Raise mentees is greater than the number of potential mentors available to support students. However, it is important to caution that the use of functional data should be used in combination with other key factors which align with Raise's intervention intentions. Given that this approach does risk missing young people who may benefit from the program but are high functioning or masking difficulties that would not be reflected in functional data, it would be important to further explore the specific domains that could be used or instead identify profiles to assess student's enrolment into the Raise program.

To be able to refine the selection approach, schools could be supported to use existing and/or emerging administrative data collection tools that enable them to identify which students are most likely to benefit from Raise. For example, the Australian government funded Mental Health Checklist is due to be available for all schools in Australia once developed. The tool is designed to provide a comprehensive, but simple, measure of domains which are known to negatively impact student mental health. Another example of existing data is South Australia's Wellbeing and Engagement Collection (WEC), which enables schools to track a range of positive and negative wellbeing dimensions through student self-report. This tool includes domains such as life satisfaction, optimism, and worries. In an initial scoping approach, Raise could examine what tools schools in each state are collecting and determine to what extent this existing data collection could be utilised by schools in their student selection process.

However, it is also accepted that the limitation of administrative data is that it may not always capture all domains which are important for a selection process. Therefore, another possibility is that Raise designs a specific selection tool which can be used by schools to select students to participate in the Raise Mentoring Program. This approach would enable Raise to include items to measure specific domains of student wellbeing that Raise will be specifically aiming to address through the program. This would increase the specificity of the selection process to potentially increase the benefits of the program.

Recommendation 2: Further examining of why demographic variables are predictive of the changes observed Raise mentees

In all the adjusted and interaction analyses, student gender (female, yes/no) and difficult family circumstances at baseline were commonly shown to be a predictor of student change outcomes for Raise mentees.

This suggests further research is required to examine the specific mechanisms for why these particular groups may have different outcomes compared to other students, and the extent these differences warrant consideration in how students are identified to participate in Raise or are supported during the program. For instance, although gender may result in some students receiving a higher benefit from the program, it would not mean that student gender should be part of the recruitment criteria. Instead, it would simply be an aspect of the program that females may be more likely to benefit more from the intervention. Furthermore, this difference may also be related to how Raise is implemented, with mentors being more likely to be female which may influence the benefits observed by students of other genders.

The benefits observed through Raise for students with a difficult family circumstance may not be as large because the family circumstances are beyond the scope of impact and influence of Raise. For instance, Raise does not address a student's exposure to negative life events. Instead, Raise supports the students at school. Therefore, the outcomes of these students are more challenging to shift in the absence of additional support that may be required within and outside of the school system to address the difficult life event more directly. The positive outcomes of Raise were still present when accounting for students who had a difficult life event, and outcomes were not negative for these students but were slightly attenuated.

Recommendation 3: Building on the promising independent findings to conduct robust, cluster randomised controlled trials

The promising findings suggest that Raise mentees have more positive outcomes compared to matched comparisons, although not all findings were statistically significant. The limited statistically significant findings may be related to the sample size which provided outcome data, although depending on outcome the minimum detectable effect size ranged from 0.2 to 0.28 between groups. There were a significant number of outcomes with effect sizes of between 0.20 to 0.25. It is also important to note that population-based interventions aiming to address student wellbeing outcomes often have effect sizes of below 0.25 in psychosocial outcomes.

However, the positive outcomes that were observed would suggest that Raise has met the criteria for 'Level 3 – High Confidence' in terms of evidence, according to the Australian Education Research Organisation evidence standards.

Australian Education Research Organisation

 Level 3 High confidence Research shows the approach <i>causes</i> positive effects.	
What types of research fit within this level?	<p>Research that meets the following criteria:</p> <ul style="list-style-type: none">• uses rigorous qualitative, quantitative or mixed methods that address issues like selection bias, history effects and maturation effects• uses outcome measures validated for the purposes of the study. <p>This research does not necessarily prove the approach causes positive effects <i>in my context</i>. This is because there may be other factors in my context that mean the approach will not work as intended.</p>
What features of research studies increase my confidence within this level?	<p>The study corroborates findings from other studies conducted in many different contexts.</p> <p>The study measures change in outcomes over time.</p> <p>The study has a large sample size that is spread across more than one site.</p> <p>The study uses strategies that discount the possibility that effects are due to chance.</p> <p>The study compares one group that has been subject to the approach to another group that has not been subject to the approach.</p> <p>The study has been conducted by people or organisations independent of the developer of the approach.</p> <p>The study has been conducted recently.</p> <p>The study mitigates the likelihood that effects are simply due to the particular characteristics of those that participate in the study.</p> <p>The study discusses and/or tests the key contextual factors that may influence the effectiveness of the approach.</p>

Figure 8: Australian Education Research Organization - Standards of Evidence

The promising findings from this evaluation would benefit from further independent evaluation using methods which also include a comparison group. Simply, this may require a replication quasi-experimental study, whereby the aim will be to determine whether the findings in this evaluation are replicable so as to increase the confidence in the findings.

Another approach would be for the Raise Program to be evaluated via a large-scale project that would meet the AERO criteria for 'Level 4 – Very High Confidence'. It is common for promising findings in smaller quasi-experimental studies to be used to inform the design of larger, cluster randomised controlled trials to examine the outcomes of an intervention when implemented with a broader population of students in different contexts. This is because the between-group effect sizes observed in this evaluation can be used to inform the larger study, so as to ensure it has sufficient sample size and is using the appropriate design

to examine the program. However, there are pragmatic considerations when conducting a study of this type. For instance, the student sample would be expected to be randomised after baseline data collection has occurred, with students who may benefit from Raise being randomly allocated to either receive the program or be a comparison group. Furthermore, it would be likely that all participating schools would have to be new to the program, to avoid contamination in terms of non-Raise mentees receiving part of the program unintentionally. However, this type of research often has significant financial and resourcing requirements, which is why they are not common for commercial-based programs.

Given difficulties with control group recruitment and data collection, a possible alternative would be to compare future Raise evaluation data to existing population data or administrative data. Similar to Recommendation 1, this could involve aligning outcome data collection with the Mental Health Checklist or South Australia's WEC and requesting data linkage for mentees. However, schools may collect this population data at different times and use it for different purposes. If this approach were taken, it would therefore be important to acknowledge any differences in the timeframes of data collection.

A final approach to building the evidence for Raise would be to use a longitudinal approach, whereby participants are followed up at certain intervals to capture their outcomes, and to include specific measures which enable them to reflect on the contribution of participating in Raise on those outcomes. For instance, following up cohorts the year after they were due to finish high school would capture the proportion of students who were able to complete high school, or those who have been able to secure employment by the age of 24. This would align with existing policy reports which have demonstrated the significant social and fiscal burden of students not completing high school and not being in employment by the age of 24. Although this would not necessarily involve a comparison group, the use of existing administrative data could enable a level of comparison to be conducted.

Recommendation 4: Consider ways to increase the reach and length of the program

One theme in qualitative feedback from mentees was that they could have further benefited from the program if it was extended in duration or included more interactions. A recommendation is for Raise to explore to what extent this feedback is provided in general. However, students expressing negatively that the program has ended can be interpreted in two ways. Positively, it could be an indicator of the benefit they believe they are receiving from their participation, and not wanting the program to end. Conversely, it may reflect that they believe they require more of the program to have a positive impact on their outcomes. Existing mentoring research has consistently found that most benefits of SBM are not observed until at least one full year of regular mentoring sessions (Herrera, 2004; Lee & Cramond, 1999). It is accepted in intervention research that it is rare that all participants in a program will benefit to the same extent. Therefore, a consideration is whether there are modifications to the intervention for some participants to increase the likelihood that all participants benefit to a similar degree.

For instance, a potential approach could be to offer the program to students for a second year, targeting students who required additional mentoring support to either realise positive outcomes and/or consolidate the benefits further. This would require a review of each mentee's outcomes at the end of the year and offering additional support the following year for those identified as need this extension. However, consideration of whether the current activities are repeated or if a different manual is created needs to be considered.

Another approach could be through increasing the capacity of school staff via a professional development approach that aims to build the capacity of school staff to provide support, which is complementary to the content covered in the Raise program. This approach would enable school staff to provide support to students on the other days in which the mentoring program is not conducted, which could lead to greater benefit to students without requiring additional mentor commitment and resourcing. This approach would also enable all educators involved in the student's learning to support them.

To what extent, if any, does the current intervention model need to be extended or supplemented could be explored in future evaluation activities.

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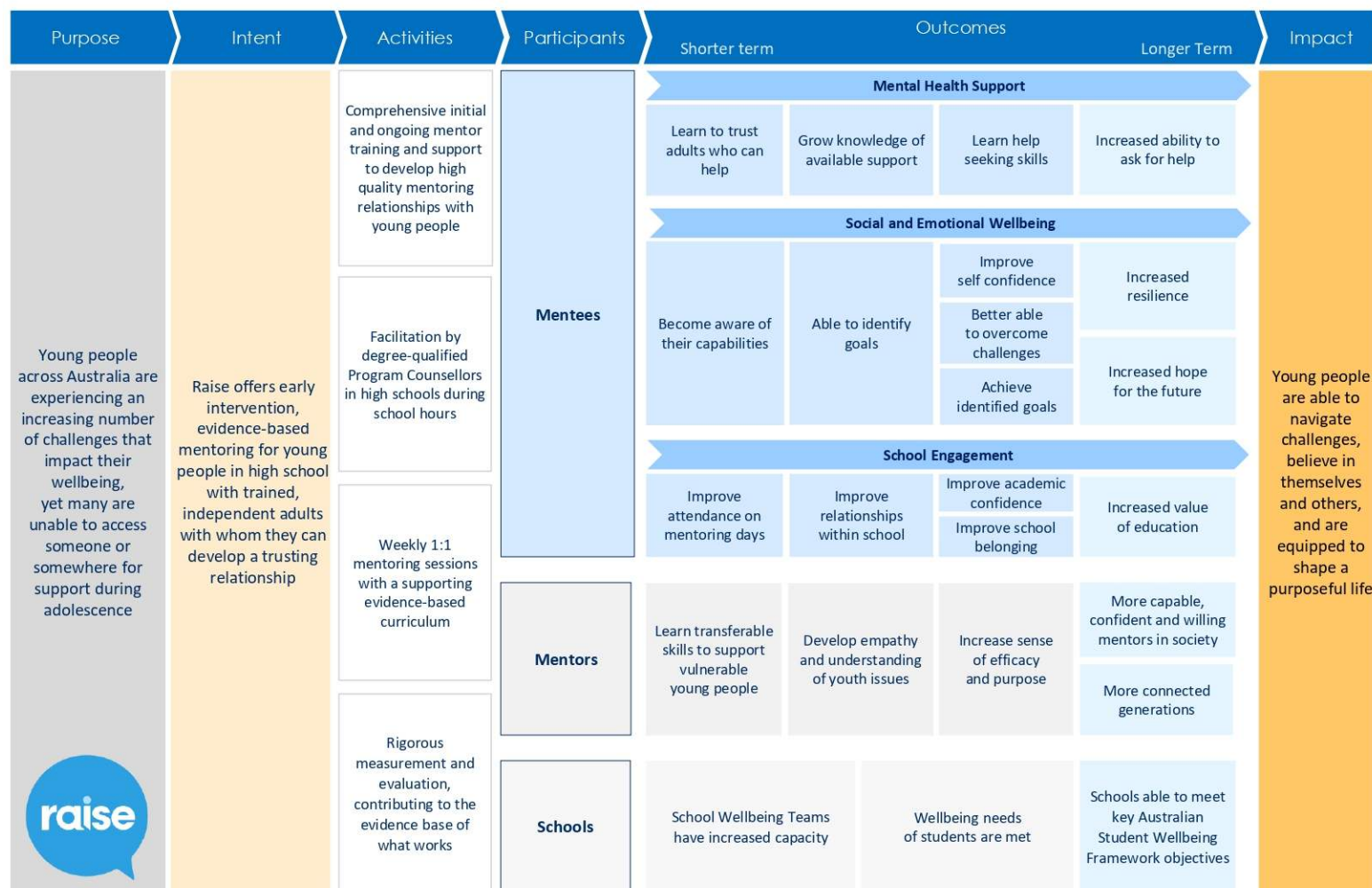
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Appendices

Appendix A. Raise Theory of Change.

Raise Foundation – How We Create Impact



Appendix B. Raise Program Logic.

Needs	Inputs	Activities	Outputs	Intermediate Outcomes	Long Term outcomes
<p>Australia's young people are struggling</p> <p>Suicide is the leading cause of death for young people, more than car accidents or cancer.</p> <p>1 in 4 young people are unhappy with their lives, yet only 36% of young people will ask for help.</p> <p>Our young people have the opportunity to benefit from having a neutral adult role model who they can trust.</p> <p>Mentoring Programs for Young People</p> <ul style="list-style-type: none"> Lack of evidence based, best practice mentoring programs Many mentoring programs do not meet definition of mentoring, and are not rigorously evaluated. 	<p>Participants</p> <ul style="list-style-type: none"> Mentees Schools Parents/carers <p>Raise Team</p> <ul style="list-style-type: none"> Raise Mentors Raise Staff Team Raise Board of Directors Raise Ambassadors <p>Advisory</p> <ul style="list-style-type: none"> Patron's Advisory Council Youth Advisory Council School Advisory Council Research Advisory Council Fundraising Advisory Council Centre for Social Impact AYMN <p>Funding</p> <ul style="list-style-type: none"> Government Corporate Community Private Individuals Events <p>Materials</p> <ul style="list-style-type: none"> Program Material Raise Mentor Training Course Food and Beverages 	<p>Mentees and Mentors</p> <ul style="list-style-type: none"> Engage, recruit, train, retain and support Ensure best practice youth safety measures in place <p>Schools</p> <ul style="list-style-type: none"> Engage, recruit and retain school partners Engage parent/carers support <p>Program</p> <ul style="list-style-type: none"> Mentee information and orientation sessions Mentor info session Initial 'Jitters' session Matching process for mentees with mentors Weekly mentoring Weekly evidence-based curriculum Weekly supervision Graduation celebration <p>Evaluation</p> <ul style="list-style-type: none"> Conduct pre and post surveys with stakeholders Post-intervention school and parent/carers surveys Conduct mentee and mentor focus groups Youth Participation in research 	<p>Accountability</p> <ul style="list-style-type: none"> 16 modules best practice training for all mentors (online and f2f) Mentee and Mentor Orientation sessions "Jitters" intro session 20 weekly sessions of one-to-one mentoring 20 weekly mentor supervision with PC Parent consent, match agreement, school partner forms Mentees set, track and achieve chosen goals Graduation celebration Mentor + mentee satisfaction with induction, training, supervision, program School and parent/carers satisfaction <p>Dosage</p> <ul style="list-style-type: none"> Number of programs Avg number of mentees % of retention rates Avg number of sessions Avg number of mentor supervision sessions Avg number of goals % of evaluation by mentees, mentors, schools and staff 	<p>Mentees - Initial</p> <ul style="list-style-type: none"> Support from non-parental adult (mentor) Increased social networks <p>Mentees - Intermediate</p> <ul style="list-style-type: none"> Confidence Communication skills Coping strategies Help seeking skills Positive relationships with friends, family and teachers Resilience Able to set and achieve goals Hope for the future Engagement with education Attendance Grades Employability skills <p>Mentors</p> <ul style="list-style-type: none"> Leadership skills Ability to mentor others Understanding of youth Sense of purpose Connection to community Parenting skills Increased social networks Employer satisfaction 	<p>"A powerful youth mentoring movement creating thriving communities across Australia"</p> <p>Mentees</p> <ul style="list-style-type: none"> Engaged with education or employment Good mental health and psychological wellbeing Participating in community Emerging role models Leadership qualities <p>Mentors</p> <p>Increased:</p> <ul style="list-style-type: none"> quality of relationships engagement with their workplace (corporate) wellbeing of workplace (corporate) corporate community networks (corporate) skills (industry mentors) skills for employment employment networks (industry and corporate mentors) likelihood of volunteering in the future

Appendix C. Cohort Baseline and Follow-Up Survey.

What school do you attend?

What is your school email address? (This is optional and so that we can send you a follow-up survey at the end of the program)

What is your date of birth?

What year level are you in?

- ☐ Year 7
- ☐ Year 8
- ☐ Year 9
- ☐ Year 10

What gender do you identify as?

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Rather not say

Were you born in Australia?

- ☐ Yes
- ☐ No

Do you speak a language other than English at home?

- ☐ Yes, mostly
- ☐ Yes, sometimes
- ☐ No

Who do you live with?

- ☐ One parent
- ☐ Both parents
- ☐ Carer or guardian
- ☐ Other

Are you a person with a disability?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Do you help look after any family members or friends who need your support because of a disability, health condition or mental illness?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

In the past month, how many school days have you been absent for?

Have you experienced any difficult home or personal events (e.g mental health, family separation, financial difficulties, discrimination)?

- ☐ Yes
- ☐ No

If yes, to what degree have these events impacted on your ability to engage in school activities (e.g. classroom attention, homework)?

None of the time A little of the time Some of the time Most of the time All of the time

About your school

The purpose of this section is to learn more about you and your school. It is important that you answer every question as honestly as possible. This information will not be used to grade you, or decide which classes you get to take. We will use the information from all students to tell your school what they are doing well to support students, and what they can do to do a better job.

On a scale of 1 to 10, how much do you agree with these statements? (With 1 being strongly disagree and 10 being strongly agree)

Please choose only one answer.

	Strongly Disagree										Strongly Agree
My family knows how I am doing in school	1	2	3	4	5	6	7	8	9	10	
I like most of my teachers	1	2	3	4	5	6	7	8	9	10	
If I do not know what something means, I do something to figure it out.	1	2	3	4	5	6	7	8	9	10	
I study at home	1	2	3	4	5	6	7	8	9	10	
I plan to pursue more education after high school.	1	2	3	4	5	6	7	8	9	10	
There is someone in my family who helps me when I have trouble completing my homework.	1	2	3	4	5	6	7	8	9	10	
Most days, I look forward to going to school.	1	2	3	4x	5	6	7	8	9	10	
I pay attention to my teachers.	1	2	3	4	5	6	7	8	9	10	
When I am doing school work, I make sure I understand what I am learning	1	2	3	4	5	6	7	8	9	10	
I look for more information about things we are learning in school	1	2	3	4	5	6	7	8	9	10	
My school work is important	1	2	3	4	5	6	7	8	9	10	
Being successful in school will help me in the future	1	2	3	4	5	6	7	8	9	10	
I am proud to be a student at this school.	1	2	3	4	5	6	7	8	9	10	
When learning new things, I try to connect them to things I already know.	1	2	3	4	5	6	7	8	9	10	
When I have an assignment due, I keep working until it is finished	1	2	3	4	5	6	7	8	9	10	
Getting good grades is important to me.	1	2	3	4	5	6	7	8	9	10	
It is important to me to be successful in a job	1	2	3	4	5	6	7	8	9	10	
I talk to my family about problems I have at school.	1	2	3	4	5	6	7	8	9	10	
There is a lot I can learn from my teachers.	1	2	3	4	5	6	7	8	9	10	
Teachers help me to be successful at school.	1	2	3	4	5	6	7	8	9	10	
I know how to study for tests	1	2	3	4	5	6	7	8	9	10	
I feel like a part of my school.	1	2	3	4	5	6	7	8	9	10	

About your connections

	Disagree a lot	Disagree	Neutral	Agree	Agree a lot
I usually fit in with other kids around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like part of a group of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a friend I can tell everything to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I belong at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable talking to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can be myself at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have friends at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you were having a personal or emotional problem, how likely is it that you would seek help from the following people?

Please indicate your response by putting a line through the number that best describes your intention to seek help from each help source that is listed. 1 = Extremely Unlikely 3 = Unlikely 5 = Likely 7 = Extremely Likely

	Extremely Unlikely		Unlikely		Likely		Extremely Likely
	1	2	3	4	5	6	7
a. Intimate partner (e.g., girlfriend, boyfriend)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Friend (not related to you)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other relative/family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Mental health professional (e.g. psychologist, social worker, counsellor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Phone helpline (e.g. Lifeline)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Doctor/GP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Minister or religious leader (e.g. Priest, Rabbi, Chaplain)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I would not seek help from anyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I would seek help from another not listed above (please list in the space provided, (e.g., work colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These next few questions are about how things are going for you:

Do you feel able to trust adults who can help when you need it?	Always	Sometimes	Rarely	Never
Do you feel able to ask for help from others when you need it?	Always	Sometimes	Rarely	Never
Do you feel like you know where to get help when you need it?	Always	Sometimes	Rarely	Never

About your well-being

This is a survey about you! Please read each of the following statements. Circle how much each statement describes you. Please be honest - there are no right or wrong answers!

	Almost Never	Sometimes	Often	Very Often	Almost Always
When something good happens to me, I have people who I like to share the good news with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish whatever I begin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am optimistic about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I do an activity, I enjoy it so much that I lose track of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a lot of fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get completely absorbed in what I am doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I love life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep at my schoolwork until I am done with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I have a problem, I have someone who will be there for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get so involved in activities that I forget about everything else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am learning something new, I lose track of how much time has passed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In uncertain times, I expect the best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are people in my life who really care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think good things are going to happen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have friends that I really care about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once I make a plan to get something done, I stick to it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that things will work out, no matter how difficult they seem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a hard worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a cheerful person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below are some statements about your feelings and thoughts. Please indicate how often you felt or thought a certain way during the last 2 weeks.

	None of the time	Rarely	Some of the time	Often	All of the time
a. I've been feeling optimistic about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I've been feeling useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I've been feeling relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I've been dealing with problems well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I've been thinking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I've been feeling close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I've been able to make up my own mind about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions relate to how you cope when things don't go quite right. Circle the response that describes YOU the best.

I tend to bounce back quickly after hard times	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have a hard time making it through stressful events	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

It does not take me long to recover from a stressful event	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is hard for me to snap back when something bad happens	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I usually come through difficult times with little trouble	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I tend to take a long time to get over setbacks in my life	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Raise Program (only asked at follow-up)

Did you participate in the Raise mentoring program in 2023?

- ☐ Yes – branching – next items
- ☐ No – branching – end survey

What has, if any, been the most significant benefit of participating in the Raise program?

What has, if any, been a negative of participating in the Raise program?

How would you describe your engagement with your mentor?

We are interested in hearing more from participants about their experience in participating in the Raise program. Would you be interested in hearing more about participating in this aspect?

- ☐ Yes
- ☐ No

Appendix D. Mentee ‘Pulse’ Survey.

What school do you attend?

What is your date of birth?

What year level are you in?

- ☐ Year 7
- ☐ Year 8
- ☐ Year 9
- ☐ Year 10

What gender do you identify as?

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Rather not say

How many Raise sessions have you attended in the past four weeks?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

In the last 4 weeks have you had to match with a different mentor during the individual mentoring time?

- ☐ Yes
- ☐ No

The following statements are about your relationship with your matched mentor in the past four weeks. Please indicate how much you agree with each statement.

	Not at all	A little	Sometimes	Mostly	Always
I feel safe with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor helps me to share my problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor helps me come up with ideas to cope with my problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about you in the last four weeks. Please indicate how much you agree with each statement.

	Not at all	A little	Sometimes	Mostly	Always
I am finding the Raise program useful for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I really belong in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can bounce back quickly after hard times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel hopeful about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am able to seek help from
others when I need

Only asked at midpoint

Have you experienced any difficult home or personal events (e.g mental health, family separation, financial difficulties, discrimination)?

- ☐ Yes
- ☐ No

If yes, to what degree have these events impacted on your ability to engage in school activities (e.g. classroom attention, homework)?

None of the time	A little of the time	Some of the time	Most of the time	All of the time
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix E. Mentor Baseline and Follow-Up Survey.

If you were having a personal or emotional problem, how likely is it that you would seek help from the following people?

Please indicate your response by putting a line through the number that best describes your intention to seek help from each help source that is listed. 1 = Extremely Unlikely 3 = Unlikely 5 = Likely 7 = Extremely Likely

	Extremely Unlikely		Unlikely		Likely		Extremely Likely
	1	2	3	4	5	6	7
a. Intimate partner (e.g., girlfriend, boyfriend, husband, wife, de facto)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Friend (not related to you)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other relative/family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Mental health professional (e.g. psychologist, social worker, counsellor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Phone helpline (e.g. Lifeline)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Doctor/GP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Minister or religious leader (e.g. Priest, Rabbi, Chaplain)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I would not seek help from anyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I would seek help from another not listed above (please list in the space provided, (e.g., work colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below are some statements about your feelings and thoughts. Please indicate how often you felt or thought a certain way during the last 2 weeks.

	None of the time	Rarely	Some of the time	Often	All of the time
h. I've been feeling optimistic about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I've been feeling useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I've been feeling relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I've been dealing with problems well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I've been thinking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I've been feeling close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I've been able to make up my own mind about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions relate to how you cope when things don't go quite right. Circle the response that describes YOU the best.

I tend to bounce back quickly after hard times	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have a hard time making it through stressful events	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It does not take me long to recover from a stressful event	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

It is hard for me to snap back when something bad happens	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I usually come through difficult times with little trouble	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I tend to take a long time to get over setbacks in my life	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Appendix F. Student Perspective Questions and Data from Evaluation Mentees.

What has, if any, been the most significant benefit of participating in the Raise program?	What has, if any, been a negative of participating in the Raise program?	How would you describe your engagement with your mentor?
talking things on my mind out	missing out on core subjects	Great
Talking about issues with my mentor.	No	Good. I liked talking to her about life.
Not going up Class	Nothing	Good he was nice and funny
Not being in class	Could have been longer	Good. She was nice and good to talk to.
Nothing I was never here	Nothing was never here	I liked her. She can draw
talking to my mentor	going back to class after raise	very engaging
Learning skills	Nothing	Okay
Having someone in you corner	Talking to strangers	Good
Having someone to talk to who isn't a medical professional.	The games at the start of the period sometimes feel like I'm forced into them when sometimes i don't want to do them.	Very good. We had a very good connection.
I loved talking to my mentor every week and i loved the free food that they provided.	It took a week or two to get used to but then it went awesome.	Good I enjoyed getting to talk to her every week.
food?	qaiting for food	Great
Feeling listened to though other don't at times.	None	Pretty good
being able to talk to someone.	nothing	Good
Getting to speak to a person for a while about what I like to do.	No things.	We could take and engage a lot
I was able to trust my mentor and felt like I was able to improve some learning skills and had someone to talk to about my problems.	There wasn't any.	I felt I was able to warm up to her in the end and we had fun and enjoyed the time we had together.
having someone to talk to and trust	nothing	really engaged
Talking to someone I can trust	It only going for one period	We hit it off right away
got to talk to someone	nothing	easy to talk
This program has helped me and my mental health a lot I've been more happy and optimistic ever since I started this program	nothing the program has helped me so much and in no way has it been a negative effect on me	It was good we were both chill we were a bit jittery at the start but we had gotten a long swell as time passed and as we got to knowing each other
being able to speak to someone	nothing	very happy and talkative
food.	waitig fpr food.	good shes rly nice i love her
The program helped me to open up more and be more confident in myself.	Nothing	My mentor was an amazing person who has always been so kind and listens a lot.
Getting to share my responses was the most significant benefit of participating in the program.	Nothing.	I would say that it was really good.
realize who i am	realize the bad effects	i dont know
talking to the mentors.	there hasn't been any negative participating in Raise .	my engagement with my mentor is very good.
Thinking more about myself, doing more reflection		Positive
hep you set goals for the future	nothing really	good and fun

Appendix G. Additional Student Perspective Questions and Data from Evaluation Mentees.

Tell me a little bit about why you participated in the Raise program?	Describe how you engaged in the Raise activities and sessions throughout the year.	What have been your key takeaway learnings from the program?	Describe the changes you have noticed about yourself through participating in Raise.	What was the best part of the program?	What would you change about the program?	Is there anything else you would like to add?
i joined the program because i enjoyed it and it was fun.	I engaged in all the active by participating and answering the question.	in the program i learn to be confident, set goals for my future and to be myself no matter where i am.	since I joined raise I learn things about myself such as being more confident and i can concentrate more.	the best part of the program was talking to my mentor.	I wouldn't change anything about the program because everything is fun and useful.	there is nothing I would like to add.
To build up my confidence and meet new people	I was very engaged I tried everything they said to do	Confidence	I got more confidence	Getting to meet my mentor	For it to stay until the end of the year	No

Appendix H. Analysis Output

Following Pages



Learning Intervention

Faculty of Education

100 Leicester Street, The University of Melbourne, 3010 VIC

Email: education-li@unimelb.edu.au

```

-----
name: <unnamed>
log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\01_cohort charac
> teristics_26 Mar 2024.log
log type: text
opened on: 26 Mar 2024, 20:31:37

```

```

.
. *****
. *** Baseline key demographics for the whole cohort
. *****
.
.      foreach var of varlist student_year student_gender student_australia
student_language student_disability student_live student_support student_absent
student_d
> ifficulthevent student_impact {
2.      tab `var'
3.      }

```

What year level are you in?	Freq.	Percent	Cum.
Year 7	13	1.72	1.72
Year 8	498	65.96	67.68
Year 9	244	32.32	100.00
Total	755	100.00	

What gender do you identify as?	Freq.	Percent	Cum.
Male	371	49.73	49.73
Female	326	43.70	93.43
Other	23	3.08	96.51
Rather not say	26	3.49	100.00
Total	746	100.00	

Were you born in Australia?	Freq.	Percent	Cum.
No	162	21.77	21.77
Yes	582	78.23	100.00
Total	744	100.00	

Do you speak a |

language other than English at home?	Freq.	Percent	Cum.
No	384	51.20	51.20
Yes, sometimes	184	24.53	75.73
Yes, mostly	182	24.27	100.00
Total	750	100.00	

Are you a person with a disability?	Freq.	Percent	Cum.
No	657	88.54	88.54
Yes	41	5.53	94.07
Prefer not to say	44	5.93	100.00
Total	742	100.00	

Who do you live with?	Freq.	Percent	Cum.
One parent	144	19.23	19.23
Both parents	554	73.97	93.19
Carer or guardian	13	1.74	94.93
Other	38	5.07	100.00
Total	749	100.00	

Do you help look after any family members or friends who need your support becau	Freq.	Percent	Cum.
No	362	69.08	69.08
Yes	119	22.71	91.79
Prefer not to say	43	8.21	100.00
Total	524	100.00	

In the past two weeks, how many school days have you been absent for?	Freq.	Percent	Cum.
0	251	52.07	52.07
.5	2	0.41	52.49
1	82	17.01	69.50

2	54	11.20	80.71
3	27	5.60	86.31
3.5	1	0.21	86.51
4	9	1.87	88.38
5	21	4.36	92.74
6	6	1.24	93.98
6.5	1	0.21	94.19
7	7	1.45	95.64
9	3	0.62	96.27
10	5	1.04	97.30
11	1	0.21	97.51
12	2	0.41	97.93
13	2	0.41	98.34
14	5	1.04	99.38
15	1	0.21	99.59
25	1	0.21	99.79
26	1	0.21	100.00

Total	482	100.00	

Have you experienced any difficult home or personal events (e.g mental health, f			
	Freq.	Percent	Cum.

No	336	63.64	63.64
Yes	192	36.36	100.00

Total	528	100.00	

If yes, to what degree have these events impacted on your ability to engage in s			
	Freq.	Percent	Cum.

None of the time	20	10.58	10.58
A little of the time	52	27.51	38.10
Some of the time	61	32.28	70.37
Most of the time	41	21.69	92.06
All of the time	15	7.94	100.00

Total	189	100.00	

```
.
.      sum epoc_engagement_pre epoc_perser_pre epoc_optimism_pre
epoc_connect_pre epoc_happy_pre helpseeking_pre SSE_aspiration_pre
SSE_productivity_pre SSE_belong_p
> re wemwbs brs_pre
```


Variable	Obs	Mean	Std. dev.	Min	Max
epoc_enga~re	373	2.959562	.9696443	1	5
epoc_pers~re	489	3.162747	.9346528	1	5
epoc_opti~re	437	3.016209	1.017311	1	5
epoc_conn~re	437	3.793669	.9261997	1	5
epoc_happ~re	373	3.35992	1.007931	1	5
helpseeki~re	340	33.08529	9.273384	10	64
SSE_aspir~re	415	8.097791	1.94677	1	10
SSE_produ~re	416	6.395461	1.868436	1	10
SSE_belon~re	415	5.798353	2.096109	1	10
wemwbs	358	21.67075	5.239425	7	35
brs_pre	433	3.046459	.6137383	1	5

```

.
. log close
    name: <unnamed>
    log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\01_cohort charac
> teristics_26 Mar 2024.log
    log type: text
    closed on: 26 Mar 2024, 20:31:37

```

```

-----
-----
name: <unnamed>
log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\02_define_match_
> 26 Mar 2024.log
log type: text
opened on: 26 Mar 2024, 20:31:37

```

```

.
.
.
. *****
. *** Compare raise and non raise students for baseline characteristics to
identify inbalance
. *****
.
.      foreach var of varlist student_year student_gender student_australia
student_language student_disability student_live student_support student_absent
student_d
> ifficulthevent student_impact {
2.      tab student_mentee `var', row chi
3.      }

```

```

+-----+
| Key |
+-----+
| frequency |
| row percentage |
+-----+

```

Is this student a Raise mentee?	What year level are you in?			Total
	Year 7	Year 8	Year 9	
No	2 0.34	395 66.39	198 33.28	595 100.00
Yes	11 6.88	103 64.38	46 28.75	160 100.00
Total	13 1.72	498 65.96	244 32.32	755 100.00

Pearson chi2(2) = 32.1882 Pr = 0.000

```

+-----+
| Key |
+-----+
| frequency |
| row percentage |
+-----+

```

+-----+

Is this student a Raise mentee?	What gender do you identify as?				Total
	Male	Female	Other	Rather no	
No	305 51.96	244 41.57	15 2.56	23 3.92	587 100.00
Yes	66 41.51	82 51.57	8 5.03	3 1.89	159 100.00
Total	371 49.73	326 43.70	23 3.08	26 3.49	746 100.00

Pearson chi2(3) = 9.5822 Pr = 0.022

+-----+

Key
frequency
row percentage

+-----+

Is this student a Raise mentee?	Were you born in Australia?		Total
	No	Yes	
No	126 21.54	459 78.46	585 100.00
Yes	36 22.64	123 77.36	159 100.00
Total	162 21.77	582 78.23	744 100.00

Pearson chi2(1) = 0.0893 Pr = 0.765

+-----+

Key
frequency
row percentage

+-----+

Is this student a Raise mentee?	Do you speak a language other than English at home?			Total
	No	Yes, some	Yes, most	
No	310	138	143	591

	52.45	23.35	24.20	100.00
Yes	74	46	39	159
	46.54	28.93	24.53	100.00
Total	384	184	182	750
	51.20	24.53	24.27	100.00

Pearson chi2(2) = 2.4516 Pr = 0.294

Key
frequency
row percentage

Is this student a Raise mentee?	Are you a person with a disability?			Total
	No	Yes	Prefer no	
No	517	32	37	586
	88.23	5.46	6.31	100.00
Yes	140	9	7	156
	89.74	5.77	4.49	100.00
Total	657	41	44	742
	88.54	5.53	5.93	100.00

Pearson chi2(2) = 0.7467 Pr = 0.688

Key
frequency
row percentage

Is this student a Raise mentee?	Who do you live with?				Total
	One paren	Both pare	Carer or	Other	
No	92	462	9	28	591
	15.57	78.17	1.52	4.74	100.00
Yes	52	92	4	10	158
	32.91	58.23	2.53	6.33	100.00
Total	144	554	13	38	749
	19.23	73.97	1.74	5.07	100.00

Pearson chi2(3) = 27.5660 Pr = 0.000

Key
frequency
row percentage

Is this student a Raise mentee?	Do you help look after any family members or friends who need your support becau			Total
	No	Yes	Prefer no	
No	262 71.00	70 18.97	37 10.03	369 100.00
Yes	100 64.52	49 31.61	6 3.87	155 100.00
Total	362 69.08	119 22.71	43 8.21	524 100.00

Pearson chi2(2) = 13.3880 Pr = 0.001

Key
frequency
row percentage

Is this student a Raise mentee?	In the past two weeks, how many school days have you been absent for?									
	0	.5	1	2	3	3.5	4	5	6	6.5
Total	4	5	6	6.5	7	9	10			
No	203 71.29	2 0.55	67 18.36	35 9.59	17 4.66	1 0.27				
Yes	48 11.76	0 0.00	15 3.57	19 4.66	10 2.38	0 0.00				
Total	251 100.00	2 0.80	82 32.80	54 21.60	27 10.80	1 0.40				

		41.03	0.00	12.82	16.24	8.55	0.00
1.71	7.69	0.85	0.00	3.42	0.00	3.42	
100.00							

-----+-----

-----+-----

Total	251	2	82	54	27	1
9	21	6	1	7	3	5
482						
	52.07	0.41	17.01	11.20	5.60	0.21
1.87	4.36	1.24	0.21	1.45	0.62	1.04
100.00						

Is this student a mentee? | In the past two weeks, how many school days have you been absent for?

26	11	12	13	14	15	25
Total						

-----+-----

No	0	2	1	5	0	0
0	365					
	0.00	0.55	0.27	1.37	0.00	0.00
0.00	100.00					

-----+-----

Yes	1	0	1	0	1	1
1	117					
	0.85	0.00	0.85	0.00	0.85	0.85
0.85	100.00					

-----+-----

Total	1	2	2	5	1	1
1	482					
	0.21	0.41	0.41	1.04	0.21	0.21
0.21	100.00					

Pearson chi2(19) = 45.5107 Pr = 0.001

Key
frequency
row percentage

Is this student a mentee?	Have you experienced any difficult home or personal events (e.g. mental health, f	No	Yes	Total
---------------------------	---	----	-----	-------

No	262	110	372
	70.43	29.57	100.00
Yes	74	82	156
	47.44	52.56	100.00
Total	336	192	528
	63.64	36.36	100.00

Pearson chi2(1) = 25.1130 Pr = 0.000

Key
frequency
row percentage

Is this student a Raise mentee?	If yes, to what degree have these events impacted on your ability to engage in s					Total
	None of t	A little	Some of t	Most of t	All of th	
No	11	36	39	17	6	109
	10.09	33.03	35.78	15.60	5.50	100.00
Yes	9	16	22	24	9	80
	11.25	20.00	27.50	30.00	11.25	100.00
Total	20	52	61	41	15	189
	10.58	27.51	32.28	21.69	7.94	100.00

Pearson chi2(4) = 10.2159 Pr = 0.037

```
.
.       bysort student_mentee: sum helpseeking2_1 helpseeking2_2
helpseeking2_3 epoc_engagement_pre epoc_perser_pre epoc_optimism_pre
epoc_connect_pre helpseeking_pre
> SSE_aspiration_pre SSE_productivity_pre SSE_belong_pre wemwbs brs_pre
```

```
-> student_mentee = No
```

Variable	Obs	Mean	Std. dev.	Min	Max
helpseekin~1	304	3.078947	.8406058	1	4
helpseekin~2	304	2.940789	.8383037	1	4
helpseekin~3	303	3.171617	.8320483	1	4
epoc_enga~re	333	2.990741	.9652697	1	5
epoc_pers~re	333	3.202703	.934315	1	5
epoc_opti~re	284	3.069836	1.003118	1	5

epoc_conn~re	284	3.842723	.9279131	1	5
helpseeki~re	308	33.30519	9.235485	10	64
SSE_aspir~re	374	8.17803	1.938404	1	10
SSE_produ~re	375	6.444285	1.88862	1	10

SSE_belon~re	374	5.850401	2.102973	1	10
wemwbs	319	21.84752	5.180994	7	35
brs_pre	281	3.126987	.596601	1	5

```
-> student_mentee = Yes
```

```
.      foreach var of varlist helpseeking2_1 helpseeking2_2 helpseeking2_3
epoc_engagement_pre epoc_perser_pre epoc_optimism_pre epoc_connect_pre
helpseeking_pre SSE
> _aspiration_pre SSE_productivity_pre SSE_belong_pre wemwbs brs_pre {
2.      ttest `var', by(student_mentee)
3.      }
```

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	304	3.078947	.048212	.8406058	2.984075	3.17382
Yes	153	3.346405	.0510639	.6316255	3.245519	3.447292
Combined	457	3.16849	.0367878	.7864341	3.096195	3.240785
diff		-.2674579	.0770257		-.418828	-.1160877

Ha: diff < 0	Ha: diff != 0	Ha: diff > 0
Pr(T < t) = 0.0003	Pr(T > t) = 0.0006	Pr(T > t) = 0.9997

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	304	2.940789	.04808	.8383037	2.846176	3.035402
Yes	152	3.256579	.0523887	.6458908	3.153069	3.360088
Combined	456	3.046053	.0371296	.7928706	2.973086	3.119019
diff		-.3157895	.077445		-.4679847	-.1635943
diff = mean(No) - mean(Yes)				t = -4.0776		
H0: diff = 0				Degrees of freedom = 454		

Ha: diff < 0	Ha: diff != 0	Ha: diff > 0
Pr(T < t) = 0.0000	Pr(T > t) = 0.0001	Pr(T > t) = 1.0000

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	303	3.171617	.0477999	.8320483	3.077554	3.26568
Yes	151	3.370861	.0519941	.6389146	3.268125	3.473596
Combined	454	3.237885	.036521	.7781627	3.166114	3.309657
diff		-.1992438	.0770332		-.3506315	-.047856
diff = mean(No) - mean(Yes)				t = -2.5865		
H0: diff = 0				Degrees of freedom = 452		

Ha: diff < 0	Ha: diff != 0	Ha: diff > 0
Pr(T < t) = 0.0050	Pr(T > t) = 0.0100	Pr(T > t) = 0.9950

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	333	2.990741	.0528965	.9652697	2.886686	3.094795
Yes	40	2.7	.1548366	.9792724	2.386814	3.013186
Combined	373	2.959562	.0502063	.9696443	2.860838	3.058286
diff		.2907407	.1617771		-.0273743	.6088558
diff = mean(No) - mean(Yes)				t = 1.7972		
H0: diff = 0				Degrees of freedom = 371		

Ha: diff < 0	Ha: diff != 0	Ha: diff > 0
Pr(T < t) = 0.9634	Pr(T > t) = 0.0731	Pr(T > t) = 0.0366

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	333	3.202703	.0512001	.934315	3.101985	3.30342
Yes	156	3.077457	.0746708	.9326376	2.929954	3.224961
Combined	489	3.162747	.0422665	.9346528	3.0797	3.245794
diff		.1252454	.0905973		-.0527644	.3032553

diff = mean(No) - mean(Yes) t = 1.3824
H0: diff = 0 Degrees of freedom = 487

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.9163 Pr(|T| > |t|) = 0.1675 Pr(T > t) = 0.0837

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	284	3.069836	.0595241	1.003118	2.952669	3.187002
Yes	153	2.916667	.0840078	1.03912	2.750693	3.08264
Combined	437	3.016209	.0486646	1.017311	2.920563	3.111855
diff		.153169	.1018738		-.047057	.3533951

diff = mean(No) - mean(Yes) t = 1.5035
H0: diff = 0 Degrees of freedom = 435

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.9333 Pr(|T| > |t|) = 0.1334 Pr(T > t) = 0.0667

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	284	3.842723	.0550615	.9279131	3.734341	3.951105
Yes	153	3.702614	.0743043	.9190939	3.555812	3.849417
Combined	437	3.793669	.0443061	.9261997	3.706589	3.880749
diff		.1401086	.0927476		-.0421806	.3223979

diff = mean(No) - mean(Yes) t = 1.5106
H0: diff = 0 Degrees of freedom = 435

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.9342 Pr(|T| > |t|) = 0.1316 Pr(T > t) = 0.0658

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	308	33.30519	.5262406	9.235485	32.2697	34.34069
Yes	32	30.96875	1.682742	9.519028	27.53677	34.40073
Combined	340	33.08529	.5029199	9.273384	32.09606	34.07453
diff		2.336445	1.720232		-1.047263	5.720153
diff = mean(No) - mean(Yes)						t = 1.3582
H0: diff = 0				Degrees of freedom = 338		
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 0.9123		Pr(T > t) = 0.1753		Pr(T > t) = 0.0877		

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	374	8.17803	.1002325	1.938404	7.980939	8.375122
Yes	41	7.365854	.2954298	1.891674	6.768768	7.96294
Combined	415	8.097791	.0955632	1.94677	7.909942	8.285641
diff		.8121766	.3181534		.1867747	1.437579
diff = mean(No) - mean(Yes)					t =	2.5528
H0: diff = 0				Degrees of freedom =		413
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 0.9945		Pr(T > t) = 0.0110		Pr(T > t) = 0.0055		

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	375	6.444285	.0975279	1.88862	6.252513	6.636057
Yes	41	5.948897	.2538744	1.625589	5.435797	6.461996
Combined	416	6.395461	.0916076	1.868436	6.215388	6.575533
diff		.4953882	.306745		-.1075837	1.09836
diff = mean(No) - mean(Yes)				t =		1.6150
H0: diff = 0				Degrees of freedom =		414
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 0.9465		Pr(T > t) = 0.1071		Pr(T > t) = 0.0535		

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
No	374	5.850401	.1087422	2.102973	5.636577	6.064226

	Yes	No	diff
Mean	5.323577	5.798353	.474776
Std. dev.	.311501	.1028939	.3442767
95% Conf. Interval	1.994579 4.69401	2.096109 5.596094	-.1499293 1.203577

diff = mean(No) - mean(Yes)
H0: diff = 0
t = 1.5302
Degrees of freedom = 413

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.9366 Pr(|T| > |t|) = 0.1267 Pr(T > t) = 0.0634

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]
No	319	21.84752	.29008	5.180994	21.27681 22.41824
Yes	39	20.22487	.8895607	5.555305	18.42405 22.02569
Combined	358	21.67075	.2769122	5.239425	21.12617 22.21534
diff		1.622652	.8858694		-.1195432 3.364847

diff = mean(No) - mean(Yes)
H0: diff = 0
t = 1.8317
Degrees of freedom = 356

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.9661 Pr(|T| > |t|) = 0.0678 Pr(T > t) = 0.0339

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]
No	281	3.126987	.0355902	.596601	3.056929 3.197045
Yes	152	2.897588	.0502136	.619075	2.798376 2.9968
Combined	433	3.046459	.0294944	.6137383	2.988488 3.104429
diff		.2293992	.0608717		.1097569 .3490416

diff = mean(No) - mean(Yes)
H0: diff = 0
t = 3.7686
Degrees of freedom = 431

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.9999 Pr(|T| > |t|) = 0.0002 Pr(T > t) = 0.0001

```

.
. *****
. ***** Creating the matched cohort
. *****
.
. ** Identify baseline characteristics which were related to treatment groups
for propensity score matching
. logistic student_mentee student_year student_gender student_australia

```

student_language student_disability student_difficultevent

Logistic regression

Number of obs = 513

LR chi2(6) = 52.35

Prob > chi2 = 0.0000

Pseudo R2 = 0.0837

Log likelihood = -286.4324

```
-----
-----
      student_mentee | Odds ratio   Std. err.      z    P>|z|    [95% conf.
interval]
```

```
-----+-----
-----
      student_year |   .4404501   .0895811   -4.03   0.000   .2956479
.6561733
      student_gender |   1.074111   .1558456    0.49   0.622   .8082502
1.427421
      student_australia |   1.055102   .288042    0.20   0.844   .6178983
1.801656
      student_language |   1.487713   .2060708    2.87   0.004   1.134004
1.951747
      student_disability |   .6279462   .1401576   -2.08   0.037   .4054472
.972547
      student_difficultevent |   2.929617   .6285888    5.01   0.000   1.923862
4.461158
               _cons |   1.290872   .7760974    0.42   0.671   .3973053
4.194132
-----
-----
```

Note: _cons estimates baseline odds.

```
.
. ** Found that student_year and student_disability were related to decrease in
likelihood of being a mentee
. ** Found student_language, and difficult_event were related with increased
likelihood of being a mentee
.
. ** Identify baseline outcomes which are related to treatment groups for
propensity score matching
. logistic student_mentee epoc_perser_pre epoc_optimism_pre epoc_connect_pre
```

Logistic regression

Number of obs = 437

LR chi2(3) = 2.77

Prob > chi2 = 0.4283

Pseudo R2 = 0.0049

Log likelihood = -281.57969

```
-----
---
      student_mentee | Odds ratio   Std. err.      z    P>|z|    [95% conf.
interval]
```

```
-----+-----
---
      epoc_perser_pre |   1.006256   .1447863    0.04   0.965   .7589839
1.334089
```

```

epoc_optimism_pre | .9101492 .1326196 -0.65 0.518 .6840413
1.210996
epoc_connect_pre | .9045294 .1285767 -0.71 0.480 .6845835
1.195141
_cons | 1.022599 .4550214 0.05 0.960 .4275134
2.446024

```

Note: _cons estimates baseline odds.

```

. logistic student_mentee SSE_productivity_pre SSE_belong_pre SSE_aspiration_pre
SSE_total_pre
note: SSE_total_pre omitted because of collinearity.

```

```

Logistic regression                                Number of obs =    415
                                                    LR chi2(3)      =    5.89
                                                    Prob > chi2     = 0.1169
Log likelihood = -130.86026                      Pseudo R2      = 0.0220

```

```

-----
student_mentee | Odds ratio   Std. err.      z    P>|z|    [95% conf.
interval]
-----+-----

```

```

-----
SSE_productivity_pre |    1.079082   .1890261    0.43   0.664    .765503
1.521115
SSE_belong_pre |    .9540516   .1262905   -0.36   0.722    .7360306
1.236653
SSE_aspiration_pre |    .8153582   .0948993   -1.75   0.079    .6490489
1.024282
SSE_total_pre |              1 (omitted)
_cons |    .4370582   .2542173   -1.42   0.155    .1397762
1.366612

```

Note: _cons estimates baseline odds.

```

. logistic student_mentee helpseeking2_1 helpseeking2_2 helpseeking2_3

```

```

Logistic regression                                Number of obs =    454
                                                    LR chi2(3)      =   17.61
                                                    Prob > chi2     = 0.0005
Log likelihood = -279.94048                      Pseudo R2      = 0.0305

```

```

-----
student_mentee | Odds ratio   Std. err.      z    P>|z|    [95% conf. interval]
-----+-----
helpseeking2_1 |    1.242168   .2234111    1.21   0.228    .873146    1.767152
helpseeking2_2 |    1.503957   .2757762    2.23   0.026    1.049912    2.154357
helpseeking2_3 |    .9965004   .1765923   -0.02   0.984    .7040994    1.410331
_cons |    .0706041   .038937    -4.81   0.000    .0239555    .208091

```

Note: _cons estimates baseline odds.

```

.
. ** Include these as confounders in the propensity matching analyses. Only
difficult life event and year remained after modelling
.
. *** Creating the matched cohort
. kmatch ps student_mentee student_difficulthevent student_year student_language
student_disability epoc_perser_pre epoc_optimism_pre epoc_connect_pre
helpseeking2_1 hel
> pseeking2_2 helpseeking2_3, att nn(1) caliper(0.001) generate(_treated)

```

```

Propensity-score nearest-neighbor matching                      Number of obs = 424
                                                                Neighbors:   min =      1
Treatment   : student_mentee = 1                               max =      2
Covariates  : student_difficulthevent student_year student_language
student_disability epoc_perser_pre epoc_optimism_pre epoc_connect_pre
helpseeking2_1 ...
PS model    : logit (pr)

```

Matching statistics

Matched				Controls			
Caliper	Yes	No	Total	Used	Unused	Total	
Treated	52	96	148	45	231	276	
.001							

Stored variables

Variable name	Storage type	Display format	Value label	Variable label
_treated	byte	%8.0g		Treatment indicator
_KM_nc	byte	%10.0g		Number of matched controls
_KM_nm	byte	%10.0g		Number of times used as a match
_KM_mw	double	%10.0g		Matching weight
_KM_ps	double	%10.0g		Propensity score
_KM_strata	byte	%8.0g		Matching stratum

```

. kmatch sum

```

Raw				Matched(ATT)			
StdDif	Means	Treated	Untreated	StdDif	Treated	Untreated	

student_difficultevent .0403433		.527027	.2826087	.5127537		.3269231	.3076923
student_year		2.216216	2.40942	-.3618324		2.269231	2.346154
student_language		.777027	.5362319	.3046688		.5961538	.6346154
student_disability		.1283784	.1594203	-.0679825		.1730769	.1153846
epoc_perser_pre		3.103604	3.192029	-.0951542		3.326923	3.370192
epoc_optimism_pre		2.927365	3.066425	-.1353395		3.086538	3.346154
epoc_connect_pre		3.689189	3.838164	-.1612765		3.903846	4.009615
helpseeking2_1		3.344595	3.061594	.3750685		3.288462	3.423077
helpseeking2_2		3.256757	2.949275	.4095684		3.173077	3.269231
helpseeking2_3		3.378378	3.177536	.270004		3.307692	3.384615

		Raw			Matched(ATT)	
Ratio	Variances	Treated	Untreated	Ratio	Treated	Untreated
student_difficultevent 1.029835		.2509653	.2034783	1.233376	.224359	.2178591
student_year 1.374879		.3202795	.2499473	1.281388	.3182504	.2314753
student_language .9491059		.6506251	.5986825	1.086762	.5984163	.6305053
student_disability 1.833863		.1806858	.2363109	.7646104	.2635747	.1437265
epoc_perser_pre 1.323087		.865516	.8616271	1.004513	.9351433	.7067891
epoc_optimism_pre 1.560534		1.090352	1.021127	1.067792	1.477658	.9468927
epoc_connect_pre 1.027914		.8452943	.8612392	.9814861	.7479261	.7276152
helpseeking2_1 .7364686		.4042563	.7343742	.5504773	.4445701	.6036512
helpseeking2_2 .8278487		.409818	.7174177	.5712404	.4596531	.555238
helpseeking2_3 .5269592		.4000735	.7065481	.5662368	.3348416	.6354223

```
.
. label define mentee_lab 0 "Non - Mentee" 1 "Mentee"
```

```
. label values _treated mentee_lab
```

```
.
. tab _treated if complete==1
```

Treatment indicator	Freq.	Percent	Cum.
Non - Mentee	95	48.22	48.22
Mentee	102	51.78	100.00
Total	197	100.00	

```
. tab _treated student_mentee, m
```

Treatment indicator	Is this student a Raise mentee?		Total
	No	Yes	
Non - Mentee	276	0	276
Mentee	0	148	148
.	321	27	348
Total	597	175	772

```
. **replace _treated=1 if student_mentee==1
```

```
. tab _treated student_mentee, m
```

Treatment indicator	Is this student a Raise mentee?		Total
	No	Yes	
Non - Mentee	276	0	276
Mentee	0	148	148
.	321	27	348
Total	597	175	772

```
.
. gen _notmatched=.
(772 missing values generated)
```

```
. replace _notmatched=1 if _treated==. & student_mentee==1
(27 real changes made)
```

```
. tab _notmatched
```

_notmatched	Freq.	Percent	Cum.
-----	-----	-----	-----

1		27	100.00	100.00
-----+				
Total		27	100.00	

```
.
. *****
. ***      Boxplots of covariates before and after matching
. *****
.
. graph box epoc_perser_pre epoc_optimism_pre epoc_connect_pre helpseeking2_1
helpseeking2_2 helpseeking2_3, over(_treated) ///
> title("Covariate Balance Before and After Matching")
.
. *****
. *** Demographics for the matched cohort
. *****
.
.      foreach var of varlist student_year student_gender student_australia
student_language student_disability student_live student_support student_absent
student_d
> ifficulthevent student_impact {
2.      tab student_mentee `var', row chi
3.      }
```

+-----+	
Key	

frequency	
row percentage	
+-----+	

Is this					
student a					
Raise		What year level are you in?			
mentee?		Year 7	Year 8	Year 9	Total
-----+					
No		2	395	198	595
		0.34	66.39	33.28	100.00
-----+					
Yes		11	103	46	160
		6.88	64.38	28.75	100.00
-----+					
Total		13	498	244	755
		1.72	65.96	32.32	100.00

Pearson chi2(2) = 32.1882 Pr = 0.000

+-----+	
Key	

frequency	
row percentage	
+-----+	

Is this student a Raise mentee?	What gender do you identify as?				Total
	Male	Female	Other	Rather no	
No	305 51.96	244 41.57	15 2.56	23 3.92	587 100.00
Yes	66 41.51	82 51.57	8 5.03	3 1.89	159 100.00
Total	371 49.73	326 43.70	23 3.08	26 3.49	746 100.00

Pearson chi2(3) = 9.5822 Pr = 0.022

Key
frequency
row percentage

Is this student a Raise mentee?	Were you born in Australia?		Total
	No	Yes	
No	126 21.54	459 78.46	585 100.00
Yes	36 22.64	123 77.36	159 100.00
Total	162 21.77	582 78.23	744 100.00

Pearson chi2(1) = 0.0893 Pr = 0.765

Key
frequency
row percentage

Is this student a Raise mentee?	Do you speak a language other than English at home?			Total
	No	Yes, some	Yes, most	
No	310 52.45	138 23.35	143 24.20	591 100.00

Yes	74	46	39	159
	46.54	28.93	24.53	100.00
Total	384	184	182	750
	51.20	24.53	24.27	100.00

Pearson chi2(2) = 2.4516 Pr = 0.294

Key
frequency
row percentage

Is this student a Raise mentee?	Are you a person with a disability?			Total
	No	Yes	Prefer no	
No	517	32	37	586
	88.23	5.46	6.31	100.00
Yes	140	9	7	156
	89.74	5.77	4.49	100.00
Total	657	41	44	742
	88.54	5.53	5.93	100.00

Pearson chi2(2) = 0.7467 Pr = 0.688

Key
frequency
row percentage

Is this student a Raise mentee?	Who do you live with?				Total
	One paren	Both pare	Carer or	Other	
No	92	462	9	28	591
	15.57	78.17	1.52	4.74	100.00
Yes	52	92	4	10	158
	32.91	58.23	2.53	6.33	100.00
Total	144	554	13	38	749
	19.23	73.97	1.74	5.07	100.00

Pearson chi2(3) = 27.5660 Pr = 0.000

Key
frequency
row percentage

Is this student a Raise mentee?	Do you help look after any family members or friends who need your support becau			Total
	No	Yes	Prefer no	
No	262 71.00	70 18.97	37 10.03	369 100.00
Yes	100 64.52	49 31.61	6 3.87	155 100.00
Total	362 69.08	119 22.71	43 8.21	524 100.00

Pearson chi2(2) = 13.3880 Pr = 0.001

Key
frequency
row percentage

Is this student a Raise mentee?	In the past two weeks, how many school days have you been absent for?							
	0	.5	1	2	3	3.5		
4	5	6	6.5	7	9	10		
Total								
No	203 7	2 12	67 5	35 1	17 3	1 3		
365								
	55.62	0.55	18.36	9.59	4.66	0.27		
1.92	3.29	1.37	0.27	0.82	0.82	0.27		
100.00								
Yes	48 2	0 1	15 0	19 4	10 0	0 4		
117								
	41.03	0.00	12.82	16.24	8.55	0.00		

1.71	7.69	0.85	0.00	3.42	0.00	3.42	
100.00							

-----+-----							
-----+-----							

Total		251	2	82	54	27	1
9		21	6	1	7	3	5
482							
		52.07	0.41	17.01	11.20	5.60	0.21
1.87		4.36	1.24	0.21	1.45	0.62	1.04
100.00							

Is this							
student a							
Raise		In the past two weeks, how many school days have you been absent					
for?							
mentee?		11	12	13	14	15	25
26		Total					
-----+-----							
-----+-----							
No		0	2	1	5	0	0
0		365					
		0.00	0.55	0.27	1.37	0.00	0.00
0.00		100.00					
-----+-----							
-----+-----							
Yes		1	0	1	0	1	1
1		117					
		0.85	0.00	0.85	0.00	0.85	0.85
0.85		100.00					
-----+-----							
-----+-----							
Total		1	2	2	5	1	1
1		482					
		0.21	0.41	0.41	1.04	0.21	0.21
0.21		100.00					

Pearson chi2(19) = 45.5107 Pr = 0.001

+-----+	
Key	
+-----+	
frequency	
row percentage	
+-----+	

Is this		Have you experienced		
student a		any difficult home or		
Raise		personal events (e.g		
mentee?		mental health, f		
		No	Yes	Total
-----+-----				
No		262	110	372

	70.43	29.57	100.00
Yes	74	82	156
	47.44	52.56	100.00
Total	336	192	528
	63.64	36.36	100.00

Pearson chi2(1) = 25.1130 Pr = 0.000

Key
frequency
row percentage

Is this student a Raise mentee?	If yes, to what degree have these events impacted on your ability to engage in s					Total
	None of t	A little	Some of t	Most of t	All of th	
No	11	36	39	17	6	109
	10.09	33.03	35.78	15.60	5.50	100.00
Yes	9	16	22	24	9	80
	11.25	20.00	27.50	30.00	11.25	100.00
Total	20	52	61	41	15	189
	10.58	27.51	32.28	21.69	7.94	100.00

Pearson chi2(4) = 10.2159 Pr = 0.037

```
.
.      bysort _treated: sum helpseeking2_1 helpseeking2_2 helpseeking2_3
epoc_engagement_pre epoc_perser_pre epoc_optimism_pre epoc_connect_pre
helpseeking_pre SSE_a
> spiration_pre SSE_productivity_pre SSE_belong_pre wemwbs brs_pre
```

-> _treated = Non - Mentee

Variable	Obs	Mean	Std. dev.	Min	Max
helpseekin~1	276	3.061594	.8569563	1	4
helpseekin~2	276	2.949275	.8470051	1	4
helpseekin~3	276	3.177536	.8405641	1	4
epoc_enga~re	276	2.996075	.9619843	1	5
epoc_pers~re	276	3.192029	.9282387	1	5
epoc_opti~re	276	3.066425	1.010508	1	5
epoc_conn~re	276	3.838164	.9280297	1	5

helpseekin~re	242	33.16116	9.013295	10	64
SSE_aspir~re	276	8.203804	1.920465	1	10
SSE_produ~re	276	6.53688	1.861054	1	10

SSE_belon~re	276	5.936775	2.090089	1	10
wemwbs	262	21.76145	5.263501	7	35
brs_pre	273	3.122161	.6004375	1	5

-> _treated = Mentee

Variable	Obs	Mean	Std. dev.	Min	Max

helpseekin~1	148	3.344595	.6358115	2	4
helpseekin~2	148	3.256757	.6401703	2	4
helpseekin~3	148	3.378378	.6325137	2	4
epoc_enga~re	36	2.736111	1.012325	1.5	5
epoc_pers~re	148	3.103604	.9303311	1	5

epoc_opti~re	148	2.927365	1.044199	1	5
epoc_conn~re	148	3.689189	.9193989	1	5
helpseeki~re	29	30.82759	9.562086	16	50
SSE_aspir~re	37	7.439189	1.893341	2.5	10
SSE_produ~re	37	6.055985	1.646507	2.75	8.833333

SSE_belon~re	37	5.445946	2.037857	1.333333	9.166667
wemwbs	35	20.55629	5.725057	7	35
brs_pre	147	2.900907	.6246454	1.166667	5

-> _treated = .

Variable	Obs	Mean	Std. dev.	Min	Max

helpseekin~1	33	3.272727	.6261353	2	4
helpseekin~2	32	2.90625	.7770654	1	4
helpseekin~3	30	3.1	.7588558	2	4
epoc_enga~re	61	2.92623	.976115	1	5
epoc_pers~re	65	3.173077	.9792008	1	5

epoc_opti~re	13	2.961538	.8281893	1.75	4.5
epoc_conn~re	13	4.038462	.9119927	2.25	5
helpseeki~re	69	33.76812	10.02371	11	64
SSE_aspir~re	102	8.049837	2.005776	1	10
SSE_produ~re	103	6.13846	1.935571	1	10

SSE_belon~re	102	5.551634	2.115606	1	10
wemwbs	61	21.92066	4.83998	14.75	35
brs_pre	13	3.102564	.4978586	2	4.166667


```
.      foreach var of varlist helpseeking2_1 helpseeking2_2 helpseeking2_3
epoc_engagement_pre epoc_perser_pre epoc_optimism_pre epoc_connect_pre
helpseeking_pre SSE
> _aspiration_pre SSE_productivity_pre SSE_belong_pre wemwbs brs_pre {
2.      ttest `var', by(_treated)
3.      }
```

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	276	3.061594	.0515827	.8569563	2.960047	3.163141
Mentee	148	3.344595	.0522634	.6358115	3.24131	3.447879
Combined	424	3.160377	.0387346	.7975944	3.084241	3.236514
diff		-.2830004	.0801819		-.440606	-.1253948

diff = mean(Non - Me) - mean(Mentee) t = -3.5295
H0: diff = 0 Degrees of freedom = 422

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.0002 Pr(|T| > |t|) = 0.0005 Pr(T > t) = 0.9998

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	276	2.949275	.0509837	.8470051	2.848907	3.049643
Mentee	148	3.256757	.0526217	.6401703	3.152764	3.360749
Combined	424	3.056604	.0385577	.793951	2.980815	3.132392
diff		-.3074814	.0795899		-.4639234	-.1510394

diff = mean(Non - Me) - mean(Mentee) t = -3.8633
H0: diff = 0 Degrees of freedom = 422

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.0001 Pr(|T| > |t|) = 0.0001 Pr(T > t) = 0.9999

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	276	3.177536	.050596	.8405641	3.077932	3.277141
Mentee	148	3.378378	.0519923	.6325137	3.275629	3.481127
Combined	424	3.247642	.037854	.779461	3.173236	3.322047
diff		-.2008421	.0789037		-.3559353	-.045749

diff = mean(Non - Me) - mean(Mentee) t = -2.5454

H0: diff = 0 Degrees of freedom = 422

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0056 Pr(|T| > |t|) = 0.0113 Pr(T > t) = 0.9944

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	276	2.996075	.0579047	.9619843	2.882082	3.110068
Mentee	36	2.736111	.1687208	1.012325	2.39359	3.078633
Combined	312	2.966079	.054905	.9698163	2.858047	3.074111
diff		.2599638	.1714971		-.0774817	.5974093

diff = mean(Non - Me) - mean(Mentee) t = 1.5158
 H0: diff = 0 Degrees of freedom = 310

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.9347 Pr(|T| > |t|) = 0.1306 Pr(T > t) = 0.0653

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	276	3.192029	.0558734	.9282387	3.082035	3.302023
Mentee	148	3.103604	.0764727	.9303311	2.952476	3.254732
Combined	424	3.161164	.0451079	.9288285	3.0725	3.249827
diff		.0884254	.0946451		-.0976092	.27446

diff = mean(Non - Me) - mean(Mentee) t = 0.9343
 H0: diff = 0 Degrees of freedom = 422

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.8247 Pr(|T| > |t|) = 0.3507 Pr(T > t) = 0.1753

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	276	3.066425	.0608255	1.010508	2.946682	3.186168
Mentee	148	2.927365	.0858326	1.044199	2.75774	3.09699
Combined	424	3.017885	.0496966	1.023315	2.920202	3.115568
diff		.1390603	.1041611		-.065679	.3437995

diff = mean(Non - Me) - mean(Mentee) t = 1.3350
 H0: diff = 0 Degrees of freedom = 422

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0

$$\Pr(T < t) = 0.9087$$

$$\Pr(|T| > |t|) = 0.1826$$

$$\Pr(T > t) = 0.0913$$

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	276	3.838164	.0558608	.9280297	3.728195	3.948133
Mentee	148	3.689189	.0755741	.9193989	3.539837	3.838541
Combined	424	3.786164	.0450031	.9266697	3.697706	3.874621
diff		.1489751	.0942442		-.0362714	.3342215
diff = mean(Non - Me) - mean(Mentee)				t =	1.5807	
H0: diff = 0				Degrees of freedom =	422	

$$\begin{aligned} &\text{Ha: diff} < 0 \\ &\Pr(T < t) = 0.9427 \end{aligned}$$

$$\begin{aligned} &\text{Ha: diff} \neq 0 \\ &\Pr(|T| > |t|) = 0.1147 \end{aligned}$$

$$\begin{aligned} &\text{Ha: diff} > 0 \\ &\Pr(T > t) = 0.0573 \end{aligned}$$

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	242	33.16116	.5793965	9.013295	32.01983	34.30248
Mentee	29	30.82759	1.775635	9.562086	27.19036	34.46481
Combined	271	32.91144	.5518104	9.083945	31.82504	33.99784
diff		2.333571	1.782705		-1.176257	5.843399
diff = mean(Non - Me) - mean(Mentee)				t =	1.3090	
H0: diff = 0				Degrees of freedom =	269	

$$\begin{aligned} &\text{Ha: diff} < 0 \\ &\Pr(T < t) = 0.9042 \end{aligned}$$

$$\begin{aligned} &\text{Ha: diff} \neq 0 \\ &\Pr(|T| > |t|) = 0.1916 \end{aligned}$$

$$\begin{aligned} &\text{Ha: diff} > 0 \\ &\Pr(T > t) = 0.0958 \end{aligned}$$

Two-sample t test with equal variances

Group	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
Non - Me	276	8.203804	.1155984	1.920465	7.976234	8.431375
Mentee	37	7.439189	.3112634	1.893341	6.807918	8.070461
Combined	313	8.113419	.1090998	1.930172	7.898754	8.328083
diff		.7646152	.3356735		.1041369	1.425093
diff = mean(Non - Me) - mean(Mentee)				t =	2.2779	
H0: diff = 0				Degrees of freedom =	311	

$$\begin{aligned} &\text{Ha: diff} < 0 \\ &\Pr(T < t) = 0.9883 \end{aligned}$$

$$\begin{aligned} &\text{Ha: diff} \neq 0 \\ &\Pr(|T| > |t|) = 0.0234 \end{aligned}$$

$$\begin{aligned} &\text{Ha: diff} > 0 \\ &\Pr(T > t) = 0.0117 \end{aligned}$$

Two-sample t test with equal variances

```

-----
      Group |      Obs      Mean   Std. err.   Std. dev.   [95% conf. interval]
-----+-----
Non - Me |      276      6.53688   .1120223   1.861054    6.316349    6.75741
Mentee |       37      6.055985   .2706841   1.646507    5.507012    6.604957
-----+-----
Combined |      313      6.480033   .104067    1.841134    6.275271    6.684795
-----+-----
      diff |              .4808951   .3216951              -.152079    1.113869
-----+-----
      diff = mean(Non - Me) - mean(Mentee)              t =      1.4949
H0: diff = 0              Degrees of freedom =      311

      Ha: diff < 0              Ha: diff != 0              Ha: diff > 0
Pr(T < t) = 0.9320      Pr(|T| > |t|) = 0.1360      Pr(T > t) = 0.0680

```

Two-sample t test with equal variances

```

-----
      Group |      Obs      Mean   Std. err.   Std. dev.   [95% conf. interval]
-----+-----
Non - Me |      276      5.936775   .1258086   2.090089    5.689105    6.184446
Mentee |       37      5.445946   .3350216   2.037857    4.766491    6.125401
-----+-----
Combined |      313      5.878754   .1179536   2.086813    5.646669    6.110839
-----+-----
      diff |              .4908294   .3648694              -.2270954    1.208754
-----+-----
      diff = mean(Non - Me) - mean(Mentee)              t =      1.3452
H0: diff = 0              Degrees of freedom =      311

      Ha: diff < 0              Ha: diff != 0              Ha: diff > 0
Pr(T < t) = 0.9102      Pr(|T| > |t|) = 0.1795      Pr(T > t) = 0.0898

```

Two-sample t test with equal variances

```

-----
      Group |      Obs      Mean   Std. err.   Std. dev.   [95% conf. interval]
-----+-----
Non - Me |      262      21.76145   .3251802   5.263501    21.12114    22.40176
Mentee |       35      20.55629   .9677113   5.725057    18.58966    22.52291
-----+-----
Combined |      297      21.61943   .3089295   5.323995    21.01145    22.2274
-----+-----
      diff |              1.205165   .9571991              -.6786396    3.088969
-----+-----
      diff = mean(Non - Me) - mean(Mentee)              t =      1.2591
H0: diff = 0              Degrees of freedom =      295

      Ha: diff < 0              Ha: diff != 0              Ha: diff > 0
Pr(T < t) = 0.8955      Pr(|T| > |t|) = 0.2090      Pr(T > t) = 0.1045

```

Two-sample t test with equal variances

```

-----
      Group |      Obs      Mean   Std. err.   Std. dev.   [95% conf. interval]
-----+-----

```

Non - Me		273	3.122161	.0363401	.6004375	3.050617	3.193705
Mentee		147	2.900907	.0515199	.6246454	2.799086	3.002728
-----+							
Combined		420	3.044722	.0301252	.6173832	2.985507	3.103938
-----+							
diff			.2212541	.0623022		.0987894	.3437189
-----+							
diff = mean(Non - Me) - mean(Mentee)						t =	3.5513
H0: diff = 0						Degrees of freedom =	418
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0			
Pr(T < t) = 0.9998		Pr(T > t) = 0.0004		Pr(T > t) = 0.0002			

```

.
. *****
. *** Demographics for those who could not be matched
. *****
.
.   foreach var of varlist student_year student_gender student_australia
student_language student_disability student_live student_support student_absent
student_d
> ifficultevent student_impact {
2.   tab student_mentee if _notmatched==1
3.   }

```

Is this student a Raise mentee?				
		Freq.	Percent	Cum.
-----+				
Yes		27	100.00	100.00
-----+				
Total		27	100.00	

Is this student a Raise mentee?				
		Freq.	Percent	Cum.
-----+				
Yes		27	100.00	100.00
-----+				
Total		27	100.00	

Is this student a Raise mentee?				
		Freq.	Percent	Cum.
-----+				
Yes		27	100.00	100.00
-----+				
Total		27	100.00	

Is this student a Raise	
-------------------------	--

mentee?	Freq.	Percent	Cum.
Yes	27	100.00	100.00
Total	27	100.00	

Is this student a Raise mentee?	Freq.	Percent	Cum.
Yes	27	100.00	100.00
Total	27	100.00	

Is this student a Raise mentee?	Freq.	Percent	Cum.
Yes	27	100.00	100.00
Total	27	100.00	

Is this student a Raise mentee?	Freq.	Percent	Cum.
Yes	27	100.00	100.00
Total	27	100.00	

Is this student a Raise mentee?	Freq.	Percent	Cum.
Yes	27	100.00	100.00
Total	27	100.00	

Is this student a Raise mentee?	Freq.	Percent	Cum.
Yes	27	100.00	100.00
Total	27	100.00	

Is this student a Raise

mentee?	Freq.	Percent	Cum.
Yes	27	100.00	100.00
Total	27	100.00	

```
.
.      sum helpseeking2_1 helpseeking2_2 helpseeking2_3 epoc_engagement_pre
epoc_perser_pre epoc_optimism_pre epoc_connect_pre SSE_aspiration_pre
SSE_productivity_pr
> e SSE_belong_pre wemwbs brs_pre if _notmatched==1
```

Variable	Obs	Mean	Std. dev.	Min	Max
helpseekin~1	5	3.4	.5477226	3	4
helpseekin~2	4	3.25	.9574271	2	4
helpseekin~3	3	3	1	2	4
epoc_enga~re	4	2.375	.595119	2	3.25
epoc_pers~re	8	2.59375	.8957987	1.75	4.25
epoc_opti~re	5	2.6	.9117291	1.75	4
epoc_conn~re	5	4.1	.9117291	3	5
SSE_aspir~re	4	6.6875	2.003902	5.25	9.5
SSE_produ~re	4	4.958333	1.119069	3.666667	6.25
SSE_belon~re	4	4.191667	1.147743	2.6	5.333333
wemwbs	4	17.325	2.636848	14.75	20.73
brs_pre	5	2.8	.4624812	2	3.166667

```
. log close
      name: <unnamed>
      log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\02_define_match_
> 26 Mar 2024.log
      log type: text
      closed on: 26 Mar 2024, 20:31:41
```

```

-----
-----
name: <unnamed>
log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\03_matched_analy
> sis_26 Mar 2024.log
log type: text
opened on: 26 Mar 2024, 20:31:41

```

```

.
.
.
.
. *****
. ** Conducting the analyses
. *****
.
. *** All outcomes examined
.
. sum epoc_engagement_change epoc_perser_change epoc_optimism_change
epoc_connect_change epoc_happy_change

```

Variable	Obs	Mean	Std. dev.	Min	Max
epoc_enga~ge	125	.1813333	.9163651	-2.25	3.5
epoc_pers~ge	214	.1674455	.8044684	-2.5	3.25
epoc_opti~ge	182	.2408425	.7633557	-1.5	2.75
epoc_conn~ge	182	.1694139	.7203256	-2.25	2.5
epoc_happ~ge	125	.1226667	.7671702	-2.25	3

```

. sum helpseeking2_1_change helpseeking2_2_change helpseeking2_3_change

```

Variable	Obs	Mean	Std. dev.	Min	Max
hel~1_change	209	.2296651	.8575908	-2	3
hel~2_change	208	.2355769	.8610092	-2	2
hel~3_change	208	.3028846	.8395946	-2	2

```

. sum belonging_change

```

Variable	Obs	Mean	Std. dev.	Min	Max
belonging~ge	192	.1012153	.6496153	-2.333333	2.142857

```

. sum SSE_aspiration_change SSE_belong_change SSE_productivity_change
SSE_total_change

```

Variable	Obs	Mean	Std. dev.	Min	Max
SSE_aspir~ge	137	-1.354015	1.709641	-8	3
SSE_belon~ge	137	.1493917	1.542948	-4.166667	4.333333
SSE_produ~ge	137	-.0917441	1.426916	-5.416667	5


```
SSE_total~ge |          137   -.4321223    1.284018  -5.305556        3.5
```

```
. sum brs_change wembs_change
```

Variable	Obs	Mean	Std. dev.	Min	Max
brs_change	181	.0441068	.7188354	-2.166667	2.166667
wembs_change	115	.2803478	4.439234	-16.41	12.11

```
.
```

```
. sum z_epoc_engagement_change z_epoc_perser_change z_epoc_optimism_change
z_epoc_connect_change z_helpseeking2_1_change z_helpseeking2_2_change
z_helpseeking2_3_change
> z_belonging_change z_SSE_total_change z_brs_change z_wembs_change
```

Variable	Obs	Mean	Std. dev.	Min	Max
z_epoc_en~ge	125	4.89e-09	1	-2.653237	3.621555
z_epoc_pe~ge	214	-5.29e-09	1	-3.315786	3.83179
z_epoc_op~ge	182	5.49e-09	1	-2.280513	3.28701
z_epoc_co~ge	182	5.32e-10	1	-3.358778	3.235462
z_h~1_change	209	-8.27e-09	1	-2.599917	3.230369
z_h~2_change	208	6.02e-09	1	-2.596461	2.04925
z_h~3_change	208	-5.59e-09	1	-2.742853	2.021351
z_belongi~ge	192	2.47e-09	1	-3.747677	3.142848
z_SSE_tot~ge	137	-3.40e-10	1	-3.795455	3.062357
z_brs_change	181	6.40e-09	1	-3.075493	2.952776
z_wembs_ch~e	115	-3.24e-11	1	-3.759736	2.664796

```
.
```

```
. * sum z_epoc_engagement_change z_epoc_perser_change z_epoc_optimism_change
z_epoc_connect_change z_belonging_change z_belonging_change z_SSE_total_change
z_brs_change
> z_wembs_change
```

```
.
```

```
.
```

```
.
```

```
.
```

```
. *****
```

```
. *** Part 1 - matched comparson
```

```
. *****
```

```
.
```

```
. **** How many in matched cohort
```

```
. tab student_mentee
```

Is this student a Raise mentee?	Freq.	Percent	Cum.
No	597	77.33	77.33
Yes	175	22.67	100.00

```
-----+-----
Total |          772      100.00
```

```
. drop if _treated==.
(348 observations deleted)
```

```
. count
424
```

```
.
. codebook student_mentee
```

```
-----
-----
-----
student_mentee
Is this student a Raise
mentee?
-----
-----
-----
```

```

Type: Numeric (byte)
Label: student_mentee_
```

```

Range: [0,1]
Unique values: 2
Units: 1
Missing .: 0/424
```

```

Tabulation: Freq.   Numeric   Label
              276         0    No
              148         1    Yes
```

```
.
. rename student_gender gender

. gen student_gender=gender
(2 missing values generated)

. recode student_gender 1=0 2=1 3=0 4=0
(422 changes made to student_gender)

.
. save "raise_matchedclean.dta", replace
file raise_matchedclean.dta saved
```

```
.
. **** Change scores
. sum epoc_engagement_change epoc_perser_change epoc_optimism_change
epoc_connect_change helpseeking2_1_change helpseeking2_2_change
helpseeking2_3_change belonging_cha
> nge SSE_aspiration_change SSE_belong_change SSE_productivity_change
SSE_total_change brs_change wembs_change
```

```
Variable |          Obs          Mean    Std. dev.          Min          Max
```

epoc_enga~ge	112	.1443452	.9086795	-2.25	3.5
epoc_pers~ge	197	.1298646	.7616857	-2.5	2
epoc_opti~ge	178	.2223783	.756937	-1.5	2.75
epoc_conn~ge	178	.170412	.7276606	-2.25	2.5
hel~1_change	200	.235	.8622601	-2	3
hel~2_change	199	.2512563	.84518	-2	2
hel~3_change	199	.3115578	.8429249	-2	2
belonging~ge	183	.1076243	.6553943	-2.333333	2.142857
SSE_aspir~ge	118	-1.32839	1.751112	-8	3
SSE_belon~ge	118	.1019774	1.571846	-4.166667	4.333333
SSE_produ~ge	118	-.1415062	1.44602	-5.416667	5
SSE_total~ge	118	-.4559729	1.331939	-5.305556	3.5
brs_change	177	.0422787	.7221972	-2.166667	2.166667
wembs_change	103	.3671845	4.329821	-16.41	12.11

```

.
. *****
. ** Looking at change scores overall
. *****
. bysort _treated: sum epoc_engagement_change epoc_perser_change
epoc_optimism_change epoc_connect_change helpseeking2_1_change
helpseeking2_2_change helpseeking2_3_cha
> nge belonging_change SSE_aspiration_change SSE_belong_change
SSE_productivity_change SSE_total_change brs_change wembs_change

```

```

-----
-----
-----
-> _treated = Non - Mentee

```

Variable	Obs	Mean	Std. dev.	Min	Max
epoc_enga~ge	95	.1087719	.8917531	-1.5	3.5
epoc_pers~ge	95	.15	.7140311	-1.5	2
epoc_opti~ge	83	.184739	.7331033	-1.5	2.75
epoc_conn~ge	83	.0502008	.7037381	-1.75	2.25
hel~1_change	99	.0606061	.8429562	-2	3
hel~2_change	99	.0909091	.8217814	-2	2
hel~3_change	98	.1938776	.8453409	-2	2
belonging~ge	88	.0332792	.6604462	-2.333333	2.142857
SSE_aspir~ge	101	-1.316832	1.670829	-8	3
SSE_belon~ge	101	.2640264	1.50156	-4.166667	4.333333
SSE_produ~ge	101	.0399715	1.315767	-5.416667	5
SSE_total~ge	101	-.3376113	1.237613	-5.305556	3.5
brs_change	83	-.0251004	.5150208	-1.166667	1.333333
wembs_change	87	.5434483	3.998817	-10.06	12.11

-> _treated = Mentee

Variable	Obs	Mean	Std. dev.	Min	Max
epoc_enga~ge	17	.3431373	1.003415	-2.25	2
epoc_pers~ge	102	.1111111	.8066123	-2.5	1.75
epoc_opti~ge	95	.2552632	.7795414	-1.5	2
epoc_conn~ge	95	.2754386	.7355858	-2.25	2.5
hel~1_change	101	.4059406	.8506259	-2	2
hel~2_change	100	.41	.8420154	-2	2
hel~3_change	101	.4257426	.8288128	-2	2
belonging~ge	95	.1764912	.6465225	-1.666667	1.5
SSE_aspir~ge	17	-1.397059	2.229172	-5	2.25
SSE_belon~ge	17	-.8607843	1.680659	-3.833333	2.266666
SSE_produ~ge	17	-1.219697	1.739806	-4.583333	.8333335
SSE_total~ge	17	-1.15918	1.669116	-4.138889	.8611107
brs_change	94	.1017731	.8634537	-2.166667	2.166667
wembs_change	16	-.5912498	5.885818	-16.41	8.040001

```
.
. foreach var of varlist epoc_engagement_change epoc_perser_change
epoc_optimism_change epoc_connect_change helpseeking2_1_change
helpseeking2_2_change helpseeking2_3_c
> hange belonging_change SSE_aspiration_change SSE_belong_change
SSE_productivity_change SSE_total_change brs_change wembs_change {
2.
. bootstrap, reps(500) seed(7582) nodots: regress `var' _treated,
cluster(school)
3.
. *** Outcomes adjusting for student gender and difficult live event
. bootstrap, reps(500) seed(7582) nodots: regress `var' _treated
student_gender student_difficultevent, cluster(school)
4.
. *** Interaction between student gender and mentoring
. bootstrap, reps(500) seed(7582) nodots: regress `var'
_treated##student_gender, cluster(school)
5.
. *** Interaction between difficult life event and mentoring
. bootstrap, reps(500) seed(7582) nodots: regress `var'
_treated##student_difficultevent, cluster(school)
6. }
```

Linear regression

```
Number of obs = 112
Replications = 500
Wald chi2(1) = 0.74
Prob > chi2 = 0.3893
R-squared = 0.0086
Adj R-squared = -0.0004
Root MSE = 0.9088
```

(Replications based on 8 clusters in school)

	Observed	Bootstrap			Normal-based	
epoc_engage	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.2343653	.2722129	0.86	0.389	-.2991621	.7678927
_cons	.1087719	.104751	1.04	0.299	-.0965362	.3140801

Linear regression

Number of obs = 112
Replications = 500
Wald chi2(3) = 3.18
Prob > chi2 = 0.3641
R-squared = 0.0188
Adj R-squared = -0.0085
Root MSE = 0.9125

(Replications based on 8 clusters in

school)

	Observed	Bootstrap				
Normal-based						
epoc_engagement_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.1553808	.3223684	0.48	0.630	-.4764497	.7872113
student_gender	.1394512	.1977703	0.71	0.481	-.2481714	.5270738
student_difficultevent	.1125428	.12246	0.92	0.358	-.1274744	.35256
_cons	.0164986	.12124	0.14	0.892	-.2211275	.2541246

Linear regression

Number of obs = 112
Replications = 488
Wald chi2(3) = 4.63
Prob > chi2 = 0.2006
R-squared = 0.0252
Adj R-squared = -0.0019
Root MSE = 0.9095

(Replications based on 8 clusters

in school)

	Observed	Bootstrap				
Normal-based						
epoc_engagement_change	coefficient	std. err.	z	P> z	[95% conf. interval]	

-----+-----						

	_treated					
	Mentee		-.1819892	.8302502	-0.22	0.826
1.445271						-1.80925
	1.student_gender		.0771017	.1820241	0.42	0.672
.4338623						-.279659
	_treated#student_gender					
	Mentee#1		.5506761	.8893863	0.62	0.536
2.293841						-1.192489
	_cons		.0819892	.0843863	0.97	0.331
.2473834						-.0834049

Note: One or more parameters could not be estimated in 12 bootstrap replicates; standard-error estimates include only complete replications.

Linear regression	Number of obs =	112
	Replications =	500
	Wald chi2(3) =	3.46
	Prob > chi2 =	0.3254
	R-squared =	0.0310
	Adj R-squared =	0.0041
	Root MSE =	0.9068

(Replications based on 8

clusters in school)

		Observed	Bootstrap		
		coefficient	std. err.	z	P> z
Normal-based					
epoc_engagement_change					
[95% conf. interval]					
-----+-----					
	_treated				
	Mentee		-.2227011	.435966	-0.51
-1.077179					0.609
.6317765					
	student_difficultevent				
	Yes		.028425	.0894595	0.32
-.1469124					0.751
.2037624					
	_treated#student_difficultevent				
	Mentee#Yes		.6950599	.4680111	1.49
-.222225					0.138
1.612345					
	_cons		.0977011	.0962892	1.01
-.0910223					0.310
.2864246					

Linear regression

Number of obs = 197
Replications = 499
Wald chi2(1) = 0.08
Prob > chi2 = 0.7790
R-squared = 0.0007
Adj R-squared = -0.0045
Root MSE = 0.7634

(Replications based on 13 clusters in school)

	Observed	Bootstrap			Normal-based	
epoc_pers~ge	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	-.0388889	.1385915	-0.28	0.779	-.3105232	.2327455
_cons	.15	.0886772	1.69	0.091	-.0238042	.3238042

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Linear regression

Number of obs = 197
Replications = 499
Wald chi2(3) = 2.39
Prob > chi2 = 0.4946
R-squared = 0.0116
Adj R-squared = -0.0037
Root MSE = 0.7631

(Replications based on 13 clusters in

school)

	Observed	Bootstrap				
Normal-based						
epoc_perser_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	-.0708086	.1600951	-0.44	0.658	-.3845892	.2429721
student_gender	.0731195	.1049018	0.70	0.486	-.1324842	.2787233
student_difficultevent	.1359355	.1019035	1.33	0.182	-.0637918	.3356628
_cons	.0716573	.0688934	1.04	0.298	-.0633714	.2066859

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Linear regression

Number of obs = 197
Replications = 499
Wald chi2(3) = 0.74
Prob > chi2 = 0.8642

R-squared = 0.0045
 Adj R-squared = -0.0110
 Root MSE = 0.7658

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based						
epoc_perser_change		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						
	_treated					
	Mentee	-.0253813	.1509091	-0.17	0.866	-.3211577
.270395						
	1.student_gender	.1300098	.1694673	0.77	0.443	-.20214
.4621595						
	_treated#student_gender					
	Mentee#1	-.0752863	.1950849	-0.39	0.700	-.4576457
.307073						
	_cons	.1048387	.0725672	1.44	0.149	-.0373904
.2470679						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
 standard-error estimates include only complete replications.

Linear regression

Number of obs = 197
 Replications = 499
 Wald chi2(3) = 2.99
 Prob > chi2 = 0.3931
 R-squared = 0.0116
 Adj R-squared = -0.0038
 Root MSE = 0.7631

(Replications based on 13

clusters in school)

		Observed	Bootstrap			
Normal-based						
epoc_perser_change		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						
	_treated					
	Mentee	.0072402	.2119066	0.03	0.973	
-.408089	.4225695					
	student_difficultevent					

		Yes		.2191286	.1351937	1.62	0.105
-.0458461	.4841033						
		_treated#student_difficulthevent					
		Mentee#Yes		-.1406972	.2308324	-0.61	0.542
-.5931205	.311726						
		_cons		.0646552	.0895993	0.72	0.471
-.1109563	.2402666						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	178
	Replications =	499
	Wald chi2(1) =	0.16
	Prob > chi2 =	0.6859
	R-squared =	0.0022
	Adj R-squared =	-0.0035
	Root MSE =	0.7583

(Replications based on 13 clusters in school)

epoc_opti~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
-----+-----						
_treated	.0705242	.1743546	0.40	0.686	-.2712045	.4122529
_cons	.184739	.1261653	1.46	0.143	-.0625405	.4320184

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	178
	Replications =	499
	Wald chi2(3) =	7.26
	Prob > chi2 =	0.0640
	R-squared =	0.0298
	Adj R-squared =	0.0131
	Root MSE =	0.7520

(Replications based on 13 clusters in

school)

	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
-----+-----						
_treated	.0073977	.1940147	0.04	0.970	-.3728642	
.3876596 student_gender	.2191346	.1190902	1.84	0.066	-.0142778	

clusters in school)

		Observed	Bootstrap		
Normal-based					
epoc_optimism_change		coefficient	std. err.	z	P> z
[95% conf. interval]					
	_treated				
	Mentee	.2025935	.2314986	0.88	0.381
-.2511354	.6563225				
	student_difficultevent				
	Yes	.3098239	.0893996	3.47	0.001
.134604	.4850439				
	_treated#student_difficultevent				
	Mentee#Yes	-.3202406	.2186856	-1.46	0.143
-.7488565	.1083753				
	_cons	.0578231	.1493222	0.39	0.699
-.234843	.3504893				

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 178
Replications = 499
Wald chi2(1) = 4.53
Prob > chi2 = 0.0333
R-squared = 0.0240
Adj R-squared = 0.0184
Root MSE = 0.7209

(Replications based on 13 clusters in school)

epoc_conn~ge	Observed	Bootstrap			Normal-based	
	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.2252378	.105836	2.13	0.033	.0178031	.4326725
_cons	.0502008	.0919115	0.55	0.585	-.1299425	.2303441

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 178
Replications = 499
Wald chi2(3) = 9.20
Prob > chi2 = 0.0267
R-squared = 0.0336
Adj R-squared = 0.0170
Root MSE = 0.7215

(Replications based on 13 clusters in
school)

	Observed	Bootstrap			
Normal-based					
epoc_connect_change	coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----					

_treated	.1900792	.1117049	1.70	0.089	-.0288584
.4090168					
student_gender	.1184278	.0891702	1.33	0.184	-.0563425
.2931982					
student_difficultevent	.0769311	.0952245	0.81	0.419	-.1097056
.2635677					
_cons	-.0212647	.0865107	-0.25	0.806	-.1908225
.1482931					

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs = 178
	Replications = 499
	Wald chi2(3) = 6.77
	Prob > chi2 = 0.0798
	R-squared = 0.0313
	Adj R-squared = 0.0146
	Root MSE = 0.7223

(Replications based on 13 clusters
in school)

	Observed	Bootstrap			
Normal-based					
epoc_connect_change	coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----					

_treated					
Mentee	.167803	.1560814	1.08	0.282	-.1381108
.4737169					
1.student_gender	.0904221	.0618268	1.46	0.144	-.0307563
.2116004					
_treated#student_gender					
Mentee#1	.0614719	.1734833	0.35	0.723	-.2785492
.401493					
_cons	.019697	.1028097	0.19	0.848	-.1818063
.2212002					

-----+-----						
_treated	.3453345	.1388557	2.49	0.013	.0731824	.6174866
_cons	.0606061	.1043638	0.58	0.561	-.1439432	.2651553

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	200
	Replications =	499
	Wald chi2(3) =	7.43
	Prob > chi2 =	0.0595
	R-squared =	0.0416
	Adj R-squared =	0.0269
	Root MSE =	0.8506

(Replications based on 13 clusters in

school)

		Observed	Bootstrap			
Normal-based						
helpseeking2_1_change	coefficient	std. err.	z	P> z	[95% conf.	
interval]						
-----+-----						

_treated	.3387029	.1483499	2.28	0.022	.0479424	
.6294634						
student_gender	-.0070076	.1187719	-0.06	0.953	-.2397963	
.2257811						
student_difficultevent	.0639368	.1362832	0.47	0.639	-.2031734	
.331047						
_cons	.0390464	.1096325	0.36	0.722	-.1758293	
.253922						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	200
	Replications =	499
	Wald chi2(3) =	7.89
	Prob > chi2 =	0.0484
	R-squared =	0.0427
	Adj R-squared =	0.0280
	Root MSE =	0.8501

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based						
helpseeking2_1_change	coefficient	std. err.	z	P> z	[95% conf.	
interval]						

-----+-----						

	_treated					
	Mentee		.2662338	.1565724	1.70	0.089
.57311						-.0406425
1.student_gender			-.0909091	.1981017	-0.46	0.646
.2973632						-.4791814
	_treated#student_gender					
	Mentee#1		.1744442	.2799472	0.62	0.533
.7231305						-.3742421
	_cons		.0909091	.0578889	1.57	0.116
.2043692						-.022551

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	200
	Replications =	499
	Wald chi2(3) =	8.02
	Prob > chi2 =	0.0456
	R-squared =	0.0457
	Adj R-squared =	0.0311
	Root MSE =	0.8488

(Replications based on 13

clusters in school)

			Observed	Bootstrap		
Normal-based						
helpseeking2_1_change			coefficient	std. err.	z	P> z
[95% conf. interval]						
-----+-----						
_treated						
Mentee			.2393548	.15033	1.59	0.111
-.0552865	.5339961					
student_difficultevent						
Yes			-.0536181	.1487743	-0.36	0.719
-.3452104	.2379741					
_treated#student_difficultevent						
Mentee#Yes			.2238142	.1585258	1.41	0.158
-.0868906	.5345191					
_cons			.0806452	.1238129	0.65	0.515
-.1620237	.3233141					

Note: One or more parameters could not be estimated in 1 bootstrap replicate;

standard-error estimates include only complete replications.

Linear regression	Number of obs = 199
	Replications = 499
	Wald chi2(1) = 5.18
	Prob > chi2 = 0.0228
	R-squared = 0.0358
	Adj R-squared = 0.0309
	Root MSE = 0.8320

(Replications based on 13 clusters in school)

	Observed	Bootstrap			Normal-based	
hel~2_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						
_treated	.3190909	.1401629	2.28	0.023	.0443766	.5938052
_cons	.0909091	.0843516	1.08	0.281	-.074417	.2562352

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs = 199
	Replications = 499
	Wald chi2(3) = 12.75
	Prob > chi2 = 0.0052
	R-squared = 0.0449
	Adj R-squared = 0.0302
	Root MSE = 0.8323

(Replications based on 13 clusters in

school)

	Observed	Bootstrap				
Normal-based						
helpseeking2_2_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						

_treated	.2745818	.1554207	1.77	0.077	-.0300371	
.5792008						
student_gender	.1480357	.1301637	1.14	0.255	-.1070804	
.4031519						
student_difficultevent	.0586632	.1166224	0.50	0.615	-.1699125	
.2872389						
_cons	.0196392	.0996582	0.20	0.844	-.1756872	
.2149657						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs = 199
	Replications = 499

Wald chi2(3) = 11.01
 Prob > chi2 = 0.0117
 R-squared = 0.0474
 Adj R-squared = 0.0327
 Root MSE = 0.8312

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						

Normal-based						
helpseeking2_2_change						
interval]						
-----+-----						

	_treated					
	Mentee	.1861472	.2164618	0.86	0.390	-.2381102
.6104046						
1.student_gender		.0454545	.2396791	0.19	0.850	-.4243078
.5152169						
	_treated#student_gender					
	Mentee#1	.2098821	.3383048	0.62	0.535	-.4531831
.8729473						
	_cons	.0757576	.0767315	0.99	0.323	-.0746334
.2261485						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
 standard-error estimates include only complete replications.

Linear regression

Number of obs = 199
 Replications = 499
 Wald chi2(3) = 5.44
 Prob > chi2 = 0.1424
 R-squared = 0.0386
 Adj R-squared = 0.0238
 Root MSE = 0.8350

(Replications based on 13

clusters in school)

		Observed	Bootstrap			
		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						

Normal-based						
helpseeking2_2_change						
[95% conf. interval]						
-----+-----						

	_treated					
	Mentee	.2662936	.1511983	1.76	0.078	
-.0300495						
.5626368						

	student_difficul	tevent				
		Yes		.0274629	.1843564	0.15 0.882
-.3338689	.3887948					
	_treated#student_difficul	tevent				
		Mentee#Yes		.0961865	.216707	0.44 0.657
-.3285513	.5209243					
		_cons		.0806452	.0934063	0.86 0.388
-.1024278	.2637181					

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs = 199
	Replications = 499
	Wald chi2(1) = 2.26
	Prob > chi2 = 0.1330
	R-squared = 0.0190
	Adj R-squared = 0.0140
	Root MSE = 0.8370

(Replications based on 13 clusters in school)

	Observed	Bootstrap			Normal-based	
hel~3_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.231865	.1543424	1.50	0.133	-.0706405 .5343706	
_cons	.1938776	.1235447	1.57	0.117	-.0482657 .4360208	

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs = 199
	Replications = 499
	Wald chi2(3) = 5.69
	Prob > chi2 = 0.1275
	R-squared = 0.0287
	Adj R-squared = 0.0138
	Root MSE = 0.8371

(Replications based on 13 clusters in

school)

	Observed	Bootstrap			
Normal-based					
helpseeking2_3_change	coefficient	std. err.	z	P> z	[95% conf. interval]
_treated	.2078284	.1661073	1.25	0.211	-.1177359

(Replications based on 13

clusters in school)

		Observed	Bootstrap		
Normal-based		coefficient	std. err.	z	P> z
helpseeking2_3_change					
[95% conf. interval]					
	_treated				
	Mentee	.172459	.1657615	1.04	0.298
-.1524276	.4973456				
	student_difficultevent				
	Yes	.1227293	.1598129	0.77	0.443
-.1904982	.4359568				
	_treated#student_difficultevent				
	Mentee#Yes	.0866825	.1757234	0.49	0.622
-.257729	.431094				
	_cons	.147541	.1439733	1.02	0.305
-.1346415	.4297234				

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 183
Replications = 499
Wald chi2(1) = 2.32
Prob > chi2 = 0.1278
R-squared = 0.0120
Adj R-squared = 0.0065
Root MSE = 0.6533

(Replications based on 13 clusters in school)

		Observed	Bootstrap			Normal-based	
belonging~ge		coefficient	std. err.	z	P> z	[95% conf. interval]	
	_treated	.143212	.0940507	1.52	0.128	-.041124	.327548
	_cons	.0332792	.0958349	0.35	0.728	-.1545537	.2211122

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 183
Replications = 499
Wald chi2(3) = 11.40
Prob > chi2 = 0.0098
R-squared = 0.0420

Adj R-squared = 0.0259
 Root MSE = 0.6468

(Replications based on 13 clusters in

school)

		Observed	Bootstrap			
Normal-based						
belonging_change		coefficient	std. err.	z	P> z	[95% conf.
interval]						
-----+-----						

_treated		.0950238	.1046061	0.91	0.364	-.1100004
.3000479						
student_gender		.1092203	.073614	1.48	0.138	-.0350605
.253501						
student_difficultevent		.1924556	.1040727	1.85	0.064	-.0115232
.3964344						
_cons		-.0758305	.1084406	-0.70	0.484	-.2883701
.1367091						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
 standard-error estimates include only complete replications.

Linear regression

Number of obs = 183
 Replications = 499
 Wald chi2(3) = 9.46
 Prob > chi2 = 0.0238
 R-squared = 0.0262
 Adj R-squared = 0.0099
 Root MSE = 0.6522

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based						
belonging_change		coefficient	std. err.	z	P> z	[95% conf.
interval]						
-----+-----						

_treated						
Mentee		.194909	.1643784	1.19	0.236	-.1272667
.5170847						
1.student_gender		.2367913	.0832203	2.85	0.004	.0736825
.3999002						
_treated#student_gender						
Mentee#1		-.1951925	.168629	-1.16	0.247	-.5256992
.1353143						

	_cons		-.0420635	.1263006	-0.33	0.739	-.2896081
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.2054811

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	183
	Replications =	499
	Wald chi2(3) =	10.88
	Prob > chi2 =	0.0124
	R-squared =	0.0595
	Adj R-squared =	0.0437
	Root MSE =	0.6409

(Replications based on 13
clusters in school)

			Observed	Bootstrap		
Normal-based						
belonging_change			coefficient	std. err.	z	P> z
[95% conf. interval]						
-----+						
	_treated					
	Mentee		.3003638	.115886	2.59	0.010
.0732313	.5274962					
	student_difficultevent					
	Yes		.4216465	.1325165	3.18	0.001
.1619189	.681374					
	_treated#student_difficultevent					
	Mentee#Yes		-.4100098	.1831179	-2.24	0.025
-.7689143	-.0511054					
	_cons		-.1296296	.1294782	-1.00	0.317
-.3834023	.124143					

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	118
	Replications =	500
	Wald chi2(1) =	0.01
	Prob > chi2 =	0.9046
	R-squared =	0.0003
	Adj R-squared =	-0.0084
	Root MSE =	1.7584

(Replications based on 8 clusters in school)

	Observed	Bootstrap			Normal-based	
SSE_aspiration_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						
_treated	-.0802271	.6695173	-0.12	0.905	-1.392457	1.232003
_cons	-1.316832	.0646512	-20.37	0.000	-1.443546	-1.190118

Linear regression

Number of obs = 118
Replications = 500
Wald chi2(3) = 8.61
Prob > chi2 = 0.0349
R-squared = 0.0262
Adj R-squared = 0.0006
Root MSE = 1.7506

(Replications based on 8 clusters in

school)

	Observed	Bootstrap				
Normal-based						
SSE_aspiration_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						

_treated	-.3281643	.7486532	-0.44	0.661	-1.795498	
1.139169						
student_gender	.5736843	.2831465	2.03	0.043	.0187275	
1.128641						
student_difficulthevent	.1083807	.3786328	0.29	0.775	-.6337259	
.8504874						
_cons	-1.543977	.1841127	-8.39	0.000	-1.904831	
-1.183123						

Linear regression

Number of obs = 118
Replications = 488
Wald chi2(3) = 9.29
Prob > chi2 = 0.0256
R-squared = 0.0332
Adj R-squared = 0.0077
Root MSE = 1.7443

(Replications based on 8 clusters

in school)

	Observed	Bootstrap				
Normal-based						
SSE_aspiration_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						

	_treated						
	Mentee		-.9330882	1.525633	-0.61	0.541	-3.923273
2.057097							
	1.student_gender		.459336	.2180006	2.11	0.035	.0320628
.8866093							
	_treated#student_gender						
	Mentee#1		.9614973	1.507244	0.64	0.524	-1.992646
3.915641							
	_cons		-1.466912	.1032886	-14.20	0.000	-1.669354
-1.26447							

Note: One or more parameters could not be estimated in 12 bootstrap replicates; standard-error estimates include only complete replications.

Linear regression	Number of obs =	118
	Replications =	500
	Wald chi2(3) =	0.29
	Prob > chi2 =	0.9624
	R-squared =	0.0032
	Adj R-squared =	-0.0230
	Root MSE =	1.7712

(Replications based on 8

clusters in school)

			Observed	Bootstrap		
Normal-based			coefficient	std. err.	z	P> z
	SSE_aspiration_change					
[95% conf. interval]						
	_treated					
	Mentee		-.109375	1.251383	-0.09	0.930
-2.562041	2.343291					
	student_difficultevent					
	Yes		.2014358	.3787191	0.53	0.595
-.54084	.9437116					
	_treated#student_difficultevent					
	Mentee#Yes		-.0423449	1.050926	-0.04	0.968
-2.102123	2.017433					
	_cons		-1.390625	.1673195	-8.31	0.000
-1.718565	-1.062685					

Linear regression	Number of obs =	118
	Replications =	500

Wald chi2(1) = 6.53
 Prob > chi2 = 0.0106
 R-squared = 0.0637
 Adj R-squared = 0.0556
 Root MSE = 1.5275

(Replications based on 8 clusters in school)

	Observed	Bootstrap			Normal-based	
SSE_belong~ge	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						
_treated	-1.124811	.4402234	-2.56	0.011	-1.987633	-.2619887
_cons	.2640264	.1277629	2.07	0.039	.0136158	.5144371

Linear regression

Number of obs = 118
 Replications = 500
 Wald chi2(3) = 7.60
 Prob > chi2 = 0.0550
 R-squared = 0.0731
 Adj R-squared = 0.0487
 Root MSE = 1.5331

(Replications based on 8 clusters in

school)

	Observed	Bootstrap				
Normal-based						
SSE_belong_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						

_treated	-1.254747	.4821901	-2.60	0.009	-2.199822	
-.3096718						
student_gender	.1520841	.2848278	0.53	0.593	-.4061681	
.7103363						
student_difficultevent	.2574566	.2978009	0.86	0.387	-.3262224	
.8411356						
_cons	.1200198	.2273081	0.53	0.597	-.3254959	
.5655356						

Linear regression

Number of obs = 118
 Replications = 488
 Wald chi2(3) = 11.45
 Prob > chi2 = 0.0095
 R-squared = 0.0773
 Adj R-squared = 0.0531
 Root MSE = 1.5296

(Replications based on 8 clusters

in school)

		Observed	Bootstrap			
Normal-based		coefficient	std. err.	z	P> z	[95% conf. interval]
SSE_belong_change						
1.10716	_treated					
	Mentee	-1.845098	1.506282	-1.22	0.221	-4.797356
.7053105	1.student_gender	.0579322	.3303011	0.18	0.861	-.589446
	_treated#student_gender					
4.193509	Mentee#1	.9892901	1.634836	0.61	0.545	-2.214929
	_cons	.2450981	.1857715	1.32	0.187	-.1190074
.6092035						

Note: One or more parameters could not be estimated in 12 bootstrap replicates; standard-error estimates include only complete replications.

Linear regression

Number of obs = 118
Replications = 500
Wald chi2(3) = 8.24
Prob > chi2 = 0.0414
R-squared = 0.0812
Adj R-squared = 0.0570
Root MSE = 1.5264

(Replications based on 8 clusters in school)

		Observed	Bootstrap			
Normal-based		coefficient	std. err.	z	P> z	[95% conf. interval]
SSE_belong_change						
-3.641759	_treated					
.0997455	Mentee	-1.771007	.9544831	-1.86	0.064	
	student_difficultevent					
-.5993355	Yes	.1477618	.3811791	0.39	0.698	
	_treated#student_difficultevent					
-.8397935	Mentee#Yes	.9345615	.9052998	1.03	0.302	
2.708916						

				_cons		.2098959	.2242201	0.94 0.349
-.2295674	.6493591							

Linear regression

Number of obs = 118
Replications = 500
Wald chi2(1) = 6.19
Prob > chi2 = 0.0128
R-squared = 0.0944
Adj R-squared = 0.0866
Root MSE = 1.3820

(Replications based on 8 clusters in school)

	Observed	Bootstrap			Normal-based	
SSE_productivity_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	-1.259668	.5062287	-2.49	0.013	-2.251858	-.2674784
_cons	.0399715	.107816	0.37	0.711	-.1713439	.2512869

Linear regression

Number of obs = 118
Replications = 500
Wald chi2(3) = 9.59
Prob > chi2 = 0.0224
R-squared = 0.1192
Adj R-squared = 0.0960
Root MSE = 1.3748

(Replications based on 8 clusters in

school)

	Observed	Bootstrap				
Normal-based						
SSE_productivity_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	-1.430406	.5751203	-2.49	0.013	-2.557621	
student_gender	.1274753	.2922661	0.44	0.663	-.4453557	
student_difficulthevent	.436038	.3323518	1.31	0.190	-.2153596	
_cons	-.1614156	.2127855	-0.76	0.448	-.5784676	

Linear regression

Number of obs = 118
Replications = 488

Wald chi2(3) = 16.04
 Prob > chi2 = 0.0011
 R-squared = 0.1182
 Adj R-squared = 0.0950
 Root MSE = 1.3756

(Replications based on 8 clusters

in school)

		Observed	Bootstrap			
		coefficient	std. err.	z	P> z	[95% conf. interval]
Normal-based						
SSE_productivity_change						
	_treated					
	Mentee	-2.157498	1.39876	-1.54	0.123	-4.899016
.5840208						
	1.student_gender	.0251928	.2631292	0.10	0.924	-.490531
.5409166						
	_treated#student_gender					
	Mentee#1	1.258393	1.293767	0.97	0.331	-1.277344
3.794129						
	_cons	.0317402	.1518995	0.21	0.834	-.2659773
.3294576						

Note: One or more parameters could not be estimated in 12 bootstrap replicates; standard-error estimates include only complete replications.

Linear regression

Number of obs = 118
 Replications = 500
 Wald chi2(3) = 8.43
 Prob > chi2 = 0.0378
 R-squared = 0.1329
 Adj R-squared = 0.1101
 Root MSE = 1.3641

(Replications based on 8

clusters in school)

		Observed	Bootstrap			
		coefficient	std. err.	z	P> z	[95% conf. interval]
Normal-based						
SSE_productivity_change						
	_treated					
	Mentee	-2.033302	1.100483	-1.85	0.065	
-4.190209						
.1236061						

	student_difficul	tevent				
		Yes		.3042767	.4384971	0.69 0.488
-.5551619	1.163715					
	_treated#student_difficul	tevent				
		Mentee#Yes		1.063607	1.075085	0.99 0.323
-1.043521	3.170734					
	_cons			-.0714962	.2713354	-0.26 0.792
-.6033038	.4603113					

Linear regression

Number of obs = 118
Replications = 500
Wald chi2(1) = 2.57
Prob > chi2 = 0.1087
R-squared = 0.0473
Adj R-squared = 0.0391
Root MSE = 1.3056

(Replications based on 8 clusters in school)

	Observed	Bootstrap			Normal-based	
SSE_total~ge	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	-.8215687	.5122109	-1.60	0.109	-1.825484	.1823462
_cons	-.3376113	.0901729	-3.74	0.000	-.5143469	-.1608756

Linear regression

Number of obs = 118
Replications = 500
Wald chi2(3) = 3.79
Prob > chi2 = 0.2849
R-squared = 0.0698
Adj R-squared = 0.0453
Root MSE = 1.3014

(Replications based on 8 clusters in

school)

	Observed	Bootstrap				
Normal-based						
SSE_total_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	-1.004439	.5610399	-1.79	0.073	-2.104057	
student_gender	.2844146	.2421329	1.17	0.240	-.190157	
student_difficul	.2672918	.2362737	1.13	0.258	-.1957962	

```

.7303798
      _cons |  -.5284576   .1690305   -3.13   0.002   -.8597513
-.1971638
-----
-----

```

```

Linear regression                                Number of obs =    118
                                                Replications =    488
                                                Wald chi2(3) =    5.93
                                                Prob > chi2  = 0.1149
                                                R-squared    = 0.0774
                                                Adj R-squared = 0.0531
                                                Root MSE     = 1.2961

```

(Replications based on 8 clusters

in school)

```

-----
              |   Observed   Bootstrap
Normal-based   |
SSE_total_change | coefficient  std. err.      z    P>|z|    [95% conf.
interval]
-----+-----
              |
      _treated   |
      Mentee     |  -1.645228   1.472535   -1.12   0.264   -4.531344
1.240887
      1.student_gender |   .1808203   .1866834    0.97   0.333   -.1850724
.546713
      _treated#student_gender |
      Mentee#1    |   1.069727   1.44104    0.74   0.458   -1.75466
3.894114
              |
      _cons      |  -.3966912   .1227991   -3.23   0.001   -.6373729
-.1560094
-----
-----

```

Note: One or more parameters could not be estimated in 12 bootstrap replicates; standard-error estimates include only complete replications.

```

Linear regression                                Number of obs =    118
                                                Replications =    500
                                                Wald chi2(3) =    4.23
                                                Prob > chi2  = 0.2374
                                                R-squared    = 0.0668
                                                Adj R-squared = 0.0423
                                                Root MSE     = 1.3035

```

(Replications based on 8

clusters in school)

```

-----
              |   Observed   Bootstrap

```

Normal-based

SSE_total_change | coefficient std. err. z P>|z|
[95% conf. interval]

		_treated				
		Mentee				
-3.410937	.8018146		-1.304561	1.074701	-1.21	0.225
		student_difficulthevent				
		Yes				
-.3980446	.8336941		.2178247	.3142248	0.69	0.488
		_treated#student_difficulthevent				
		Mentee#Yes				
-1.220339	2.524222		.6519412	.9552628	0.68	0.495
		_cons				
-.7896376	-.0451793		-.4174085	.1899163	-2.20	0.028

Linear regression

Number of obs = 177
Replications = 499
Wald chi2(1) = 0.81
Prob > chi2 = 0.3672
R-squared = 0.0077
Adj R-squared = 0.0021
Root MSE = 0.7215

(Replications based on 13 clusters in school)

		Observed	Bootstrap				Normal-based
brs_change		coefficient	std. err.	z	P> z	[95% conf. interval]	
		_treated	.1268735	.1406874	0.90	0.367	-.1488687 .4026156
		_cons	-.0251004	.0681165	-0.37	0.713	-.1586063 .1084055

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 177
Replications = 499
Wald chi2(3) = 12.64
Prob > chi2 = 0.0055
R-squared = 0.0410
Adj R-squared = 0.0244
Root MSE = 0.7133

(Replications based on 13 clusters in

school)

		Observed	Bootstrap			
--	--	----------	-----------	--	--	--

Normal-based					
brs_change	coefficient	std. err.	z	P> z	[95% conf. interval]

_____ + _____

_treated		.1056141	.1649907	0.64	0.522	-.2177616
.4289899						
student_gender		.1798321	.1415912	1.27	0.204	-.0976814
.4573457						
student_difficultevent		-.215458	.149906	-1.44	0.151	-.5092684
.0783524						
_cons		.0024932	.1064421	0.02	0.981	-.2061295
.211116						

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

```
Number of obs = 177
Replications = 499
Wald chi2(3) = 11.51
Prob > chi2 = 0.0092
R-squared = 0.0250
Adj R-squared = 0.0081
Root MSE = 0.7193
```

(Replications based on 13 clusters

in school)

	Observed	Bootstrap			
Normal-based	coefficient	std. err.	z	P> z	[95% conf.
brs_change					
interval]					

_____+_____

	_treated					
.6770497	Mentee		.1903178	.2483372	0.77	0.443
						- .296414
.4840214	1.student_gender		.2849026	.1015931	2.80	0.005
						.0857838
	_treated#student_gender					
.232881	Mentee#1		-.2269643	.2346192	-0.97	0.333
						-.6868096
.0465319	_cons		-.1212121	.0855852	-1.42	0.157
						-.2889561

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Number of obs = 177

Number of obs = 177

(Replications based on 13

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

```
Number of obs =      103
Replications   =       500
Wald chi2(1)  =       0.68
Prob > chi2    =     0.4106
R-squared      =     0.0091
Adj R-squared  =    -0.0007
Root MSE      =     4.3314
```

(Replications based on 8 clusters in school)

wembs_change	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	-1.134698	1.378937	-0.82	0.411	-3.837364	1.567968
_cons	.5434483	.8301718	0.65	0.513	-1.083658	2.170555

Number of obs = 103

Replications = 500
Wald chi2(3) = 3.61
Prob > chi2 = 0.3070
R-squared = 0.0364
Adj R-squared = 0.0072
Root MSE = 4.3142

(Replications based on 8 clusters in

school)

		Observed	Bootstrap			
		coefficient	std. err.	z	P> z	[95% conf. interval]
Normal-based						
wembs_change						
1.751084	_treated	-1.46272	1.639726	-0.89	0.372	-4.676525
1.670439	student_gender	.0124515	.8459275	0.01	0.988	-1.645536
3.104632	student_difficultevent	1.453767	.8422934	1.73	0.084	-.1970976
2.104747	_cons	-.0456941	1.097184	-0.04	0.967	-2.196135

Linear regression

Number of obs = 103
Replications = 488
Wald chi2(3) = 1.43
Prob > chi2 = 0.6990
R-squared = 0.0397
Adj R-squared = 0.0106
Root MSE = 4.3068

(Replications based on 8 clusters

in school)

		Observed	Bootstrap			
		coefficient	std. err.	z	P> z	[95% conf. interval]
Normal-based						
wembs_change						
2.912936	_treated Mentee	-4.028526	3.541627	-1.14	0.255	-10.96999
.8021777	1.student_gender	-.4555264	.6416976	-0.71	0.478	-1.713231
	_treated#student_gender Mentee#1	4.436254	3.92822	1.13	0.259	-3.262916

_cons		.7005264	.8715632	0.80	0.422	-1.007706
2.408759						

Linear regression	Number of obs =	103
	Replications =	500
	Wald chi2(3) =	6.16
	Prob > chi2 =	0.1040
	R-squared =	0.0627
	Adj R-squared =	0.0343
	Root MSE =	4.2549

clusters in school)

Normal-based		Observed	Bootstrap		
wembs_change		coefficient	std. err.	z	P> z
[95% conf. interval]					
	_treated				
	Mentee	-3.809487	2.66784	-1.43	0.153
-9.038357	1.419384				
	student_difficultevent				
	Yes	.8508465	.8610878	0.99	0.323
-.8368546	2.538548				
	_treated#student_difficultevent				
	Mentee#Yes	3.976487	3.07517	1.29	0.196
-2.050736	10.00371				
	_cons	.2011538	.9380608	0.21	0.830
-1.637412	2.039719				

```
.
.
. bysort _treated: sum z_epoc_engagement_change z_epoc_perser_change
z_epoc_optimism_change z_epoc_connect_change z_helpseeking2_1_change
z_helpseeking2_2_change z_help
> seeking2_3_change z_helpseeking_change z_belonging_change
z_SSE_aspiration_change z_SSE_belong_change z_SSE_productivity_change
z_SSE_total_change z_brs_change z_wemb
> s change
```

```
-----
-----
-> _treated = Non - Mentee
```

Variable	Obs	Mean	Std. dev.	Min	Max
z_epoc_en~ge	95	-.0791839	.9731418	-1.834786	3.621555
z_epoc_pe~ge	95	-.0216857	.8875813	-2.07273	2.277969
z_epoc_op~ge	83	-.0734959	.9603692	-2.280513	3.28701
z_epoc_co~ge	83	-.1654989	.9769721	-2.664648	2.888397
z_h~1_change	99	-.1971325	.9829352	-2.599917	3.230369
z_h~2_change	99	-.1680212	.9544397	-2.596461	2.04925
z_h~3_change	98	-.129833	1.006844	-2.742853	2.021351
z_h~g_change	78	.1128577	.9285732	-1.916379	3.033852
z_belongi~ge	88	-.1045789	1.016673	-3.747677	3.142848
z_SSE_asp~ge	101	.021749	.9772979	-3.887356	2.546741
z_SSE_bel~ge	101	.0742959	.973176	-2.797281	2.711655
z_SSE_pro~ge	101	.0923079	.9221056	-3.731771	3.568357
z_SSE_tot~ge	101	.0736057	.9638592	-3.795455	3.062357
z_brs_change	83	-.0962769	.7164656	-1.684354	1.793493
z_wembs_ch~e	87	.0592671	.9007898	-2.329309	2.664796

```
-----
-----
-> _treated = Mentee
```

Variable	Obs	Mean	Std. dev.	Min	Max
z_epoc_en~ge	17	.1765715	1.094995	-2.653237	1.984653
z_epoc_pe~ge	102	-.0700268	1.002665	-3.315786	1.967205
z_epoc_op~ge	95	.0188912	1.021203	-2.280513	2.304506
z_epoc_co~ge	95	.1471899	1.021185	-3.358778	3.235462
z_h~1_change	101	.2055474	.9918785	-2.599917	2.064312
z_h~2_change	100	.2025798	.97794	-2.596461	2.04925
z_h~3_change	101	.1463301	.9871583	-2.742853	2.021351
z_h~g_change	12	-.4884278	1.418722	-3.566456	1.256846
z_belongi~ge	95	.1158777	.9952391	-2.721429	2.153251
z_SSE_asp~ge	17	-.0251773	1.303883	-2.132602	2.108053
z_SSE_bel~ge	17	-.6547053	1.089252	-2.581244	1.372227
z_SSE_pro~ge	17	-.7904832	1.219277	-3.147761	.6483058
z_SSE_tot~ge	17	-.5662363	1.299916	-2.886849	1.007177
z_brs_change	94	.0802218	1.201184	-3.075493	2.952776
z_wembs_ch~e	16	-.1963396	1.325863	-3.759736	1.747971

```
.
. ***** Help Seeking Behaviour
. foreach var of varlist z_helpseeking2_1_change z_helpseeking2_2_change
```


Adj R-squared = 0.0311
Root MSE = 0.9897

(Replications based on 13

clusters in school)

		Observed	Bootstrap		
Normal-based		coefficient	std. err.	z	P> z
z_helpseeking2_1_change					
[95% conf. interval]					
	_treated				
	Mentee	.2791015	.1752933	1.59	0.111
-.0644672	.6226701				
	student_difficultevent				
	Yes	-.0625218	.1734794	-0.36	0.719
-.4025351	.2774915				
	_treated#student_difficultevent				
	Mentee#Yes	.2609802	.1848502	1.41	0.158
-.1013195	.6232799				
	_cons	-.1737658	.144373	-1.20	0.229
-.4567316	.1092001				

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 199
Replications = 499
Wald chi2(1) = 5.18
Prob > chi2 = 0.0228
R-squared = 0.0358
Adj R-squared = 0.0309
Root MSE = 0.9663

(Replications based on 13 clusters in school)

		Observed	Bootstrap			Normal-based	
z_h~2_change		coefficient	std. err.	z	P> z	[95% conf. interval]	
	_treated	.370601	.1627891	2.28	0.023	.0515402	.6896619
	_cons	-.1680212	.0979683	-1.72	0.086	-.3600355	.023993

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 199
Replications = 499
Wald chi2(3) = 12.75

Prob > chi2 = 0.0052
 R-squared = 0.0449
 Adj R-squared = 0.0302
 Root MSE = 0.9667

(Replications based on 13 clusters in

school)

		Observed	Bootstrap			
Normal-based						
z_helpseeking2_2_change		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						

_treated		.318907	.1805099	1.77	0.077	-.0348859
.6726998						
student_gender		.1719328	.1511757	1.14	0.255	-.1243662
.4682318						
student_difficultevent		.068133	.1354485	0.50	0.615	-.1973411
.3336072						
_cons		-.250796	.1157458	-2.17	0.030	-.4776536
-.0239385						

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Linear regression

Number of obs = 199
 Replications = 499
 Wald chi2(3) = 11.01
 Prob > chi2 = 0.0117
 R-squared = 0.0474
 Adj R-squared = 0.0327
 Root MSE = 0.9654

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based						
z_helpseeking2_2_change		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						

_treated						
Mentee		.2161965	.2514048	0.86	0.390	-.2765478
.7089408						
1.student_gender		.0527922	.2783699	0.19	0.850	-.4928028
.5983872						
_treated#student_gender						
Mentee#1		.2437629	.3929166	0.62	0.535	-.5263395

1.013865

		_.cons		-.1856186	.0891181	-2.08 0.037 -.3602868
-.0109504						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	199
	Replications =	499
	Wald chi2(3) =	5.44
	Prob > chi2 =	0.1424
	R-squared =	0.0386
	Adj R-squared =	0.0238
	Root MSE =	0.9698

(Replications based on 13

clusters in school)

			Observed	Bootstrap		
Normal-based						
z_helpseeking2_2_change			coefficient	std. err.	z	P> z
[95% conf. interval]						
	_.treated					
	Mentee		.3092808	.1756059	1.76	0.078
-.0349004	.653462					
	student_difficultevent					
	Yes		.0318962	.2141166	0.15	0.882
-.3877646	.4515571					
	_.treated#student_difficultevent					
	Mentee#Yes		.1117137	.2516895	0.44	0.657
-.3815886	.605016					
	_.cons		-.179942	.1084846	-1.66	0.097
-.392568	.0326839					

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	199
	Replications =	499
	Wald chi2(1) =	2.26
	Prob > chi2 =	0.1330
	R-squared =	0.0190
	Adj R-squared =	0.0140
	Root MSE =	0.9969

(Replications based on 13 clusters in school)

z_h~3_change	Observed	Bootstrap	Normal-based			
	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.276163	.1838297	1.50	0.133	-.0841364	.6364625
_cons	-.129833	.1471481	-0.88	0.378	-.4182379	.1585719

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Linear regression

Number of obs = 199
Replications = 499
Wald chi2(3) = 5.69
Prob > chi2 = 0.1275
R-squared = 0.0287
Adj R-squared = 0.0138
Root MSE = 0.9970

(Replications based on 13 clusters in

school)

Normal-based z_helpseeking2_3_change	Observed	Bootstrap	Normal-based			
	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.2475342	.1978423	1.25	0.211	-.1402295	.635298
student_gender	.0134655	.1631625	0.08	0.934	-.306327	.333258
student_difficultevent	.1985655	.1601668	1.24	0.215	-.1153556	.5124866
_cons	-.2093359	.1561685	-1.34	0.180	-.5154205	.0967487

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Linear regression

Number of obs = 199
Replications = 499
Wald chi2(3) = 4.71
Prob > chi2 = 0.1945
R-squared = 0.0252
Adj R-squared = 0.0102
Root MSE = 0.9988

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						
	_treated					
	Mentee	.1221591	.2623192	0.47	0.641	-.3919771
.6362953						
	1.student_gender	-.1304881	.2284518	-0.57	0.568	-.5782454
.3172692						
	_treated#student_gender					
	Mentee#1	.3189029	.3295319	0.97	0.333	-.3269676
.9647735						
	_cons	-.0858931	.1298901	-0.66	0.508	-.340473
.1686868						
-----+-----						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 199
Replications = 499
Wald chi2(3) = 3.59
Prob > chi2 = 0.3090
R-squared = 0.0293
Adj R-squared = 0.0144
Root MSE = 0.9967

(Replications based on 13

clusters in school)

		Observed	Bootstrap			
Normal-based		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						
	_treated					
	Mentee	.2054075	.1974304	1.04	0.298	
-.181549	.5923639					
	student_difficultevent					
	Yes	.1461768	.1903453	0.77	0.443	
-.2268931	.5192467					
	_treated#student_difficultevent					
	Mentee#Yes	.1032432	.2092955	0.49	0.622	
-.3069684	.5134549					
	_cons	-.1850222	.1714795	-1.08	0.281	

- .5211159 .1510715

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

[illegible]

(Replications based on 8 clusters in school)

z_h~g_change	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	-.6012855	.4367318	-1.38	0.169	-1.457264	.2546931
_cons	.1128577	.102159	1.10	0.269	-.0873702	.3130856

Linear regression	Number of obs =	90
	Replications =	500
	Wald chi2(3) =	3.74
	Prob > chi2 =	0.2912
	R-squared =	0.0494
	Adj R-squared =	0.0163
	Root MSE =	1.0100

(Replications based on 8 clusters in

school)

	Observed	Bootstrap			
Normal-based z_helpseeking_change interval]	coefficient	std. err.	z	P> z	[95% conf.
-----+-----					

_treated	-.5254393	.5040915	-1.04	0.297	-1.51344
.4625618					
student_gender	-.1887341	.2688191	-0.70	0.483	-.7156098
.3381416					
student_difficultevent	-.0390563	.2402643	-0.16	0.871	-.5099656
.431853					
_cons	.1888718	.1060127	1.78	0.075	-.0189094
.3966529					

```
Linear regression      Number of obs =    90
                      Replications  =   488
```

(Replications based on 8 clusters

	Observed	Bootstrap			
Normal-based					
z_helpseeking_change	coefficient	std. err.	z	P> z	[95% conf. interval]
_treated					
Mentee	-1.596192	.7336329	-2.18	0.030	-3.034086
1.student_gender	-.4309838	.1830827	-2.35	0.019	-.7898193
_treated#student_gender					
Mentee#1	1.71614	.9334193	1.84	0.066	-.1133283
_cons	.2509935	.0775719	3.24	0.001	.0989555

Linear regression

(Replications based on 8

		Observed	Bootstrap		
Normal-based					
z_helpseeking_change		coefficient	std. err.	z	P> z
[95% conf. interval]					
<hr/>					
-2.368946 .1976494					
_treated					
Mentee		-1.085648	.6547556	-1.66	0.097

	student_difficul	tevent				
		Yes		-.1807671	.2669523	-0.68 0.498
-.7039841	.3424498					
	_treated#student_difficul	tevent				
		Mentee#Yes		.7995461	.8102666	0.99 0.324
-.7885473	2.387639					
		_cons		.184701	.0682154	2.71 0.007
.0510013	.3184008					

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

```

.
. *****
. ***** EPOCH MEASURE
. *****
.
.       foreach var of varlist z_epoc_engagement_change z_epoc_perser_change
z_epoc_optimism_change z_epoc_connect_change {
2.
.       bootstrap, reps(500) seed(7582) nodots: regress `var' _treated,
cluster(school)
3.
. *** Outcomes adjusting for student gender and difficult live event
.       bootstrap, reps(500) seed(7582) nodots: regress `var' _treated
student_gender student_difficultevent, cluster(school)
4.
. *** Interaction between student gender and mentoring
.       bootstrap, reps(500) seed(7582) nodots: regress `var'
_treated##student_gender, cluster(school)
5.
. *** Interaction between difficult life event and mentoring
.       bootstrap, reps(500) seed(7582) nodots: regress `var'
_treated##student_difficultevent, cluster(school)
6.       }

```

Linear regression	Number of obs =	112
	Replications =	500
	Wald chi2(1) =	0.74
	Prob > chi2 =	0.3893
	R-squared =	0.0086
	Adj R-squared =	-0.0004
	Root MSE =	0.9918

(Replications based on 8 clusters in school)

	Observed	Bootstrap			Normal-based
z_epoc_en~ge	coefficient	std. err.	z	P> z	[95% conf. interval]
_treated	.2557554	.2970572	0.86	0.389	-.326466 .8379769

_cons		-.0791839	.1143114	-0.69	0.488	-.3032302	.1448623
-------	--	-----------	----------	-------	-------	-----------	----------

Linear regression	Number of obs =	112
	Replications =	500
	Wald chi2(3) =	3.18
	Prob > chi2 =	0.3641
	R-squared =	0.0188
	Adj R-squared =	-0.0085
	Root MSE =	0.9958

(Replications based on 8 clusters in school)

		Observed	Bootstrap			
Normal-based						
z_epoc_engagement_ch~e		coefficient	std. err.	z	P> z	[95% conf. interval]
_treated		.1695621	.3517904	0.48	0.630	-.5199344
.8590586						
student_gender		.1521786	.2158204	0.71	0.481	-.2708216
.5751788						
student_difficultevent		.1228143	.1336367	0.92	0.358	-.1391088
.3847375						
_cons		-.1798789	.1323053	-1.36	0.174	-.4391927
.0794348						

Linear regression	Number of obs =	112
	Replications =	488
	Wald chi2(3) =	4.63
	Prob > chi2 =	0.2006
	R-squared =	0.0252
	Adj R-squared =	-0.0019
	Root MSE =	0.9925

(Replications based on 8 clusters in school)

		Observed	Bootstrap			
Normal-based						
z_epoc_engagement_cha~e		coefficient	std. err.	z	P> z	[95% conf. interval]
_treated						
1.577178						
Mentee		-.1985991	.9060256	-0.22	0.826	-1.974377
1.student_gender		.0841386	.1986371	0.42	0.672	-.305183

.4734602					
_treated#student_gender					
Mentee#1		.6009353	.970559	0.62	0.536
2.503196					-1.301325
_cons		-.108411	.0920881	-1.18	0.239
.0720783					-.2889004

Note: One or more parameters could not be estimated in 12 bootstrap replicates;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	112
	Replications =	500
	Wald chi2(3) =	3.46
	Prob > chi2 =	0.3254
	R-squared =	0.0310
	Adj R-squared =	0.0041
	Root MSE =	0.9896

(Replications based on 8
clusters in school)

		Observed	Bootstrap		
Normal-based					
z_epoc_engagement_change		coefficient	std. err.	z	P> z
[95% conf. interval]					
	+				
_treated					
Mentee		-.2430267	.4757558	-0.51	0.609
-1.175491					
.6894376					
student_difficulthevent					
Yes		.0310193	.0976243	0.32	0.751
-.1603208					
.2223594					
_treated#student_difficulthevent					
Mentee#Yes		.7584967	.5107256	1.49	0.138
-.2425071					
1.7595					
_cons		-.0912651	.1050774	-0.87	0.385
-.297213					
.1146827					

Linear regression	Number of obs =	197
	Replications =	499
	Wald chi2(1) =	0.08
	Prob > chi2 =	0.7790
	R-squared =	0.0007
	Adj R-squared =	-0.0045

Root MSE = 0.9489

(Replications based on 13 clusters in school)

z_epoc_pe~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	-.0483411	.1722771	-0.28	0.779	-.385998	.2893158
_cons	-.0216857	.1102308	-0.20	0.844	-.2377342	.1943628

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 197
Replications = 499
Wald chi2(3) = 2.39
Prob > chi2 = 0.4946
R-squared = 0.0116
Adj R-squared = -0.0037
Root MSE = 0.9486

(Replications based on 13 clusters in

school)

z_epoc_perser_change	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	-.0880191	.1990073	-0.44	0.658	-.4780663	.3020281
student_gender	.0908917	.1303989	0.70	0.486	-.1646854	.3464689
student_difficultevent	.1689756	.1266719	1.33	0.182	-.0792968	.4172479
_cons	-.1190702	.0856384	-1.39	0.164	-.2869185	.0487781

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 197
Replications = 499
Wald chi2(3) = 0.74
Prob > chi2 = 0.8642
R-squared = 0.0045
Adj R-squared = -0.0110
Root MSE = 0.9520

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based						
z_epoc_perser_change		coefficient	std. err.	z	P> z	[95% conf. interval]
	_treated					
	Mentee	-.0315505	.1875886	-0.17	0.866	-.3992173
.3361164						
	1.student_gender	.1616095	.2106575	0.77	0.443	-.2512715
.5744906						
	_treated#student_gender					
	Mentee#1	-.0935852	.2425016	-0.39	0.700	-.5688796
.3817092						
	_cons	-.0778238	.0902052	-0.86	0.388	-.2546227
.0989751						

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Linear regression

Number of obs = 197
Replications = 499
Wald chi2(3) = 2.99
Prob > chi2 = 0.3931
R-squared = 0.0116
Adj R-squared = -0.0038
Root MSE = 0.9486

(Replications based on 13

clusters in school)

		Observed	Bootstrap			
Normal-based						
z_epoc_perser_change		coefficient	std. err.	z	P> z	[95% conf. interval]
	_treated					
	Mentee	.009	.2634119	0.03	0.973	
-.5072778	.5252779					
	student_difficultevent					
	Yes	.2723893	.1680534	1.62	0.105	
-.0569893	.601768					
	_treated#student_difficultevent					
	Mentee#Yes	-.1748947	.2869378	-0.61	0.542	
-.7372825	.3874931					

				_.1277742	.1113771	-1.15	0.251	
-.3460692	.0905208							

 Note: One or more parameters could not be estimated in 1 bootstrap replicate;
 standard-error estimates include only complete replications.

Linear regression	Number of obs =	178
	Replications =	499
	Wald chi2(1) =	0.16
	Prob > chi2 =	0.6859
	R-squared =	0.0022
	Adj R-squared =	-0.0035
	Root MSE =	0.9933

(Replications based on 13 clusters in school)

	Observed	Bootstrap			Normal-based	
z_epoc_op~ge	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						
_treated	.0923871	.2284055	0.40	0.686	-.3552794	.5400535
_cons	-.0734959	.1652772	-0.44	0.657	-.3974333	.2504415

 Note: One or more parameters could not be estimated in 1 bootstrap replicate;
 standard-error estimates include only complete replications.

Linear regression	Number of obs =	178
	Replications =	499
	Wald chi2(3) =	7.26
	Prob > chi2 =	0.0640
	R-squared =	0.0298
	Adj R-squared =	0.0131
	Root MSE =	0.9851

(Replications based on 13 clusters in

school)

	Observed	Bootstrap				
Normal-based						
z_epoc_optimism_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						

.5078361	_treated	.009691	.2541604	0.04	0.970	-.4884541
.592839	student_gender	.2870675	.1560087	1.84	0.066	-.018704
.4468415	student_difficultevent	.1567734	.1479966	1.06	0.289	-.1332946
.0810282	_cons	-.2345584	.1610166	-1.46	0.145	-.5501451

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

(Replications based on 13 clusters in school)

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

(Replications based on 13 clusters in school)

[95% conf. interval]

	_treated					
	Mentee		.2653986	.3032644	0.88	0.381
- .3289887	.859786					
	student_difficultevent					
	Yes		.405871	.1171139	3.47	0.001
.1763319	.6354101					
	_treated#student_difficultevent					
	Mentee#Yes		-.4195169	.2864793	-1.46	0.143
-.981006	.1419722					
	_cons		-.2397563	.1956129	-1.23	0.220
-.6231505	.1436379					

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Linear regression

```
Number of obs = 178
Replications = 499
Wald chi2(1) = 4.53
Prob > chi2 = 0.0333
R-squared = 0.0240
Adj R-squared = 0.0184
Root MSE = 1.0008
```

(Replications based on 13 clusters in school)

z_epoc_co~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.3126889	.1469279	2.13	0.033	.0247154	.6006623
_cons	-.1654989	.1275972	-1.30	0.195	-.4155848	.084587

Note: One or more parameters could not be estimated in 1 bootstrap replicate; standard-error estimates include only complete replications.

Linear regression

```
Number of obs = 178
Replications = 499
Wald chi2(3) = 9.20
Prob > chi2 = 0.0267
R-squared = 0.0336
Adj R-squared = 0.0170
Root MSE = 1.0016
```

(Replications based on 13 clusters in school)

	Observed	Bootstrap
1	0.000	0.000
2	0.000	0.000
3	0.000	0.000
4	0.000	0.000
5	0.000	0.000
6	0.000	0.000
7	0.000	0.000
8	0.000	0.000
9	0.000	0.000
10	0.000	0.000
11	0.000	0.000
12	0.000	0.000
13	0.000	0.000
14	0.000	0.000
15	0.000	0.000
16	0.000	0.000
17	0.000	0.000
18	0.000	0.000
19	0.000	0.000
20	0.000	0.000
21	0.000	0.000
22	0.000	0.000
23	0.000	0.000
24	0.000	0.000
25	0.000	0.000
26	0.000	0.000
27	0.000	0.000
28	0.000	0.000
29	0.000	0.000
30	0.000	0.000
31	0.000	0.000
32	0.000	0.000
33	0.000	0.000
34	0.000	0.000
35	0.000	0.000
36	0.000	0.000
37	0.000	0.000
38	0.000	0.000
39	0.000	0.000
40	0.000	0.000
41	0.000	0.000
42	0.000	0.000
43	0.000	0.000
44	0.000	0.000
45	0.000	0.000
46	0.000	0.000
47	0.000	0.000
48	0.000	0.000
49	0.000	0.000
50	0.000	0.000
51	0.000	0.000
52	0.000	0.000
53	0.000	0.000
54	0.000	0.000
55	0.000	0.000
56	0.000	0.000
57	0.000	0.000
58	0.000	0.000
59	0.000	0.000
60	0.000	0.000
61	0.000	0.000
62	0.000	0.000
63	0.000	0.000
64	0.000	0.000
65	0.000	0.000
66	0.000	0.000
67	0.000	0.000
68	0.000	0.000
69	0.000	0.000
70	0.000	0.000
71	0.000	0.000
72	0.000	0.000
73	0.000	0.000
74	0.000	0.000
75	0.000	0.000
76	0.000	0.000
77	0.000	0.000
78	0.000	0.000
79	0.000	0.000
80	0.000	0.000
81	0.000	0.000
82	0.000	0.000
83	0.000	0.000
84	0.000	0.000
85	0.000	0.000
86	0.000	0.000
87	0.000	0.000
88	0.000	0.000
89	0.000	0.000
90	0.000	0.000
91	0.000	0.000
92	0.000	0.000
93	0.000	0.000
94	0.000	0.000
95	0.000	0.000
96	0.000	0.000
97	0.000	0.000
98	0.000	0.000
99	0.000	0.000
100	0.000	0.000

Normal-based

z_epoc_connect_change	coefficient	std. err.	z	P> z	[95% conf. interval]
-----------------------	-------------	-----------	---	------	----------------------

-----+-----						

_treated		.2638795	.1550756	1.70	0.089	-.040063
.5678221						
student_gender		.1644087	.1237915	1.33	0.184	-.0782181
.4070356						
student_difficultevent		.1068004	.1321965	0.81	0.419	-.1522999
.3659007						
_cons		-.2647117	.1200994	-2.20	0.028	-.5001021
-.0293212						
-----+-----						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 178
Replications = 499
Wald chi2(3) = 6.77
Prob > chi2 = 0.0798
R-squared = 0.0313
Adj R-squared = 0.0146
Root MSE = 1.0028

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based						
z_epoc_connect_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
-----+-----						

_treated						
Mentee		.2329544	.2166817	1.08	0.282	-.1917339
.6576427						
1.student_gender		.1255294	.0858318	1.46	0.144	-.0426978
.2937566						
_treated#student_gender						
Mentee#1		.085339	.2408401	0.35	0.723	-.386699
.557377						
_cons		-.2078462	.1427267	-1.46	0.145	-.4875853
.0718929						
-----+-----						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 178

(Replications based on 13

```
.
.
. *****
. *** School engagement
. *****
.
.
. foreach var of varlist SSE_aspiration_change z_belonging_change z_sei_change{
2.
.     bootstrap, reps(500) seed(7582) nodots: regress `var' _treated,
cluster(school)
3.
. *** Outcomes adjusting for student gender and difficult live event
.     bootstrap, reps(500) seed(7582) nodots: regress `var' _treated
student_gender student_difficultevent, cluster(school)
4.
. *** Interaction between student gender and mentoring
.     bootstrap, reps(500) seed(7582) nodots: regress `var'
treated##student_gender, cluster(school)
```

```
Number of obs =    118
Replications   =    488
```


Wald chi2(3) = 9.29
 Prob > chi2 = 0.0256
 R-squared = 0.0332
 Adj R-squared = 0.0077
 Root MSE = 1.7443

(Replications based on 8 clusters

in school)

		Observed	Bootstrap			
		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						

Normal-based						
SSE_aspiration_change						
interval]						
-----+-----						

	_treated					
	Mentee	-.9330882	1.525633	-0.61	0.541	-3.923273
2.057097						
	1.student_gender	.459336	.2180006	2.11	0.035	.0320628
.8866093						
	_treated#student_gender					
	Mentee#1	.9614973	1.507244	0.64	0.524	-1.992646
3.915641						
	_cons	-1.466912	.1032886	-14.20	0.000	-1.669354
-1.26447						

Note: One or more parameters could not be estimated in 12 bootstrap replicates; standard-error estimates include only complete replications.

Linear regression

Number of obs = 118
 Replications = 500
 Wald chi2(3) = 0.29
 Prob > chi2 = 0.9624
 R-squared = 0.0032
 Adj R-squared = -0.0230
 Root MSE = 1.7712

(Replications based on 8

clusters in school)

		Observed	Bootstrap			
		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						

Normal-based						
SSE_aspiration_change						
[95% conf. interval]						
-----+-----						

	_treated					
	Mentee	-.109375	1.251383	-0.09	0.930	
-2.562041						
2.343291						

	student_difficul	tevent				
		Yes		.2014358	.3787191	0.53 0.595
-.54084	.9437116					
	_treated#student_difficul					
		Mentee#Yes		-.0423449	1.050926	-0.04 0.968
-2.102123	2.017433					
	_cons			-1.390625	.1673195	-8.31 0.000
-1.718565	-1.062685					

Linear regression

Number of obs = 183
Replications = 499
Wald chi2(1) = 2.32
Prob > chi2 = 0.1278
R-squared = 0.0120
Adj R-squared = 0.0065
Root MSE = 1.0056

(Replications based on 13 clusters in school)

z_belongi~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.2204566	.1447791	1.52	0.128	-.0633052	.5042185
_cons	-.1045789	.1475256	-0.71	0.478	-.3937238	.184566

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 183
Replications = 499
Wald chi2(3) = 11.40
Prob > chi2 = 0.0098
R-squared = 0.0420
Adj R-squared = 0.0259
Root MSE = 0.9957

(Replications based on 13 clusters in

school)

	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.146277	.1610277	0.91	0.364	-.1693316	
student_gender	.1681307	.1133194	1.48	0.138	-.0539711	

.3902326						
student_difficultevent		.2962609	.1602067	1.85	0.064	-.0177385
.6102603						
	_cons		-.2725395	.1669304	-1.63	0.103
.0546382						-.5997171

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	183
	Replications =	499
	Wald chi2(3) =	9.46
	Prob > chi2 =	0.0238
	R-squared =	0.0262
	Adj R-squared =	0.0099
	Root MSE =	1.0039

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based						
z_belonging_change		coefficient	std. err.	z	P> z	[95% conf.
interval]						
	_treated					
	Mentee		.3000376	.2530396	1.19	0.236
.7959861						-.1959108
1.student_gender		.3645101	.1281071	2.85	0.004	.1134248
.6155954						
	_treated#student_gender					
	Mentee#1		-.3004739	.2595829	-1.16	0.247
.2082992						-.809247
	_cons		-.2205594	.1944237	-1.13	0.257
.160504						-.6016228

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	183
	Replications =	499
	Wald chi2(3) =	10.88
	Prob > chi2 =	0.0124
	R-squared =	0.0595
	Adj R-squared =	0.0437
	Root MSE =	0.9866

(Replications based on 13

clusters in school)

		Observed	Bootstrap		
Normal-based		coefficient	std. err.	z	P> z
z_belonging_change					
[95% conf. interval]					
	_treated				
	Mentee	.4623718	.1783918	2.59	0.010
.1127303	.8120132				
	student_difficulthevent				
	Yes	.649071	.2039923	3.18	0.001
.2492535	1.048889				
	_treated#student_difficulthevent				
	Mentee#Yes	-.6311579	.2818866	-2.24	0.025
-1.183646	-.0786702				
	_cons	-.3553563	.1993152	-1.78	0.075
-.746007	.0352943				

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs = 179
	Replications = 500
	Wald chi2(1) = 5.03
	Prob > chi2 = 0.0250
	R-squared = 0.0134
	Adj R-squared = 0.0078
	Root MSE = 0.9957

(Replications based on 12 clusters in school)

		Observed	Bootstrap			Normal-based	
z_sei_change		coefficient	std. err.	z	P> z	[95% conf. interval]	
	_treated	.2307811	.102931	2.24	0.025	.02904	.4325221
	_cons	-.1016074	.0843779	-1.20	0.229	-.2669851	.0637702

Linear regression	Number of obs = 179
	Replications = 500
	Wald chi2(3) = 10.58
	Prob > chi2 = 0.0142
	R-squared = 0.0247
	Adj R-squared = 0.0080
	Root MSE = 0.9956

(Replications based on 12 clusters in

school)

		Observed	Bootstrap			
Normal-based						
z_sei_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.1752212	.1252313	1.40	0.162	-.0702277	
student_gender	.1637878	.1516517	1.08	0.280	-.133444	
student_difficultevent	.1274524	.1600044	0.80	0.426	-.1861505	
_cons	-.2041297	.1127411	-1.81	0.070	-.4250982	

Linear regression

Number of obs = 179
Replications = 500
Wald chi2(3) = 11.71
Prob > chi2 = 0.0084
R-squared = 0.0244
Adj R-squared = 0.0077
Root MSE = 0.9957

(Replications based on 12 clusters

in school)

		Observed	Bootstrap			
Normal-based						
z_sei_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated Mentee	.2961282	.1659085	1.78	0.074	-.0290464	
1.student_gender	.3144989	.161613	1.95	0.052	-.0022566	
_treated#student_gender Mentee#1	-.2522325	.197761	-1.28	0.202	-.639837	
_cons	-.2028255	.1057853	-1.92	0.055	-.4101608	

Linear regression

Number of obs = 179

Replications = 500
Wald chi2(3) = 10.30
Prob > chi2 = 0.0162
R-squared = 0.0238
Adj R-squared = 0.0071
Root MSE = 0.9960

(Replications based on 12

clusters in school)

		Observed	Bootstrap		
Normal-based		coefficient	std. err.	z	P> z
z_sei_change					
[95% conf. interval]					
<hr/>					
	_treated				
	Mentee	.3454073	.1167408	2.96	0.003
.1165996	.5742149				
	student_difficultevent				
	Yes	.2995774	.1933259	1.55	0.121
-.0793345	.6784892				
	_treated#student_difficultevent				
	Mentee#Yes	-.2946773	.2869138	-1.03	0.304
-.8570181	.2676634				
	_cons	-.2186836	.1425066	-1.53	0.125
-.4979915	.0606243				
<hr/>					

```
.
.
.      *****
.      ***** Resilience
.      *****
.
.      foreach var of varlist z_brs_change z_wembs_change{
2.
.      bootstrap, reps(500) seed(7582) nodots: regress `var' _treated,
cluster(school)
3.
.      *** Outcomes adjusting for student gender and difficult live event
.      bootstrap, reps(500) seed(7582) nodots: regress `var' _treated
student_gender student_difficultevent, cluster(school)
4.
.      *** Interaction between student gender and mentoring
.      bootstrap, reps(500) seed(7582) nodots: regress `var'
_treated##student_gender, cluster(school)
5.
.      *** Interaction between difficult life event and mentoring
.      bootstrap, reps(500) seed(7582) nodots: regress `var'
```

```
_treated##student_difficultevent, cluster(school)
6.      }
```

Linear regression

Number of obs = 177
Replications = 499
Wald chi2(1) = 0.81
Prob > chi2 = 0.3672
R-squared = 0.0077
Adj R-squared = 0.0021
Root MSE = 1.0036

(Replications based on 13 clusters in school)

	Observed	Bootstrap			Normal-based	
z_brs_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.1764986	.1957157	0.90	0.367	-.2070971	.5600943
_cons	-.0962769	.0947596	-1.02	0.310	-.2820022	.0894485

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 177
Replications = 499
Wald chi2(3) = 12.64
Prob > chi2 = 0.0055
R-squared = 0.0410
Adj R-squared = 0.0244
Root MSE = 0.9923

(Replications based on 13 clusters in

school)

	Observed	Bootstrap				
Normal-based						
z_brs_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	.1469239	.229525	0.64	0.522	-.3029367	.5967845
student_gender	.2501715	.196973	1.27	0.204	-.1358885	.6362315
student_difficultevent	-.299732	.2085401	-1.44	0.151	-.7084632	.1089991
_cons	-.0578903	.1480758	-0.39	0.696	-.3481135	.232333

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 177

Replications = 499
Wald chi2(3) = 11.51
Prob > chi2 = 0.0092
R-squared = 0.0250
Adj R-squared = 0.0081
Root MSE = 1.0006

(Replications based on 13 clusters

in school)

		Observed	Bootstrap			
Normal-based	z_boys_change	coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						

	_treated					
	Mentee	.2647586	.3454715	0.77	0.443	-.4123532
.9418703						
	1.student_gender	.3963391	.1413301	2.80	0.005	.1193372
.673341						
	_treated#student_gender					
	Mentee#1	-.3157389	.326388	-0.97	0.333	-.9554476
.3239698						
	_cons	-.2299816	.119061	-1.93	0.053	-.4633369
.0033736						

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression

Number of obs = 177
Replications = 499
Wald chi2(3) = 5.41
Prob > chi2 = 0.1441
R-squared = 0.0269
Adj R-squared = 0.0100
Root MSE = 0.9996

(Replications based on 13

clusters in school)

		Observed	Bootstrap	
Normal-based				
z_boys_change		coefficient	std. err.	z P> z
[95% conf. interval]				
-----+-----				

_treated				
Mentee		.2369205	.2482878	0.95 0.340

- .2497147	.7235557				
	student_difficul	tevent			
		Yes	-.2342502	.1688795	-1.39 0.165
- .5652481	.0967476				
	_treated#student_difficul	tevent			
		Mentee#Yes	-.0785094	.2926046	-0.27 0.788
- .6520039	.4949851				
	_cons		-.0003189	.1448105	-0.00 0.998
- .2841423	.2835045				

Note: One or more parameters could not be estimated in 1 bootstrap replicate;
standard-error estimates include only complete replications.

Linear regression	Number of obs =	103
	Replications =	500
	Wald chi2(1) =	0.68
	Prob > chi2 =	0.4106
	R-squared =	0.0091
	Adj R-squared =	-0.0007
	Root MSE =	0.9757

(Replications based on 8 clusters in school)

	Observed	Bootstrap			Normal-based	
z_wembs_ch~e	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	-.2556067	.3106249	-0.82	0.411	-.8644203	.3532069
_cons	.0592671	.1870079	0.32	0.751	-.3072616	.4257958

Linear regression	Number of obs =	103
	Replications =	500
	Wald chi2(3) =	3.61
	Prob > chi2 =	0.3070
	R-squared =	0.0364
	Adj R-squared =	0.0072
	Root MSE =	0.9718

(Replications based on 8 clusters in

school)

	Observed	Bootstrap				
Normal-based						
z_wembs_change	coefficient	std. err.	z	P> z	[95% conf. interval]	
_treated	-.3294984	.3693714	-0.89	0.372	-1.053453	
.3944564						

student_gender	.0028049	.1905571	0.01	0.988	-.3706801
.3762898					
student_difficultevent	.3274815	.1897384	1.73	0.084	-.044399
.699362					
_cons	-.0734455	.2471562	-0.30	0.766	-.5578627
.4109716					

Linear regression

Number of obs = 103
Replications = 488
Wald chi2(3) = 1.43
Prob > chi2 = 0.6990
R-squared = 0.0397
Adj R-squared = 0.0106
Root MSE = 0.9702

(Replications based on 8 clusters

in school)

	Observed	Bootstrap			
Normal-based					
z_wembs_change	coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----					
_treated					
Mentee	-.9074822	.7978014	-1.14	0.255	-2.471144
.6561798					
1.student_gender	-.1026137	.1445514	-0.71	0.478	-.3859293
.1807018					
_treated#student_gender					
Mentee#1	.9993286	.8848869	1.13	0.259	-.7350178
2.733675					
_cons	.0946511	.1963319	0.48	0.630	-.2901523
.4794545					

Note: One or more parameters could not be estimated in 12 bootstrap replicates; standard-error estimates include only complete replications.

Linear regression

Number of obs = 103
Replications = 500
Wald chi2(3) = 6.16
Prob > chi2 = 0.1040
R-squared = 0.0627
Adj R-squared = 0.0343
Root MSE = 0.9585

(Replications based on 8

clusters in school)

-----+-----							
_treated		.0751014	.1834046	0.41	0.682	-.284365	.4345677
_cons		.2890785	.1412499	2.05	0.041	.0122338	.5659231
-----+-----							

```
.
. bootstrap, reps(500) seed(7582) nodots: regress z_epoc_optimism_change
_treated if epoc_optimism_pre_low==1
```

```
Linear regression
```

Number of obs =	71
Replications =	500
Wald chi2(1) =	0.20
Prob > chi2 =	0.6580
R-squared =	0.0029
Adj R-squared =	-0.0115
Root MSE =	0.9656

-----+-----						
z_epoc_op~ge		Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]
-----+-----						
_treated		.1039187	.2347255	0.44	0.658	-.3561349 .5639723
_cons		.4623107	.171235	2.70	0.007	.1266963 .7979251
-----+-----						

```
.
. bootstrap, reps(500) seed(7582) nodots: regress z_epoc_connect_change _treated
if epoc_connect_pre_low==1
```

```
Linear regression
```

Number of obs =	71
Replications =	500
Wald chi2(1) =	0.88
Prob > chi2 =	0.3492
R-squared =	0.0129
Adj R-squared =	-0.0015
Root MSE =	1.0267

-----+-----						
z_epoc_co~ge		Observed	Bootstrap			Normal-based
		coefficient	std. err.	z	P> z	[95% conf. interval]
-----+-----						
_treated		.2328696	.2487438	0.94	0.349	-.2546594 .7203985
_cons		.388034	.1917534	2.02	0.043	.0122042 .7638638
-----+-----						

```
.
.
. *****
. ** Belonging
. *****
. bootstrap, reps(500) seed(7582) nodots: regress z_belonging_change _treated if
belonging_pre_low==1
```

```
Linear regression
```

Number of obs =	81
-----------------	----

Replications = 500
Wald chi2(1) = 0.05
Prob > chi2 = 0.8245
R-squared = 0.0007
Adj R-squared = -0.0120
Root MSE = 1.0014

z_belongi~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.051516	.2322982	0.22	0.824	-.4037802	.5068121
_cons	.4621809	.1942826	2.38	0.017	.0813939	.8429678

```
.
.
. *****
. *** Resilience
. *****
. bootstrap, reps(500) seed(7582) nodots: regress z_brs_change _treated if
brs_pre_low==1
```

Linear regression

Number of obs = 65
Replications = 500
Wald chi2(1) = 0.65
Prob > chi2 = 0.4217
R-squared = 0.0070
Adj R-squared = -0.0088
Root MSE = 0.9417

z_brs_change	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.1680959	.2092132	0.80	0.422	-.2419544	.5781462
_cons	.540309	.1530266	3.53	0.000	.2403824	.8402356

```
.
. *****
. *** Part 2 - Outcomes for those low at baseline
. *****
.
. *****
. *** EPOCH
. *****
. bootstrap, reps(500) seed(7582) nodots: regress z_epoc_engagement_change
_treated if epoc_engagement_pre_low==0
```

Linear regression

Number of obs = 57
Replications = 497
Wald chi2(1) = 0.26
Prob > chi2 = 0.6105

R-squared = 0.0076
 Adj R-squared = -0.0104
 Root MSE = 0.8781

z_epoc_en~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	-.2672208	.5245761	-0.51	0.610	-1.295371	.7609294
_cons	-.4217332	.1140662	-3.70	0.000	-.6452989	-.1981675

Note: One or more parameters could not be estimated in 3 bootstrap replicates;
 standard-error estimates include only complete replications.

```
.
. bootstrap, reps(500) seed(7582) nodots: regress z_epoc_perser_change _treated
if epoc_perser_pre_low==0
```

Linear regression

Number of obs = 117
 Replications = 500
 Wald chi2(1) = 0.37
 Prob > chi2 = 0.5447
 R-squared = 0.0030
 Adj R-squared = -0.0057
 Root MSE = 0.9420

z_epoc_pe~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	-.1024641	.1691495	-0.61	0.545	-.4339911	.2290629
_cons	-.2476961	.1052893	-2.35	0.019	-.4540594	-.0413328

```
.
. bootstrap, reps(500) seed(7582) nodots: regress z_epoc_optimism_change
_treated if epoc_optimism_pre_low==0
```

Linear regression

Number of obs = 107
 Replications = 500
 Wald chi2(1) = 0.08
 Prob > chi2 = 0.7812
 R-squared = 0.0008
 Adj R-squared = -0.0087
 Root MSE = 0.8426

z_epoc_op~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.0473975	.1706783	0.28	0.781	-.2871259	.3819208
_cons	-.4096883	.1143404	-3.58	0.000	-.6337915	-.1855852

```
.
. bootstrap, reps(500) seed(7582) nodots: regress z_epoc_connect_change _treated
if epoc_connect_pre_low==0
```

Linear regression

Number of obs = 107
Replications = 500
Wald chi2(1) = 3.88
Prob > chi2 = 0.0489
R-squared = 0.0316
Adj R-squared = 0.0223
Root MSE = 0.8332

z_epoc_co~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.2981606	.1514022	1.97	0.049	.0014178	.5949034
_cons	-.4954897	.1023319	-4.84	0.000	-.6960565	-.2949229

```
.
.
. *****
. ** Belonging
. *****
. bootstrap, reps(500) seed(7582) nodots: regress z_belonging_change _treated if
belonging_pre_low==0
```

Linear regression

Number of obs = 102
Replications = 500
Wald chi2(1) = 2.33
Prob > chi2 = 0.1266
R-squared = 0.0229
Adj R-squared = 0.0131
Root MSE = 0.8409

z_belongi~ge	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.2547916	.1667653	1.53	0.127	-.0720625	.5816456
_cons	-.496951	.0957286	-5.19	0.000	-.6845756	-.3093265

```
.
.
. *****
. *** Resilience
. *****
. bootstrap, reps(500) seed(7582) nodots: regress z_brs_change _treated if
brs_pre_low==1
```

Linear regression

Number of obs = 65
Replications = 500

Wald chi2(1) = 0.65
 Prob > chi2 = 0.4217
 R-squared = 0.0070
 Adj R-squared = -0.0088
 Root MSE = 0.9417

z_brs_change	Observed coefficient	Bootstrap std. err.	z	P> z	Normal-based [95% conf. interval]	
_treated	.1680959	.2092132	0.80	0.422	-.2419544	.5781462
_cons	.540309	.1530266	3.53	0.000	.2403824	.8402356

```
.
. log close
  name: <unnamed>
  log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\04_low_analysis_
> 26 Mar 2024.log
  log type: text
  closed on: 26 Mar 2024, 20:36:39
```

```

-----
name: <unnamed>
log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\05_improved_anal
> ysis_26 Mar 2024.log
log type: text
opened on: 26 Mar 2024, 20:36:39

```

```

.
. *****
. ** Part 3 - Predicting those who have improved scores
. *****
.
. foreach var of varlist epoc_engagement_change epoc_perser_change
epoc_optimism_change epoc_connect_change belonging_change SSE_total_change
brs_change wembs_change {
2.         gen `var'_improve = .
3.         replace `var'_improve=1 if z_`var'>0.1 & z_`var'<.
4.         replace `var'_improve=0 if z_`var'<=0.1
5. }
(424 missing values generated)
(44 real changes made)
(68 real changes made)
(424 missing values generated)
(98 real changes made)
(99 real changes made)
(424 missing values generated)
(69 real changes made)
(109 real changes made)
(424 missing values generated)
(89 real changes made)
(89 real changes made)
(424 missing values generated)
(92 real changes made)
(91 real changes made)
(424 missing values generated)
(56 real changes made)
(62 real changes made)
(424 missing values generated)
(80 real changes made)
(97 real changes made)
(424 missing values generated)
(49 real changes made)
(54 real changes made)

.
. foreach var of varlist epoc_engagement_change epoc_perser_change
epoc_optimism_change epoc_connect_change belonging_change SSE_total_change
brs_change wembs_change {
2.         tab `var'_improve _treated, col
3.         logistic `var'_improve _treated

```

4. }

Key
frequency
column percentage

epoc_engagement_change_improve	Treatment indicator		Total
	Non - Men	Mentee	
0	59 62.11	9 52.94	68 60.71
1	36 37.89	8 47.06	44 39.29
Total	95 100.00	17 100.00	112 100.00

Logistic regression

Number of obs = 112
LR chi2(1) = 0.50
Prob > chi2 = 0.4795
Pseudo R2 = 0.0033

Log likelihood = -74.790987

epoc_engagement_change_improve	Odds ratio	Std. err.	z	P> z	[95% conf. interval]
-----+-----					

_treated	1.45679	.7720136	0.71	0.478	
.5155965 4.116082					
_cons	.6101695	.1290432	-2.34	0.019	
.4031179 .9235681					

Note: _cons estimates baseline odds.

Key
frequency
column percentage

epoc_perse r_change_improve	Treatment indicator		Total
	Non - Men	Mentee	
0	52 54.74	47 46.08	99 50.25

1	43	55	98
	45.26	53.92	49.75
Total	95	102	197
	100.00	100.00	100.00

Logistic regression

Number of obs = 197

LR chi2(1) = 1.48

Prob > chi2 = 0.2243

Pseudo R2 = 0.0054

Log likelihood = -135.80899

epoc_perser_change_improve	Odds ratio	Std. err.	z	P> z	[95% conf. interval]
_treated	1.415141	.4050988	1.21	0.225	.807485
_cons	.8269231	.1704477	-0.92	0.357	.5520941

Note: _cons estimates baseline odds.

Key
frequency
column percentage

epoc_optim	Treatment indicator	
ism_change	Non - Men	Mentee
_improve	Total	
0	53	56
	63.86	58.95
1	30	39
	36.14	41.05
Total	83	95
	100.00	100.00

Logistic regression

Number of obs = 178

LR chi2(1) = 0.45

Prob > chi2 = 0.5022

Pseudo R2 = 0.0019

Log likelihood = -118.62208

epoc_optimism_change_improve	Odds ratio	Std. err.	z	P> z	[95%
------------------------------	------------	-----------	---	------	------

conf. interval]

```
-----+-----
-----
               _treated |    1.230357    .380615    0.67    0.503
.6709795      2.256073
               _cons   |    .5660377    .129326    -2.49    0.013
.3617148      .8857771
-----
```

Note: _cons estimates baseline odds.

```
+-----+
| Key   |
|-----|
|       |
| frequency |
| column percentage |
+-----+
```

epoc_conne	Treatment indicator		
ct_change_	Non - Men	Mentee	Total
improve			
0	52	37	89
	62.65	38.95	50.00
1	31	58	89
	37.35	61.05	50.00
Total	83	95	178
	100.00	100.00	100.00

Logistic regression

Number of obs = 178
LR chi2(1) = 10.05
Prob > chi2 = 0.0015
Pseudo R2 = 0.0407

Log likelihood = -118.35414

```
-----+-----
-----
epoc_connect_change_improve | Odds ratio   Std. err.      z    P>|z|    [95%
conf. interval]
-----+-----
```

```
               _treated |    2.629468    .8136802    3.12    0.002
1.433727      4.822469
               _cons   |    .5961538    .1352742    -2.28    0.023
.3821298      .9300489
-----
```

Note: _cons estimates baseline odds.

```
+-----+
| Key   |
|-----|
|       |
| frequency |
+-----+
```

| column percentage |
+-----+

belonging_	Treatment indicator		
	Non - Men	Mentee	Total
0	51 57.95	40 42.11	91 49.73
1	37 42.05	55 57.89	92 50.27
Total	88 100.00	95 100.00	183 100.00

Logistic regression

Number of obs = 183
LR chi2(1) = 4.61
Prob > chi2 = 0.0318
Pseudo R2 = 0.0182

Log likelihood = -124.53837

belonging_change_improve Odds ratio		Std. err.	z	P> z	[95% conf. interval]	
-----+-----						
3.410134	_treated	1.89527	.5680017	2.13	0.033	1.053346
1.10777	_cons	.7254902	.1566704	-1.49	0.137	.4751313

Note: _cons estimates baseline odds.

Key
frequency
column percentage

SSE_total_	Treatment indicator		
	Non - Men	Mentee	Total
0	53 52.48	9 52.94	62 52.54
1	48 47.52	8 47.06	56 47.46
Total	101 100.00	17 100.00	118 100.00

Logistic regression

Number of obs = 118

LR chi2(1) = 0.00

Prob > chi2 = 0.9716

Pseudo R2 = 0.0000

Log likelihood = -81.638126

SSE_total_change_improve | Odds ratio Std. err. z P>|z| [95% conf. interval]

_treated | .9814815 .5154529 -0.04 0.972 .3506303
2.747355
_cons | .9056604 .1804544 -0.50 0.619 .612861
1.338347

Note: _cons estimates baseline odds.

Key
frequency
column percentage

brs_change_improve	Treatment indicator		Total
	Non - Men	Mentee	
0	47 56.63	50 53.19	97 54.80
1	36 43.37	44 46.81	80 45.20
Total	83 100.00	94 100.00	177 100.00

Logistic regression

Number of obs = 177

LR chi2(1) = 0.21

Prob > chi2 = 0.6467

Pseudo R2 = 0.0009

Log likelihood = -121.76437

brs_change_improve | Odds ratio Std. err. z P>|z| [95% conf. interval]

_treated | 1.148889 .3480615 0.46 0.647 .6344573
2.080433
_cons | .7659575 .169646 -1.20 0.229 .496225
1.182308

Note: _cons estimates baseline odds.

Key
frequency
column percentage

wembs_chan ge_improve	Treatment indicator		Total
	Non - Men	Mentee	
0	45 51.72	9 56.25	54 52.43
1	42 48.28	7 43.75	49 47.57
Total	87 100.00	16 100.00	103 100.00

Logistic regression

Number of obs = 103
LR chi2(1) = 0.11
Prob > chi2 = 0.7387
Pseudo R2 = 0.0008

Log likelihood = -71.217098

wembs_change_improve interval]	Odds ratio	Std. err.	z	P> z	[95% conf.
_treated	.8333334	.4564355	-0.33	0.739	.2848371
_cons	.9333333	.2002468	-0.32	0.748	.6129307

Note: _cons estimates baseline odds.

```
.
.      foreach var of varlist epoc_engagement_change epoc_perser_change
epoc_optimism_change epoc_connect_change belonging_change SSE_total_change
brs_change wembs_c
> hange {
2.      logistic `var'_improve student_difficultevent if _treated==1
3.      logistic `var'_improve student_australia if _treated==1
4.      logistic `var'_improve student_disability if _treated==1
5.      logistic `var'_improve i.student_year if _treated==1
6.      logistic `var'_improve student_gender if _treated==1
7.      }
```


Logistic regression

Number of obs = 17
LR chi2(1) = 0.71
Prob > chi2 = 0.3989
Pseudo R2 = 0.0303

Log likelihood = -11.398187

epoc_engagement_change_improve | Odds ratio Std. err. z P>|z| [95%
conf. interval]
-----+-----

student_difficulthevent | 2.4 2.536139 0.83 0.407
.3025002 19.04131
_cons | .5 .4330127 -0.80 0.423
.0915815 2.729808

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 17
LR chi2(1) = 1.06
Prob > chi2 = 0.3022
Pseudo R2 = 0.0453

Log likelihood = -11.221754

epoc_engagement_change_improve | Odds ratio Std. err. z P>|z| [95%
conf. interval]
-----+-----

student_australia | 3.5 4.48609 0.98 0.328
.283824 43.16055
_cons | .3333333 .3849002 -0.95 0.341
.0346734 3.20451

Note: _cons estimates baseline odds.

note: student_disability != 0 predicts success perfectly;
student_disability omitted and 2 obs not used.

Logistic regression

Number of obs = 15
LR chi2(0) = 0.00
Prob > chi2 = .
Pseudo R2 = 0.0000

Log likelihood = -10.095175

epoc_engagement_change_improve | Odds ratio Std. err. z P>|z| [95%
conf. interval]
-----+-----

student_disability | 1 (omitted)
_cons | .6666667 .3513642 -0.77 0.442

.2372937 1.872972

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 17
LR chi2(1) = 0.57
Prob > chi2 = 0.4512
Pseudo R2 = 0.0241

Log likelihood = -11.470256

		Odds ratio	Std. err.	z	P> z	[95% conf. interval]
--	--	------------	-----------	---	------	-------------------------

student_year						
Year 9		2.666667	3.569417	0.73	0.464	
.1934678	36.75605					
_cons		.75	.4050463	-0.53	0.594	
.2602315	2.161537					

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 17
LR chi2(1) = 2.20
Prob > chi2 = 0.1377
Pseudo R2 = 0.0937

Log likelihood = -10.652331

		Odds ratio	Std. err.	z	P> z	[95% conf. interval]
--	--	------------	-----------	---	------	-------------------------

student_gender		5.599999	7.067672	1.37	0.172	
.4719541	66.44712					
_cons		.25	.2795085	-1.24	0.215	
.0279427	2.236723					

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 102
LR chi2(1) = 0.04
Prob > chi2 = 0.8425
Pseudo R2 = 0.0003

Log likelihood = -70.367234

		Odds ratio	Std. err.	z	P> z	[95% conf. interval]
--	--	------------	-----------	---	------	-------------------------

```

-----
      student_difficultevent |    1.082126    .4299952    0.20    0.843    .4966413
      2.35783
                _cons |          1.125    .3156095    0.42    0.675    .6491647
      1.949621
-----

```

Note: _cons estimates baseline odds.

```

Logistic regression                                Number of obs =    102
                                                    LR chi2(1)      =    0.00
                                                    Prob > chi2     = 0.9929
Log likelihood = -70.386925                      Pseudo R2      = 0.0000

```

```

-----
epoc_perser_change_improve | Odds ratio   Std. err.      z    P>|z|    [95%
conf. interval]
-----+-----
      student_australia |    1.004082    .4576273    0.01    0.993    .4109788
      2.453119
                _cons |    1.166667    .4589642    0.39    0.695    .5396173
      2.522364
-----

```

Note: _cons estimates baseline odds.

```

Logistic regression                                Number of obs =    102
                                                    LR chi2(1)      =    0.30
                                                    Prob > chi2     = 0.5862
Log likelihood = -70.238827                      Pseudo R2      = 0.0021

```

```

-----
epoc_perser_change_improve | Odds ratio   Std. err.      z    P>|z|    [95%
conf. interval]
-----+-----
      student_disability |    1.32466    .6967542    0.53    0.593    .47248
      3.71386
                _cons |    1.136264    .2338404    0.62    0.535    .7591084
      1.700805
-----

```

Note: _cons estimates baseline odds.

```

Logistic regression                                Number of obs =    102
                                                    LR chi2(2)      =    2.72
                                                    Prob > chi2     = 0.2569
Log likelihood = -69.028069                      Pseudo R2      = 0.0193

```

epoc_perser_change_improve conf. interval]	Odds ratio	Std. err.	z	P> z	[95%
-----+-----					
student_year					
Year 8	2.0625	1.858029	0.80	0.422	.3528406
12.05617					
Year 9	3.636364	3.43229	1.37	0.171	.5717884
23.12593					
_cons	.5	.4330127	-0.80	0.423	.0915815
2.729808					

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	102
	LR chi2(1) =	0.11
	Prob > chi2 =	0.7433
Log likelihood = -70.333352	Pseudo R2 =	0.0008

epoc_perser_change_improve conf. interval]	Odds ratio	Std. err.	z	P> z	[95%
-----+-----					
student_gender	.8764881	.3530742	-0.33	0.743	.397977
1.930341					
_cons	1.263158	.3878908	0.76	0.447	.6919433
2.305923					

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	95
	LR chi2(1) =	0.51
	Prob > chi2 =	0.4767
Log likelihood = -64.066492	Pseudo R2 =	0.0039

epoc_optimism_change_improve conf. interval]	Odds ratio	Std. err.	z	P> z	[95%
-----+-----					
student_difficultevent	1.346154	.5630874	0.71	0.477	
.5929835 3.055954					
_cons	.6	.1788854	-1.71	0.087	
.3344814 1.076293					

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 95
LR chi2(1) = 2.96
Prob > chi2 = 0.0852
Pseudo R2 = 0.0230

Log likelihood = -62.838121

```
-----
-----
epoc_optimism_change_improve | Odds ratio   Std. err.      z    P>|z|    [95%
conf. interval]
-----+-----
-----
      student_australia |    .4347826   .2117189   -1.71   0.087
.1674081    1.129192
               _cons |           1.3   .5468089    0.62   0.533
.5700449    2.964679
-----
-----
```

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 95
LR chi2(1) = 0.57
Prob > chi2 = 0.4509
Pseudo R2 = 0.0044

Log likelihood = -64.035549

```
-----
-----
epoc_optimism_change_improve | Odds ratio   Std. err.      z    P>|z|    [95%
conf. interval]
-----+-----
-----
      student_disability |    1.465808   .7483927    0.75   0.454
.5388673    3.987238
               _cons |    .6655641   .1449224   -1.87   0.062
.4343563    1.019844
-----
-----
```

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 95
LR chi2(2) = 0.16
Prob > chi2 = 0.9214
Pseudo R2 = 0.0013

Log likelihood = -64.2378

```
-----
-----
epoc_optimism_change_improve | Odds ratio   Std. err.      z    P>|z|    [95%
conf. interval]
-----+-----
-----
      student_year |
      Year 8 |    1.411765   1.279248    0.38   0.704
.2390341    8.338056
      Year 9 |    1.444444   1.356916    0.39   0.695
.2291286    9.10589
-----
-----
```

		_cons		.5	.4330127	-0.80	0.423
.0915815	2.729808						

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	95
	LR chi2(1) =	1.05
	Prob > chi2 =	0.3049
Log likelihood = -63.793374	Pseudo R2 =	0.0082

epoc_optimism_change_improve	Odds ratio	Std. err.	z	P> z	[95%
conf. interval]					

	student_gender		1.547619	.6624523	1.02	0.308
.6688221	3.581109					
	_cons		.5384615	.1784983	-1.87	0.062
.2811798	1.031158					

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	95
	LR chi2(1) =	0.09
	Prob > chi2 =	0.7700
Log likelihood = -63.465906	Pseudo R2 =	0.0007

epoc_connect_change_improve	Odds ratio	Std. err.	z	P> z	[95%
conf. interval]					

	student_difficulthevent		.8842105	.3722461	-0.29	0.770
.3874415	2.017926					
	_cons		1.666667	.496904	1.71	0.087
.929115	2.989703					

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	95
	LR chi2(1) =	0.95
	Prob > chi2 =	0.3307
Log likelihood = -63.035492	Pseudo R2 =	0.0075

epoc_connect_change_improve	Odds ratio	Std. err.	z	P> z	[95%
conf. interval]					

```

-----+-----
-----
student_australia |      .6125   .3138129   -0.96   0.339
.2243856   1.671926
_cons |    2.285714   1.035802    1.82   0.068
.9403477   5.555913
-----

```

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	95
	LR chi2(1) =	1.58
	Prob > chi2 =	0.2092
Log likelihood = -62.720333	Pseudo R2 =	0.0124

```

-----+-----
-----
epoc_connect_change_improve | Odds ratio   Std. err.      z    P>|z|    [95%
conf. interval]
-----+-----
student_disability |    2.135244    1.44998      1.12   0.264
.5641862    8.081142
_cons |    1.458165    .3172041     1.73   0.083
.9520053    2.233439
-----

```

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	95
	LR chi2(2) =	0.60
	Prob > chi2 =	0.7405
Log likelihood = -63.208214	Pseudo R2 =	0.0047

```

-----+-----
-----
epoc_connect_change_improve | Odds ratio   Std. err.      z    P>|z|    [95%
conf. interval]
-----+-----
student_year |
Year 8 |    1.761905    1.516992     0.66   0.511
.3259132    9.524954
Year 9 |    1.384615    1.237776     0.36   0.716
.2401033    7.984728
_cons |              1    .8164966     0.00   1.000
.2018352    4.954538
-----

```

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	95
	LR chi2(1) =	0.03

```
Log likelihood = -63.492563          Prob > chi2    = 0.8577
                                   Pseudo R2       = 0.0003
```

Note: `_cons` estimates baseline odds.

belonging_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
student_difficulthevent 1.363248	.5685812	0.74	0.458	.6019453
3.087398				
_cons 1.181818	.3423523	0.58	0.564	.6698419
2.08511				

Logistic regression	Number of obs =	95
	LR chi2(1) =	0.40
	Prob > chi2 =	0.5246
Log likelihood = -64.457416	Pseudo R2 =	0.0031

belonging_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
-----+-----				
student_australia 1.359195	.6546484	0.64	0.524	.5288174
3.493478				
_cons 1.090909	.4553712	0.21	0.835	.4813677
2.472294				

Logistic regression

Number of obs = 95

LR chi2(1) = 2.04

Prob > chi2 = 0.1534

Pseudo R2 = 0.0158

Log likelihood = -63.640593

belonging_change_improve | Odds ratio Std. err. z P>|z| [95% conf.
interval]

-----+-----

student_disability | 2.35742 1.613633 1.25 0.210 .6163069
9.017308
_cons | 1.267218 .2727598 1.10 0.271 .8310672
1.932264

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 95

LR chi2(2) = 0.00

Prob > chi2 = 0.9990

Pseudo R2 = 0.0000

Log likelihood = -64.658808

belonging_change_improve | Odds ratio Std. err. z P>|z| [95% conf.
interval]

-----+-----

student_year |
Year 8 | 1.03125 .834805 0.04 0.970 .2110132
5.039858
Year 9 | 1.038462 .8785974 0.04 0.964 .1977997
5.451992
_cons | 1.333333 1.01835 0.38 0.706 .2984165
5.957371

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 95

LR chi2(1) = 0.28

Prob > chi2 = 0.5957

Pseudo R2 = 0.0022

Log likelihood = -64.519065

belonging_change_improve | Odds ratio Std. err. z P>|z| [95% conf.
interval]

student_gender	.8	.337046	-0.53	0.596	.350326
1.82687					
_cons	1.5625	.5002441	1.39	0.163	.8342622
2.926426					

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	17
	LR chi2(1) =	0.03
	Prob > chi2 =	0.8576
Log likelihood = -11.737985	Pseudo R2 =	0.0014

SSE_total_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]	
student_difficultevent	.8333333	.8471084	-0.18	0.858	.1136441
6.110696					
_cons	1	.8164966	-0.00	1.000	.2018352
4.954538					

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	17
	LR chi2(1) =	1.06
	Prob > chi2 =	0.3022
Log likelihood = -11.221754	Pseudo R2 =	0.0453

SSE_total_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]	
student_australia	3.5	4.48609	0.98	0.328	.283824
43.16055					
_cons	.3333333	.3849002	-0.95	0.341	.0346734
3.20451					

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	17
	LR chi2(1) =	0.01
	Prob > chi2 =	0.9294
Log likelihood = -11.750144	Pseudo R2 =	0.0003

SSE_total_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
---------------------------------------	-----------	---	------	----------------------

interval]

```
-----+-----
-----
      student_disability |    1.142857    1.721075    0.09    0.929    .0597218
21.87011
              _cons |          .875    .4528555   -0.26    0.796    .3172995
2.412941
-----
-----
```

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 17
LR chi2(1) = 0.28
Prob > chi2 = 0.5961
Pseudo R2 = 0.0120

Log likelihood = -11.613603

```
-----
-----
SSE_total_change_improve | Odds ratio    Std. err.      z    P>|z|    [95% conf.
interval]
```

```
-----+-----
-----
      student_year |
      Year 9 |          .5    .6681531   -0.52    0.604    .0364338
6.861766
              _cons |          1    .5345225    0.00    1.000    .3507629
2.850929
-----
-----
```

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 17
LR chi2(1) = 2.20
Prob > chi2 = 0.1377
Pseudo R2 = 0.0937

Log likelihood = -10.652331

```
-----
-----
SSE_total_change_improve | Odds ratio    Std. err.      z    P>|z|    [95% conf.
interval]
```

```
-----+-----
-----
      student_gender |    5.599999    7.067672    1.37    0.172    .4719541
66.44712
              _cons |          .25    .2795085   -1.24    0.215    .0279427
2.236723
-----
-----
```

Note: _cons estimates baseline odds.

Logistic regression

Number of obs = 94
LR chi2(1) = 4.31
Prob > chi2 = 0.0380
Pseudo R2 = 0.0331

Log likelihood = -62.811085

brs_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
student_difficulthevent .4197531	.1776869	-2.05	0.040	.1830919
.9623179				
_cons 1.35	.3982775	1.02	0.309	.7572023
2.406886				

Note: _cons estimates baseline odds.

Logistic regression	Number of obs = 94
	LR chi2(1) = 0.69
	Prob > chi2 = 0.4063
Log likelihood = -64.619437	Pseudo R2 = 0.0053

brs_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
student_australia .6666667	.326315	-0.83	0.407	.2554283
1.739997				
_cons 1.2	.5138093	0.43	0.670	.5184639
2.777435				

Note: _cons estimates baseline odds.

Logistic regression	Number of obs = 94
	LR chi2(1) = 0.01
	Prob > chi2 = 0.9399
Log likelihood = -64.961377	Pseudo R2 = 0.0000

brs_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
student_disability .962568	.4877651	-0.08	0.940	.3565327
2.598744				
_cons .8839296	.1900273	-0.57	0.566	.5799977
1.347129				

Note: _cons estimates baseline odds.

Logistic regression	Number of obs = 94
---------------------	--------------------

Log likelihood = -63.09913	LR chi2(2) = 3.73
	Prob > chi2 = 0.1549
	Pseudo R2 = 0.0287

brs_change_improve	Odds ratio	Std. err.	z	P> z	[95% conf. interval]	
-----+-----						

student_year						
Year 8	6.214286	6.911179	1.64	0.100	.7026398	
54.96038						
Year 9	5.25	5.987291	1.45	0.146	.5615883	
49.07955						
_cons	.1666667	.1800206	-1.66	0.097	.0200653	
1.384368						

Note: _cons estimates baseline odds.

Logistic regression	Number of obs = 94
	LR chi2(1) = 0.01
	Prob > chi2 = 0.9364
Log likelihood = -64.96103	Pseudo R2 = 0.0000

brs_change_improve	Odds ratio	Std. err.	z	P> z	[95% conf. interval]
-----+-----					

student_gender	1.033835	.4309992	0.08	0.936	.4566573
2.340516					
_cons	.8636364	.2704797	-0.47	0.640	.4674613
1.595571					

Note: _cons estimates baseline odds.

Logistic regression	Number of obs = 16
	LR chi2(1) = 0.43
	Prob > chi2 = 0.5125
Log likelihood = -10.750557	Pseudo R2 = 0.0196

wembs_change_improve	Odds ratio	Std. err.	z	P> z	[95% conf. interval]	
-----+-----						

student_difficulthevent	2	2.144761	0.65	0.518	.2444658	
16.36221						

	_cons	.5	.4330127	-0.80	0.423	.0915815
--	-------	----	----------	-------	-------	----------

2.729808

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	16
	LR chi2(1) =	0.80
	Prob > chi2 =	0.3723
Log likelihood = -10.567107	Pseudo R2 =	0.0363

wembs_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
-----------------------------------	-----------	---	------	----------------------

student_australia	3	3.872983	0.85	0.395	.2389048
-------------------	---	----------	------	-------	----------

37.67192

_cons	.3333333	.3849002	-0.95	0.341	.0346734
-------	----------	----------	-------	-------	----------

3.20451

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	16
	LR chi2(1) =	0.04
	Prob > chi2 =	0.8494
Log likelihood = -10.947008	Pseudo R2 =	0.0016

wembs_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
-----------------------------------	-----------	---	------	----------------------

student_disability	1.333333	2.018434	0.19	0.849	.068607
--------------------	----------	----------	------	-------	---------

25.91248

_cons	.75	.4050463	-0.53	0.594	.2602315
-------	-----	----------	-------	-------	----------

2.161537

Note: _cons estimates baseline odds.

Logistic regression	Number of obs =	16
	LR chi2(1) =	0.79
	Prob > chi2 =	0.3748
Log likelihood = -10.571162	Pseudo R2 =	0.0359

wembs_change_improve Odds ratio	Std. err.	z	P> z	[95% conf. interval]
-----------------------------------	-----------	---	------	----------------------

```

-----
            student_year |
                Year 9 |           3.2   4.322962    0.86   0.389    .2265896
45.19183
                _cons |           .625   .3563048   -0.82   0.410    .2044657
1.910467
-----

```

Note: _cons estimates baseline odds.

```

Logistic regression                                Number of obs =      16
                                                    LR chi2(1)      =    0.04
                                                    Prob > chi2     = 0.8381
Log likelihood = -10.94416                        Pseudo R2       = 0.0019

```

```

-----
wembs_change_improve | Odds ratio   Std. err.      z    P>|z|      [95% conf.
interval]
-----+-----
            student_gender |           1.25   1.369306    0.20   0.839    .1460379
10.69928
                _cons |           .6666667   .6085806   -0.44   0.657    .1113965
3.989752
-----

```

Note: _cons estimates baseline odds.

```

.
. log close
    name: <unnamed>
    log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\05_improved_anal
> ysis_26 Mar 2024.log
    log type: text
    closed on: 26 Mar 2024, 20:36:41
-----
-----
-----

```

```

-----
-----
name: <unnamed>
log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\06_outcomes_anal
> ysis_26 Mar 2024.log
log type: text
opened on: 26 Mar 2024, 20:36:41

```

```

.
. *****
. *** Part 4 - Looking at differences at follow up
. *****
.
. *****
. *** EPOCH *****
. *****
.
. *** Pattern of missing
. mdesc epoc_engagement_post epoc_perse~t epoc_optimism_post
epoc_connect_post epoc_happy_post SSE_productivity_post SSE_belong_post
SSE_aspiration_post SSE_total_p
> ost

```

Variable	Missing	Total	Percent Missing
epoc_engag~t	302	424	71.23
epoc_perse~t	227	424	53.54
epoc_optim~t	246	424	58.02
epoc_conne~t	246	424	58.02
epoc_happy~t	302	424	71.23
SSE_produc~t	296	424	69.81
SSE_belong~t	296	424	69.81
SSE_aspira~t	296	424	69.81
SSE_total_~t	296	424	69.81

```

.
. *** EPOC Engagement
. mean epoc_engagement_pre, over(student_mentee)

```

Mean estimation Number of obs
= 312

```

-----
-----
|          Mean   Std. err.   [95% conf.
interval]
-----+-----

```

```

c.epoc_engagement_pre@student_mentee |
No | 2.996075   .0579047   2.88214

```


3.110009

Yes | 2.736111 .1687208 2.404132

3.06809

. mean epoc_engagement_post, over(student_mentee)

Mean estimation
obs = 122

Number of

interval] | Mean Std. err. [95% conf.

-----+-----

c.epoc_engagement_post@student_mentee |

No | 3.005263 .0922515 2.822627

3.187899

Yes | 2.993827 .1617219 2.673656

3.313998

.
. foreach var of varlist epoc_engagement_post {
2. regress `var' student_mentee
3. regress `var' student_mentee epoc_engagement_pre_low
4. regress `var' student_mentee student_gender
5. regress `var' student_mentee student_difficultevent
6. regress `var' student_mentee##epoc_engagement_pre_low
student_difficultevent student_gender
7. }

Source	SS	df	MS	Number of obs	=	122
Model	.00274964	1	.00274964	F(1, 120)	=	0.00
Residual	94.3574507	120	.786312089	Prob > F	=	0.9529
				R-squared	=	0.0000
				Adj R-squared	=	-0.0083
Total	94.3602003	121	.779836366	Root MSE	=	.88674

epoc_engagem~t | Coefficient Std. err. t P>|t| [95% conf. interval]

-----+-----

student_mentee | -.011436 .1933899 -0.06 0.953 -.3943345 .3714625

_cons | 3.005263 .0909779 33.03 0.000 2.825133 3.185393

Source	SS	df	MS	Number of obs	=	112
Model	16.1699849	2	8.08499245	F(2, 109)	=	12.73
Residual	69.235707	109	.635189973	Prob > F	=	0.0000
				R-squared	=	0.1893
				Adj R-squared	=	0.1745

Total		85.4056919	111	.769420648	Root MSE	=	.79699
-------	--	------------	-----	------------	----------	---	--------

epoc_engagement_post		Coefficient	Std. err.	t	P> t	[95% conf. interval]
----------------------	--	-------------	-----------	---	------	----------------------

student_mentee		.0765179	.2134373	0.36	0.721	-.3465078
epoc_engagement_pre_low		-.7681167	.1531926	-5.01	0.000	-1.071739
_cons		3.352937	.1072111	31.27	0.000	3.140448

Source		SS	df	MS	Number of obs	=	122
Model		1.59570117	2	.797850583	F(2, 119)	=	1.02
Residual		92.7644991	119	.779533606	Prob > F	=	0.3625
Total		94.3602003	121	.779836366	R-squared	=	0.0169
					Adj R-squared	=	0.0004
					Root MSE	=	.88291

epoc_engagem~t		Coefficient	Std. err.	t	P> t	[95% conf. interval]
student_mentee		.0946855	.2063694	0.46	0.647	-.3139466
student_gender		-.2465594	.1724796	-1.43	0.155	-.5880862
_cons		3.09091	.1086062	28.46	0.000	2.875859

Source		SS	df	MS	Number of obs	=	122
Model		4.5862779	2	2.29313895	F(2, 119)	=	3.04
Residual		89.7739224	119	.754402709	Prob > F	=	0.0516
Total		94.3602003	121	.779836366	R-squared	=	0.0486
					Adj R-squared	=	0.0326
					Root MSE	=	.86856

epoc_engagement_post		Coefficient	Std. err.	t	P> t	[95% conf. interval]
----------------------	--	-------------	-----------	---	------	----------------------

student_mentee		.0842286	.1933603	0.44	0.664	-.2986441
student_difficultevent		-.3983437	.1616068	-2.46	0.015	-.7183413
_cons		3.160408	.1090996	28.97	0.000	2.944379

Source	SS	df	MS	Number of obs	=	112
				F(5, 106)	=	5.39
Model	17.3019417	5	3.46038834	Prob > F	=	0.0002
Residual	68.1037502	106	.642488209	R-squared	=	0.2026
				Adj R-squared	=	0.1650
Total	85.4056919	111	.769420648	Root MSE	=	.80155

		epoc_engagement_post	Coefficient	Std. err.	t	P> t
		[95% conf. interval]				
	student_mentee					
	Yes		.182661	.3759693	0.49	0.628
-.5627347	.9280567					
	epoc_engagement_pre_low					
	Low at baseline		-.7052447	.1694147	-4.16	0.000
-1.041126	-.3693635					
	student_mentee#epoc_engagement_pre_low					
	Yes#Low at baseline		-.0579297	.461226	-0.13	0.900
-.972355	.8564956					
	student_difficultevent		-.1750384	.1615036	-1.08	0.281
-.495235	.1451583					
	student_gender		-.1006562	.1636385	-0.62	0.540
-.4250854	.2237729					
	_cons		3.427617	.1288597	26.60	0.000
3.17214	3.683094					

```
.
. ** EPOC Perservence
. mean epoc_perser_pre, over(student_mentee)
```

Mean estimation Number of obs =
424

		Mean	Std. err.	[95% conf. interval]
	c.epoc_perser_pre@student_mentee			
	No	3.192029	.0558734	3.082205
3.301853				
	Yes	3.103604	.0764727	2.95329
3.253918				

```
. mean epoc_perser_post, over(student_mentee)
```

Mean estimation
197

Number of obs =

		Mean	Std. err.	[95% conf.
interval]				

c.epoc_perser_post@student_mentee				
	No	3.318421	.0907572	3.139435
				3.497407
	Yes	3.310458	.1030719	3.107185
				3.51373


```
.
. foreach var of varlist epoc_perser_post {
.   2. regress `var' student_mentee
.   3. regress `var' student_mentee epoc_perser_pre_low
.   4. regress `var' student_mentee student_gender
.   5. regress `var' student_mentee student_difficultevent
.   6. regress `var' student_mentee##epoc_perser_pre_low student_difficultevent
.   student_gender
.   7. }
```

Source	SS	df	MS	Number of obs	=	197

Model	.00311939	1	.00311939	F(1, 195)	=	0.00
Residual	183.001886	195	.938471209	Prob > F	=	0.9541

Total	183.005005	196	.933699006	R-squared	=	0.0000
				Adj R-squared	=	-0.0051
				Root MSE	=	.96875

epoc_perser_~t	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	-.0079635	.138128	-0.06	0.954	-.2803801	.264453
cons	3.318421	.0993914	33.39	0.000	3.122401	3.514441

Source	SS	df	MS	Number of obs	=	197

Model	45.8558274	2	22.9279137	F(2, 194)	=	32.43
Residual	137.149178	194	.706954525	Prob > F	=	0.0000

Total	183.005005	196	.933699006	R-squared	=	0.2506
				Adj R-squared	=	0.2428
				Root MSE	=	.84081

epoc_perser_post	Coefficient	Std. err.	t	P> t	[95% conf.	
------------------	-------------	-----------	---	------	------------	--

interval]

-----+-----						

student_mentee		-.0363623	.1199374	-0.30	0.762	-.272911
.2001864						
epoc_perser_pre_low		-.9828007	.1220334	-8.05	0.000	-1.223483
-.7421182						
_cons		3.732232	.1004081	37.17	0.000	3.5342
3.930264						

Source		SS	df	MS	Number of obs	=	197
-----+-----					F(2, 194)	=	0.95
Model		1.77762218	2	.888811092	Prob > F	=	0.3880
Residual		181.227383	194	.934161768	R-squared	=	0.0097
-----+-----					Adj R-squared	=	-0.0005
Total		183.005005	196	.933699006	Root MSE	=	.96652

epoc_perser_~t	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	.0372185	.1416559	0.26	0.793	-.2421649	.3166019
student_gender	-.1955399	.1418757	-1.38	0.170	-.4753568	.084277
cons	3.386345	.1107344	30.58	0.000	3.167948	3.604743

Source		SS	df	MS	Number of obs	=	197
-----+-----					F(2, 194)	=	1.65
Model		3.05516148	2	1.52758074	Prob > F	=	0.1953
Residual		179.949844	194	.927576514	R-squared	=	0.0167
-----+-----					Adj R-squared	=	0.0066
Total		183.005005	196	.933699006	Root MSE	=	.96311

epoc_perser_post | Coefficient Std. err. t P>|t| [95% conf. interval]

-----+-----							
student_mentee		.0198807	.1381792	0.14	0.886	-.2526455	
.292407							
student_difficultevent		-.2519244	.1388832	-1.81	0.071	-.5258393	
.0219905							
_cons		3.416539	.1126492	30.33	0.000	3.194365	
3.638713							

Source		SS	df	MS	Number of obs	=	197
-----+-----					F(5, 191)	=	12.79
Model		45.8909824	5	9.17819649	Prob > F	=	0.0000
Residual		137.114023	191	.717874465	R-squared	=	0.2508
-----+-----					Adj R-squared	=	0.2312

Total | 183.005005 196 .933699006 Root MSE = .84727

```
-----
               epoc_perser_post | Coefficient  Std. err.      t    P>|t|
[95% conf. interval]
-----+-----
               student_mentee |
               Yes           |    -.030598   .1608316   -0.19   0.849
- .3478321   .2866362
               epoc_perser_pre_low |
               Low at baseline |    -.9796427   .1825129   -5.37   0.000
-1.339642   -.6196429
student_mentee#epoc_perser_pre_low |
               Yes#Low at baseline |     .0007853   .2475392     0.00   0.997
- .4874763   .489047
               student_difficultevent |
               student_gender |    -.0279541   .1267148   -0.22   0.826
- .2778943   .2219861
               _cons          |     3.738928   .1230296   30.39   0.000
3.496257   3.981599
-----
```

```
.
. ** EPOC Optimism
. mean epoc_optimism_pre, over(student_mentee)
```

Mean estimation Number of obs =
424

```
-----
               |           Mean   Std. err.   [95% conf.
interval]
-----+-----
c.epoc_optimism_pre@student_mentee |
               No           |     3.066425   .0608255     2.946867
3.185983
               Yes          |     2.927365   .0858326     2.758653
3.096076
-----
```

```
. mean epoc_optimism_post, over(student_mentee)
```

Mean estimation Number of obs
= 178

		Mean	Std. err.	[95% conf. interval]
c.epoc_optimism_post@student_mentee	No	3.205823	.1012877	3.005936
	Yes	3.194737	.1026782	2.992106

```

.
. foreach var of varlist epoc_optimism_post {
2. regress `var' student_mentee
3. regress `var' student_mentee epoc_optimism_pre_low
4. regress `var' student_mentee student_gender
5. regress `var' student_mentee student_difficultevent
6. regress `var' student_mentee epoc_optimism_pre_low student_difficultevent
student_gender
7. }

```

Source	SS	df	MS	Number of obs	=	178
Model	.005444612	1	.005444612	F(1, 176)	=	0.01
Residual	163.971499	176	.931656242	Prob > F	=	0.9392
				R-squared	=	0.0000
				Adj R-squared	=	-0.0056
Total	163.976943	177	.926423408	Root MSE	=	.96522

epoc_optimis~t	Coefficient	Std. err.	t	P> t	[95% conf. interval]
student_mentee	-.0110865	.145023	-0.08	0.939	-.2972944 .2751215
_cons	3.205823	.105947	30.26	0.000	2.996733 3.414913

Source	SS	df	MS	Number of obs	=	178
Model	53.8688497	2	26.9344249	F(2, 175)	=	42.81
Residual	110.108094	175	.629189106	Prob > F	=	0.0000
				R-squared	=	0.3285
				Adj R-squared	=	0.3208
Total	163.976943	177	.926423408	Root MSE	=	.79321

epoc_optimism_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]
student_mentee	.0169899	.1192176	0.14	0.887	-.2182995 .2522793

```

epoc_optimism_pre_low | -1.123768 .1214564 -9.25 0.000 -1.363476
-.88406
               _cons | 3.639083 .0988601 36.81 0.000 3.443972
3.834195

```

```

-----
Source |          SS          df           MS       Number of obs   =        178
-----+-----
Model |    1.08921878          2    .544609388       F(2, 175)         =         0.59
Residual |   162.887724        175    .930786997       Prob > F           =        0.5581
-----+-----
Total |   163.976943        177    .926423408       R-squared           =        0.0066
                                           Adj R-squared        =       -0.0047
                                           Root MSE            =        .96477

```

```

-----
epoc_optimis~t | Coefficient Std. err.      t    P>|t|     [95% conf. interval]
-----+-----
student_mentee |    .0278567   .1493806     0.19   0.852    - .2669626   .3226761
student_gender |   -.1611901   .1493806    -1.08   0.282    - .4560094   .1336292
      _cons |    3.260201   .1172766    27.80   0.000     3.028742   3.491659

```

```

-----
Source |          SS          df           MS       Number of obs   =        178
-----+-----
Model |    9.04327927          2    4.52163964       F(2, 175)         =         5.11
Residual |   154.933664        175    .885335223       Prob > F           =        0.0070
-----+-----
Total |   163.976943        177    .926423408       R-squared           =        0.0551
                                           Adj R-squared        =        0.0444
                                           Root MSE            =        .94092

```

```

-----
epoc_optimism_post | Coefficient Std. err.      t    P>|t|     [95% conf.
interval]
-----+-----

```

```

-----
student_mentee |    .0275608   .1418884     0.19   0.846    - .2524719
.3075935
student_difficultevent |   -.4541483   .142141    -3.20   0.002    - .7346796
-.1736171
      _cons |    3.39186   .1185623    28.61   0.000     3.157864
3.625856

```

```

-----
Source |          SS          df           MS       Number of obs   =        178
-----+-----
Model |   58.1796182          4   14.5449046       F(4, 173)         =        23.78
Residual |   105.797325        173    .611545231       Prob > F           =        0.0000
-----+-----
Total |   163.976943        177    .926423408       R-squared           =        0.3548
                                           Adj R-squared        =        0.3399
                                           Root MSE            =        .78201

```

```

-----
epoc_optimism_post | Coefficient Std. err.      t    P>|t|     [95% conf.

```


interval]

```
-----+-----
-----
      student_mentee |    .0466436    .1213401    0.38    0.701    -.1928539
.2861411
epoc_optimism_pre_low |   -1.080682    .1213753   -8.90    0.000    -1.32025
-.8411152
student_difficulthevent |   -.3148855    .1193856   -2.64    0.009    -.5505253
-.0792457
      student_gender |   -.0162828    .122071    -0.13    0.894    -.257223
.2246575
              _cons |    3.756954    .1115306   33.69    0.000    3.536818
3.97709
-----
-----
```

```
.
.
. regress epoc_optimism_post student_mentee
```

Source	SS	df	MS	Number of obs	=	178
Model	.005444612	1	.005444612	F(1, 176)	=	0.01
Residual	163.971499	176	.931656242	Prob > F	=	0.9392
				R-squared	=	0.0000
				Adj R-squared	=	-0.0056
Total	163.976943	177	.926423408	Root MSE	=	.96522

epoc_optimis~t	Coefficient	Std. err.	t	P> t	[95% conf. interval]
student_mentee	-.0110865	.145023	-0.08	0.939	-.2972944 .2751215
_cons	3.205823	.105947	30.26	0.000	2.996733 3.414913

```
. regress epoc_optimism_post student_mentee student_difficulthevent
epoc_optimism_pre
```

Source	SS	df	MS	Number of obs	=	178
Model	87.2417959	3	29.0805986	F(3, 174)	=	65.94
Residual	76.7351474	174	.441006594	Prob > F	=	0.0000
				R-squared	=	0.5320
				Adj R-squared	=	0.5240
Total	163.976943	177	.926423408	Root MSE	=	.66408

epoc_optimism_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]
--------------------	-------------	-----------	---	------	----------------------

student_mentee	.0477991	.1001534	0.48	0.634	-.1498728
student_difficulthevent	-.0731975	.1043195	-0.70	0.484	-.279092

epoc_optimism_pre		.6452169	.0484539	13.32	0.000	.5495838
.74085						
_cons		1.286553	.1788813	7.19	0.000	.9334968
1.63961						

```
. regress epoc_optimism_post student_mentee##student_difficultevent
epoc_optimism_pre
```

Source		SS	df	MS	Number of obs	=	178
Model		87.6548886	4	21.9137221	F(4, 173)	=	49.67
Residual		76.3220547	173	.441167946	Prob > F	=	0.0000
Total		163.976943	177	.926423408	R-squared	=	0.5346
					Adj R-squared	=	0.5238
					Root MSE	=	.6642

epoc_optimism_post		Coefficient	Std. err.	t	P> t
[95% conf. interval]					

student_mentee					
	Yes	.1356707	.1352056	1.00	0.317
-.1311943	.4025356				
student_difficultevent					
	Yes	.0351758	.1530671	0.23	0.819
-.2669436	.3372953				
student_mentee#student_difficultevent					
	Yes#Yes	-.1955897	.202127	-0.97	0.335
-.5945421	.2033627				
epoc_optimism_pre					
.5532359	.7452483	.6492421	.048641	13.35	0.000
_cons					
.8584996	1.601498	1.229999	.188218	6.53	0.000

```
. ** EPOC Connectiveness
. mean epoc_connect_pre, over(student_mentee)
```

Mean estimation	Number of obs =
424	

		Mean	Std. err.	[95% conf.
interval]				

```

-----+-----
---
c.epoc_connect_pre@student_mentee |
      No |   3.838164   .0558608   3.728365
3.947964
      Yes |   3.689189   .0755741   3.540642
3.837737
-----

```

```

. mean epoc_connect_post, over(student_mentee)

```

```

Mean estimation                                     Number of obs =
178

```

```

-----+-----
---
                                |      Mean   Std. err.   [95% conf.
interval]
-----+-----
c.epoc_connect_post@student_mentee |
      No |   3.893574   .088029   3.719853
4.067296
      Yes |   4.02807   .0839341   3.86243
4.193711
-----

```

```

.
.
. foreach var of varlist epoc_connect_post {
2. regress `var' student_mentee
3. regress `var' student_mentee epoc_connect_pre_low
4. regress `var' student_mentee student_gender
5. regress `var' student_mentee student_difficultevent
6. regress `var' student_mentee##epoc_connect_pre_low student_difficultevent
student_gender
7. }

```

Source	SS	df	MS	Number of obs	=	178
Model	.801308307	1	.801308307	F(1, 176)	=	1.22
Residual	115.651719	176	.657112042	Prob > F	=	0.2710
				R-squared	=	0.0069
				Adj R-squared	=	0.0012
Total	116.453028	177	.65792671	Root MSE	=	.81062

```

-----+-----
epoc_connect~t | Coefficient   Std. err.      t    P>|t|      [95% conf. interval]
-----+-----
student_mentee |   .1344959   .1217948     1.10   0.271   - .1058704   .3748622
_cons          |   3.893574   .0889776    43.76   0.000     3.717974   4.069175
-----

```

Source	SS	df	MS	Number of obs	=	178
				F(2, 175)	=	47.09
Model	40.7444071	2	20.3722036	Prob > F	=	0.0000
Residual	75.7086205	175	.432620689	R-squared	=	0.3499
				Adj R-squared	=	0.3424
Total	116.453028	177	.65792671	Root MSE	=	.65774

```
-----
epoc_connect_post | Coefficient Std. err.      t      P>|t|      [95% conf.
interval]
```

```
-----
student_mentee |    .1805586    .0989403     1.82    0.070    -.0147112
.3758284
epoc_connect_pre_low |   -.9685458    .1007982    -9.61    0.000    -1.167483
-.7696092
      _cons |     4.25532    .0814226    52.26    0.000     4.094624
4.416017
-----
```

Source	SS	df	MS	Number of obs	=	178
				F(2, 175)	=	1.35
Model	1.76882434	2	.884412168	Prob > F	=	0.2620
Residual	114.684203	175	.655338305	R-squared	=	0.0152
				Adj R-squared	=	0.0039
Total	116.453028	177	.65792671	Root MSE	=	.80953

```
-----
epoc_connect~t | Coefficient Std. err.      t      P>|t|      [95% conf. interval]
```

```
-----
student_mentee |    .0977007    .1253435     0.78    0.437    -.1496788    .3450801
student_gender |    .1522993    .1253435     1.22    0.226    -.0950801    .3996788
      _cons |     3.842196    .0984054    39.04    0.000     3.647982     4.03641
-----
```

Source	SS	df	MS	Number of obs	=	178
				F(2, 175)	=	4.44
Model	5.62201552	2	2.81100776	Prob > F	=	0.0132
Residual	110.831012	175	.633320069	R-squared	=	0.0483
				Adj R-squared	=	0.0374
Total	116.453028	177	.65792671	Root MSE	=	.79581

```
-----
epoc_connect_post | Coefficient Std. err.      t      P>|t|      [95% conf.
interval]
```

```
-----
student_mentee |    .1627214    .1200065     1.36    0.177    -.0741249
.3995676
student_difficultevent |   -.3316812    .1202201    -2.76    0.006    -.5689491
-.0944133
-----
```

```

                _cons |    4.029444    .1002777    40.18    0.000    3.831534
4.227353

```

```

-----
Source |           SS          df           MS      Number of obs      =           178
-----+-----
Model |    43.1924839            5     8.63849678      F(5, 172)          =           20.28
Residual |    73.2605437          172     .425933394      Prob > F            =           0.0000
-----+-----
Total |   116.453028          177     .65792671      R-squared           =           0.3709
                                           Adj R-squared       =           0.3526
                                           Root MSE          =           .65264

```

```

-----
epoc_connect_post | Coefficient Std. err.      t    P>|t|
[95% conf. interval]
-----+-----
student_mentee |
  Yes |    .1102022    .127662     0.86    0.389
- .1417837    .3621881
epoc_connect_pre_low |
  Low at baseline |   -.9905661    .1520779    -6.51    0.000
-1.290745   -.6903868
student_mentee#epoc_connect_pre_low |
  Yes#Low at baseline |    .0718034    .2029712     0.35    0.724
- .3288318    .4724385
student_difficulvent |
  |   -.1169887    .1022041    -1.14    0.254
- .3187245    .0847471
student_gender |
  |    .2116169    .1022596     2.07    0.040
.0097716    .4134621
_cons |    4.240079    .1014395    41.80    0.000
4.039852    4.440306
-----

```

```

.
.
. ** EPOC Happiness
. mean epoc_happy_pre, over(student_mentee)

```

```

Mean estimation                                     Number of obs =
312

```

```

-----
|           Mean    Std. err.      [95% conf.
interval]
-----+-----

```

```

c.epoc_happy_pre@student_mentee |

```

	No		3.38587	.0609724	3.265899
3.50584					
	Yes		3.331019	.1683934	2.999684
3.662353					

-

. mean epoc_happy_post, over(student_mentee)

Mean estimation	Number of obs =
122	

--

		Mean	Std. err.	[95% conf.
interval]				
	+			
	--			
c.epoc_happy_post@student_mentee				
	No		3.45	.09169
				3.268475
3.631525				
	Yes		3.067901	.1754588
				2.720534
3.415268				

--

```
.
. foreach var of varlist epoc_happy_post {
  2. regress `var' student_mentee
  3. regress `var' student_mentee epoc_happy_pre_low
  4. regress `var' student_mentee student_gender
  5. regress `var' student_mentee student_difficultevent
  6. regress `var' student_mentee##epoc_happy_pre_low student_difficultevent
  student_gender
  7. }
```

Source		SS	df	MS	Number of obs	=	122
	+				F(1, 120)	=	3.81
Model		3.069579	1	3.069579	Prob > F	=	0.0533
Residual		96.6866255	120	.805721879	R-squared	=	0.0308
	+				Adj R-squared	=	0.0227
Total		99.7562045	121	.824431442	Root MSE	=	.89762

epoc_happy_p~t		Coefficient	Std. err.	t	P> t	[95% conf. interval]
	+					
student_mentee		-.3820988	.1957622	-1.95	0.053	-.7696943 .0054967
_cons		3.45	.0920939	37.46	0.000	3.267661 3.632339

Source		SS	df	MS	Number of obs	=	112
	+				F(2, 109)	=	41.17
Model		39.3634743	2	19.6817371	Prob > F	=	0.0000
Residual		52.1047177	109	.478024933	R-squared	=	0.4304

-----+-----				Adj R-squared	=	0.4199
Total		91.468192	111 .824037765	Root MSE	=	.69139

epoc_happy_post		Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----------------	--	-------------	-----------	---	------	----------------------

student_mentee		-.2962963	.1850526	-1.60	0.112	-.6630646
epoc_happy_pre_low		-1.138007	.1338484	-8.50	0.000	-1.40329
_cons		3.905203	.0888724	43.94	0.000	3.729061

Source		SS	df	MS	Number of obs	=	122
Model		3.0814363	2	1.54071815	F(2, 119)	=	1.90
Residual		96.6747682	119	.81239301	Prob > F	=	0.1546
Total		99.7562045	121	.824431442	R-squared	=	0.0309
					Adj R-squared	=	0.0146
					Root MSE	=	.90133

epoc_happy_p~t		Coefficient	Std. err.	t	P> t	[95% conf. interval]
student_mentee		-.3912545	.210674	-1.86	0.066	-.8084102 .0259011
student_gender		.0212722	.1760773	0.12	0.904	-.3273784 .3699229
_cons		3.442611	.1108716	31.05	0.000	3.223074 3.662147

Source		SS	df	MS	Number of obs	=	122
Model		15.8594879	2	7.92974396	F(2, 119)	=	11.25
Residual		83.8967165	119	.705014425	Prob > F	=	0.0000
Total		99.7562045	121	.824431442	R-squared	=	0.1590
					Adj R-squared	=	0.1448
					Root MSE	=	.83965

epoc_happy_post		Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----------------	--	-------------	-----------	---	------	----------------------

student_mentee		-.2222957	.1869238	-1.19	0.237	-.5924236
student_difficultevent		-.6654137	.1562273	-4.26	0.000	-.9747594
_cons		3.709161	.105468	35.17	0.000	3.500324

Source	SS	df	MS	Number of obs	=	112
				F(5, 106)	=	16.95
Model	40.642047	5	8.12840939	Prob > F	=	0.0000
Residual	50.826145	106	.479491934	R-squared	=	0.4443
				Adj R-squared	=	0.4181
Total	91.468192	111	.824037765	Root MSE	=	.69245

```
-----
               epoc_happy_post | Coefficient Std. err.      t    P>|t|
[95% conf. interval]
-----+-----
```

```

               student_mentee |
               Yes            | - .4817434   .2978704   -1.62   0.109
-1.0723    .1088136
               |
               epoc_happy_pre_low |
               Low at baseline | -1.095777   .1608217   -6.81   0.000
-1.414622  -.7769322
               |
student_mentee#epoc_happy_pre_low |
               Yes#Low at baseline | .3079845   .3905794    0.79   0.432
-.4663772   1.082346
               |
               student_difficultevent |
               | - .198652   .1523553   -1.30   0.195
-.5007112   .1034072
               |
               student_gender |
               | .0750305   .1433522    0.52   0.602
-.2091792   .3592401
               |
               _cons |
               | 3.939617   .1086264   36.27   0.000
3.724255    4.15498
-----
```

```

.
.
. *****
. *** Help Seeking
. *****
. mdesc helpseeking_post helpseeking2_1_post helpseeking2_2_post
helpseeking2_3_post
```

Variable	Missing	Total	Percent Missing
help~ng_post	311	424	73.35
helps~1_post	224	424	52.83
helps~2_post	225	424	53.07
helps~3_post	225	424	53.07

```

.
.
. foreach var of varlist helpseeking2_1 helpseeking2_2 helpseeking2_3 {
```



```

2.      tab `var' student_mentee, col
3.      tab `var'_post student_mentee, col
4.
.      regress `var'_post student_mentee
5.      regress `var'_post student_mentee student_difficultevent `var'
6.      regress `var'_post student_mentee##student_difficultevent `var'
7.      }

```

```

+-----+
| Key   |
+-----+
|       |
| frequency |
| column percentage |
+-----+

```

Do you feel able to trust adults who can help when you need it?	Is this student a Raise mentee?		Total
	No	Yes	
Never	19 6.88	0 0.00	19 4.48
Rarely	36 13.04	13 8.78	49 11.56
Sometimes	130 47.10	71 47.97	201 47.41
Always	91 32.97	64 43.24	155 36.56
Total	276 100.00	148 100.00	424 100.00

```

+-----+
| Key   |
+-----+
|       |
| frequency |
| column percentage |
+-----+

```

Do you feel able to trust adults who can help when you need it?	Is this student a Raise mentee?		Total
	No	Yes	
Never	2	1	3

	2.02	0.99	1.50
Rarely	18	3	21
	18.18	2.97	10.50
Sometimes	39	12	51
	39.39	11.88	25.50
Always	40	85	125
	40.40	84.16	62.50
Total	99	101	200
	100.00	100.00	100.00

Source	SS	df	MS	Number of obs	=	200
Model	18.6190639	1	18.6190639	F(1, 198)	=	40.35
Residual	91.3609361	198	.461418869	Prob > F	=	0.0000
				R-squared	=	0.1693
				Adj R-squared	=	0.1651
Total	109.98	199	.552663317	Root MSE	=	.67928

helpsee~1_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	.610261	.0960692	6.35	0.000	.4208108	.7997113
_cons	3.181818	.06827	46.61	0.000	3.047188	3.316448

Source	SS	df	MS	Number of obs	=	200
Model	27.6888266	3	9.22960887	F(3, 196)	=	21.98
Residual	82.2911734	196	.419852925	Prob > F	=	0.0000
				R-squared	=	0.2518
				Adj R-squared	=	0.2403
Total	109.98	199	.552663317	Root MSE	=	.64796

helpseeking2_1_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
---------------------	-------------	-----------	---	------	----------------------	--

student_mentee	.5907011	.0948741	6.23	0.000	.403596	.7778062
student_difficultevent	-.2539358	.0968518	-2.62	0.009	-.4449413	-.0629303
helpseeking2_1	.1996012	.0672301	2.97	0.003	.0670139	.3321885
_cons	2.653726	.2318631	11.45	0.000	2.196459	3.110993

Source	SS	df	MS	Number of obs	=	200
				F(4, 195)	=	18.35

Model		30.0820787	4	7.52051967	Prob > F	=	0.0000
Residual		79.8979213	195	.40973293	R-squared	=	0.2735
-----+							
Total		109.98	199	.552663317	Adj R-squared	=	0.2586
					Root MSE	=	.6401

helpseeking2_1_post		Coefficient	Std. err.	t	P> t
[95% conf. interval]					
-----+					
	student_mentee				
	Yes	.4005124	.12238	3.27	0.001
.1591541	.6418707				
	student_difficultevent				
	Yes	-.4934494	.1377518	-3.58	0.000
-.7651241	-.2217746				
	student_mentee#student_difficultevent				
	Yes#Yes	.4472403	.1850534	2.42	0.017
.0822772	.8122035				
	helpseeking2_1	.183679	.0667409	2.75	0.006
.0520523	.3153056				
	_cons	2.792938	.2361833	11.83	0.000
2.327136	3.258739				

Key
frequency
column percentage

Do you feel able to ask for help from others when you need it?	Is this student a Raise mentee?		Total
	No	Yes	
Never	20 7.25	0 0.00	20 4.72
Rarely	46 16.67	16 10.81	62 14.62
Sometimes	138 50.00	78 52.70	216 50.94

Always	72	54	126
	26.09	36.49	29.72
-----+			
Total	276	148	424
	100.00	100.00	100.00

Key
frequency
column percentage

Do you feel able to ask for help from others when you need it?	Is this student a Raise mentee?		
	No	Yes	Total
-----+			
Never	3	1	4
	3.03	1.00	2.01
-----+			
Rarely	13	5	18
	13.13	5.00	9.05
-----+			
Sometimes	43	8	51
	43.43	8.00	25.63
-----+			
Always	40	86	126
	40.40	86.00	63.32
-----+			
Total	99	100	199
	100.00	100.00	100.00

Source	SS	df	MS	Number of obs	=	199
Model	16.6132892	1	16.6132892	F(1, 197)	=	35.14
Residual	93.1354545	197	.472768805	Prob > F	=	0.0000
-----+				R-squared	=	0.1514
-----+				Adj R-squared	=	0.1471
Total	109.748744	198	.554286584	Root MSE	=	.68758

helpsee~2_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
-----+						
student_mentee	.5778788	.097484	5.93	0.000	.3856326	.7701249
_cons	3.212121	.0691046	46.48	0.000	3.075842	3.348401

Source	SS	df	MS	Number of obs	=	199
Model	25.9637965	3	8.65459884	F(3, 195)	=	20.14
Residual	83.7849472	195	.429666396	Prob > F	=	0.0000
-----+				R-squared	=	0.2366

-----+-----				Adj R-squared	=	0.2248
Total		109.748744	198	.554286584	Root MSE	= .65549

helpseeking2_2_post		Coefficient	Std. err.	t	P> t	[95% conf. interval]
---------------------	--	-------------	-----------	---	------	----------------------

student_mentee		.5451707	.0966244	5.64	0.000	.3546076
student_difficultevent		-.2498812	.0964879	-2.59	0.010	-.4401751
helpseeking2_2		.2082887	.0637128	3.27	0.001	.0826342
_cons		2.691165	.2091018	12.87	0.000	2.278773

Source		SS	df	MS	Number of obs	=	199
Model		27.021535	4	6.75538375	F(4, 194)	=	15.84
Residual		82.7272087	194	.426428911	Prob > F	=	0.0000
Total		109.748744	198	.554286584	R-squared	=	0.2462
					Adj R-squared	=	0.2307
					Root MSE	=	.65302

helpseeking2_2_post		Coefficient	Std. err.	t	P> t
[95% conf. interval]					

student_mentee					
Yes		.4186864	.1253621	3.34	0.001
student_difficultevent					
Yes		-.4096374	.1397463	-2.93	0.004
student_mentee#student_difficultevent					
Yes#Yes		.2995161	.1901754	1.57	0.117
helpseeking2_2		.1942479	.0640953	3.03	0.003
_cons		2.792285	.2179827	12.81	0.000

Key	
-----	--

frequency
column percentage

Do you feel like you know where to get help when you need it?	Is this student a Raise mentee?		Total
	No	Yes	
Never	13 4.71	0 0.00	13 3.07
Rarely	38 13.77	12 8.11	50 11.79
Sometimes	112 40.58	68 45.95	180 42.45
Always	113 40.94	68 45.95	181 42.69
Total	276 100.00	148 100.00	424 100.00

Key
frequency
column percentage

Do you feel like you know where to get help when you need it?	Is this student a Raise mentee?		Total
	No	Yes	
Never	2 2.04	1 0.99	3 1.51
Rarely	9 9.18	4 3.96	13 6.53
Sometimes	44 44.90	8 7.92	52 26.13
Always	43 43.88	88 87.13	131 65.83

Total	98	101	199
	100.00	100.00	100.00

Source	SS	df	MS	Number of obs	=	199
Model	12.722755	1	12.722755	F(1, 197)	=	31.24
Residual	80.2420691	197	.407320148	Prob > F	=	0.0000
				R-squared	=	0.1369
				Adj R-squared	=	0.1325
Total	92.9648241	198	.469519314	Root MSE	=	.63822

helpsee~3_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]
student_mentee	.5057587	.0904942	5.59	0.000	.327297 .6842205
_cons	3.306122	.0644696	51.28	0.000	3.178983 3.433262

Source	SS	df	MS	Number of obs	=	199
Model	20.6767251	3	6.89224171	F(3, 195)	=	18.59
Residual	72.288099	195	.3707082	Prob > F	=	0.0000
				R-squared	=	0.2224
				Adj R-squared	=	0.2105
Total	92.9648241	198	.469519314	Root MSE	=	.60886

helpseeking2_3_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]
student_mentee	.4750143	.0883743	5.38	0.000	.3007222 .6493065
student_difficultevent	-.1487077	.0896617	-1.66	0.099	-.3255388 .0281234
helpseeking2_3	.2333152	.0602013	3.88	0.000	.1145859 .3520445
_cons	2.624229	.2095806	12.52	0.000	2.210894 3.037565

Source	SS	df	MS	Number of obs	=	199
Model	22.0229331	4	5.50573327	F(4, 194)	=	15.06
Residual	70.941891	194	.365679851	Prob > F	=	0.0000
				R-squared	=	0.2369
				Adj R-squared	=	0.2212
Total	92.9648241	198	.469519314	Root MSE	=	.60471

helpseeking2_3_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]
---------------------	-------------	-----------	---	------	----------------------

		student_mentee					
		Yes		.3290774	.1161434	2.83	0.005
.1000115	.5581433						
		student_difficultevent					
		Yes		-.3243893	.1277262	-2.54	0.012
-.5762996	-.0724791						
student_mentee#student_difficultevent							
		Yes#Yes		.334407	.1742889	1.92	0.056
-.0093374	.6781514						
		helpseeking2_3		.2307782	.0598063	3.86	0.000
.1128243	.3487322						
		_cons		2.698583	.2117309	12.75	0.000
2.280993	3.116173						

```

.
. foreach var of varlist helpseeking2_1_change helpseeking2_2_change
helpseeking2_3_change {
2.     regress `var' student_mentee
3.     regress `var' student_mentee SSE_productivity_pre_low
4.     regress `var' student_mentee student_gender
5.     regress `var' student_mentee student_difficultevent
6.     regress `var' student_mentee##SSE_productivity_pre_low
student_difficultevent student_gender
7. }

```

Source	SS	df	MS	Number of obs	=	200
				F(1, 198)	=	8.31
Model	5.96220072	1	5.96220072	Prob > F	=	0.0044
Residual	141.992799	198	.71713535	R-squared	=	0.0403
				Adj R-squared	=	0.0355
Total	147.955	199	.743492462	Root MSE	=	.84684

helps~1_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	.3453345	.119767	2.88	0.004	.1091519	.5815172
_cons	.0606061	.0851105	0.71	0.477	-.1072333	.2284454

Source	SS	df	MS	Number of obs	=	126
				F(2, 123)	=	0.16
Model	.251786718	2	.125893359	Prob > F	=	0.8553
Residual	98.9545625	123	.804508638	R-squared	=	0.0025
				Adj R-squared	=	-0.0137
Total	99.2063492	125	.793650794	Root MSE	=	.89694

helpseeking2_1_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----+-----					
student_mentee	.0848791	.1949023	0.44	0.664	-.3009181
.4706764					
SSE_productivity_pre_low	.0564924	.1696494	0.33	0.740	-.2793181
.3923029					
_cons	.0423459	.1055147	0.40	0.689	-.166514
.2512058					

Source	SS	df	MS	Number of obs	=	200
-----+-----				F(2, 197)	=	4.14
Model	5.96225338	2	2.98112669	Prob > F	=	0.0174
Residual	141.992747	197	.720775364	R-squared	=	0.0403
-----+-----				Adj R-squared	=	0.0306
Total	147.955	199	.743492462	Root MSE	=	.84898

helps~1_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----+-----					
student_mentee	.3450677	.1240621	2.78	0.006	.1004074 .589728
student_gender	.0010638	.1244548	0.01	0.993	-.2443709 .2464986
_cons	.0602515	.0948765	0.64	0.526	-.1268526 .2473555

Source	SS	df	MS	Number of obs	=	200
-----+-----				F(2, 197)	=	4.28
Model	6.1549054	2	3.0774527	Prob > F	=	0.0152
Residual	141.800095	197	.719797435	R-squared	=	0.0416
-----+-----				Adj R-squared	=	0.0319
Total	147.955	199	.743492462	Root MSE	=	.84841

helpseeking2_1_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----+-----					
student_mentee	.3370567	.121051	2.78	0.006	.0983347
.5757788					
student_difficultevent	.0630866	.121926	0.52	0.605	-.177361
.3035342					
_cons	.0370282	.0966807	0.38	0.702	-.1536337
.2276901					

Source	SS	df	MS	Number of obs	=	126
-----+-----				F(5, 120)	=	0.18
Model	.752926452	5	.15058529	Prob > F	=	0.9683
Residual	98.4534228	120	.82044519	R-squared	=	0.0076

-----+-----				Adj R-squared	=	-0.0338
Total		99.2063492	125 .793650794	Root MSE	=	.90578

helpseeking2_1_change		Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----+-----						
student_mentee						
	Yes	-.0186161	.259239	-0.07	0.943	
-.5318914	.4946591					
SSE_productivity_pre_low						
	Low at baseline	.0155166	.2027101	0.08	0.939	
-.3858353	.4168684					
student_mentee#SSE_productivity_pre_low						
	Yes#Low at baseline	.2309647	.4117865	0.56	0.576	
-.5843439	1.046273					
student_difficultevent						
-.3891345	.3029902	-.0430721	.1747851	-0.25	0.806	
student_gender						
-.2593198	.4262128	.0834465	.1731204	0.48	0.631	
_cons						
-.2156012	.3033467	.0438728	.131052	0.33	0.738	

Source		SS	df	MS	Number of obs	=	199
-----+-----					F(1, 197)	=	7.32
Model		5.06536775	1	5.06536775	Prob > F	=	0.0074
Residual		136.371818	197	.692242732	R-squared	=	0.0358
-----+-----					Adj R-squared	=	0.0309
Total		141.437186	198	.714329222	Root MSE	=	.83201

helps~2_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
-----+-----						
student_mentee	.3190909	.1179609	2.71	0.007	.0864627	.5517192
_cons	.0909091	.0836203	1.09	0.278	-.0739967	.2558149

Source		SS	df	MS	Number of obs	=	126
-----+-----					F(2, 123)	=	0.04
Model		.071227817	2	.035613908	Prob > F	=	0.9571
Residual		99.9684547	123	.812751664	R-squared	=	0.0007
-----+-----					Adj R-squared	=	-0.0155
Total		100.039683	125	.80031746	Root MSE	=	.90153

helpseeking2_2_change	Coefficient	Std. err.	t	P> t	[95% conf.
-----------------------	-------------	-----------	---	------	------------

interval]

-----+-----					

student_mentee	-.0191119	.1958983	-0.10	0.922	-.4068805
.3686568					
SSE_productivity_pre_low	.0483016	.1705163	0.28	0.777	-.2892249
.3858281					
_cons	.0752964	.1060539	0.71	0.479	-.1346307
.2852236					

Source	SS	df	MS	Number of obs	=	199
-----+-----				F(2, 196)	=	4.49
Model	6.18979398	2	3.09489699	Prob > F	=	0.0125
Residual	135.247392	196	.690037714	R-squared	=	0.0438
-----+-----				Adj R-squared	=	0.0340
Total	141.437186	198	.714329222	Root MSE	=	.83069

helps~2_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	.2806756	.1215569	2.31	0.022	.0409482	.520403
student_gender	.1557377	.1220014	1.28	0.203	-.0848662	.3963416
_cons	.0389965	.0928649	0.42	0.675	-.1441462	.2221393

Source	SS	df	MS	Number of obs	=	199
-----+-----				F(2, 196)	=	3.86
Model	5.35368359	2	2.67684179	Prob > F	=	0.0228
Residual	136.083502	196	.694303583	R-squared	=	0.0379
-----+-----				Adj R-squared	=	0.0280
Total	141.437186	198	.714329222	Root MSE	=	.83325

helpseeking2_2_change | Coefficient Std. err. t P>|t| [95% conf. interval]

-----+-----						
student_mentee	.308548	.1192639	2.59	0.010	.0733428	
.5437532						
student_difficultevent	.0773719	.120067	0.64	0.520	-.1594172	
.314161						
_cons	.0619923	.0950095	0.65	0.515	-.1253798	
.2493644						

Source	SS	df	MS	Number of obs	=	126
-----+-----				F(5, 120)	=	0.61
Model	2.4648986	5	.49297972	Prob > F	=	0.6952
Residual	97.5747839	120	.8131232	R-squared	=	0.0246
-----+-----				Adj R-squared	=	-0.0160

Total | 100.039683 125 .80031746 Root MSE = .90173

helpseeking2_2_change		Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee							
Yes		-.2622028	.2580797	-1.02	0.312		
-.7731826	.2487769						
SSE_productivity_pre_low							
Low at baseline		-.0552733	.2018035	-0.27	0.785		
-.4548302	.3442836						
student_mentee#SSE_productivity_pre_low							
Yes#Low at baseline		.4121724	.4099449	1.01	0.317		
-.3994901	1.223835						
student_difficultevent		.0296843	.1740034	0.17	0.865		
-.3148304	.374199						
student_gender		.2368464	.1723462	1.37	0.172		
-.104387	.5780798						
_cons		.0187323	.130466	0.14	0.886		
-.2395812	.2770458						

Source	SS	df	MS	Number of obs	=	199
Model	2.67402125	1	2.67402125	F(1, 197)	=	3.82
Residual	138.009396	197	.700555309	Prob > F	=	0.0522
				R-squared	=	0.0190
				Adj R-squared	=	0.0140
Total	140.683417	198	.710522309	Root MSE	=	.83699

helps~3_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	.231865	.118679	1.95	0.052	-.0021794	.4659095
_cons	.1938776	.0845489	2.29	0.023	.0271404	.3606147

Source	SS	df	MS	Number of obs	=	125
Model	.236622767	2	.118311384	F(2, 122)	=	0.14
Residual	100.531377	122	.824027682	Prob > F	=	0.8664
				R-squared	=	0.0023
				Adj R-squared	=	-0.0140
Total	100.768	124	.812645161	Root MSE	=	.90776

helpseeking2_3_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
-----------------------	-------------	-----------	---	------	----------------------	--

-----+-----						
student_mentee	-.049373	.1974458	-0.25	0.803	-.4402368	
.3414908						
SSE_productivity_pre_low	.0831117	.1720201	0.48	0.630	-.2574193	
.4236427						
_cons	.166739	.1075337	1.55	0.124	-.0461346	
.3796127						

Source	SS	df	MS	Number of obs	=	199
-----+-----				F(2, 196)	=	1.93
Model	2.72141147	2	1.36070573	Prob > F	=	0.1474
Residual	137.962006	196	.703887784	R-squared	=	0.0193
-----+-----				Adj R-squared	=	0.0093
Total	140.683417	198	.710522309	Root MSE	=	.83898

helps~3_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
-----+-----						
student_mentee	.2239597	.1228004	1.82	0.070	-.0182202	.4661395
student_gender	.0319507	.1231368	0.26	0.796	-.2108925	.2747939
_cons	.1831186	.0943495	1.94	0.054	-.0029519	.3691892

Source	SS	df	MS	Number of obs	=	199
-----+-----				F(2, 196)	=	2.90
Model	4.03760882	2	2.01880441	Prob > F	=	0.0576
Residual	136.645808	196	.697172491	R-squared	=	0.0287
-----+-----				Adj R-squared	=	0.0188
Total	140.683417	198	.710522309	Root MSE	=	.83497

helpseeking2_3_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
-----+-----						
student_mentee	.2104542	.1193779	1.76	0.079	-.0249759	
.4458843						
student_difficultevent	.1680607	.1201697	1.40	0.164	-.0689308	
.4050523						
_cons	.130426	.095773	1.36	0.175	-.0584517	
.3193038						

Source	SS	df	MS	Number of obs	=	125
-----+-----				F(5, 119)	=	0.28
Model	1.1672737	5	.23345474	Prob > F	=	0.9239
Residual	99.6007263	119	.836980893	R-squared	=	0.0116
-----+-----				Adj R-squared	=	-0.0299
Total	100.768	124	.812645161	Root MSE	=	.91487

helpseeking2_3_change		Coefficient	Std. err.	t	P> t
[95% conf. interval]					
-----+-----					
student_mentee					
Yes		-.1350635	.2619409	-0.52	0.607
-.6537326	.3836056				
SSE_productivity_pre_low					
Low at baseline		.042139	.2050369	0.21	0.838
-.3638546	.4481326				
student_mentee#SSE_productivity_pre_low					
Yes#Low at baseline		.0270677	.4160839	0.07	0.948
-.7968199	.8509554				
student_difficultevent		.1242421	.1767273	0.70	0.483
-.2256957	.4741799				
student_gender		.1257406	.1751547	0.72	0.474
-.2210832	.4725643				
_cons		.0908689	.1337737	0.68	0.498
-.1740163	.3557542				
-----+-----					

```

.
.
. *****
. **** SSE
. *****
.
. mdesc SSE_productivity_post SSE_belong_post SSE_aspiration_post SSE_total_post

```

Variable	Missing	Total	Percent Missing
SSE_produc~t	296	424	69.81
SSE_belong~t	296	424	69.81
SSE_aspira~t	296	424	69.81
SSE_total_~t	296	424	69.81

```

.
. ** Productivity
. mean SSE_productivity_pre, over(student_mentee)

```

Mean estimation Number of
obs = 313

	Mean	Std. err.	[95% conf.
--	------	-----------	------------

interval]

```
-----+-----
-----
c.SSE_productivity_pre@student_mentee |
      No |      6.53688   .1120223      6.316465
6.757294
      Yes |      6.055985   .2706841      5.523387
6.588582
-----
-----
```

```
. mean SSE_productivity_post, over(student_mentee)
```

Mean estimation
obs = 128

Number of

```
-----+-----
-----
      |      Mean   Std. err.   [95% conf.
interval]
-----+-----
c.SSE_productivity_post@student_mentee |
      No |      6.691757   .1783962      6.338743
7.044771
      Yes |      5.796857   .4193625      4.967015
6.6267
-----
-----
```

```
.
. foreach var of varlist SSE_productivity_post {
  2. regress `var' student_mentee
  3. regress `var' student_mentee SSE_productivity_pre_low
  4. regress `var' student_mentee student_gender
  5. regress `var' student_mentee student_difficultevent
  6. regress `var' student_mentee##SSE_productivity_pre_low
student_difficultevent student_gender
  7. }
```

Source	SS	df	MS	Number of obs	=	128
				F(1, 126)	=	4.83
Model	17.0617429	1	17.0617429	Prob > F	=	0.0298
Residual	444.891838	126	3.53088761	R-squared	=	0.0369
				Adj R-squared	=	0.0293
Total	461.953581	127	3.63742977	Root MSE	=	1.8791

```
-----+-----
SSE_productivity~t | Coefficient   Std. err.      t    P>|t|      [95% conf. interval]
-----+-----
student_mentee |   -.8948992   .4071031   -2.20   0.030   -1.700544   -.0892542
  _cons |    6.691757   .186974    35.79   0.000    6.321741    7.061773
-----+-----
```

Source	SS	df	MS	Number of obs	=	118
				F(2, 115)	=	40.29
Model	170.630426	2	85.315213	Prob > F	=	0.0000
Residual	243.537823	115	2.1177202	R-squared	=	0.4120
				Adj R-squared	=	0.4018
Total	414.168249	117	3.53989956	Root MSE	=	1.4552

SSE_productivity_post | Coefficient Std. err. t P>|t| [95% conf. interval]

student_mentee	-1.610943	.3815525	-4.22	0.000	-2.366725	-.8551608
SSE_productivity_pre_low	-2.308287	.2887993	-7.99	0.000	-2.880343	-1.736231
_cons	7.423095	.171289	43.34	0.000	7.083805	7.762386

Source	SS	df	MS	Number of obs	=	128
				F(2, 125)	=	3.10
Model	21.8318432	2	10.9159216	Prob > F	=	0.0485
Residual	440.121738	125	3.5209739	R-squared	=	0.0473
				Adj R-squared	=	0.0320
Total	461.953581	127	3.63742977	Root MSE	=	1.8764

SSE_productivity_post | Coefficient Std. err. t P>|t| [95% conf. interval]

student_mentee	-1.08489	.4380772	-2.48	0.015	-1.951899	-.2178809
student_gender	.4212238	.3618933	1.16	0.247	-.2950079	1.137455
_cons	6.554129	.2210031	29.66	0.000	6.116736	6.991522

Source	SS	df	MS	Number of obs	=	128
				F(2, 125)	=	5.65
Model	38.3081842	2	19.1540921	Prob > F	=	0.0045
Residual	423.645397	125	3.38916318	R-squared	=	0.0829
				Adj R-squared	=	0.0683
Total	461.953581	127	3.63742977	Root MSE	=	1.841

SSE_productivity_post | Coefficient Std. err. t P>|t| [95% conf. interval]

student_mentee	-.6723641	.4086321	-1.65	0.102	-1.481098	.1363696
student_difficulthevent	-.8451994	.3375688	-2.50	0.014	-1.51329	-.1771088


```

              _cons |    7.001384    .2210177    31.68    0.000    6.563963
7.438806

```

```

-----
Source |           SS          df           MS      Number of obs   =        118
-----+-----
Model |    177.155125           5    35.4310249      F(5, 112)         =        16.74
Residual |    237.013124        112     2.11618861      Prob > F           =         0.0000
-----+-----
Total |    414.168249        117     3.53989956      R-squared          =         0.4277
                                           Adj R-squared       =         0.4022
                                           Root MSE           =         1.4547

```

```

-----
SSE_productivity_post | Coefficient Std. err.      t    P>|t|
[95% conf. interval]
-----+-----
              student_mentee |
              Yes |    -1.881283    .4775099    -3.94    0.000
-2.827408    -.9351584
              SSE_productivity_pre_low |
              Low at baseline |    -2.311388    .3261209    -7.09    0.000
-2.957555    -1.665221
student_mentee#SSE_productivity_pre_low |
              Yes#Low at baseline |     .5834256    .8364192     0.70    0.487
-1.073832     2.240683
              student_difficultevent |    -.2470956    .2963805    -0.83    0.406
-.8343357     .3401444
              student_gender |     .4431999    .2910501     1.52    0.131
-.1334785     1.019878
              _cons |     7.36979    .2072079    35.57    0.000
6.959234     7.780346

```

```

.
.
. ** Belong
. mean SSE_belong_pre, over(student_mentee)

```

```

Mean estimation                                     Number of obs =
313

```

```

-----
|           Mean    Std. err.      [95% conf.
interval]
-----+-----

```

```

c.SSE_belong_pre@student_mentee |

```

	No		5.936775	.1258086	5.689235
6.184316					
	Yes		5.445946	.3350216	4.786759
6.105133					

-

. mean SSE_belong_post, over(student_mentee)

Mean estimation Number of obs =
128

--

		Mean	Std. err.	[95% conf.
interval]				
	+			
	--			
c.SSE_belong_post@student_mentee				
	No		6.305281	.2020667
6.705134				5.905427
	Yes		5.322222	.4678286
6.247971				4.396474

--

```
.
. foreach var of varlist SSE_belong_post {
.   2. regress `var' student_mentee
.   3. regress `var' student_mentee SSE_belong_pre_low
.   4. regress `var' student_mentee student_gender
.   5. regress `var' student_mentee student_difficultevent
.   6. regress `var' student_mentee##SSE_belong_pre_low student_difficultevent
.   student_gender
.   7. }
```

Source		SS	df	MS	Number of obs	=	128
	+				F(1, 126)	=	4.58
Model		20.588925	1	20.588925	Prob > F	=	0.0342
Residual		566.03496	126	4.49234095	R-squared	=	0.0351
	+				Adj R-squared	=	0.0274
Total		586.623885	127	4.61908571	Root MSE	=	2.1195

SSE_belong_p~t		Coefficient	Std. err.	t	P> t	[95% conf. interval]
	+					
student_mentee		-.9830582	.4591967	-2.14	0.034	-1.891795 - .0743215
_cons		6.305281	.2108996	29.90	0.000	5.887916 6.722645

Source		SS	df	MS	Number of obs	=	118
	+				F(2, 115)	=	47.38
Model		241.148098	2	120.574049	Prob > F	=	0.0000
Residual		292.636758	115	2.54466746	R-squared	=	0.4518

-----+-----				Adj R-squared	=	0.4422
Total		533.784857	117 4.56226373	Root MSE	=	1.5952

SSE_belong_post		Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----------------	--	-------------	-----------	---	------	----------------------

student_mentee		-1.910916	.4187757	-4.56	0.000	-2.74043
-1.081402						
SSE_belong_pre_low		-2.71164	.3071391	-8.83	0.000	-3.320023
-2.103256						
_cons		7.298653	.1945627	37.51	0.000	6.913262
7.684045						

Source		SS	df	MS	Number of obs	=	128
-----+-----					F(2, 125)	=	2.32
Model		20.9680088	2	10.4840044	Prob > F	=	0.1028
Residual		565.655876	125	4.52524701	R-squared	=	0.0357
-----+-----					Adj R-squared	=	0.0203
Total		586.623885	127	4.61908571	Root MSE	=	2.1273

SSE_belong_p~t		Coefficient	Std. err.	t	P> t	[95% conf. interval]
----------------	--	-------------	-----------	---	------	----------------------

student_mentee		-1.036618	.4966385	-2.09	0.039	-2.019527	-.0537084
student_gender		.1187454	.4102705	0.29	0.773	-.6932308	.9307216
_cons		6.266483	.2505464	25.01	0.000	5.77062	6.762345

Source		SS	df	MS	Number of obs	=	128
-----+-----					F(2, 125)	=	5.94
Model		50.9297192	2	25.4648596	Prob > F	=	0.0034
Residual		535.694166	125	4.28555332	R-squared	=	0.0868
-----+-----					Adj R-squared	=	0.0722
Total		586.623885	127	4.61908571	Root MSE	=	2.0702

SSE_belong_post		Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----------------	--	-------------	-----------	---	------	----------------------

student_mentee		-.7171273	.4595044	-1.56	0.121	-1.626544
.192289						
student_difficultevent		-1.010019	.3795942	-2.66	0.009	-1.761283
-.258755						
_cons		6.675287	.2485331	26.86	0.000	6.18341
7.167165						

Source	SS	df	MS	Number of obs	=	118
				F(5, 112)	=	19.56
Model	248.801516	5	49.7603033	Prob > F	=	0.0000
Residual	284.98334	112	2.54449411	R-squared	=	0.4661
				Adj R-squared	=	0.4423
Total	533.784857	117	4.56226373	Root MSE	=	1.5951

SSE_belong_post | Coefficient Std. err. t P>|t|
[95% conf. interval]

	student_mentee				
	Yes	-2.039167	.5180323	-3.94	0.000
-3.065582	-1.012753				
	SSE_belong_pre_low				
	Low at baseline	-2.667863	.3447902	-7.74	0.000
-3.351021	-1.984706				
	student_mentee#SSE_belong_pre_low				
	Yes#Low at baseline	.2511359	.920015	0.27	0.785
-1.571756	2.074028				
	student_difficultevent	-.3767166	.3235989	-1.16	0.247
-1.017886	.2644531				
	student_gender	.4307053	.3216504	1.34	0.183
-.2066037	1.068014				
	_cons	7.279896	.2325926	31.30	0.000
6.819044	7.740749				

.
.
. ** Aspiration
. mean SSE_aspiration_pre, over(student_mentee)

Mean estimation Number of obs
= 313

| Mean Std. err. [95% conf.
interval]

c.SSE_aspiration_pre@student_mentee			
No	8.203804	.1155984	7.976353
8.431255			
Yes	7.439189	.3112634	6.826748
8.05163			

```

-----
-----
. mean SSE_aspiration_post, over(student_mentee)

```

```

Mean estimation
= 128

```

Number of obs

```

-----
-----
                                |      Mean   Std. err.   [95% conf.
interval]
-----+-----

```

```

c.SSE_aspiration_post@student_mentee |
                                     No |      7.079208   .2184535   6.646928
7.511488
                                     Yes |      7.194444   .4462437   6.311409
8.07748
-----
-----

```

```

.
. foreach var of varlist SSE_aspiration_post {
  2. regress `var' student_mentee
  3. regress `var' student_mentee SSE_aspiration_pre_low
  4. regress `var' student_mentee student_gender
  5. regress `var' student_mentee student_difficultevent
  6. regress `var' student_mentee##SSE_aspiration_pre_low student_difficultevent
student_gender
  7. }

```

```

Source |      SS      df      MS      Number of obs   =      128
-----+-----
Model | .282914668      1  .282914668  F(1, 126)      =      0.06
Residual | 621.783003     126  4.93478574  Prob > F       =      0.8112
-----+-----
Total | 622.065918     127  4.89815683  R-squared      =      0.0005
Adj R-squared = -0.0075
Root MSE = 2.2214

```

```

-----
SSE_aspiration_pre_low | Coefficient Std. err.      t    P>|t|      [95% conf. interval]
-----+-----
student_mentee |      .1152365   .4812786     0.24   0.811   - .8371997   1.067673
_cons |      7.079208   .2210413    32.03   0.000    6.641774   7.516642
-----

```

```

Source |      SS      df      MS      Number of obs   =      118
-----+-----
Model | 154.600152      2  77.3000762  F(2, 115)      =      21.50
Residual | 413.399848     115  3.59478128  Prob > F       =      0.0000
-----+-----
Total |      568      117  4.85470085  R-squared      =      0.2722
Adj R-squared = 0.2595
Root MSE = 1.896
-----

```

```
-----
SSE_aspiration_post | Coefficient Std. err.      t      P>|t|      [95% conf.
interval]
```

```
-----+-----
student_mentee |   -.1294387   .501277   -0.26   0.797   -1.122372
.8634945
SSE_aspiration_pre_low |  -2.559411   .3959485   -6.46   0.000   -3.343708
-1.775113
_cons |    7.712725   .2125965   36.28   0.000    7.291613
8.133838
-----
```

```
-----
Source |           SS           df           MS      Number of obs      =           128
-----+-----
Model |   34.4386699             2    17.219335      F(2, 125)           =           3.66
Residual |  587.627248          125    4.70101798      Prob > F             =           0.0285
-----+-----
Total |  622.065918          127    4.89815683      R-squared            =           0.0554
Adj R-squared        =           0.0402
Root MSE            =           2.1682
-----
```

```
-----
SSE_aspiration_pre_low | Coefficient Std. err.      t      P>|t|      [95% conf. interval]
-----+-----
student_mentee |   -.3931582   .506192   -0.78   0.439   -1.394975   .6086585
student_gender |    1.127148   .4181625    2.70   0.008    .2995528   1.954744
_cons |    6.710932   .2553659   26.28   0.000    6.205531   7.216333
-----
```

```
-----
Source |           SS           df           MS      Number of obs      =           128
-----+-----
Model |    8.87552823             2    4.43776412      F(2, 125)           =           0.90
Residual |   613.19039          125    4.90552312      Prob > F             =           0.4073
-----+-----
Total |  622.065918          127    4.89815683      R-squared            =           0.0143
Adj R-squared        =          -0.0015
Root MSE            =           2.2148
-----
```

```
-----
SSE_aspiration_post | Coefficient Std. err.      t      P>|t|      [95% conf.
interval]
```

```
-----+-----
student_mentee |    .2567566   .4916193    0.52   0.602   -.716219
1.229732
student_difficultevent |  -.5375003   .4061241   -1.32   0.188   -1.34127
.2662697
_cons |    7.276114   .2659031   27.36   0.000    6.749859
7.802369
-----
```

```
-----
Source |           SS           df           MS      Number of obs      =           118
-----+-----
Model |   181.049048             5   36.2098096      F(5, 112)           =          10.48
Prob > F             =           0.0000
-----
```

Residual		386.950952	112	3.45491921	R-squared	=	0.3187
-----+							
Total		568	117	4.85470085	Adj R-squared	=	0.2883
					Root MSE	=	1.8587

SSE_aspiration_post		Coefficient	Std. err.	t	P> t
[95% conf. interval]					
-----+					

student_mentee					
	Yes	-.5894792	.6373407	-0.92	0.357
-1.852288	.6733296				
SSE_aspiration_pre_low					
	Low at baseline	-2.479344	.4416816	-5.61	0.000
-3.35448	-1.604209				
student_mentee#SSE_aspiration_pre_low					
	Yes#Low at baseline	.389738	1.025513	0.38	0.705
-1.642184	2.42166				
student_difficultevent					
		-.3144646	.3672627	-0.86	0.394
-1.042149	.4132194				
student_gender					
		.9882305	.3784903	2.61	0.010
.2383005	1.738161				
_cons					
		7.48522	.2692129	27.80	0.000
6.951809	8.01863				

```

.
.
. ** Total
. mean SSE_total_pre, over(student_mentee)

```

Mean estimation

Number of obs = 313

	Mean	Std. err.	[95% conf. interval]	
-----+				
c.SSE_total_pre@student_mentee				
No	6.892486	.1053875	6.685126	7.099846
Yes	6.313707	.2616026	5.798978	6.828435

```

. mean SSE_total_post, over(student_mentee)

```

Mean estimation
128

Number of obs =

	Mean	Std. err.	[95% conf.
--	------	-----------	------------

interval]

-----+-----					
-					
c.SSE_total_post@student_mentee					
	No		6.692082	.1809636	6.333987
7.050176					
	Yes		6.104508	.4119097	5.289413
6.919603					

-					

```
.
. foreach var of varlist SSE_total_post {
  2. regress `var' student_mentee
  3. regress `var' student_mentee SSE_total_pre_low
  4. regress `var' student_mentee student_gender
  5. regress `var' student_mentee student_difficultevent
  6. regress `var' student_mentee##SSE_total_pre_low student_difficultevent
student_gender
  7. }
```

Source		SS	df	MS	Number of obs	=	128
-----+-----							
Model		7.35529047	1	7.35529047	F(1, 126)	=	2.06
Residual		449.861236	126	3.57032727	Prob > F	=	0.1537
-----+-----							
					R-squared	=	0.0161
					Adj R-squared	=	0.0083
Total		457.216527	127	3.60013013	Root MSE	=	1.8895

SSE_total_post		Coefficient	Std. err.	t	P> t	[95% conf. interval]
-----+-----						
student_mentee		-.5875737	.4093704	-1.44	0.154	-1.397706 .2225583
_cons		6.692082	.1880154	35.59	0.000	6.320005 7.064159

Source		SS	df	MS	Number of obs	=	118
-----+-----							
Model		157.509677	2	78.7548387	F(2, 115)	=	35.45
Residual		255.474799	115	2.22151999	Prob > F	=	0.0000
-----+-----							
					R-squared	=	0.3814
					Adj R-squared	=	0.3706
Total		412.984476	117	3.52978185	Root MSE	=	1.4905

SSE_total_post		Coefficient	Std. err.	t	P> t	[95% conf.
interval]						

student_mentee		-1.070831	.3916133	-2.73	0.007	-1.846542
-.2951207						
SSE_total_pre_low		-2.37849	.3063911	-7.76	0.000	-2.985392
-1.771588						
_cons		7.327916	.1694223	43.25	0.000	6.992323
7.663509						


```

-----
---
Source |          SS          df          MS      Number of obs      =          128
-----+-----
Model |    15.6574627          2    7.82873134    F(2, 125)          =          2.22
Residual |    441.559064        125    3.53247251    Prob > F            =          0.1133
-----+-----
Total |    457.216527        127    3.60013013    R-squared           =          0.0342
                                           Adj R-squared        =          0.0188
                                           Root MSE            =          1.8795

-----
SSE_total_post | Coefficient Std. err.      t      P>|t|      [95% conf. interval]
-----+-----
student_mentee |   -.8382221    .438792    -1.91    0.058    -1.706646    .0302017
student_gender |    .5557059    .3624837     1.53    0.128    -.1616944    1.273106
      _cons |     6.510514    .2213637    29.41    0.000     6.072408    6.948621
-----

Source |          SS          df          MS      Number of obs      =          128
-----+-----
Model |    26.2747459          2    13.1373729    F(2, 125)          =          3.81
Residual |   430.941781        125    3.44753424    Prob > F            =          0.0247
-----+-----
Total |    457.216527        127    3.60013013    R-squared           =          0.0575
                                           Adj R-squared        =          0.0424
                                           Root MSE            =          1.8568

-----
SSE_total_post | Coefficient Std. err.      t      P>|t|      [95% conf.
interval]
-----+-----
student_mentee |   -.3775783    .412136    -0.92    0.361    -1.193247
.43809
student_difficul |   -.7975729    .3404634    -2.34    0.021    -1.471392
tevent |
-.1237537
      _cons |     6.984262    .2229128    31.33    0.000     6.54309
7.425434
-----

Source |          SS          df          MS      Number of obs      =          118
-----+-----
Model |    169.615543          5    33.9231086    F(5, 112)          =          15.61
Residual |   243.368934        112    2.17293691    Prob > F            =          0.0000
-----+-----
Total |   412.984476        117    3.52978185    R-squared           =          0.4107
                                           Adj R-squared        =          0.3844
                                           Root MSE            =          1.4741

-----
SSE_total_post | Coefficient Std. err.      t      P>|t|
[95% conf. interval]
-----+-----
student_mentee |

```

```

-2.51857    -.5806846          Yes |  -1.549627    .4890262    -3.17    0.002
                                     |
                                     SSE_total_pre_low |
                                     Low at baseline |  -2.456344    .3496544    -7.03    0.000
-3.14914    -1.763549
                                     |
student_mentee#SSE_total_pre_low |
Yes#Low at baseline |  .9435974    .8218875    1.15    0.253
-.6848674    2.572062
                                     |
                                     student_difficultevent |  -.2174484    .3024486    -0.72    0.474
-.8167116    .3818149
                                     student_gender |  .5630224    .2958033    1.90    0.060
-.0230738    1.149119
                                     _cons |  7.24443    .2080241    34.82    0.000
6.832257    7.656603

```

```

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*****
. ** Resilience
. *****
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. mdesc brs_post

```

Variable	Missing	Total	Percent Missing
brs_post	246	424	58.02

```

. mean brs_pre, over(student_mentee)

```

Mean estimation Number of obs = 420

	Mean	Std. err.	[95% conf. interval]	
c.brs_pre@student_mentee				
No	3.122161	.0363401	3.050729	3.193593
Yes	2.900907	.0515199	2.799637	3.002177

```

. mean brs_post, over(student_mentee)

```

Mean estimation Number of obs = 178

	Mean	Std. err.	[95% conf. interval]

c.brs_post@student_mentee					
	No	3.079518	.0579237	2.965208	3.193828
	Yes	3.001754	.0712713	2.861104	3.142405

```

.
. foreach var of varlist brs_post {
2. regress `var' student_mentee
3. regress `var' student_mentee brs_pre_low
4. regress `var' student_mentee student_gender
5. regress `var' student_mentee student_difficultevent
6. regress `var' student_mentee##brs_pre_low student_difficultevent
student_gender
7. }

```

Source	SS	df	MS	Number of obs	=	178
				F(1, 176)	=	0.69
Model	.267876895	1	.267876895	Prob > F	=	0.4068
Residual	68.1959971	176	.387477256	R-squared	=	0.0039
				Adj R-squared	=	-0.0017
Total	68.463874	177	.386801548	Root MSE	=	.62248

brs_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	-.0777637	.093526	-0.83	0.407	-.2623404	.1068131
_cons	3.079518	.0683257	45.07	0.000	2.944675	3.214361

Source	SS	df	MS	Number of obs	=	177
				F(2, 174)	=	2.71
Model	2.06523038	2	1.03261519	Prob > F	=	0.0696
Residual	66.3971903	174	.381593048	R-squared	=	0.0302
				Adj R-squared	=	0.0190
Total	68.4624207	176	.388991027	Root MSE	=	.61773

brs_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	-.0264445	.0959963	-0.28	0.783	-.2159117	.1630226
brs_pre_low	-.2157663	.0993784	-2.17	0.031	-.4119086	-.019624
_cons	3.13151	.0719093	43.55	0.000	2.989583	3.273437

Source	SS	df	MS	Number of obs	=	178
				F(2, 175)	=	0.68
Model	.531393149	2	.265696575	Prob > F	=	0.5057
Residual	67.9324809	175	.388185605	R-squared	=	0.0078
				Adj R-squared	=	-0.0036
Total	68.463874	177	.386801548	Root MSE	=	.62305

brs_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
----------	-------------	-----------	---	------	----------------------	--

student_mentee		-.0594298	.0962198	-0.62	0.538	-.2493304	.1304708
student_gender		-.0793427	.0962992	-0.82	0.411	-.2694	.1107147
_cons		3.106284	.075712	41.03	0.000	2.956858	3.25571

Source		SS	df	MS	Number of obs	=	178
					F(2, 175)	=	2.53
Model		1.92421678	2	.962108388	Prob > F	=	0.0825
Residual		66.5396572	175	.380226613	R-squared	=	0.0281
					Adj R-squared	=	0.0170
Total		68.463874	177	.386801548	Root MSE	=	.61663

brs_post | Coefficient Std. err. t P>|t| [95% conf. interval]

student_mentee		-.0612189	.0929853	-0.66	0.511	-.2447358	.1222981
student_difficultevent		-.1944197	.0931508	-2.09	0.038	-.3782633	-.010576
_cons		3.15916	.0776987	40.66	0.000	3.005813	3.312507

Source		SS	df	MS	Number of obs	=	177
					F(5, 171)	=	2.97
Model		5.47727052	5	1.0954541	Prob > F	=	0.0134
Residual		62.9851502	171	.368334212	R-squared	=	0.0800
					Adj R-squared	=	0.0531
Total		68.4624207	176	.388991027	Root MSE	=	.60691

brs_post | Coefficient Std. err. t P>|t| [95% conf. interval]

student_mentee							
Yes		-.1499587	.1179683	-1.27	0.205	-.3828204	.0829031
brs_pre_low							
Low at baseline		-.4766425	.1580911	-3.01	0.003	-.7887039	-.1645811
student_mentee#brs_pre_low							
Yes#Low at baseline		.4270435	.2005099	2.13	0.035	.0312502	.8228369
student_difficultevent		-.1876278	.0925249	-2.03	0.044	-.3702658	-.0049898

```

        student_gender | -.0085724 .0965123 -0.09 0.929 -.1990812
.1819365
        _cons | 3.274123 .0876786 37.34 0.000 3.101051
3.447195

```

```

-----
-----

```

```

.
.
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. *****
. *** Mental Health
. *****
. mdesc wemwbs

```

Variable	Missing	Total	Percent Missing
wemwbs	127	424	29.95

```

.
. ** Raw
. mean wemwbs, over(student_mentee)

```

Mean estimation Number of obs = 297

	Mean	Std. err.	[95% conf. interval]	
c.wemwbs@student_mentee				
No	21.76145	.3251802	21.12149	22.40141
Yes	20.55629	.9677113	18.65182	22.46075

```

. mean wemwbs_post, over(student_mentee)

```

Mean estimation Number of obs = 119

	Mean	Std. err.	[95% conf. interval]	
c.wemwbs_post@student_mentee				
No	22.27333	.462928	21.35661	23.19006
Yes	20.05962	.8252993	18.4253	21.69393

```

.
. foreach var of varlist wemwbs_post {
2. regress `var' student_mentee
3. regress `var' student_mentee wemwbs_low
4. regress `var' student_mentee student_gender
5. regress `var' student_mentee student_difficulthevent
6. regress `var' student_mentee##wemwbs_low student_difficulthevent
student_gender

```

7. }

Source	SS	df	MS	Number of obs	=	119
Model	99.5758272	1	99.5758272	F(1, 117)	=	5.12
Residual	2276.29805	117	19.4555389	Prob > F	=	0.0255
				R-squared	=	0.0419
				Adj R-squared	=	0.0337
Total	2375.87387	118	20.1345244	Root MSE	=	4.4108

wemwbs_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	-2.213718	.9785138	-2.26	0.026	-4.151613	-.2758226
_cons	22.27333	.4573831	48.70	0.000	21.36751	23.17916

Source	SS	df	MS	Number of obs	=	103
Model	518.872919	2	259.43646	F(2, 100)	=	17.39
Residual	1492.08849	100	14.9208849	Prob > F	=	0.0000
				R-squared	=	0.2580
				Adj R-squared	=	0.2432
Total	2010.96141	102	19.7153079	Root MSE	=	3.8628

wemwbs_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	-1.885654	1.0592	-1.78	0.078	-3.987076	.2157674
wemwbs_low	-4.164306	.7780143	-5.35	0.000	-5.707864	-2.620748
_cons	23.63433	.5137624	46.00	0.000	22.61504	24.65362

Source	SS	df	MS	Number of obs	=	119
Model	117.914094	2	58.9570472	F(2, 116)	=	3.03
Residual	2257.95978	116	19.4651705	Prob > F	=	0.0522
				R-squared	=	0.0496
				Adj R-squared	=	0.0332
Total	2375.87387	118	20.1345244	Root MSE	=	4.4119

wemwbs_post	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
student_mentee	-1.853922	1.0466	-1.77	0.079	-3.926845	.2190016
student_gender	-.8462913	.8719063	-0.97	0.334	-2.573212	.8806291
_cons	22.56453	.5470917	41.24	0.000	21.48095	23.64811

Source	SS	df	MS	Number of obs	=	119
Model	253.400521	2	126.70026	F(2, 116)	=	6.92
Residual	2122.47335	116	18.2971841	Prob > F	=	0.0014
				R-squared	=	0.1067
				Adj R-squared	=	0.0913
Total	2375.87387	118	20.1345244	Root MSE	=	4.2775

```

-----
wemwbs_post | Coefficient Std. err.      t    P>|t|      [95% conf.
interval]
-----+-----
-----
student_mentee | -1.680715   .9665785   -1.74   0.085   -3.595145
.2337159
student_difficul | -2.334786   .8052416   -2.90   0.004   -3.929669
event | -.7399037
_cons | 23.17712   .5421299   42.75   0.000   22.10337
24.25088
-----

```

```

-----
Source |      SS      df    MS      Number of obs =      103
-----+-----
Model | 523.329061      5   104.665812   F(5, 97) =      6.82
Residual | 1487.63235     97    15.336416   Prob > F =      0.0000
-----+-----
Total | 2010.96141    102    19.7153079   R-squared =      0.2602
Adj R-squared =      0.2221
Root MSE =      3.9162
-----

```

```

-----
wemwbs_post | Coefficient Std. err.      t    P>|t|      [95%
conf. interval]
-----+-----
-----
student_mentee |
Yes | -2.048702   1.598197   -1.28   0.203   -5.220681
1.123277
wemwbs_low |
Low at baseline | -4.054435   .9697589   -4.18   0.000   -5.979139
-2.129732
student_mentee#wemwbs_low |
Yes#Low at baseline | .5035229   2.161249    0.23   0.816   -3.785959
4.793004
student_difficul |
event | -.3717283   .9020987   -0.41   0.681   -2.162145
1.418688
student_gender | -.1641913   .8236502   -0.20   0.842   -1.798909
1.470526
_cons | 23.79755   .6197455   38.40   0.000   22.56753
25.02758
-----

```

```

.
.
. log close
name: <unnamed>
log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data

```

```
Analysis\ALL\Stata\06_outcomes_anal  
> ysis_26 Mar 2024.log  
  log type:  text  
  closed on:  26 Mar 2024, 20:36:43
```

```
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-----  
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```



```

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-----
name: <unnamed>
log: C:\Users\quachjl\OneDrive - The University of
Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\07_Restandardise
> d_analysis_26 Mar 2024.log
log type: text
opened on: 26 Mar 2024, 20:36:43

```

```

.
. *****
. *** Repeating analyses based on standardisation of just matched cohort
. *****
.
.
. *** Create z-scores for change scores
. foreach var of varlist epoc_engagement_change epoc_perser_change
epoc_optimism_change epoc_connect_change SSE_aspiration_change SSE_belong_change
SSE_productivity_cha
> nge helpseeking_change helpseeking2_1_change helpseeking2_2_change
helpseeking2_3_change belonging_change sei_change brs_change wembs_change {
2.      qui sum `var'
3.      gen mz_`var'=((`var' - `r(mean)')/`r(sd)')
4.
. }
(312 missing values generated)
(227 missing values generated)
(246 missing values generated)
(246 missing values generated)
(306 missing values generated)
(306 missing values generated)
(306 missing values generated)
(334 missing values generated)
(224 missing values generated)
(225 missing values generated)
(225 missing values generated)
(241 missing values generated)
(245 missing values generated)
(247 missing values generated)
(321 missing values generated)

```

```

.
. sum mz_epoc_engagement_change mz_epoc_perser_change mz_epoc_optimism_change
mz_epoc_connect_change mz_helpseeking2_1_change mz_helpseeking2_2_change
mz_helpseeking2_3
> _change mz_SSE_aspiration_change mz_belonging_change mz_brs_change

```

Variable	Obs	Mean	Std. dev.	Min	Max
mz_epoc_en~e	112	-6.85e-09	1	-2.634972	3.692891
mz_epoc_pe~e	197	2.27e-09	1	-3.45269	2.455259
mz_epoc_op~e	178	4.86e-09	1	-2.275458	3.339276

mz_epoc_cove	178	3.89e-09	1	-3.326293	3.201476
mz_~1_change	200	-4.32e-09	1	-2.592025	3.206689

mz_~2_change	199	-4.79e-09	1	-2.663641	2.069078
mz_~3_change	199	6.29e-09	1	-2.742306	2.003076
mz_SSE_asp~e	118	6.95e-10	1	-3.809928	2.471795
mz_belongi~e	183	7.28e-09	1	-3.724411	3.105356
mz_brs_cha~e	177	-2.46e-09	1	-3.058645	2.941562

```
.
. foreach var of varlist mz_epoc_engagement_change mz_epoc_perser_change
mz_epoc_optimism_change mz_epoc_connect_change mz_helpseeking2_1_change
mz_helpseeking2_2_chang
> e mz_helpseeking2_3_change mz_belonging_change mz_SSE_aspiration_change
mz_brs_change {
2.      regress `var' _treated
3.      regress `var' _treated##student_difficultevent
4.      regress `var' _treated##student_gender
5. }
```

Source	SS	df	MS	Number of obs	=	112

Model	.959223295	1	.959223295	F(1, 110)	=	0.96
Residual	110.040775	110	1.00037069	Prob > F	=	0.3296

				R-squared	=	0.0086
				Adj R-squared	=	-0.0004
Total	110.999999	111	.999999989	Root MSE	=	1.0002

mz_epoc_en~e	Coefficient	Std. err.	t	P> t	[95% conf. interval]	

_treated	.2579186	.2633924	0.98	0.330	-.2640633	.7799005
_cons	-.0391484	.1026168	-0.38	0.704	-.2425109	.1642141

Source	SS	df	MS	Number of obs	=	112

Model	3.44244568	3	1.14748189	F(3, 108)	=	1.15
Residual	107.557553	108	.995903269	Prob > F	=	0.3315

				R-squared	=	0.0310
				Adj R-squared	=	0.0041
Total	110.999999	111	.999999989	Root MSE	=	.99795

```
-----
-----
mz_epoc_engagement_change | Coefficient Std. err.      t      P>|t|
[95% conf. interval]
```

	_treated				
-1.093384	Mentee	-.2450822	.4279657	-0.57	0.568
	student_difficultevent				
-.3849137	Yes	.0312816	.2099692	0.15	0.882

_treated#student_difficul	tevent				
	Mentee#Yes	.764912	.5482769	1.40	0.166
-.321868	1.851692				
	_cons	-.0513317	.1310372	-0.39	0.696
-.3110702	.2084067				

Source	SS	df	MS	Number of obs	=	112
Model	2.79886319	3	.932954398	F(3, 108)	=	0.93
Residual	108.201136	108	1.00186237	Prob > F	=	0.4283
Total	110.999999	111	.999999989	R-squared	=	0.0252
				Adj R-squared	=	-0.0019
				Root MSE	=	1.0009

mz_epoc_engagement_ch~e	Coefficient	Std. err.	t	P> t	[95% conf. interval]
_treated					
Mentee	-.2002788	.4653295	-0.43	0.668	-1.122643
.722085					
1.student_gender	.0848502	.2156816	0.39	0.695	-.3426681
.5123685					
_treated#student_gender					
Mentee#1	.606018	.5747865	1.05	0.294	-.5333086
1.745345					
_cons	-.0686226	.1271183	-0.54	0.590	-.3205932
.1833479					

Source	SS	df	MS	Number of obs	=	197
Model	.128220369	1	.128220369	F(1, 195)	=	0.13
Residual	195.871781	195	1.00447067	Prob > F	=	0.7213
Total	196.000001	196	1.00000001	R-squared	=	0.0007
				Adj R-squared	=	-0.0045
				Root MSE	=	1.0022

mz_epoc_pe~e	Coefficient	Std. err.	t	P> t	[95% conf. interval]
_treated	-.0510563	.1429025	-0.36	0.721	-.3328893
_cons	.0264353	.1028269	0.26	0.797	-.1763604

Source	SS	df	MS	Number of obs	=	197
				F(3, 193)	=	0.75

Model		2.26821371	3	.756071236	Prob > F	=	0.5217
Residual		193.731788	193	1.00379165	R-squared	=	0.0116
-----+							
Total		196.000001	196	1.00000001	Adj R-squared	=	-0.0038
					Root MSE	=	1.0019

 mz_epoc_perser_change | Coefficient Std. err. t P>|t|
 [95% conf. interval]

-----+							

		_treated					
		Mentee		.0095056	.1923251	0.05	0.961
-.3698233	.3888344						
		student_difficul					
		tevent					
		Yes		.287689	.2107991	1.36	0.174
-.1280767	.7034548						
		_treated#student_difficul					
		tevent					
		Mentee#Yes		-.1847182	.2894834	-0.64	0.524
-.7556755	.386239						
		_cons		-.085612	.1315551	-0.65	0.516
-.3450824	.1738583						

Source		SS	df	MS	Number of obs	=	197
-----+							
Model		.884060548	3	.294686849	F(3, 193)	=	0.29
Residual		195.115941	193	1.01096342	Prob > F	=	0.8315
-----+							
Total		196.000001	196	1.00000001	R-squared	=	0.0045
					Adj R-squared	=	-0.0110
					Root MSE	=	1.0055

 mz_epoc_perser_change | Coefficient Std. err. t P>|t| [95% conf.
 interval]

-----+							

		_treated					
		Mentee		-.0333226	.1995411	-0.17	0.868
.3602386							
		1.student_gender		.1706869	.216659	0.79	0.432
.5980103							
		_treated#student_gender					
		Mentee#1		-.0988418	.2959508	-0.33	0.739
.4848714							
		_cons		-.032856	.1276944	-0.26	0.797
.2189997							

Source	SS	df	MS	Number of obs	=	178
				F(1, 176)	=	0.38
Model	.384537293	1	.384537293	Prob > F	=	0.5367
Residual	176.615467	176	1.00349697	R-squared	=	0.0022
				Adj R-squared	=	-0.0035
Total	177.000004	177	1.00000002	Root MSE	=	1.0017

mz_epoc_op~e	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
_treated	.0931705	.1505106	0.62	0.537	-.2038674	.3902084
_cons	-.0497258	.109956	-0.45	0.652	-.2667278	.1672762

Source	SS	df	MS	Number of obs	=	178
				F(3, 174)	=	1.26
Model	3.75188306	3	1.25062769	Prob > F	=	0.2911
Residual	173.248121	174	.995678856	R-squared	=	0.0212
				Adj R-squared	=	0.0043
Total	177.000004	177	1.00000002	Root MSE	=	.99784

mz_epoc_optimism_change | Coefficient Std. err. t P>|t|
[95% conf. interval]

	_treated					
	Mentee	.2676491	.2026408	1.32	0.188	
-.1323013	.6675995					
	student_difficultevent					
	Yes	.4093127	.222721	1.84	0.068	
-.0302699	.8488952					
	_treated#student_difficultevent					
	Mentee#Yes	-.4230743	.3025436	-1.40	0.164	
-1.020202	.1740534					
	_cons	-.2173961	.1425482	-1.53	0.129	
-.4987421	.06395					

Source	SS	df	MS	Number of obs	=	178
				F(3, 174)	=	2.16
Model	6.36824254	3	2.12274751	Prob > F	=	0.0939
Residual	170.631761	174	.980642307	R-squared	=	0.0360
				Adj R-squared	=	0.0194
Total	177.000004	177	1.00000002	Root MSE	=	.99027

```
-----
mz_epoc_optimism_change | Coefficient Std. err.      t      P>|t|      [95% conf.
interval]
```

```
-----+-----
              _treated |
              Mentee   |   .2246894   .2057812    1.09   0.276   -.1814592
.6308381
1.student_gender |   .557327   .2298974    2.42   0.016   .1035806
1.011073
_treated#student_gender |
Mentee#1             |   -.4597447   .3085429   -1.49   0.138   -1.068713
.1492237
              _cons    |   -.2377398   .1335285   -1.78   0.077   -.5012838
.0258043
-----+-----
```

```
-----
Source |          SS          df           MS      Number of obs      =          178
-----+-----
Model |   4.24430402           1   4.24430402      F(1, 176)           =          4.32
Residual |  172.755699          176   .981566474      Prob > F            =          0.0390
-----+-----
Total |  177.000003           177   1.00000002      R-squared           =          0.0240
Adj R-squared      =          0.0184
Root MSE          =          .99074
```

```
-----
mz_epoc_come | Coefficient Std. err.      t      P>|t|      [95% conf. interval]
```

```
-----+-----
_treated |   .3095369   .1488569    2.08   0.039   .0157626   .6033111
_cons    |  -.1652023   .1087479   -1.52   0.131   -.3798199   .0494154
-----+-----
```

```
-----
Source |          SS          df           MS      Number of obs      =          178
-----+-----
Model |   7.38708009           3   2.46236003      F(3, 174)           =          2.53
Residual |  169.612923          174   .974786915      Prob > F            =          0.0591
-----+-----
Total |  177.000003           177   1.00000002      R-squared           =          0.0417
Adj R-squared      =          0.0252
Root MSE          =          .98731
```

```
-----
mz_epoc_connect_change | Coefficient Std. err.      t      P>|t|
[95% conf. interval]
```

```
-----+-----
              _treated |
              Mentee   |   .5159344   .2005035    2.57   0.011
.1202023   .9116666
              student_difficul |
              tevent      |   .3795182   .220372    1.72   0.087
-.0554281   .8144645
              Yes
```

_treated#student_difficul	tevent				
	Mentee#Yes	-.4824664	.2993527	-1.61	0.109
-1.073296	.1083634				
	_cons	-.3206676	.1410447	-2.27	0.024
-.5990463	-.0422888				

Source	SS	df	MS	Number of obs	=	178
				F(3, 174)	=	1.87
Model	5.5398823	3	1.84662743	Prob > F	=	0.1357
Residual	171.460121	174	.985402995	R-squared	=	0.0313
				Adj R-squared	=	0.0146
Total	177.000003	177	1.00000002	Root MSE	=	.99267

mz_epoc_connect_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]
_treated					
Mentee	.2306062	.2062801	1.12	0.265	-.1765272
.6377395					
1.student_gender	.1242641	.2304547	0.54	0.590	-.3305824
.5791106					
_treated#student_gender					
Mentee#1	.0844788	.3092909	0.27	0.785	-.5259661
.6949236					
_cons	-.2071227	.1338522	-1.55	0.124	-.4713057
.0570603					

Source	SS	df	MS	Number of obs	=	200
				F(1, 198)	=	8.31
Model	8.01918115	1	8.01918115	Prob > F	=	0.0044
Residual	190.980819	198	.964549588	R-squared	=	0.0403
				Adj R-squared	=	0.0355
Total	199	199	.999999998	Root MSE	=	.98211

mz_~1_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]
_treated	.4004993	.138899	2.88	0.004	.1265881 .6744104
_cons	-.2022521	.0987063	-2.05	0.042	-.3969026 -.0076017

Source	SS	df	MS	Number of obs	=	200
				F(3, 196)	=	3.13

Model		9.09243229	3	3.03081076	Prob > F	=	0.0269
Residual		189.907567	196	.96891616	R-squared	=	0.0457
-----+							
Total		199	199	.999999998	Adj R-squared	=	0.0311
					Root MSE	=	.98434

 mz_helpseeking2_1_change | Coefficient Std. err. t P>|t|
 [95% conf. interval]

-----+							
		_treated					
		Mentee		.2775901	.1870989	1.48	0.140
-.0913954	.6465755						
		student_difficul					
		tevent					
		Yes		-.0621832	.2044862	-0.30	0.761
-.4654589	.3410924						
		_treated#student_difficul					
		tevent					
		Mentee#Yes		.2595669	.2831807	0.92	0.360
-.2989053	.8180392						
		_cons		-.1790119	.1250107	-1.43	0.154
-.4255507	.0675269						

Source		SS	df	MS	Number of obs	=	200
-----+							
Model		8.49399947	3	2.83133316	F(3, 196)	=	2.91
Residual		190.506	196	.971969389	Prob > F	=	0.0356
-----+							
Total		199	199	.999999998	R-squared	=	0.0427
					Adj R-squared	=	0.0280
					Root MSE	=	.98589

 mz_helpseeking2_1_cha~e | Coefficient Std. err. t P>|t| [95% conf.
 interval]

-----+							
		_treated					
		Mentee		.3087627	.1945994	1.59	0.114
.6925403							
		1.student_gender		-.1054312	.2101914	-0.50	0.617
.309096							
		_treated#student_gender					
		Mentee#1		.2023104	.2894764	0.70	0.485
.7731989							
		_cons		-.1671084	.1213541	-1.38	0.170
.0722189							

Source	SS	df	MS	Number of obs	=	199
				F(1, 197)	=	7.32
Model	7.0910831	1	7.0910831	Prob > F	=	0.0074
Residual	190.908918	197	.969080801	R-squared	=	0.0358
				Adj R-squared	=	0.0309
Total	198.000001	198	1	Root MSE	=	.98442

mz_~2_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
_treated	.377542	.139569	2.71	0.007	.1023009	.652783
_cons	-.1897196	.0989378	-1.92	0.057	-.3848328	.0053936

Source	SS	df	MS	Number of obs	=	199
				F(3, 195)	=	2.61
Model	7.65042355	3	2.55014118	Prob > F	=	0.0526
Residual	190.349577	195	.976151678	R-squared	=	0.0386
				Adj R-squared	=	0.0238
Total	198.000001	198	1	Root MSE	=	.988

mz_helpseeking2_2_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
--------------------------	-------------	-----------	---	------	----------------------	--

		_treated				
		Mentee	.3150733	.188854	1.67	0.097
-.0573854	.6875319					
		student_difficultevent				
		Yes	.0324936	.2052483	0.16	0.874
-.3722979	.4372851					
		_treated#student_difficultevent				
		Mentee#Yes	.113806	.284936	0.40	0.690
-.4481461	.675758					
		_cons	-.2018637	.1254766	-1.61	0.109
-.4493292	.0456018					

Source	SS	df	MS	Number of obs	=	199
				F(3, 195)	=	3.23
Model	9.37805136	3	3.12601712	Prob > F	=	0.0235
Residual	188.621949	195	.967292048	R-squared	=	0.0474
				Adj R-squared	=	0.0327
Total	198.000001	198	1	Root MSE	=	.98351

mz_helpseeking2_2_change Coefficient Std. err. t P> t [95% conf. interval]						
-----+-----						
	_treated					
	Mentee		.2202456	.1941306	1.13	0.258
.6031108						-.1626196
	1.student_gender		.0537809	.2096851	0.26	0.798
.4673226						-.3597608
	_treated#student_gender					
	Mentee#1		.2483283	.2892681	0.86	0.392
.818824						-.3221675
	_cons		-.2076466	.1210617	-1.72	0.088
.0311119						-.446405
-----+-----						

Source	SS	df	MS	Number of obs	=	199
Model	3.76345867	1	3.76345867	F(1, 197)	=	3.82
Residual	194.236549	197	.985972332	Prob > F	=	0.0522
				R-squared	=	0.0190
				Adj R-squared	=	0.0140
Total	198.000008	198	1.00000004	Root MSE	=	.99296

mz_~3_change Coefficient Std. err. t P> t [95% conf. interval]						
-----+-----						
	_treated		.275072	.1407943	1.95	0.052
	_cons		-.1396094	.1003042	-1.39	0.166
						-.3374173
						.5527296
						.0581985

Source	SS	df	MS	Number of obs	=	199
Model	5.80996028	3	1.93665343	F(3, 195)	=	1.96
Residual	192.190048	195	.985589988	Prob > F	=	0.1206
				R-squared	=	0.0293
				Adj R-squared	=	0.0144
Total	198.000008	198	1.00000004	Root MSE	=	.99277

mz_helpseeking2_3_change Coefficient Std. err. t P> t [95% conf. interval]						
-----+-----						

	_treated					
	Mentee		.204596	.1893912	1.08	0.281
-.1689221	.578114					
	student_difficul					
	tevent					
	Yes		.1455993	.206869	0.70	0.482
-.2623885	.5535872					

_treated#student_difficul	tevent				
	Mentee#Yes	.1028354	.2860627	0.36	0.720
-.4613387	.6670094				
	_cons	-.1945806	.127111	-1.53	0.127
-.4452695	.0561083				

Source	SS	df	MS	Number of obs	=	199
Model	4.99732107	3	1.66577369	F(3, 195)	=	1.68
Residual	193.002687	195	.989757369	Prob > F	=	0.1720
Total	198.000008	198	1.00000004	R-squared	=	0.0252
				Adj R-squared	=	0.0102
				Root MSE	=	.99487

mz_helpseeking2_3_cha	~e	Coefficient	Std. err.	t	P> t	[95% conf. interval]
	_treated					
	Mentee	.1216765	.1969586	0.62	0.537	-.2667661
.510119						
	1.student_gender	-.1299726	.2126492	-0.61	0.542	-.5493602
.2894151						
	_treated#student_gender					
	Mentee#1	.317643	.2925079	1.09	0.279	-.2592423
.8945283						
	_cons	-.0958431	.1233979	-0.78	0.438	-.3392089
.1475227						

Source	SS	df	MS	Number of obs	=	183
Model	2.18126609	1	2.18126609	F(1, 181)	=	2.20
Residual	179.818734	181	.99347367	Prob > F	=	0.1401
Total	182	182	1	R-squared	=	0.0120
				Adj R-squared	=	0.0065
				Root MSE	=	.99673

mz_belongi	~e	Coefficient	Std. err.	t	P> t	[95% conf. interval]
	_treated	.2185127	.1474689	1.48	0.140	-.0724667
	_cons	-.1134356	.1062519	-1.07	0.287	-.3230873
						.0962162

Source	SS	df	MS	Number of obs	=	183
				F(3, 179)	=	3.77

Model	10.8241348	3	3.60804495	Prob > F	=	0.0117
Residual	171.175865	179	.956289751	R-squared	=	0.0595
-----+-----				Adj R-squared	=	0.0437
Total	182	182	1	Root MSE	=	.9779

mz_belonging_change	Coefficient	Std. err.	t	P> t
[95% conf. interval]				

		_treated Mentee		.4582948	.1939891	2.36	0.019
.075495	.8410945						
		student_difficultevent Yes		.6433477	.2140917	3.01	0.003
.2208795	1.065816						
		_treated#student_difficultevent Mentee#Yes		-.6255926	.2934357	-2.13	0.034
-1.204631	-.0465542						
		_cons		-.3620017	.1330754	-2.72	0.007
-.6246002	-.0994033						

Source	SS	df	MS	Number of obs	=	183
				F(3, 179)	=	1.60
Model	4.76718198	3	1.58906066	Prob > F	=	0.1899
Residual	177.232818	179	.990127477	R-squared	=	0.0262
				Adj R-squared	=	0.0099
Total	182	182	1	Root MSE	=	.99505

mz_belonging_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]
---------------------	-------------	-----------	---	------	----------------------

	_treated						
.6952545	Mentee		.297392	.2016224	1.47	0.142	-.1004705
	1.student_gender		.361296	.2277363	1.59	0.114	-.0880973
.8106892							
	_treated#student_gender						
	Mentee#1		-.2978244	.3071628	-0.97	0.334	-.9039504
.3083015							
	_cons		-.2283934	.1284606	-1.78	0.077	-.4818854
.0250986							

Source	SS	df	MS	Number of obs	=	118
				F(1, 116)	=	0.03
Model	.030542393	1	.030542393	Prob > F	=	0.8621
Residual	116.969456	116	1.00835738	R-squared	=	0.0003
				Adj R-squared	=	-0.0084
Total	116.999998	117	.999999985	Root MSE	=	1.0042

mz_SSE_asp~e	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
_treated	-.045815	.2632468	-0.17	0.862	-.5672084	.4755785
_cons	.0066005	.0999186	0.07	0.947	-.191301	.2045019

Source	SS	df	MS	Number of obs	=	118
				F(3, 114)	=	0.12
Model	.372833003	3	.124277668	Prob > F	=	0.9473
Residual	116.627165	114	1.02304531	R-squared	=	0.0032
				Adj R-squared	=	-0.0230
Total	116.999998	117	.999999985	Root MSE	=	1.0115

mz_SSE_aspiration_change | Coefficient Std. err. t P>|t|
[95% conf. interval]

		_treated				
		Mentee	-.0624603	.4318479	-0.14	0.885
-.9179477	.7930271					
		student_difficultevent				
		Yes	.1150331	.2088898	0.55	0.583
-.298776	.5288422					
		_treated#student_difficultevent				
		Mentee#Yes	-.0241817	.5542081	-0.04	0.965
-1.122064	1.0737					
		_cons	-.0355404	.1264321	-0.28	0.779
-.2860014	.2149207					

Source	SS	df	MS	Number of obs	=	118
				F(3, 114)	=	1.30
Model	3.8828831	3	1.29429437	Prob > F	=	0.2765
Residual	113.117115	114	.992255396	R-squared	=	0.0332
				Adj R-squared	=	0.0077
Total	116.999998	117	.999999985	Root MSE	=	.99612

-----+-----						
mz_SSE_aspiration_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	

	_treated					
	Mentee	-.5328547	.4615659	-1.15	0.251	-1.447213
.3815038						
	1.student_gender	.2623111	.2113299	1.24	0.217	-.1563319
.680954						
	_treated#student_gender					
	Mentee#1	.5490782	.5707884	0.96	0.338	-.5816492
1.679806						
	_cons	-.0791051	.1207973	-0.65	0.514	-.3184037
.1601934						
-----+-----						

Source	SS	df	MS	Number of obs	=	177
-----+-----						
Model	1.36038742	1	1.36038742	F(1, 175)	=	1.36
Residual	174.639611	175	.997940636	Prob > F	=	0.2446
-----+-----						
				R-squared	=	0.0077
				Adj R-squared	=	0.0021
Total	175.999999	176	.999999993	Root MSE	=	.99897

mz_brs_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
-----+-----						
_treated	.175677	.1504652	1.17	0.245	-.1212829	.472637
_cons	-.0932974	.1096512	-0.85	0.396	-.3097063	.1231115
-----+-----						

Source	SS	df	MS	Number of obs	=	177
-----+-----						
Model	4.72897252	3	1.57632417	F(3, 173)	=	1.59
Residual	171.271026	173	.990005932	Prob > F	=	0.1930
-----+-----						
				R-squared	=	0.0269
				Adj R-squared	=	0.0100
Total	175.999999	176	.999999993	Root MSE	=	.99499

mz_brs_change Coefficient Std. err. t P> t [95% conf. interval]						
-----+-----						

	_treated					
	Mentee		.2358176	.2031457	1.16	0.247
-.1651454	.6367807					
	student_difficul					
	tevent					
	Yes		-.2331598	.2220856	-1.05	0.295
-.6715061	.2051864					

_treated#student_difficul	tevent				
	Mentee#Yes	-.0781439	.3024069	-0.26	0.796
-.675026	.5187382				
	_cons	.0022138	.1421415	0.02	0.988
-.278341	.2827686				

Source	SS	df	MS	Number of obs	=	177
Model	4.39668221	3	1.46556074	F(3, 173)	=	1.48
Residual	171.603316	173	.991926685	Prob > F	=	0.2224
Total	175.999999	176	.999999993	R-squared	=	0.0250
				Adj R-squared	=	0.0081
				Root MSE	=	.99596

mz_brs_change	Coefficient	Std. err.	t	P> t	[95% conf. interval]
_treated					
Mentee	.2635261	.2054954	1.28	0.201	-.1420748
.6691271					
1.student_gender	.3944942	.2312163	1.71	0.090	-.061874
.8508623					
_treated#student_gender					
Mentee#1	-.3142691	.310435	-1.01	0.313	-.9269969
.2984587					
_cons	-.2263798	.1342946	-1.69	0.094	-.4914465
.038687					

```

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Melbourne\Documents\1_Projects\1_InProgress\2022_RAISE Evaluation\10_Data
Analysis\ALL\Stata\07_Restandardise
> d_analysis_26 Mar 2024.log
  log type: text
closed on: 26 Mar 2024, 20:36:44

```



Learning Intervention

Faculty of Education

100 Leicester Street, The University of Melbourne, 3010 VIC

Email: education-li@unimelb.edu.au