



**Big Brothers  
Big Sisters®**

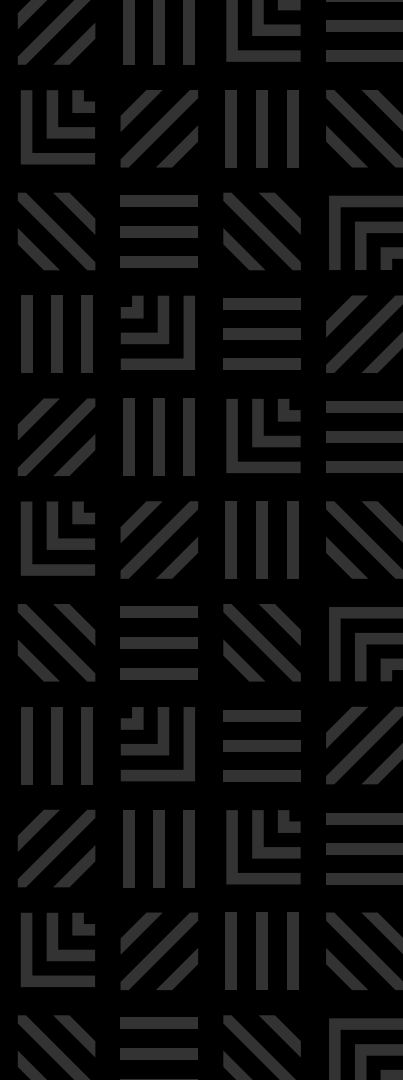
OF AMERICA

# ANNUAL IMPACT REPORT

## 2022

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# OVERVIEW

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The 2022 National Impact Report highlights BBBS's collective impact on Littles, Bigs, and Families. It informs agency leaders about the served demographics, service methods, and achieved impacts, with the goal of identifying and enhancing impactful practices for more equitable outcomes.

## **Data**

- Derived from a national sample of Littles (ages 5-25), families, and Bigs engaged in BBBS mentoring in 2022.
- Spans all 236 BBBS agencies across the 50 United States and District of Columbia.
- Involves comprehensive data collection methods including demographic information, impact surveys, and qualitative match stories.

# OVERVIEW (CONTINUED)

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## **Littles**

- Over 88,000 Littles (ages 5-25) served nationwide in 2022
- Primarily youth of color
- Residing in both urban and rural areas
- Teenagers (ages 13-18) constituted the largest age group, while Littles over 19 showed the fastest growth.

## **Families**

- 70% were lower income
- 50% single-parent households
- Faced high risk factors including youth mental health challenges and family financial stress
- Exhibited strong protective factors such as employed adults and positive youth behavior and school functioning

# OVERVIEW (CONTINUED)

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## **Bigs**

- Over 84,000 mentors (Bigs) volunteered
- Provided more than 3.3 million hours with Littles and their Families
- Ranged from high school students to retirees
- Majority were White and female
- About half earned a college degree
- Employed in varied occupations (business, tech, law, education, etc.)

## **Matches**

- Occurred in community- and site/school-based settings
- Lasted an average of 3 years
- Longevity and retention of matches has increased across the past decade
- Bigs and Littles see their relationship as strong
- Littles overwhelmingly felt safe and listened to when with their Bigs

# OVERVIEW (CONTINUED)

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**Outcomes.** From a baseline assessment at the start of the match to a follow-up in 2022, Littles demonstrated improvement across four key outcome areas:

➤ **Belonging & Social Connections:**

- 34% increase in Social Competence
- 92% view their Big as a Very Important Adult in their life

➤ **Social & Emotional Health:**

- 19% growth in Emotion Regulation
- 20% reduction in Depressive Symptoms

➤ **Positive Behavior & Choices:**

- 24% decrease in Bullying Behavior
- 18% reduction in Substance Use
- 9% decline in School Discipline

➤ **Educational Success:**

- Improved School Grades
  - 25% increase in "As", 18% decline in "Ds and Fs"
- Increased Educational Expectations
  - 60% reduction no plans for further education
  - 10% increase in plans to attend college

Longer match durations often correlated with better outcomes.

Variations in findings existed across gender, race/ethnicity, and age groups.

# INTRODUCTION:

## WHO WE ARE



# OUR MISSION

Create and support one-to-one mentoring relationships that ignite the power and promise of youth

# OUR VISION

All youth achieve their full potential

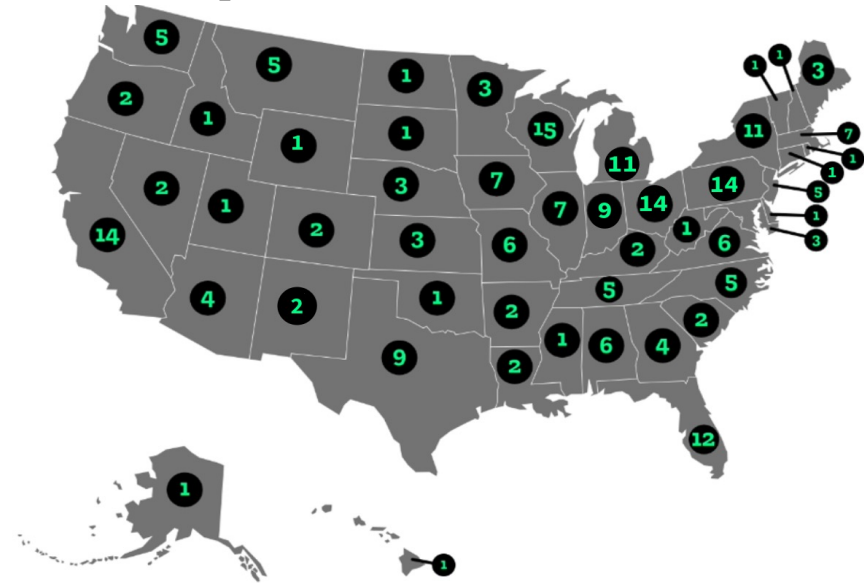


# WHO WE ARE

Established in 1904 as a juvenile justice system alternative, BBBSA is among the oldest and largest Justice, Equity, Diversity, & Inclusion (JEDI)-focused organization committed to empower every young person on the path to graduate with a plan for their future and a mentor whose impact will last a lifetime.

**More than 2 million young people have been served through BBBS over the past 10 years.**

We ignite and inspire Matches (mentoring relationships) between Bigs (mentors) and Littles (young persons) ages 5 through young adulthood. Our reach spans 236 agencies in 5,000+ communities across all 50 states. Over 400,000 Littles, their families, and Bigs are part of our evidence-based programs each year.



Numbers represent an approximate count of BBBS agencies in each state

# PURPOSE OF THIS REPORT

The 2022 National Impact Report shows the collective impact of the BBBS network for Littles, Bigs, and Families during the 2022 calendar year. The purpose of this report is to help our agency leaders and stakeholders know:

- **Who we serve:** Littles, Bigs, and Families
- **How we serve:** Programs, activities, and matches
- **What we've achieved:** Impacts across broad outcomes important for Littles' long-term success

The information is intended to identify and grow impactful programming and practices that support more equitable outcomes for the BBBS workforce and young people.



# BBBSA 2023-2027 STRATEGIC PLAN

## PLAN AT-A-GLANCE



EMPOWER EVERY KID TO GRADUATE WITH A PLAN FOR THEIR FUTURE AND A MENTOR WHOSE IMPACT LASTS A LIFETIME



FOCUS REACH



EXPAND RELEVANCE



GROW REVENUE



JEDI & YOUTH PROTECTION-FOCUSED LENS

Programs that reach kids who need us most

A diverse community empowering youth mentorship

Generate investments that drive greater youth equity and access

**( Every kid on track with a plan and mentor )**

- Align around Priority Outcomes
- Strengthen & Expand 1 to 1 Plus
- Drive Transformational Growth

**( 1 Million Alumni & Champions )**

- Mobilize Alumni & Champions
- Launch Thought Leadership Platform
- Guide Unified Brand Alignment

**( Bigger Together Fund )**

- Support Local Development Capacity
- Develop Collaborative Fundraising Structure
- Grow Individual Giving & Launch Campaign

**BUILD RESOURCES FOR NETWORK TO THRIVE**

BBBS Essentials • Agency Performance • People • Technology • GR/Advocacy

# J.E.D.I. COMMITMENT

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Together we affirm that every person has the opportunity to reach their full potential. We are committed to creating and cultivating a safe environment where all individuals feel respected and valued equally.

Committed to Justice, Equity, Diversity, and Inclusion (J.E.D.I.), BBBS ensures the recognition of all voices and perspectives. We unite diverse communities, fostering inclusion and support for all young people, empowering them with opportunities and resources for long-term success.

We are committed to ensuring our programming and resources are aligned to foster equity across diverse communities. Therefore, the National Impact Report reports disaggregated data to provide an accurate understanding of how diverse groups of young people are impacted by our programming.



# YOUTH SAFETY & WELL-BEING

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- Leverage our industry leading trainings, resources and trauma-informed best practices to invest more in youth protection convenings, thought leadership and partnerships
- Expand our resource offerings and guidance in youth emotional well-being and mental health supports in alignment with our mentoring experiences and outcomes roadmap
- Adapt future standards and best practice service delivery models in partnership with BBBSA, agency leaders, and violence prevention experts to work toward balancing agencies' needs for program flexibility and innovation with our commitment to safeguarding youth.



# OUR MODEL

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## **Common Standards with Space for Innovation**

All our agencies follow the BBBS Standards of Practice and an evidence-based Service Delivery Model. Our model guides agencies -- from inquiry to match closure -- in the creation of safe, long-lasting matches between Bigs, Littles, and parents/guardians.

The BBBS Model also thrives on innovation. Agencies are empowered to address local needs through the provision of expanded services, extending beyond high school, that include group and technology-enhanced mentoring, college and career readiness, and wraparound services for Littles and families.

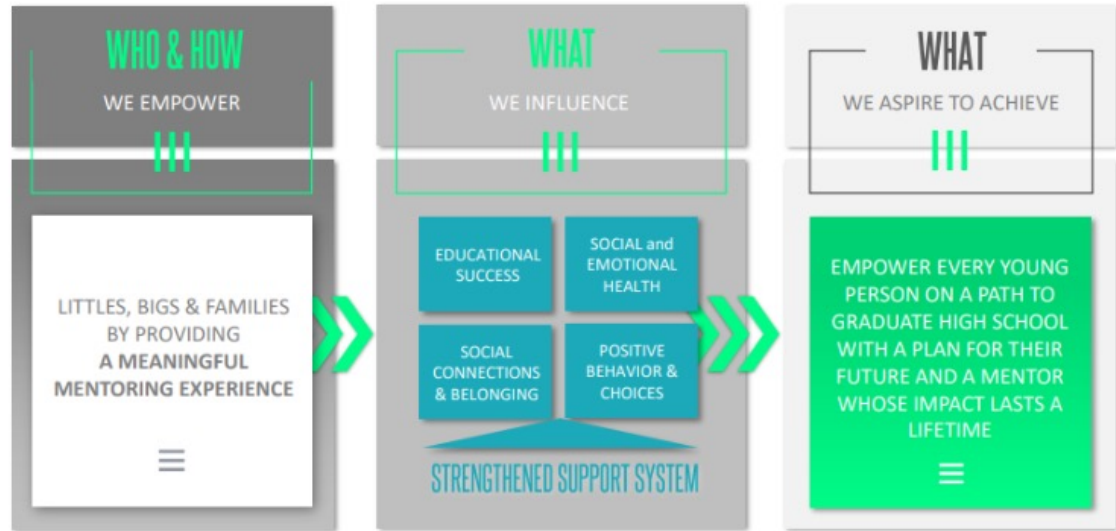


# HOW THE MODEL HELPS US DRIVE IMPACT

**BBBS is committed to standards of practice that facilitate high-quality, enduring mentoring practices that foster long-term positive outcomes in both individuals and communities.**

Agencies monitor youth outcomes, including educational success, social and emotional competence, belonging, and avoidance of risky behaviors, throughout the match for continuous program improvement.

BBBS gauges success by measuring the number of professionally supported youth served, positive outcomes, and the enduring impact on individuals and communities.



**RESEARCH METHODS:**  
**PARTICIPANTS, DATA, &**  
**MEASURES**





# PARTICIPANTS AND DATA COLLECTION



**National sample.** Data for this report come from 87,704 Littles, their families, and Bigs<sup>1</sup> engaged in BBBS mentoring during 2022. Data from 236 BBBS agencies across the 50 United States and District of Columbia are represented.

**Data collection.** BBBS strives to ensure all the young people experience quality mentoring relationships that uphold our Standards of Practice. Therefore, we collect data on who we serve, how we serve, and our impacts. Demographic information is collected at the time of enrollment and updated regularly. All Littles, Bigs, and families are offered the opportunity to complete impact surveys at baseline and at regularly scheduled follow-up intervals. Surveys include the *Child and Youth Outcomes Survey*, *Strength of Relationships* measure, and *Risk and Protective Inventory*. Furthermore, we regularly collect qualitative data through ongoing match stories from Littles, Bigs, and families.

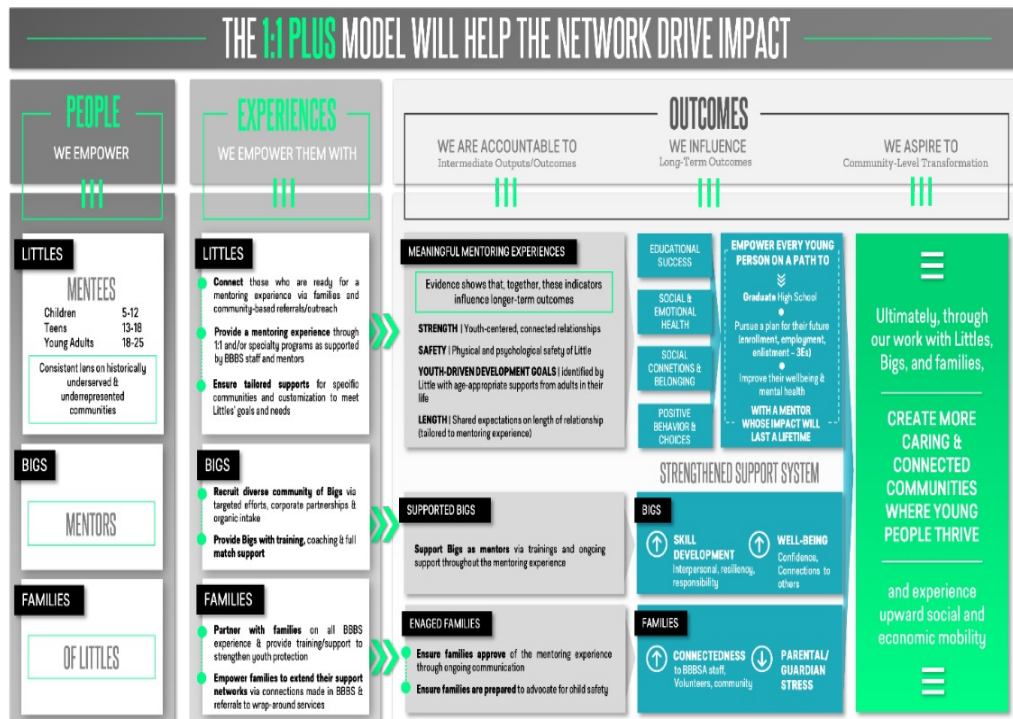
<sup>1</sup> The unduplicated count for Littles is 87,704. The impact analyses for this report are based on 85,934 matches with data on the outcomes in the report.

# CHILD AND YOUTH OUTCOMES SURVEY

Using a pre- and post-test methodology, the **Youth Outcomes Survey (YOS) and Child Outcomes Surveys (COS)** are designed to track outcomes in the following areas:

- Belonging and Social Connectedness
- Positive Behaviors and Choices
- Social and Emotional Health
- Educational Success

BBBS staff administer the YOS/COS before the match begins, to establish a baseline and administer the YOS/COS follow-up survey each year of the match.



# STRENGTH OF RELATIONSHIPS

The **Strength of Relationship (SoR)**<sup>1,2</sup> measure assesses the strength of the mentoring relationship between a Little and a Big. The data help BBBS staff better guide and coach Bigs to help increase the probability that the match can be retained, and positive outcomes achieved.

SoR surveys are administered at the three-month match anniversary and annually (or the end of the school year for Site-Based matches).

1. Rhodes, J. E., Schwartz, S. E. O., Willis, M. M., & Wu, M. B. (2017). Validating a Mentoring Relationship Quality Scale: Does Match Strength Predict Match Length? *Youth & Society, 49*(4), 415-437. <https://doi.org/10.1177/0044118X14531604>

2. Rhodes, J. E., Schwartz, S. E. O., Willis, M. M., & Wu, M. B. (2017). *Youth Strength of Relationship Scale (YSOR)* [Database record]. APA PsycTests. <https://doi.org/10.1037/t66038-000>



# RISK AND PROTECTIVE INVENTORY

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**The Risk and Protective Inventory (RPI)**<sup>3</sup> helps agency staff recognize the strengths of Littles and their families and areas where additional resources and support are needed to navigate challenges within their lives and communities. These areas include:

- Socioeconomic
- Family
- Education
- Social and Emotional

The RPI is completed by parents or guardians of youth at the time of enrollment, with annual follow up.

3. Herrera, C., DuBois, D. L., & Grossman, J. B. (2013). *The role of risk: mentoring experiences and outcomes for youth with varying risk profiles*. MDRC.  
<https://files.eric.ed.gov/fulltext/ED544233.pdf>

# “BIG IMPACTS” MATCH STORIES



Listening to the voices of matches is a powerful way for BBBS to learn about successes and continuously improve our work.

Match stories are called “Big Impacts” because they celebrate not just the impact of the Big on the Little, but also the impact of the match on the families, the impact of the Little on the Big, and the impact of the BBBS agency that supported everyone along the way.



**HOW WE SERVE:**  
**PROGRAMS & MATCHES**



# PROGRAMS AND ACTIVITIES

## Matches engage in diverse programs and activities.

**BIG FUTURES** is a college and career initiative designed to equip young people for post-secondary success through career mentoring, education, and access to key opportunities.

- **Beyond School Walls and Workplace Mentoring** brings youth directly into a professional work through a mentoring relationship at the workplace.
- **High School Bigs** programming engages high school students as cross-peer mentors for elementary and middle school youth.
- **College and career readiness** programming equips youth with life skills needed to achieve post-secondary success.
- **Post-secondary Workplace Development** programs serve youth after high school, in the post-secondary/18+ range.

**Bigs in Blue and Bigs with Badges** matches Littles with Bigs who work or have worked for a law enforcement agency.

**Sports Buddies** programs engage matches in participatory and/or spectator sporting events.



# 1:1 PLUS PROGRAMS

Many more matches are involved in 1:1 PLUS programs.

1:1 plus = **1:1 mentoring + PEOPLE, EXPERIENCES, and OUTCOMES**

- Plus **PEOPLE**: the network of people around youth we serve
- Plus **EXPERIENCES**: the diverse mentoring experiences we offer youth
- Plus **OUTCOMES**: the change in behaviors, attitudes, skills, knowledge and relationships that we help Littles, Bigs, and families achieve

Veronica, a first-generation college student, has been paired with her Big, Tia, since high school. Upon graduating, she decided to join a post-secondary program at BBBS Los Angeles which supports youth in navigating college. She attended workshops and had regular check-ins with Janet (Post-Secondary Program Big). Veronica is currently pursuing a masters degree at UCLA, and credits the endless support from her mentors, family, and community for empowering and equipping her with the necessary tools to achieve her educational goals.



# NON-MENTORING EXPERIENCES

**Littles, Bigs, and Families engage in a range of experiences that extend beyond the match.**

- **Youth Advisory Councils**
- **Parent Advisory Councils**
- **Wraparound Services** such as parent education, violence prevention, mental health counseling, LGBTQ support, United Way, financial empowerment, and academic support/tutoring.
- **Additional Events** such as back-to-school events, summer outings, graduation ceremonies, and holiday parties that bring Bigs, Littles, and Families together.



# TYPES OF MATCHES IN 2022

Mentors work with children in the community, in their schools, on military bases, and many places in between.

## 69%\* Community-Based Matches

**68% of matches were community-based** meeting in local community spaces

**1% of Matches were in combined settings** combining elements of both community and site settings

## 32%\* Site-Based Matches

**16% of matches were site-based** and meeting at a designated place such as a school or workplace

**16% of matches were site-based facilitated** involving staff facilitators on site

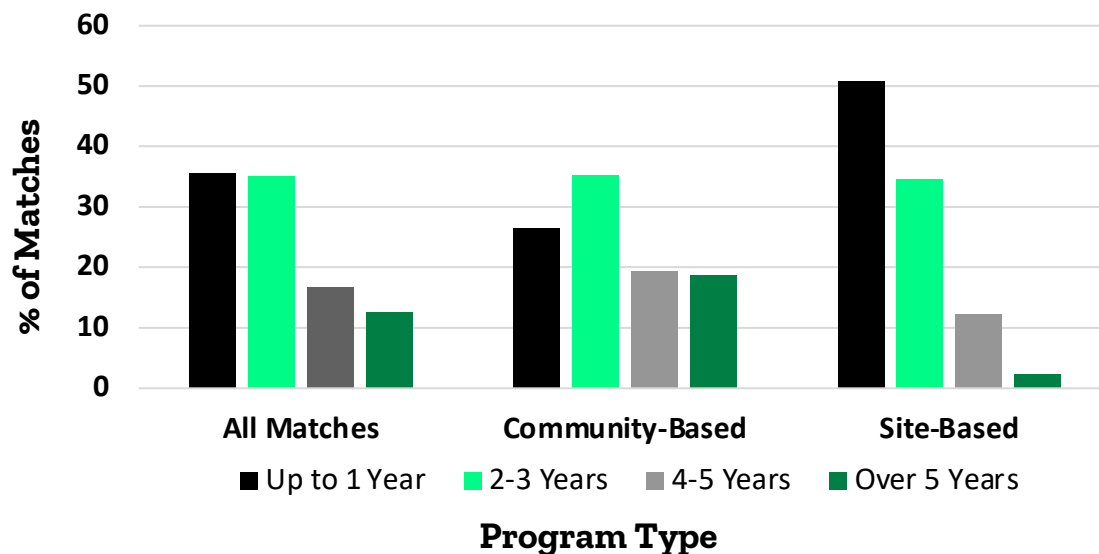
# MATCH LENGTH

Match length is a proven predictor of match quality and youth outcomes. Our network actively provides match support, engagement activities, volunteer training and other resources to increase match length.<sup>4</sup>

The average match length is 2.5 years (29.9 months) for all matches (community- and site-based), but some last much longer.

**About 13% of all matches, and 20% of community-based matches, last longer than 5 years.**

## Match Length By Program Type



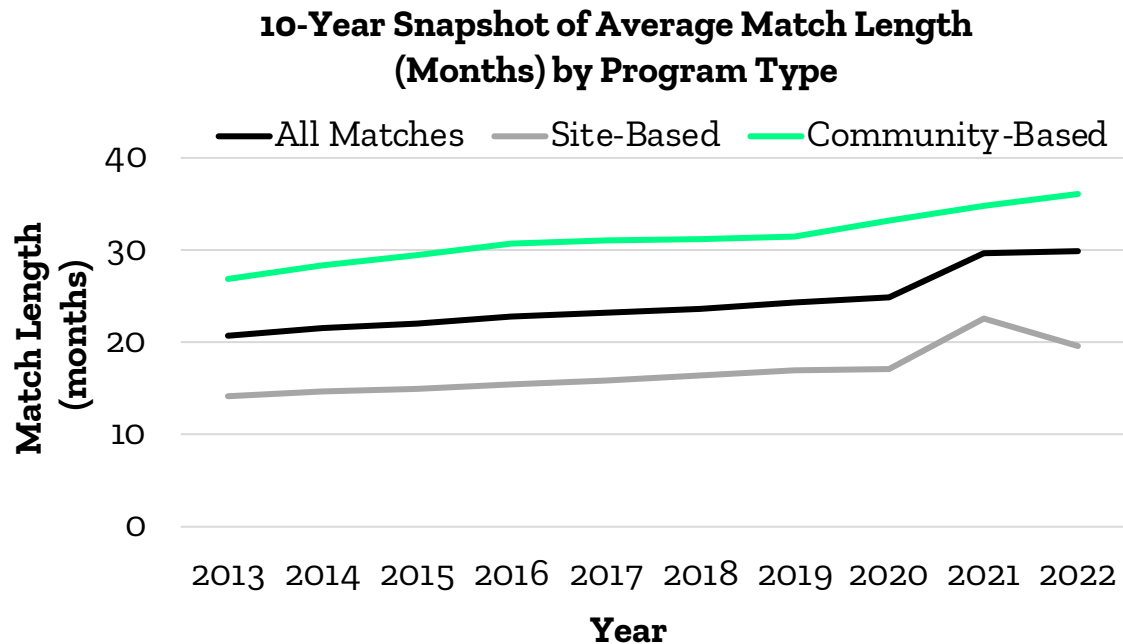
4. De Wit, DJ, DuBois, DL, Erdem, G, Larose, S, Lipman, EL. (2020). Predictors of mentoring relationship quality: Investigation from the perspectives of youth and parent participants in Big Brothers Big Sisters of Canada one-to-one mentoring programs. *Journal of Community Psychology, 48*, 192– 208. <https://doi.org/10.1002/jcop.22244>

# 10-YEAR TRENDS IN MATCH LENGTH

Over the last 10 years, matches are staying together longer.

**Overall, matches lasted 9.2 months longer in 2022 compared to 2013.**

Site Based (SB) matches were more greatly impacted by the pandemic than Community-Based matches. Across the country, many school districts shifted focus and significantly reduced partnerships. At the same time, many companies transitioned to remote workplaces both of these factors significantly impacted SB match length.



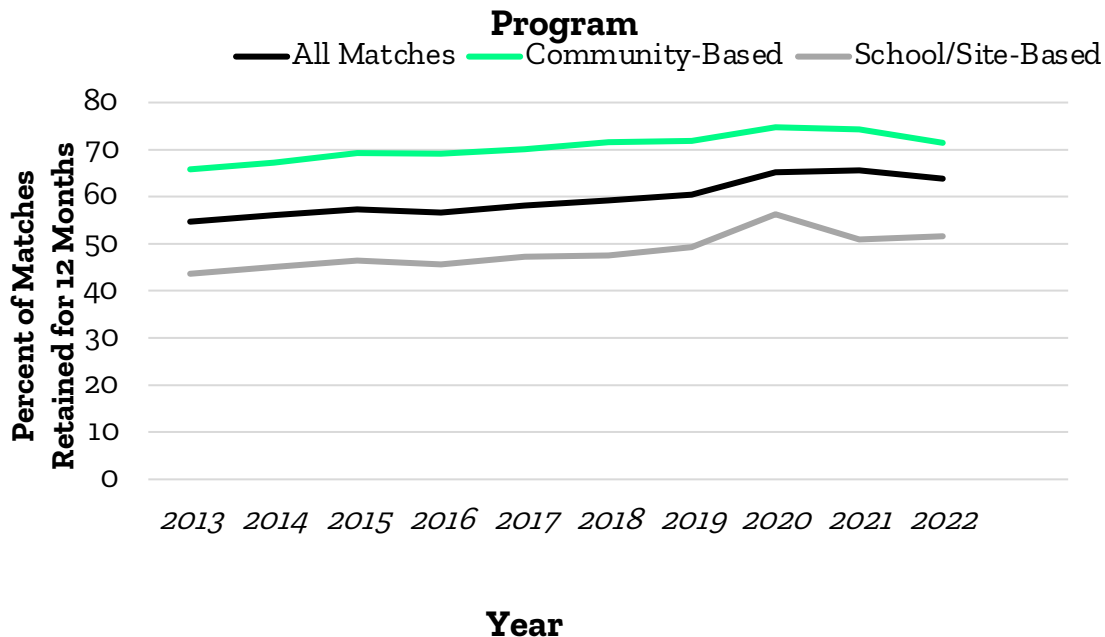
# 10-YEAR TRENDS IN MATCH RETENTION

The majority of matches stay together at least 1 year.

**Overall, match retention increased over time for both Community-Based and Site-Based Programs, with an uptick in 2020 during the pandemic.**

Community-based programs tend to have higher retention, possibly due to site-based programs being tied to the school year.

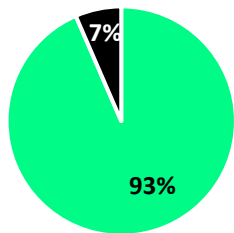
10-Year Snapshot of 12 Month Retention Rate (%) by



# DEMOGRAPHIC SAME RACE/GENDER OF MATCHES

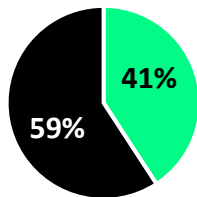
93% of matches identified as the same gender.  
41% were the same race/ethnicity.

Gender



■ Same Gender ■ Different Gender

Race/Ethnicity



■ Same Race/Ethnicity

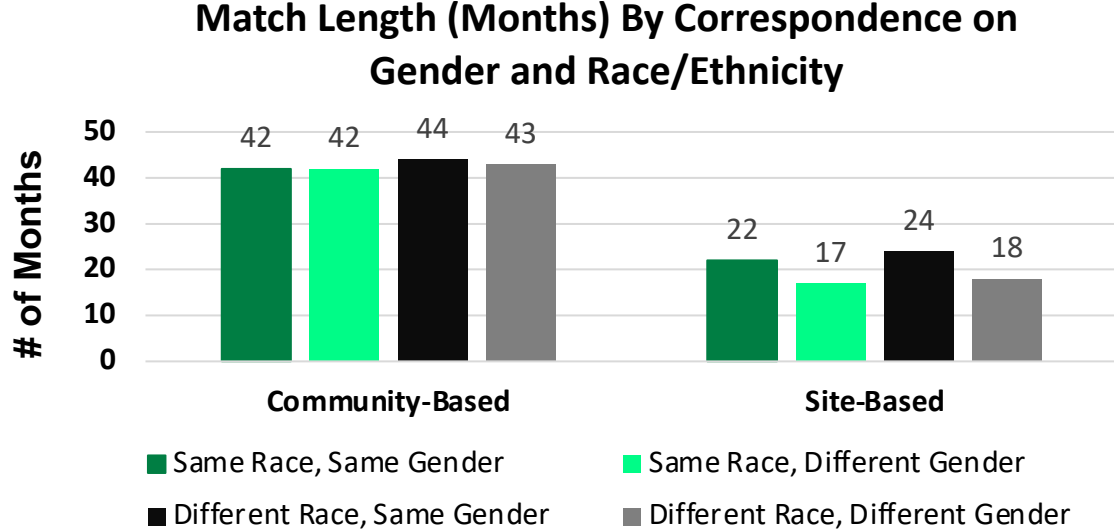
## Insights Into Match Demographics

Due to smaller numbers of BIPOC mentors, most matches with White boys and girls are with mentors of the same race (88%). However, for Black boys and girls, only 22% and 27% of matches are with mentors of the same race.

Additionally, 13% of matches for youth identifying as non-binary are with mentors who also identify as non-binary.

# MATCHING ON RACE/GENDER & MATCH LENGTH

For Site-Based Programs, when the gender\* of Bigs and Littles was the same, match length was longer. Matching on race/ethnicity did not increase match length.



\* Gender includes male, female, non-binary.

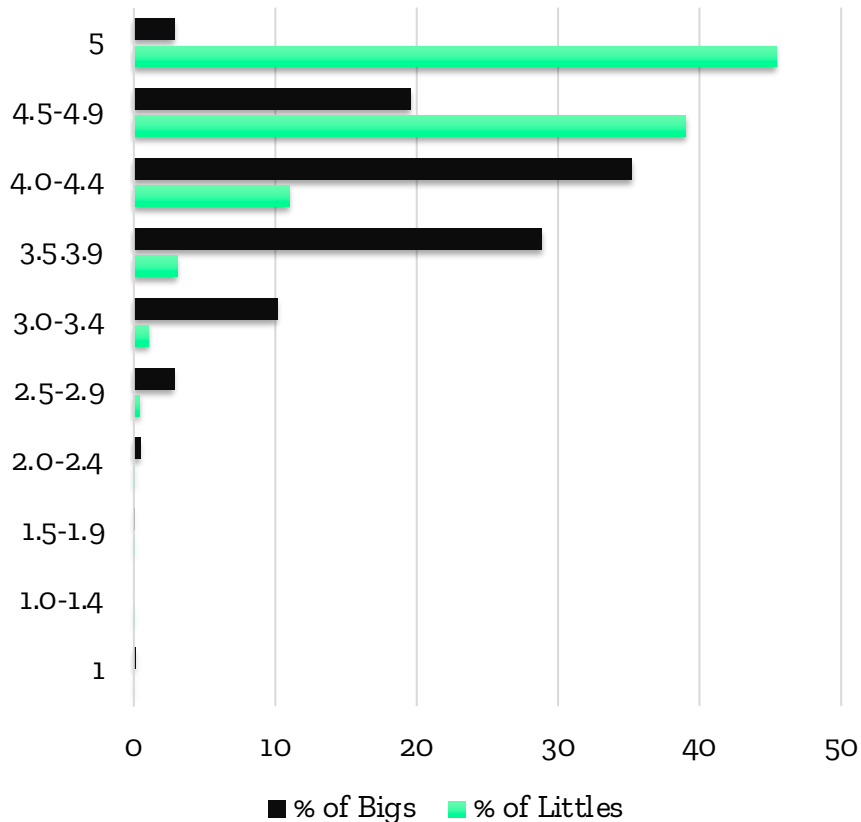
# MATCH STRENGTH

## Match relationships were typically strong.

The Strength of Relationships (SOR) survey measures the level of emotional attachment, satisfaction, and connection between Bigs and Littles.

**The average Strength of Relationship (SoR) scores were high for Bigs (average of 4.04 of 5) and Littles (average of 4.75 of 5).**

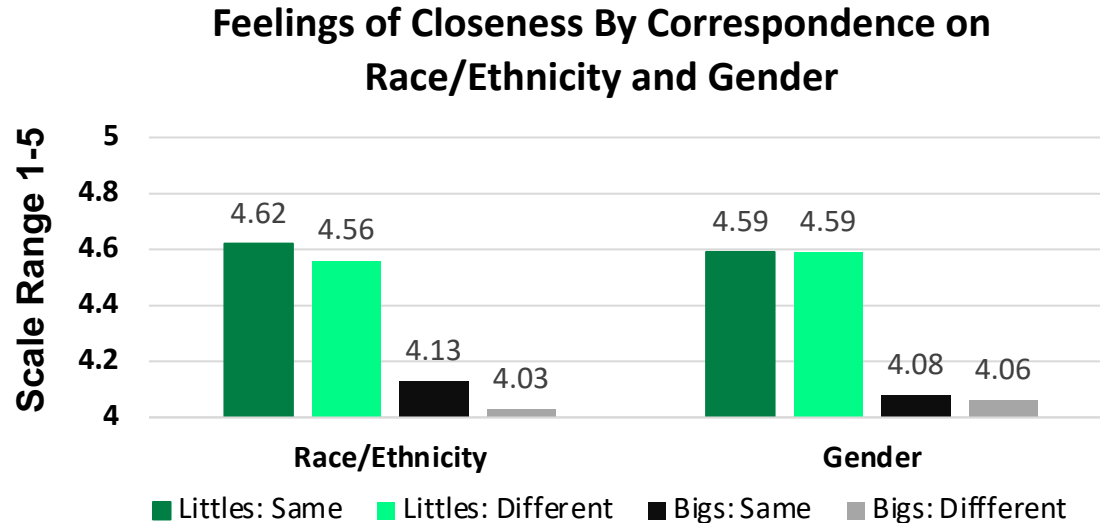
Distributions of SoR Ratings for Bigs and Littles





# MATCHING ON RACE/GENDER & RELATIONSHIP STRENGTH

**Bigs and Littles reported stronger relationships, including feeling closer\* to one another, when they were the same race/ethnicity. Gender matching was not related to closeness.**



\* $p < .001$ . Race/ethnicity includes American Indian or Alaska Native, Asian, Black or African American, Hispanic, Pacific Islander, White or Caucasian. Gender includes male, female, non-binary.

# MATCH STRENGTH

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The Strength of Relationships (SOR) survey measures the level of emotional attachment, satisfaction, and connection between Bigs and Littles. Highlights from surveys administered during 2022 are shown below.

**98%**

**of Littles reported strong feelings of being listened to when bringing worries or problems to their Bigs.**

Bigs can and do provide valuable emotional support to their Littles.

**94%**

**of Bigs felt a sense of confidence handling the challenges of being a mentor.**

When Bigs feel confident and capable, the potential of Littles is empowered.

**97%**

**of Littles overwhelmingly reported feeling safe with their Bigs.**

This question is especially useful to staff. If feelings of safety ever diminish, follow-up can immediately occur.

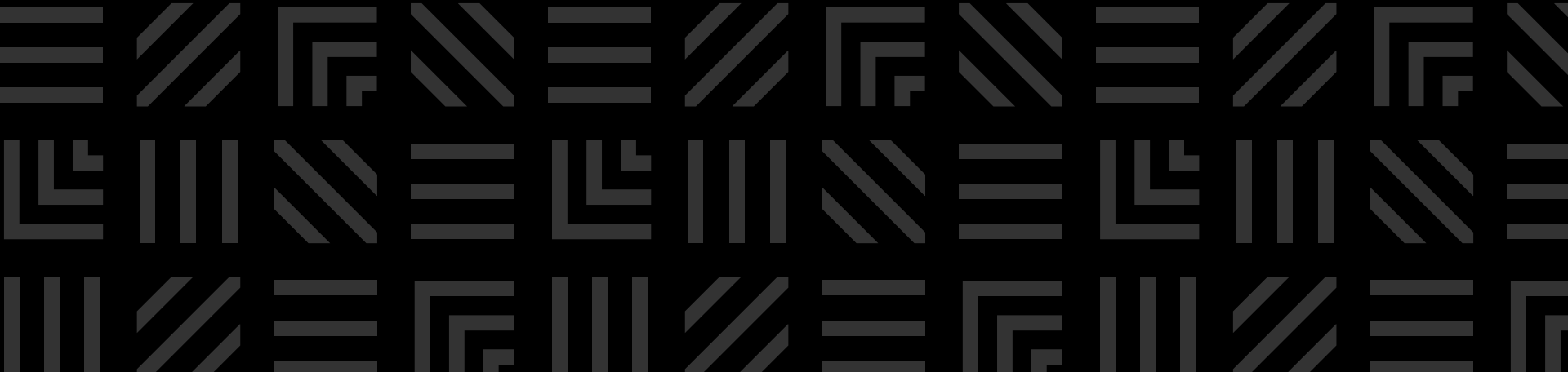
**96%**

**of Bigs did *not* report strong feelings of being overwhelmed by difficulties faced by Littles' families.**

Littles, their families, and Bigs can and do thrive together while navigating life.

**WHO WE SERVE:**

**LITTLES**

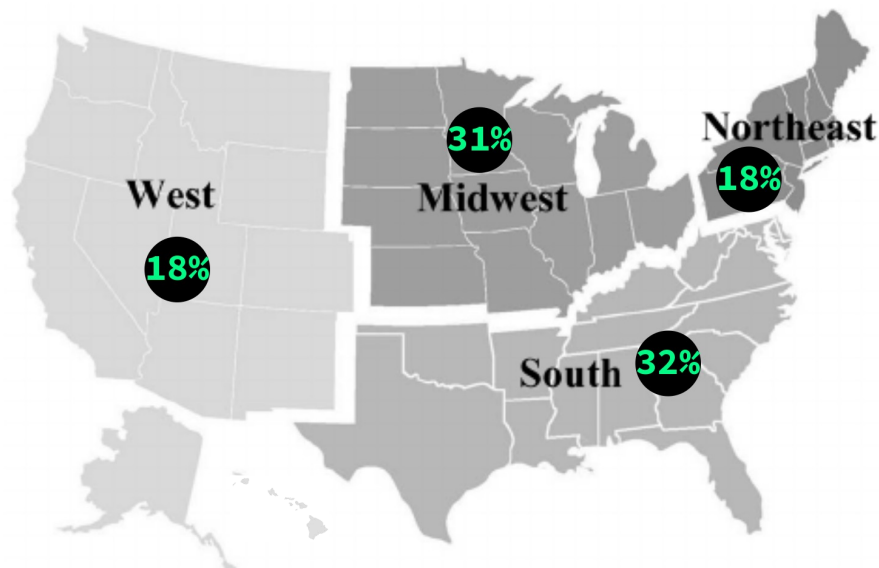


# LITTLES

87,704

Young people (ages 5-25)  
empowered through  
BBBS mentoring  
programs in 2022<sup>5</sup>

Our Littles live in small and large communities  
all across the United States - urban and rural.



The 4 regions shown are those defined by the U.S. Census.

<sup>5</sup> Includes unduplicated count of Littles (ages 5-25) in community-based and site-based matches. Our PLUS programs, including group and school-based mentoring, extend our impact to thousands more Littles across the BBBS network.

# SPOTLIGHT ON RURAL YOUTH (AGES 5-25)

## Most BBBS agencies serve rural youth.

BBBS has a strong commitment to young people in rural areas:

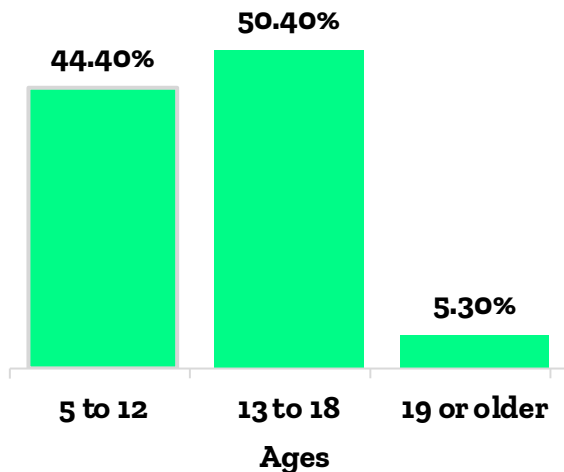
- **11% of Littles live in rural areas**
- **74% of BBBS agencies serve some rural youth**
- **14% of BBBS agencies serve mostly rural youth**

We recognizes that rural youth face unique challenges including disproportionate rates of homelessness, disparities in access to mental health and healthcare access, and transportation deficiencies. We believe our programs can help to offset these obstacles and support youth thriving in rural communities.

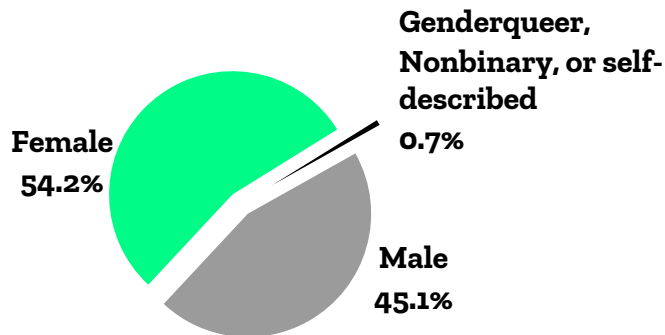


# LITTLES: AGE AND GENDER

Littles cover an age range from childhood to young adulthood. **Teenagers are the largest age category.**



**There are slightly more female than male Littles\***, and a small number of young people identify as neither.



**Gender Identity / Expression**

\*Gender distribution represents those 99.5% of Littles reporting gender identity.

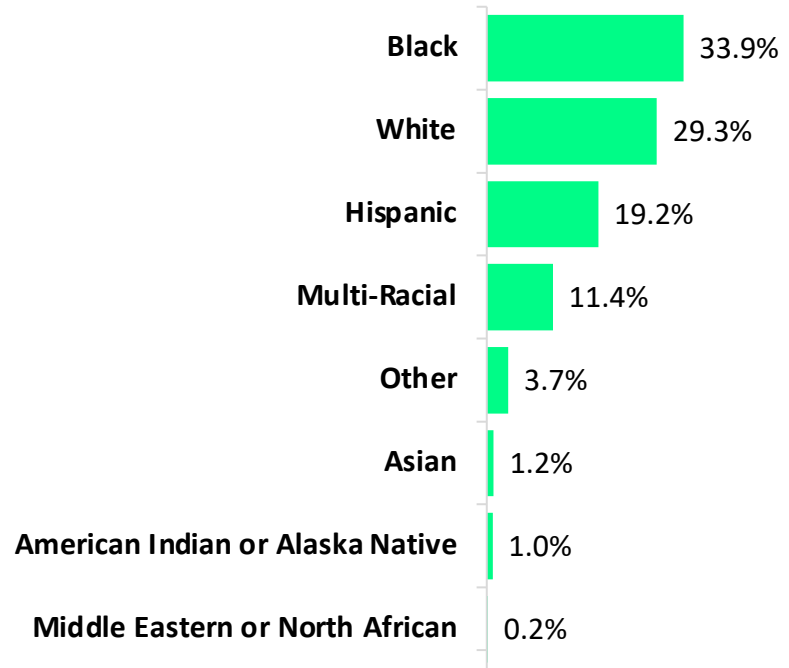
# LITTLES: RACE AND ETHNICITY

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**More than two-thirds of the Littles (ages 5-25) served in 2022 are primarily Black, Indigenous, and other People of Color (BIPOC) (67%).**

We strive to provide an inclusive environment, where all youth are empowered to thrive with an impact that lasts a lifetime.

Littles Race & Ethnicity

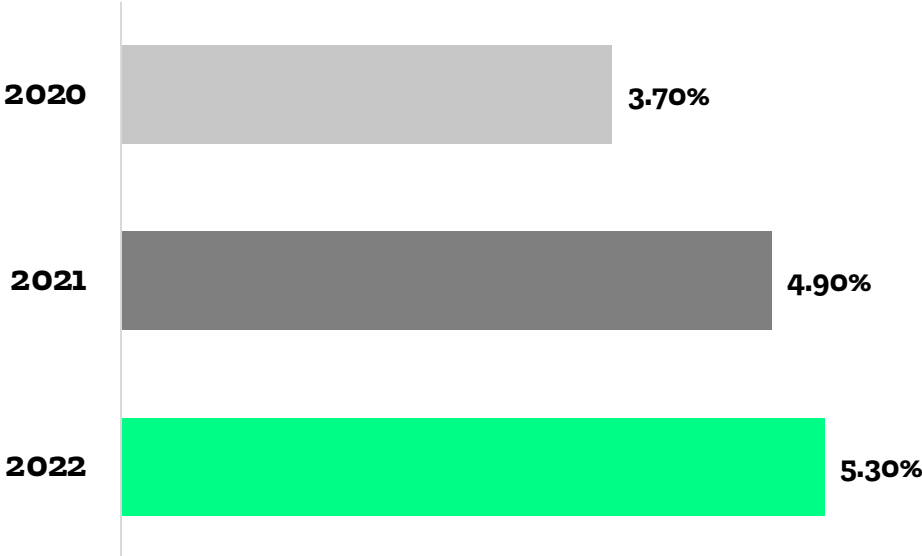


# LITTLES 19 AND OLDER: 3-YEAR DEMOGRAPHIC TREND

**The number of young adults are one of the fastest growing demographics of young people served.**

Littles served aged 19 or older have steadily grown over the past 3 years.

**Littles: 19 or older**

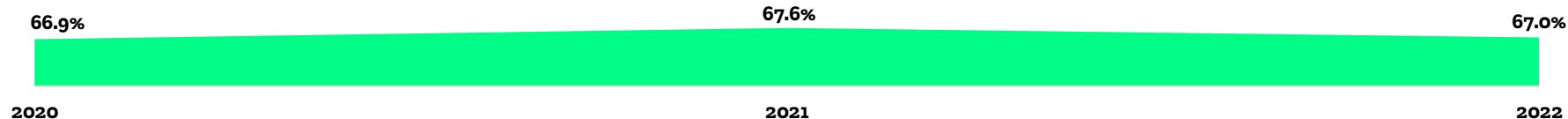




## Trends in demographic qualities of Littles have emerged over the past three years

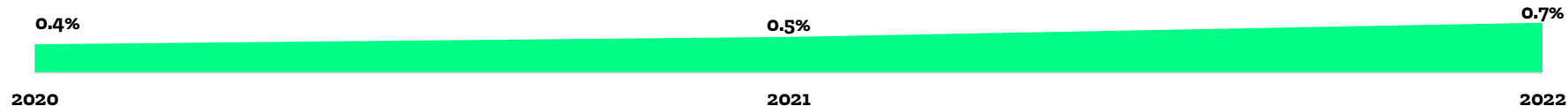
The proportion of BIPOC youth (ages 5-25) served has remained relatively constant since 2020. The slight decrease in 2022 relative to previous years may be due to a marginal decrease in Hispanic/Latino youth served (5%).

### 3-Year View: percentage of BIPOC Littles



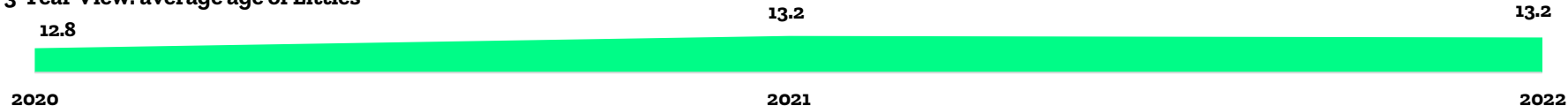
BBBSA implemented tracking gender identity outside of the female-male binary starting in 2019. In the time since, a growing number of youth have described their gender identity/expression in expansive ways.

### 3-Year View: percentage of Littles identifying outside of binary, cisgendered gender expression and identities



The largest age group of Littles in 2022 was 13-18 years old. The average age has slightly increased over the years, in part due to a nearly 50% rise in 19+ youth served over a 3-year period.

### 3-Year View: average age of Littles



# BEYOND THE NUMBERS

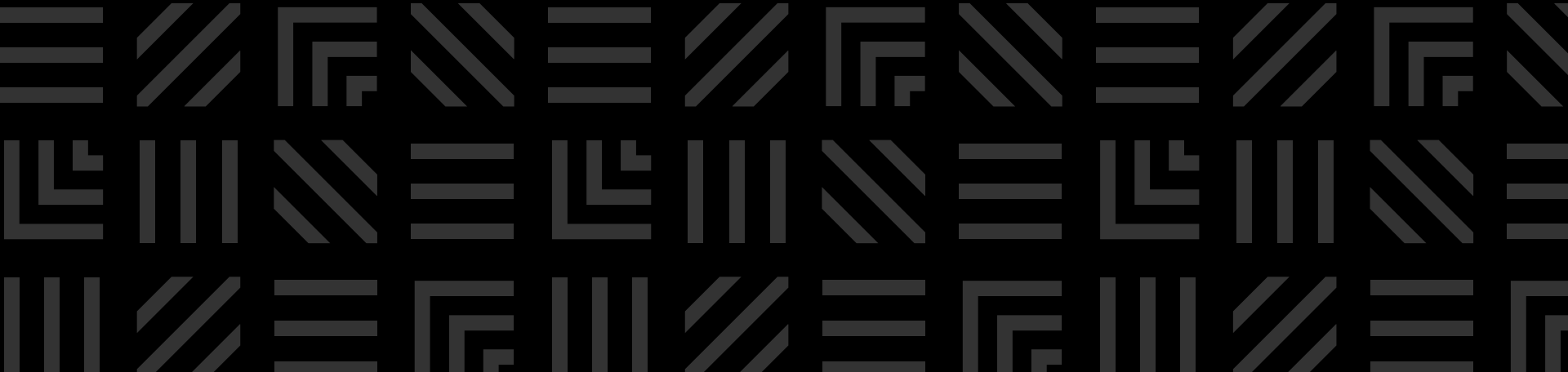
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Littles represent a diversity of backgrounds and identities. BBBS staff strive to honor each aspect of young peoples' identities in everything from the process of matching with a mentor to giving ongoing support to mentoring relationships.

While the summary data in this section have focused on individual aspects of identity, we acknowledge that young people see themselves in different ways and we respect how the different parts of who they are come together as a whole.



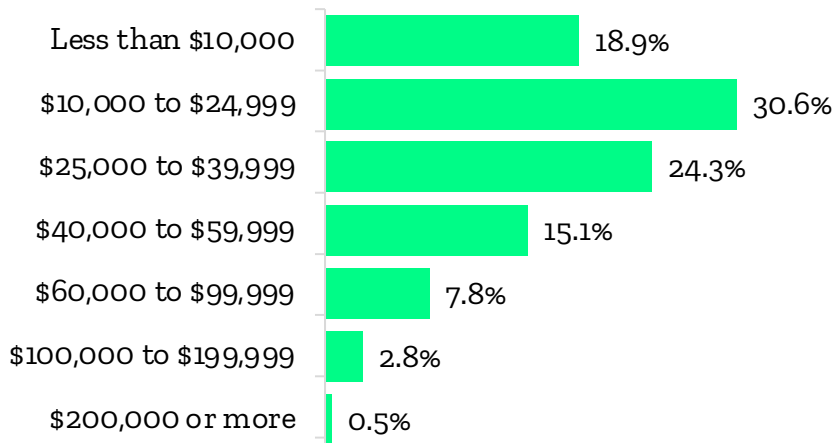
**WHO WE SERVE:**  
**FAMILIES**



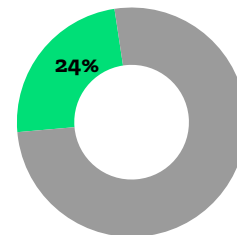
# LITTLES: FAMILY INCOME

While the families of Littles exhibit a wide range of income levels, **a majority fall into the lower income brackets, with 1 in 4 receiving income assistance.**

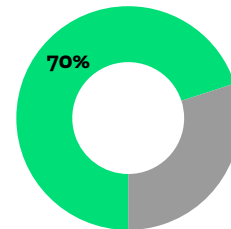
## Little Family Income\*



**1 in 4 of all Families report receiving income assistance.**



**Most (70%) Littles receive free or reduced lunch at school.**

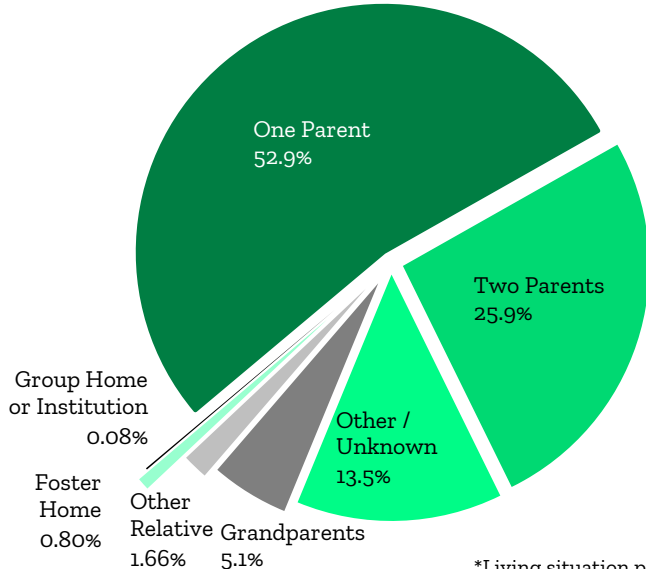


\*Income distribution represents those 60.2% of families reporting household income.

# LITTLES: HOUSEHOLD

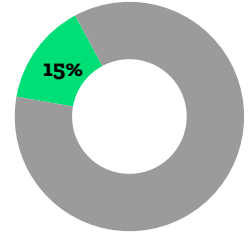
The families of Littles represent a diversity of life experiences and situations

**53% of Littles live with one parent, though a variety of living situations\* are represented.**

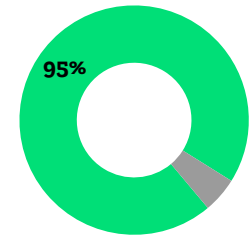


\*Living situation proportion represents those 86.5% of Littles families reporting living situation

**15% of Littles are navigating life without the presence of a parent due to incarceration.**



**95% of Littles are living in one parent households headed by a female.**



# RECOGNIZING FAMILIES' STRENGTHS AND NEEDS

---

At BBBS, we create impactful connections that positively shape the development of Littles and their families. By recognizing the unique strengths and needs of Littles and their families, we aim to empower every young person on the path to graduation with a plan for their future and a mentor whose impact will last a lifetime.



# RISK AND PROTECTIVE INVENTORY

The Risk and Protective Inventory (RPI) is filled out by a parent or guardian.

**The RPI assists agency staff to identify the strengths and needs of Littles and their families across 14 areas within 4 larger categories:**

- Socioeconomic
- Family
- Education
- Social and Emotional

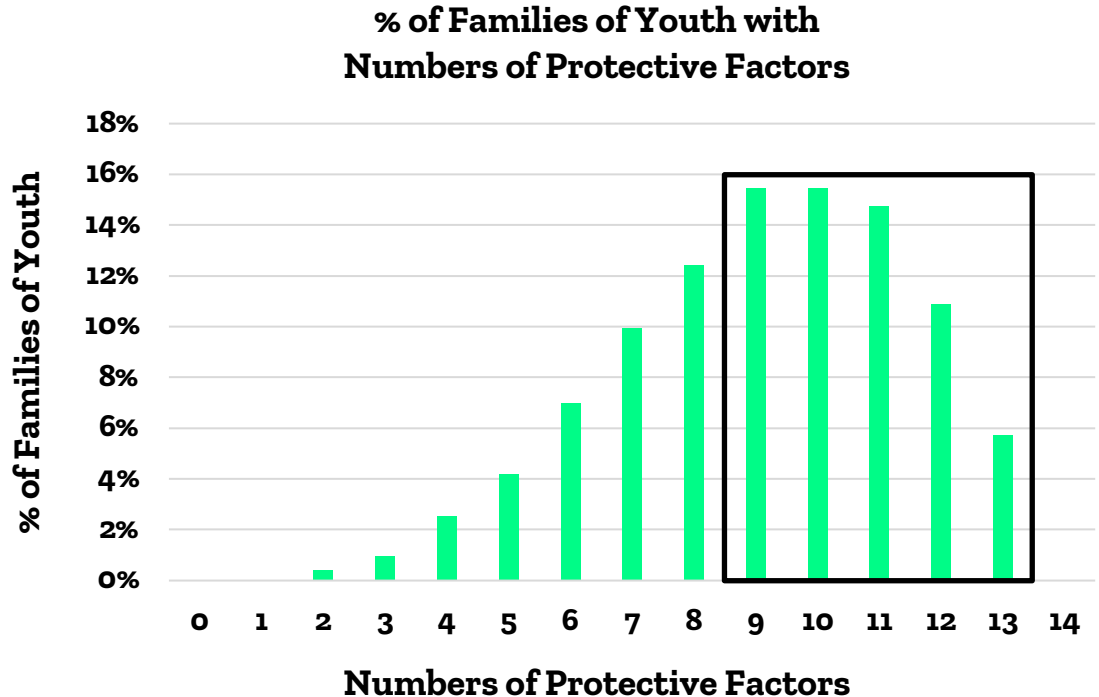
SOCIOECONOMIC	EDUCATION
Employment Financial Stress Neighborhood	Learning Difficulties School Functioning
FAMILY	SOCIAL & EMOTIONAL
Disruption/Safety Involvement Stability	Anger Control Behavior Mental Health Social Skills/Competence Peers Thriving

# PROTECTIVE FACTORS

More than 50% of families reported 9 or more protective factors

**Protective factors** provide resilience against adversity and predict future success.

Families reported that **ALL** youth had a least one, and most had multiple, protective factors.



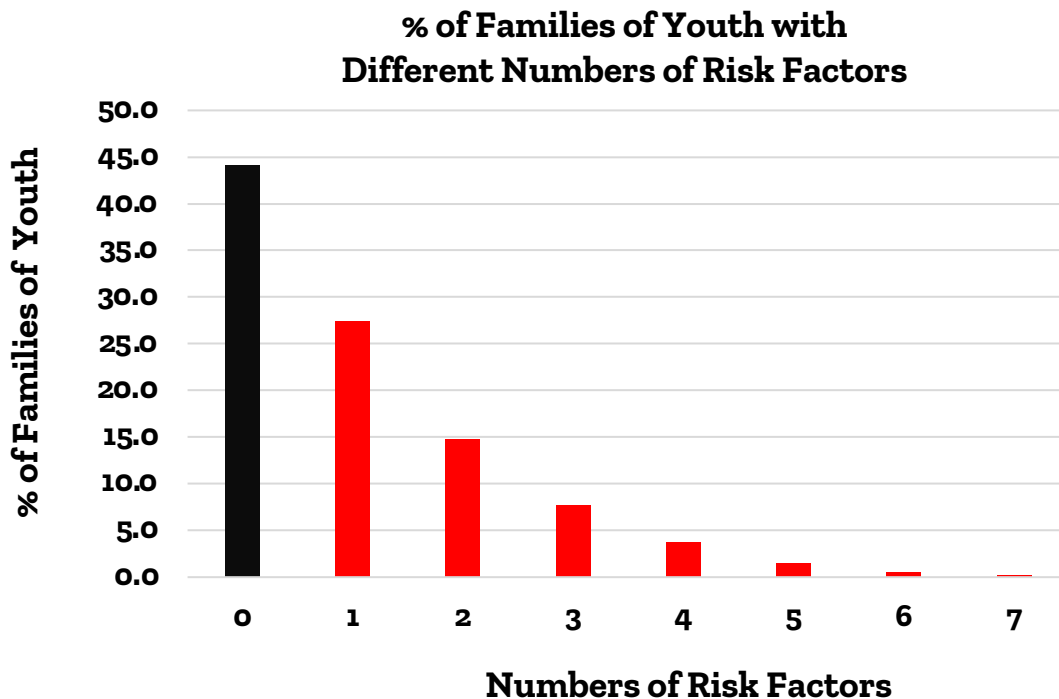


# RISK FACTORS

**Nearly 30% of families face multiple (2+) risk factors**

**Risk factors** predict future problems such as school failure, substance use, and crime.

**According to families, approximately half of youth exhibit no risk factors, while the remaining half experiences anywhere from 1 to 7 risk factors.**



# 14 AREAS OF RISK AND PROTECTION

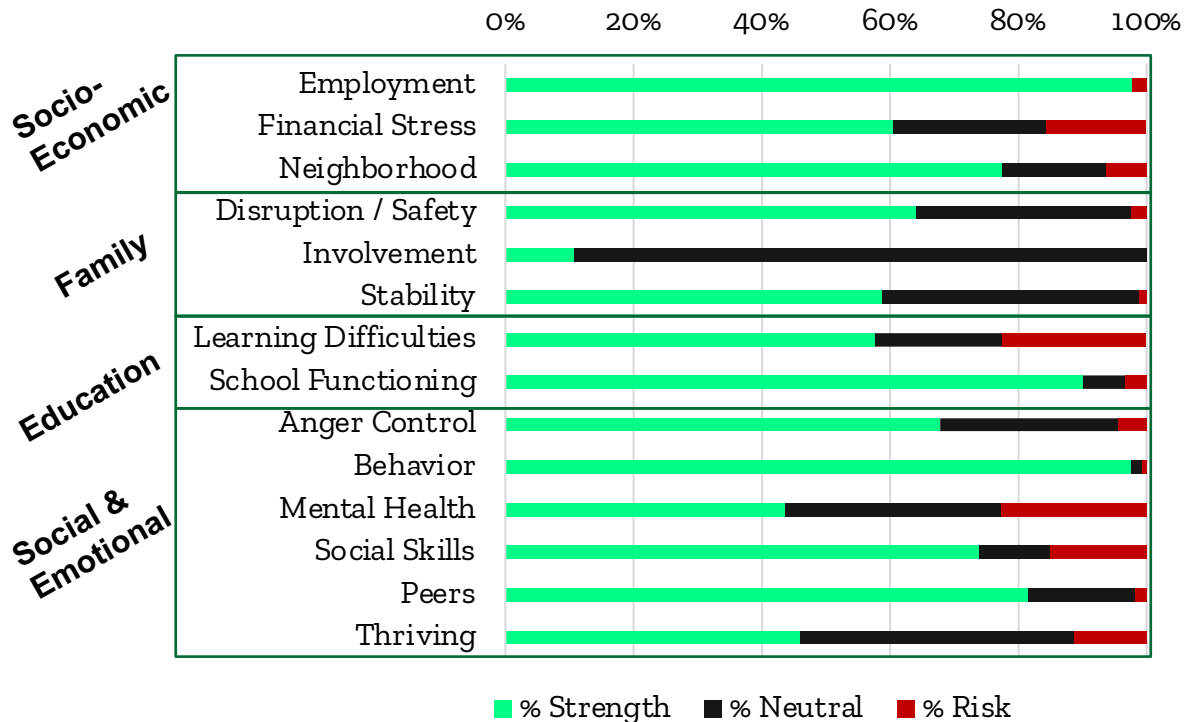
## Not All Areas Equal: Understanding the Spread of Risk and Protective Factors

The figure to the right shows the percentage of families of youth in Strength (green), Neutral (black), and Risk (red) ranges for each RPI area.

- **More green means more strength**
- **More red means more risk**
- **Areas in black reflect neutrality (neither strengths nor risks)**

For instance, in the case of mental health, it is a strength (green) for 44% of youth, considered neutral (black) for another 34%, and poses a risk (red) for 22% of youth.

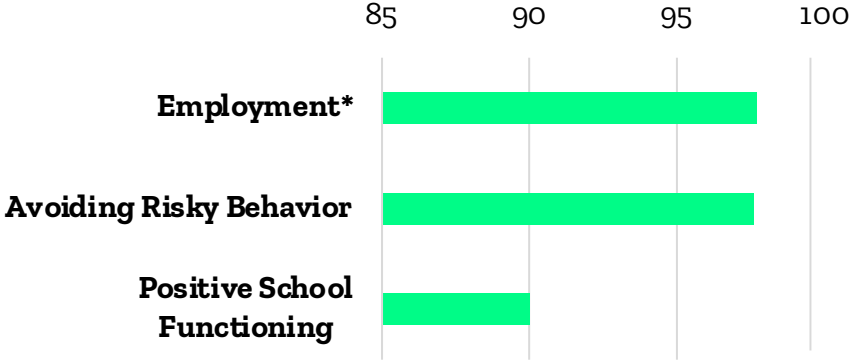
Distribution of RPI  
Strength, Typical, and Risk Areas



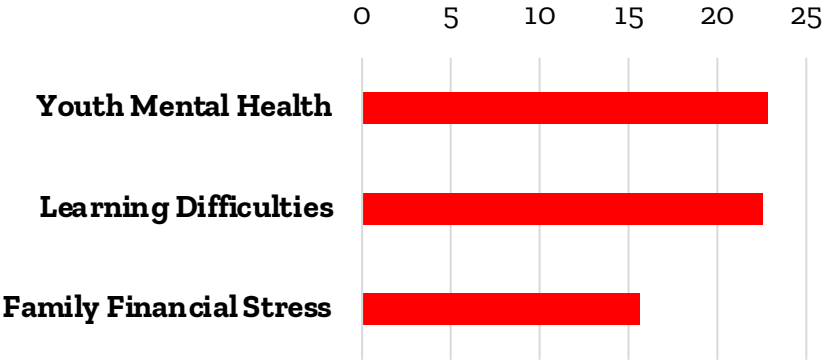
# TOP 3 FAMILY RISK AND PROTECTIVE FACTORS

**Taking a closer look...** Although youth and their families experienced a variety of protective and risk factors, some were more common than others.

**% of Families of Youth Showing the Top 3 RPI Strengths**



**% of Families of Youth Showing the Top 3 Risk Factors**



\*Includes employed adults and parent/guardian high school education.

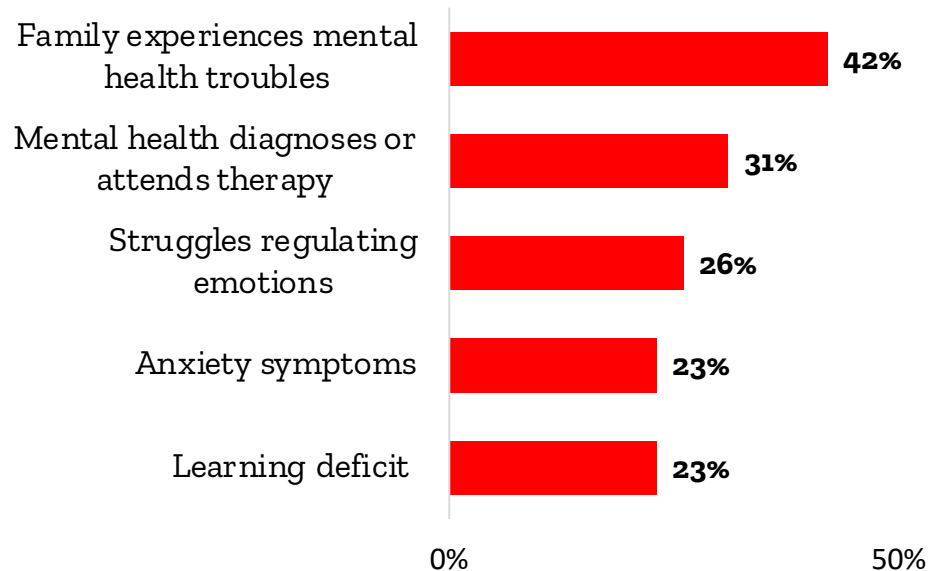
# MENTOR SUPPORT MATTERS TO REDUCE RISKS

Each of the 14 areas on the RPI is comprised of several individual items.

**This chart shows those items where most youth are reported to have risks that emphasize the mental health, emotional, and learning needs of Littles.**

**For example, 42% of families report experiences with mental health troubles as a risk.**

Top Risks Individual Items  
(% of Youth)



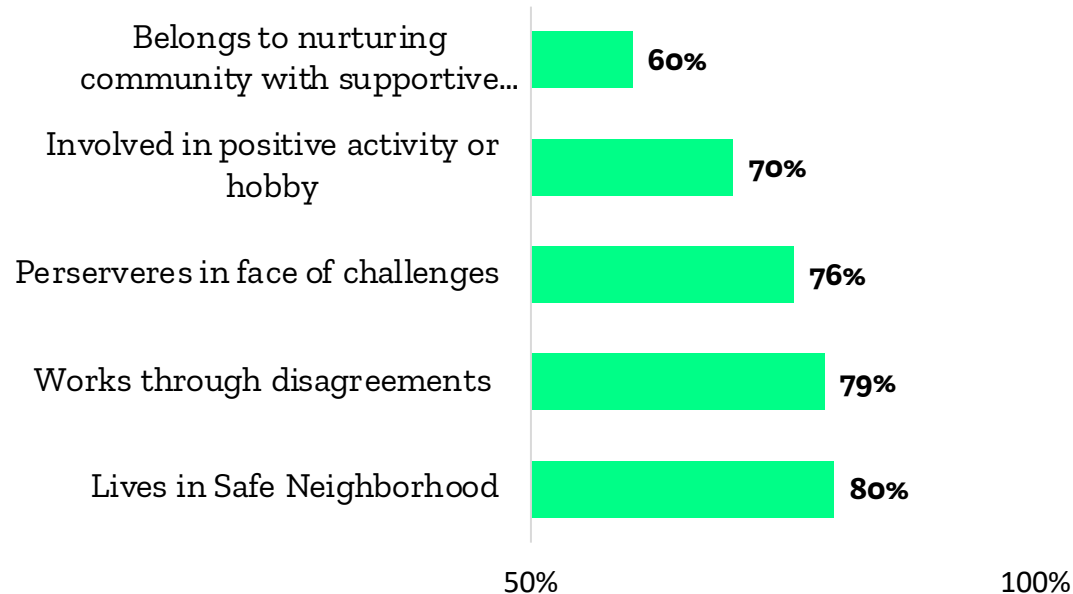
# MENTOR SUPPORT MATTERS TO GROW STRENGTHS

Each of the 14 areas on the RPI is comprised of several individual items.

**This chart shows those items where strengths are lowest and therefore room for growth opportunities is highest.**

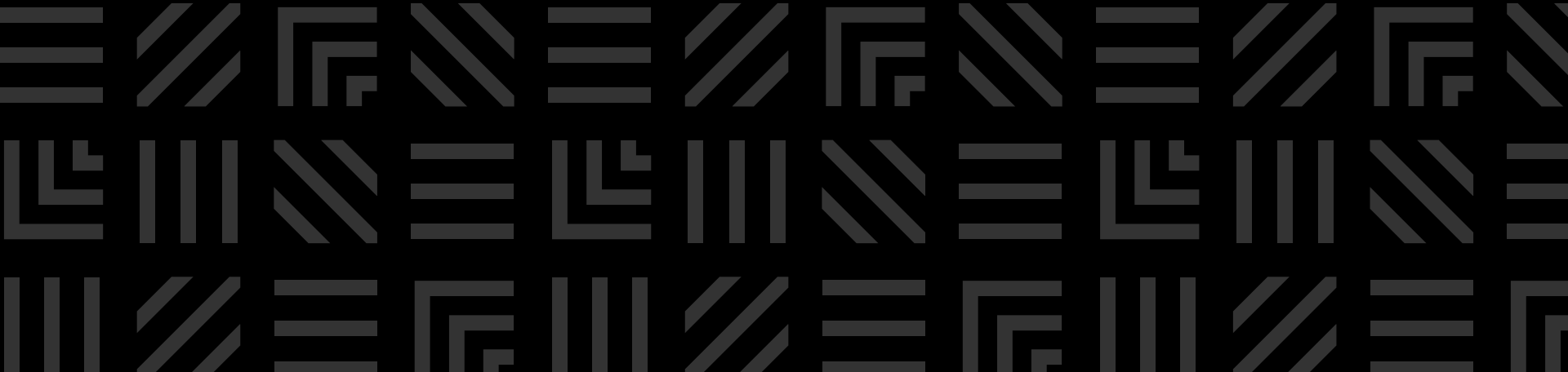
**For example, 60% report belonging to a nurturing community as a strength, but the other 40% can still grow stronger in that area.**

Lowest Strengths Individual Items



**WHO WE SERVE:**

**BIGS**



# BIG IMPACTS

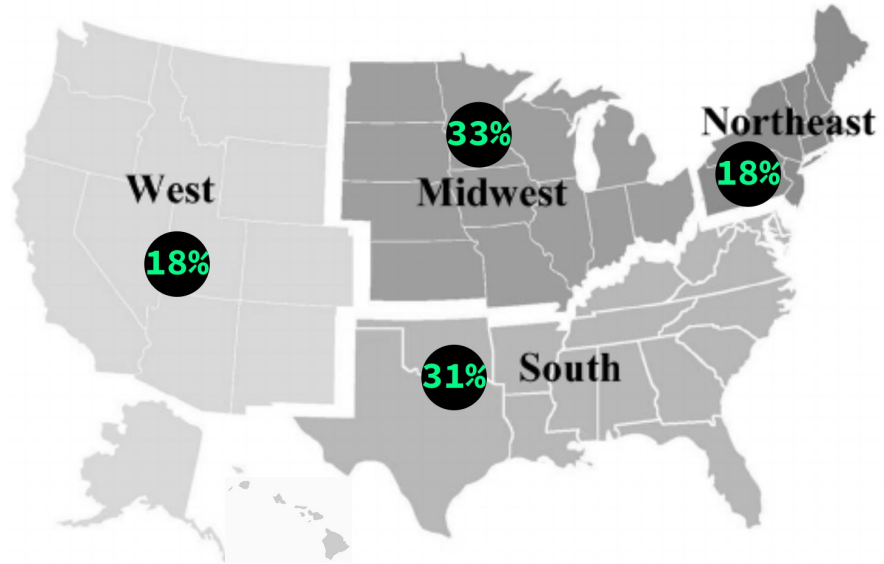
84,448

**Bigs volunteered** as mentors  
in BBBS programs in 2022\*

3.3 MILLION

**Hours volunteered** by Bigs with  
Littles and their Families.

**Bigs live in communities all across the United States - urban and rural, Big and Little.**

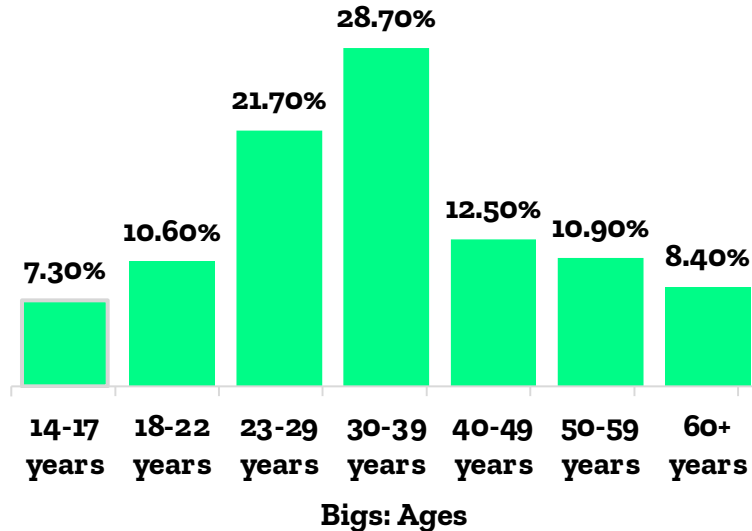


The 4 regions shown are those defined by the U.S. Census.

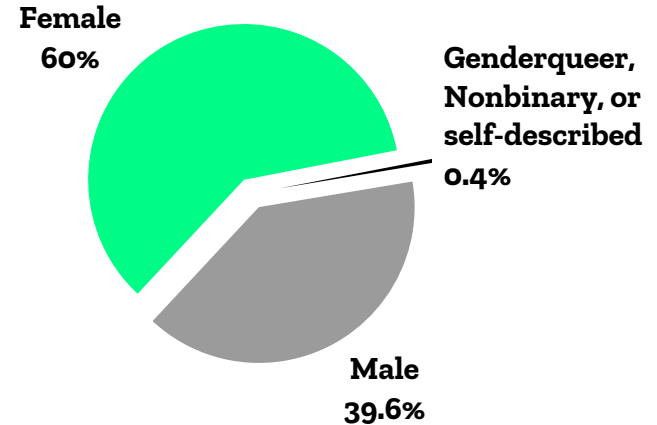
\*Numbers of Bigs and Littles differ because some Bigs mentored more than one Little during year.

# BIGS: AGE AND GENDER IDENTITY

**Bigs are diverse in age.** Ages 30-39 was most common, but no age group holds the majority.



**About 60% of Bigs\* identify as Female.**



\*Gender distribution represents those 99.5% of Bigs reporting gender identity.

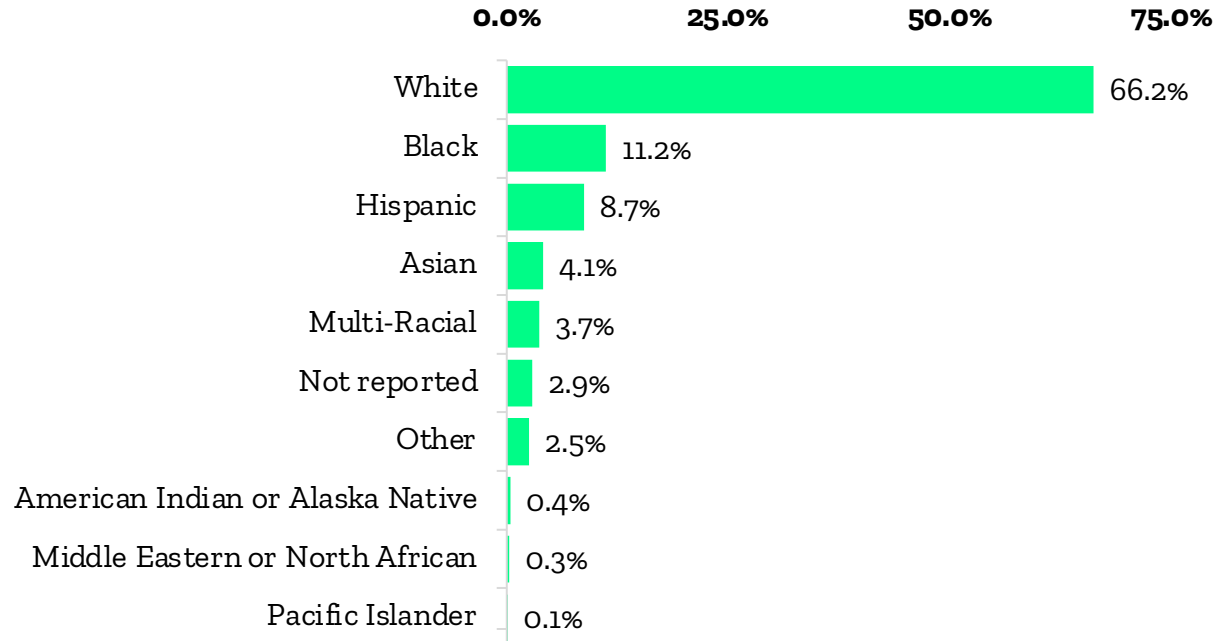


# BIGS: RACE AND ETHNICITY

**2/3 of Bigs identify as White  
whereas 2/3 of Littles  
identify as BIPOC.**

BBBSA recruits and develops BIPOC volunteers to enhance diversity in communities across America. They provide JEDI training to all Bigs, including those in cross-race matches, offering the necessary information and guidance for equitable and effective relationships with Littles.

## Bigs Race & Ethnicity



*\*See slide 39 for the race/ethnicity of Littles.*

# SPOTLIGHT

# THE CULTURALLY SMART RELATIONSHIPS PROJECT

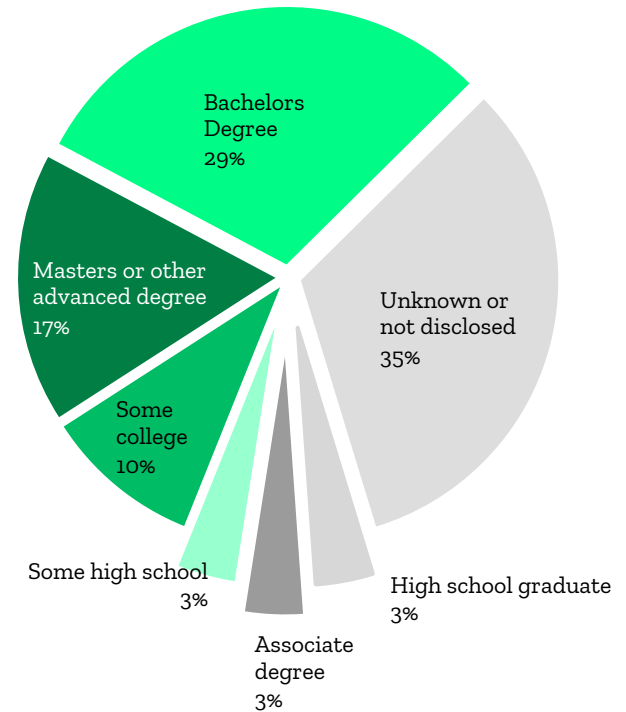
The "Culturally Smart Relationships" project is a collaborative initiative between BBBSA and researchers at the University of Illinois at Chicago. This partnership focuses on investigating the impact of the Justice Equity Diversity Inclusion CSR (JEDI CSR) training on BBBS mentors working with young people of color.

Funded by the WT Grant Foundation, the study aims to evaluate changes in mentor knowledge, attitudes, and approach, as well as the quality of mentoring relationships, and to understand how the intervention influences youth outcomes. The comprehensive JEDI CSR training encompasses online courses, live Zoom sessions, monthly emails, and match support calls.



# BIGS: EDUCATION

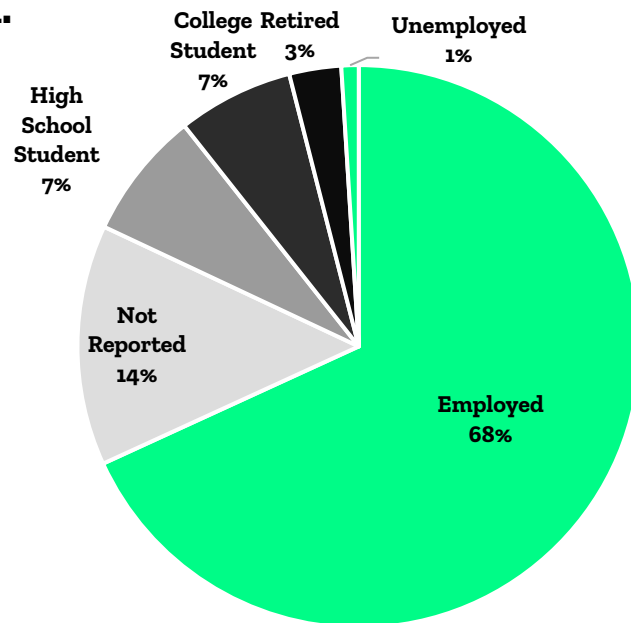
About half of Bigs\* reported earning a college degree.



\*Education proportion represents those 65% of Bigs reporting education

# BIGS: EMPLOYMENT STATUS

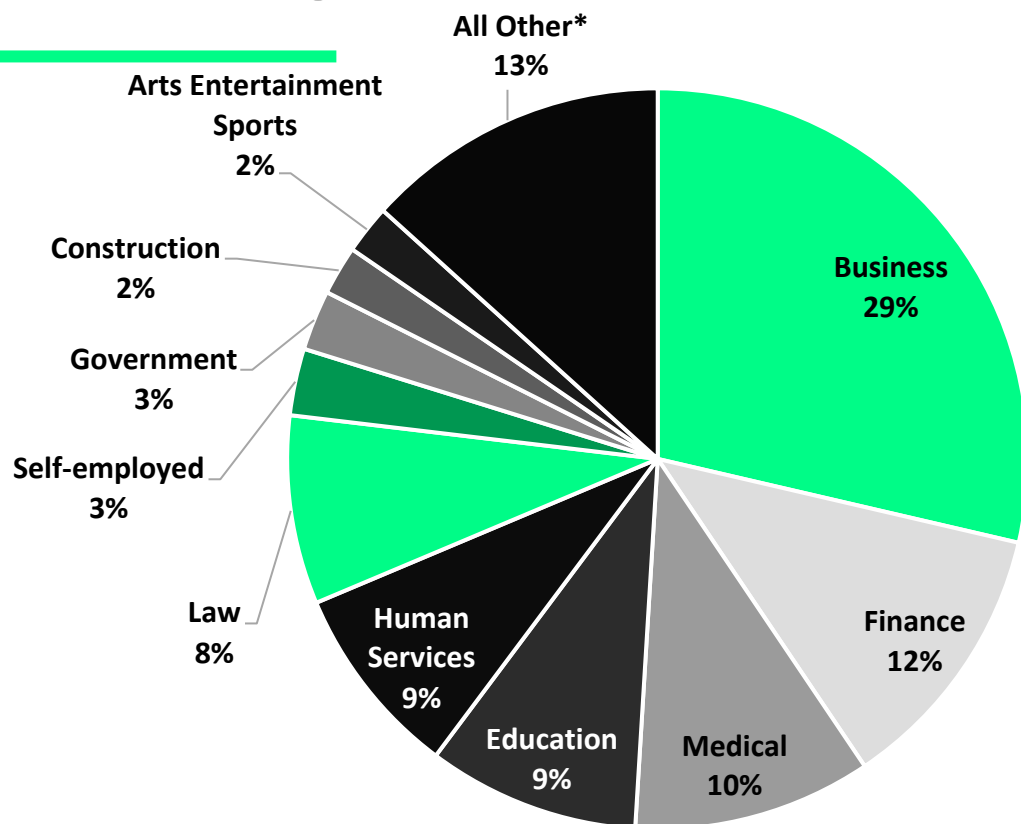
Most Bigs are employed\*, and some are students or retired.



\*Employment status proportion represents those 86% of Bigs reporting employment status

# BIGS: OCCUPATIONAL TYPES

Littles get exposed to Bigs from a diverse array of professions including business, finance, medical, education, human services, and law,



\*Includes all occupational categories with less 2% of Bigs

# WHAT WE'VE ACHIEVED

## IMPACTS



# FOUNDATIONAL RESEARCH

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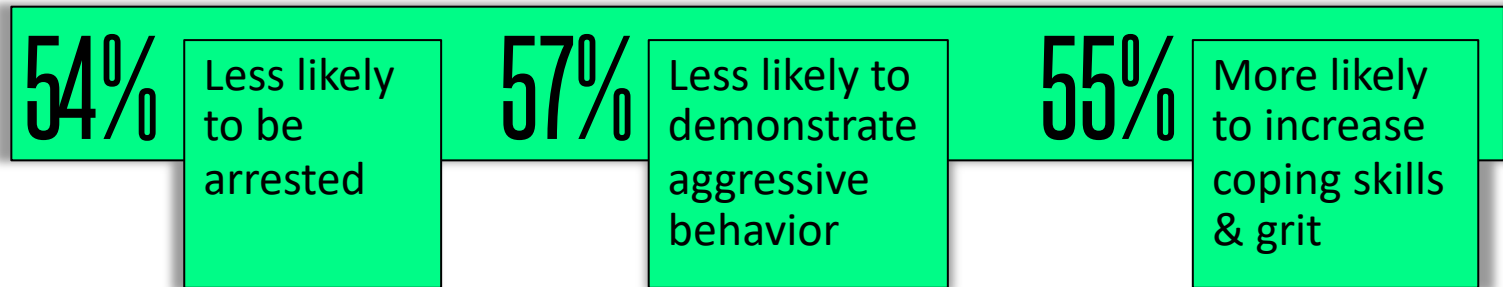
Conducted in 1995, the Public/Private Ventures study is widely considered to be foundational to the mentoring field and the BBBS Community-Based program model specifically. Researchers compared Littles to non-mentored peers after 18 months, finding that mentored young people were less likely to engage in a variety of risky and unhealthy behaviors, such as using illegal drugs or alcohol, skipping school, and hitting others.



# CURRENT RESEARCH

With support from Arnold Ventures, the **Youth Relationships Study**<sup>6</sup> is rigorously examining effects of BBBS community-based mentoring. Study enrollment occurred between February 2018 and February 2022. Data have been collected from more than 1300 youth in 7 communities at study enrollment, 18 months after enrollment, and four years after enrollment.

**The Interim results from the 18-month follow-up survey show that compared to youth randomly assigned to a control group, BBBS Littles are:**

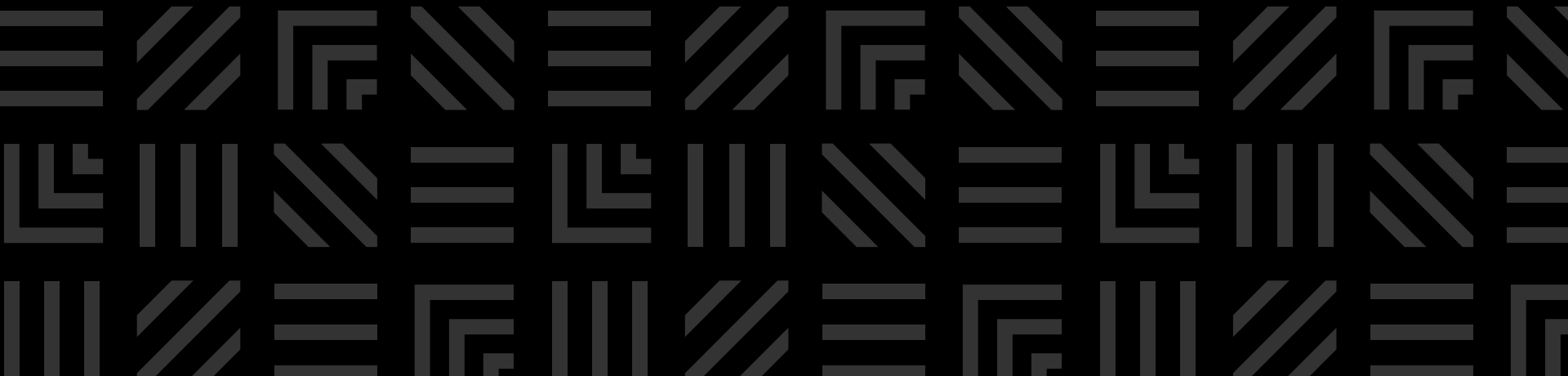


6. DuBois, D. L., Herrera, C., Rivera, J., Brechling, V., & Root, S. (2022). Randomized controlled trial of the effects of the Big Brothers Big Sisters Community-Based Mentoring program on crime and delinquency: Interim report of findings. University of Illinois Chicago.



# CHILD AND YOUTH OUTCOME SURVEY

## 2022 FINDINGS



# MEASURING PROGRESS TOWARD OUR GOALS

---

## The Child and Youth Outcome Survey (YOS & COS)

The YOS & COS help us measure progress in four outcomes areas\* – belonging & social connections, positive behavior & choices, social & emotional health, and educational success – as outlined in the 2022-2027 strategic plan.

Belonging & Social  
Connections

Positive Behavior  
& Choices

Social & Emotional  
Health

Educational  
Success

\*See Appendix for a definition of each area.

# A STORY OF BELONGING

---

Danielle (Big) and Aura (Little) have been matched for nearly four years. Initially, Aura was navigating difficult family relationships, which Danielle could relate to. By staying consistent and fostering a respectful environment, Danielle helped guide Aura to find her voice and establish boundaries. Now, Aura feels more at ease expressing her feelings and experiences a sense of security within her social circle. All of Aura's hard work culminated in her recent Bar Mitzvah, where her family supported her in the audience, despite differences in religious beliefs. By being responsive to youth perspectives and emboldening them to establish healthy boundaries, Bigs help their Littles gain a sense of belonging and emotional safety.



# SOCIAL COMPETENCE

**Social competence** involves making and keeping friends, asserting oneself appropriately, and getting along well with others.

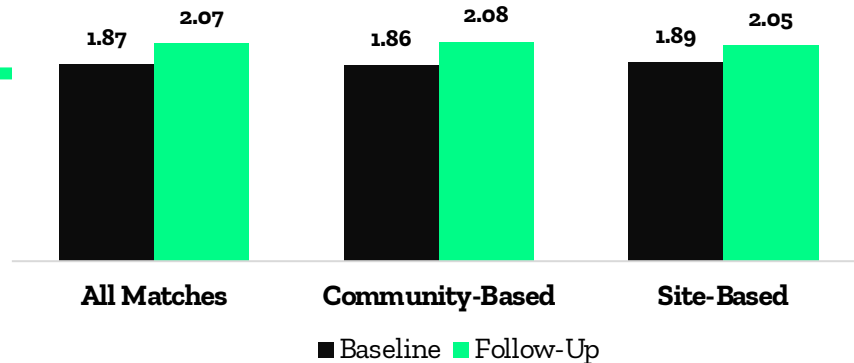
For both community- and site-based programs, average ratings increased\* from baseline to follow-up, **reflecting 34% growth in youth reporting being socially competent.**<sup>†</sup>

\* $p < .001$ , Cohen's  $d = .49$

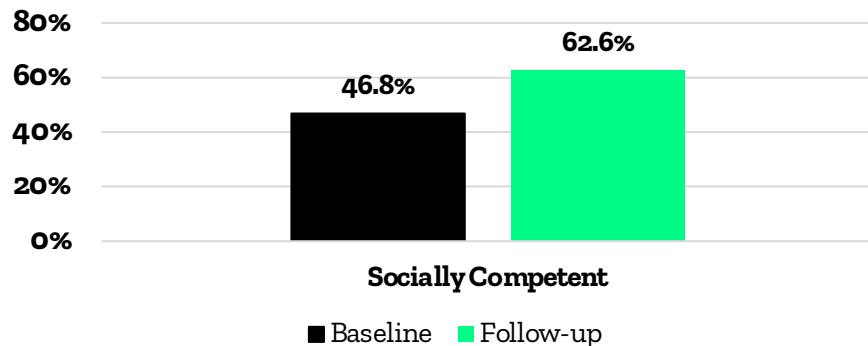
<sup>†</sup> Defined as a rating of 2 or higher on a scale of 0 to 3.

Baseline and follow-up average scores

Maximum possible score: 3



Percent of Youth Socially Competent at Baseline and Follow-up (2022)



# SCHOOL CONNECTEDNESS

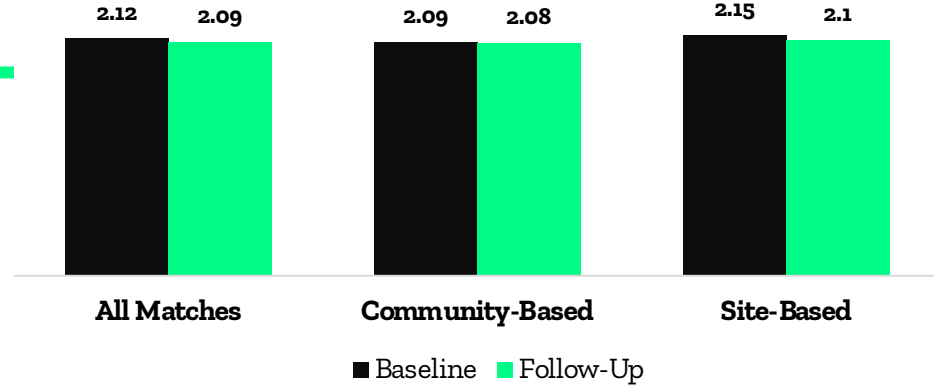
**School Connectedness** involves working hard at school, enjoying being at school, and feeling good about oneself while at school.

**Most youth (65%) reported being connected\* to school and average ratings or percentages did not differ from baseline to follow-up.**

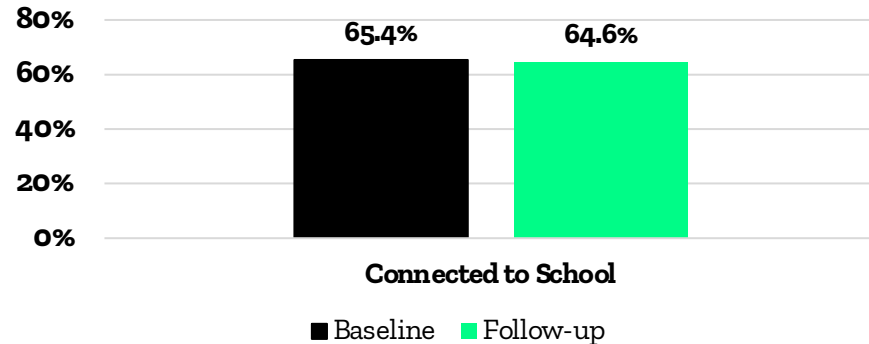
\*Defined as a rating of 2 or higher on a scale of 0 to 3.

Baseline and follow-up average scores

Maximum possible score: 3



Percent of Youth Connected to School at Baseline and Follow-up (2022)



# FAMILY CONNECTEDNESS

## Family (Parent) Connectedness

involves getting along with parents, spending time with parents, and wanting one's parents to be proud of you.

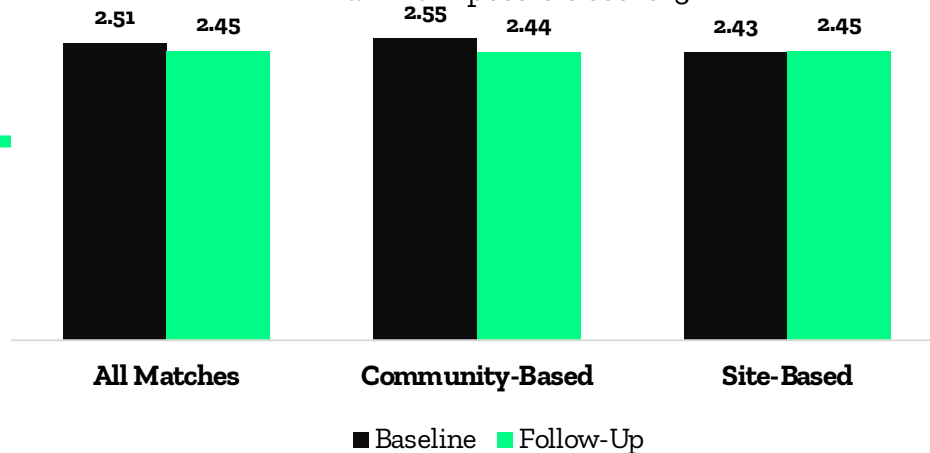
**Most youth (87%) reported being connected\* to their parents and average ratings were similar from baseline to follow-up, but Community-Based programs showed a small decline.†**

\*Defined as a rating of 2 or higher on a scale of 0 to 3.

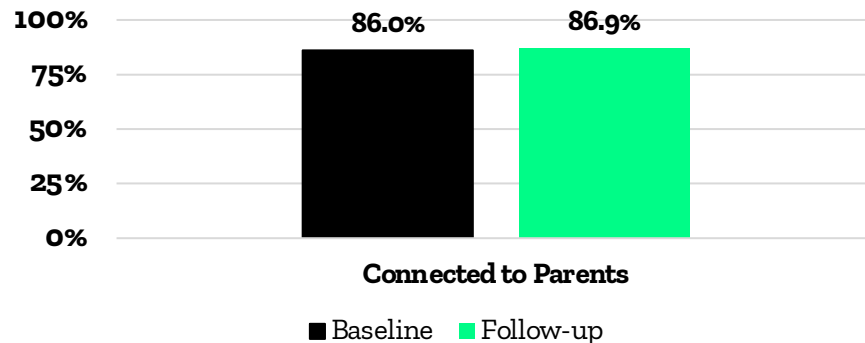
† $p < .001$ , Cohen's  $d = -.13$

## Baseline and follow-up average scores

Maximum possible score: 3



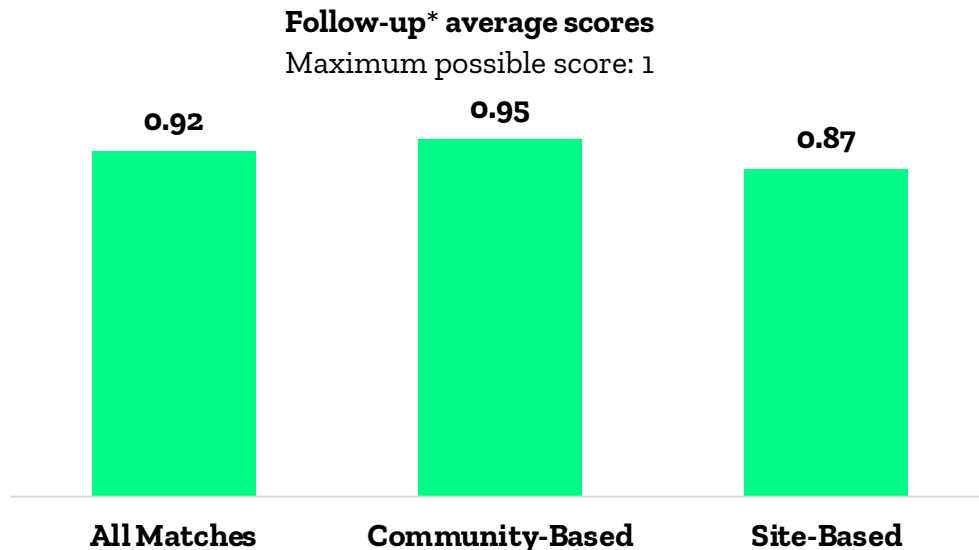
## Percent of Youth Connected to Parents at Baseline and Follow-up (2022)



# VERY IMPORTANT ADULT

**A very important adult** is someone youth often spend time with, can count on, and who cares about them.

**92% of Littles saw their Big as ALL these things – a very important adult in their life.**



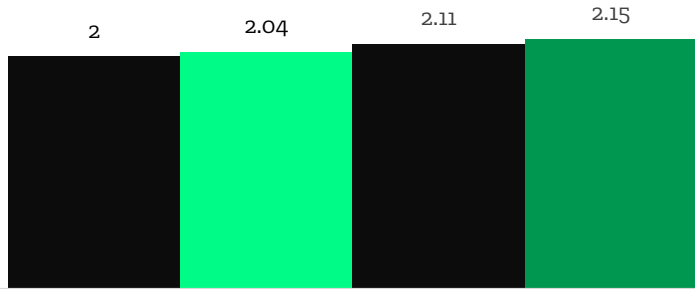
\*All baseline scores are necessarily 0 because the Big was not yet part of the Little's life at baseline.

# BELONGING AND MATCH LENGTH

## Social Competence and Very Important Adult Increased Significantly\* with Longer Match Length

Baseline and follow-up average scores

Maximum possible score: 3

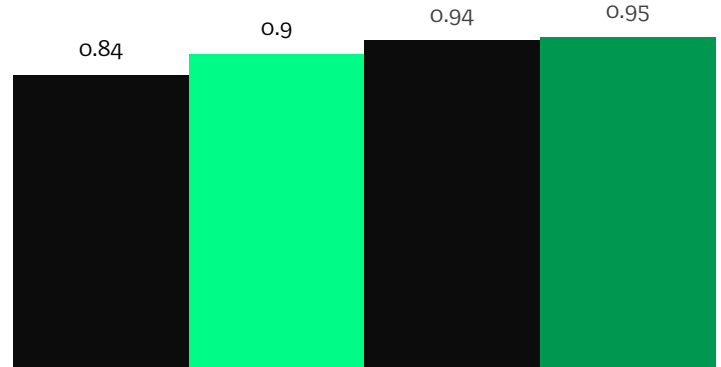


All Matches: Social Competence

■ Up to 1 year ■ 2-3 years ■ 4-5 years ■ Over 5 years

Baseline and follow-up average scores

Maximum possible score: 1



All Matches: Very Important Adult

■ Up to 1 year ■ 2-3 years ■ 4-5 years ■ Over 5 years

\* $p < .001$ , Social Competence (Cohen's  $d = .03$ ) and Very Important Adult (Cohen's  $d = .04$ )

Match length refers to the amount of time a match was active at the time the COS/YOS survey was completed.



# A STORY OF BEHAVIOR

---

Dreamcatcher (Big) identified Jamika's (Little) potential early on in their relationship. They were matched through BBBS of Metro Atlanta's in-school mentoring program. Despite a reputation for being feisty, Jamika (middle school aged) has grown with Dreamcatcher's dependable guidance, gaining confidence and adopting healthier ways to express her emotions. Recently, she appropriately managed her anger by using techniques such as deep breathing and counting backward. With Dreamcatcher's support, Jamika feels more in control and finds it easier to make decisions that align with her goals, rather than detracting from them. Mentoring relationships help youth develop the knowledge, skills, and attitudes they need to be successful in all facets of life.



# SCHOOL DISCIPLINE

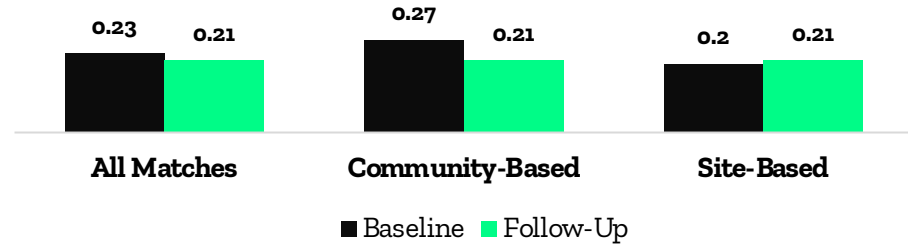
**School Discipline** involves behaviors such as parent visits to school for a behavior problem, detention, and suspension.

**Overall, school discipline reports decreased from baseline to follow-up, showing a 9.1% decline in students receiving discipline. Notably, this decline was observed only among youth in community-based mentoring programs.**

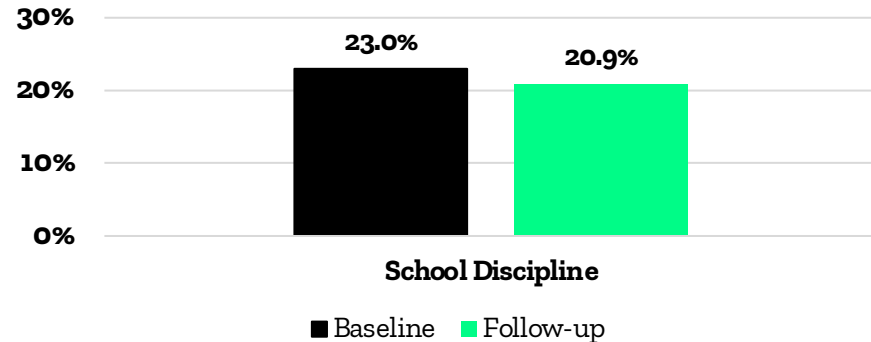
\* $p < .001$ , Cohen's  $d = -.05$

## Baseline and follow-up average scores

Maximum possible score: 1.0



## Percent of Youth Receiving School Discipline at Baseline and Follow-up (2022)



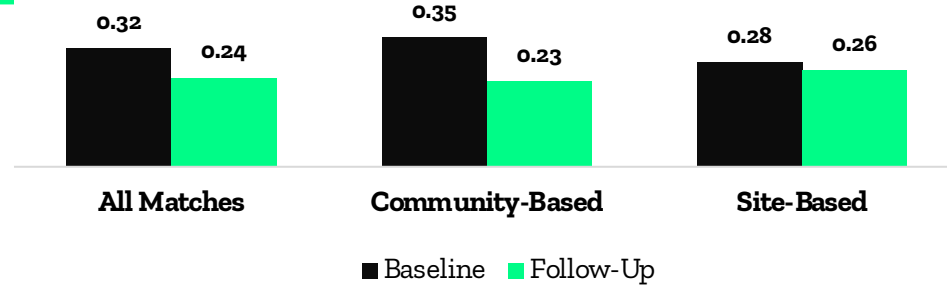
# BULLYING BEHAVIOR

**Bullying behavior** involves getting in trouble for behaviors such as teasing, name calling, pushing, shoving, hitting, and threatening other kids.

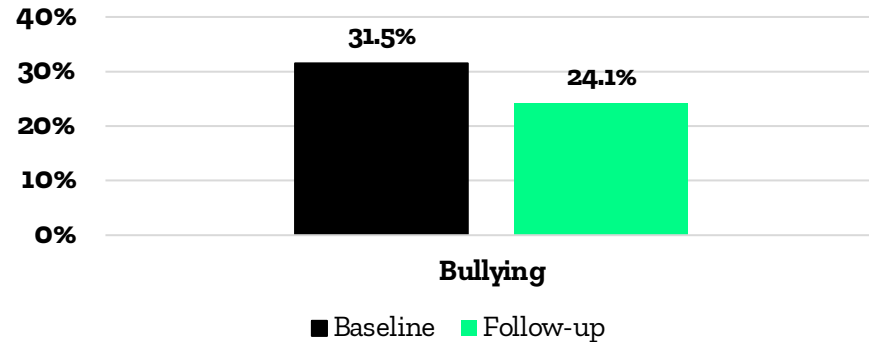
**Overall, bullying behavior declined from baseline to follow-up\*, reflecting a 24% reduction in youth involved in these behaviors. However, the decline was driven by youth in community-based mentoring programs.**

\* $p < .001$ , Cohen's  $d = -.30$

Baseline and follow-up average scores  
Maximum possible score: 1.0



Percent of Youth Reporting Bullying Behavior at Baseline and Follow-up (2022)



# SUBSTANCE USE

**Substance Use** involves behaviors such as smoking cigarettes, vaping, drinking alcohol, and using drugs or other substances to get high.

**Overall, substance use declined\* from baseline to follow-up, reflecting a 18% reduction in youth involved in these behaviors. The decline was driven by site-based mentoring programs.**

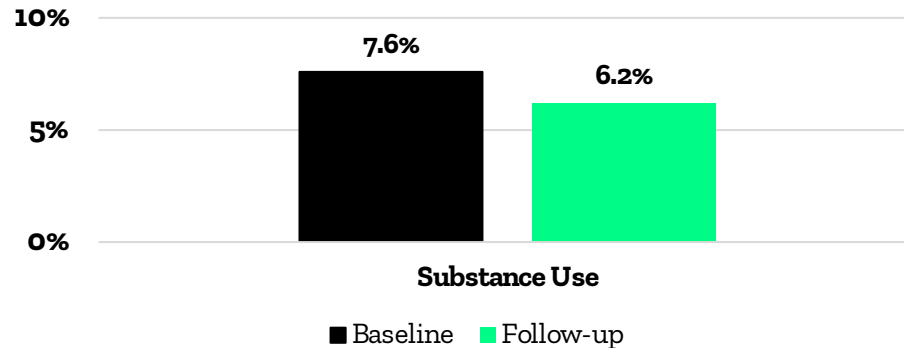
\* $p < .05$ , Cohen's  $d = .07$

Baseline and follow-up average scores

Maximum possible score: 1.0



Percent of Youth Reporting Substance Use at Baseline and Follow-up (2022)



# STATUS OFFENSES & ILLEGAL ACTIVITIES

Baseline and follow-up average scores

Maximum possible score: 1.0

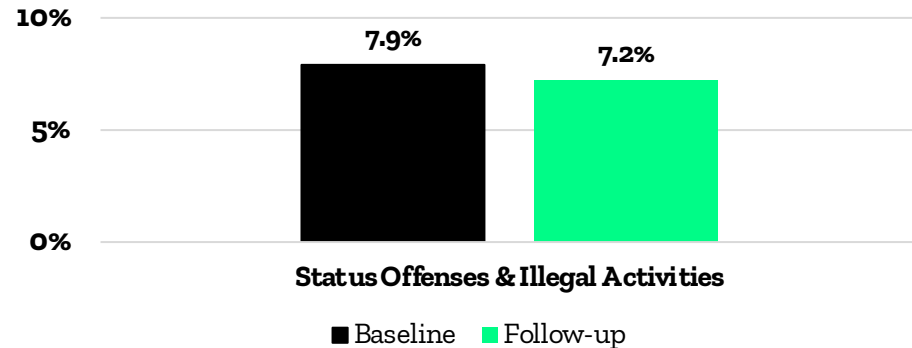
## School Offenses and Illegal

**Activities** include behaviors such as skipping school, running away from home, being in a gang, and damaging public property.

**The average rate of involvement in these activities was relatively low and similar at baseline and follow-up for youth in both community- and site-based programs.**

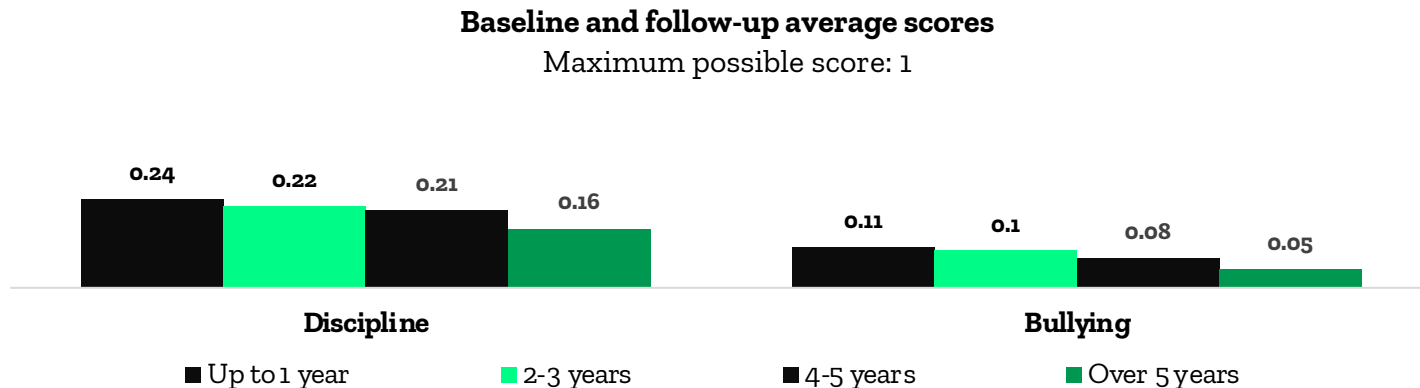


## Percent of Youth Reporting Status Offenses & Illegal Activities at Baseline and Follow-up (2022)



# SCHOOL BEHAVIORS AND MATCH LENGTH

**School Discipline and Bullying Behavior Declined Significantly\* with Longer Match Length**

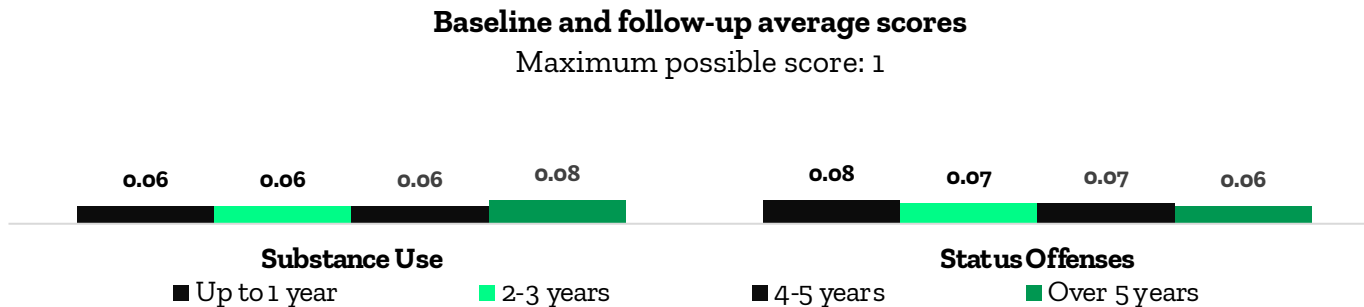


\* $ps < .001$ , Discipline (Cohen's  $d = .02$ ), Bullying Behavior (Cohen's  $d = .03$ ).

Match length refers to the amount of time a match was active at the time the COS/YOS survey was completed.

# ILLEGAL BEHAVIORS AND MATCH LENGTH

**Substance Use and Status Offenses Remained Low Across Different Match Intervals with Little Room for Decline\***



\*Differences for substance use and status offenses are not significant.

Match length refers to the amount of time a match was active at the time the COS/YOS survey was completed.

# A STORY OF EMOTIONAL HEALTH

Blake, a middle school student, has been matched with his Big, Jordan, for over a year at BBBS of Greater Chattanooga. Early in the match, Blake struggled processing and controlling his emotions resulting in academic challenges and ultimately a suspension from school. Jordan remained consistent, meeting with Blake virtually every week to provide support in any way he could. The close relationship developed, based on respect and understanding, added something for Blake to look forward to each week. By having a supportive network that included, among others, his mother and Jordan, Blake returned to the honor roll student he had been before.





# EMOTION REGULATION

**Emotion Regulation** involves being able to control anger and manage feelings like tension and worry in healthy ways.

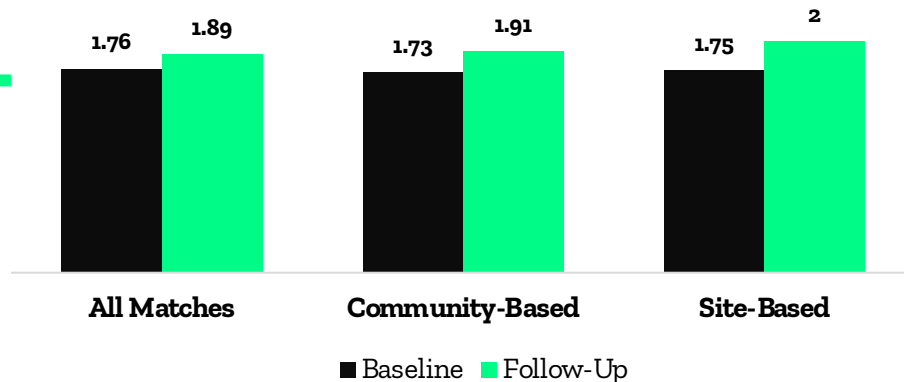
**For both community- and site-based programs, average scores improved\* from baseline to follow-up, reflecting 19% growth in youth reporting being effective at regulating their emotions.†**

\* $p < .001$ , Cohen's  $d = .09$

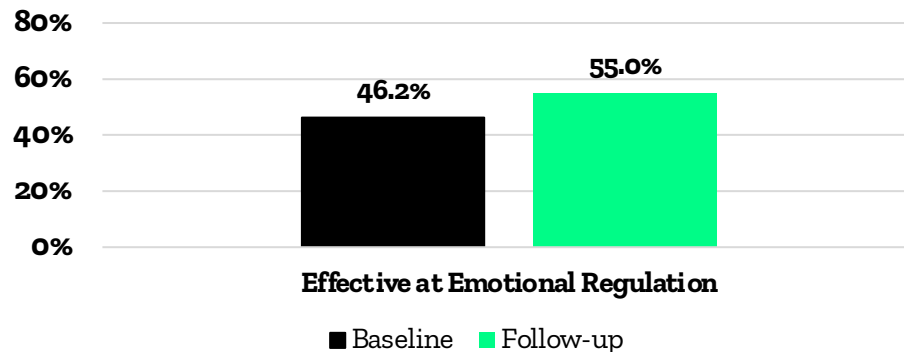
†Defined as a rating of 2 or higher on a scale of 0 to 3.

## Baseline and follow-up average scores

Maximum possible score: 3.0



## Percent of Youth Reporting Regulating Emotions Effectively at Baseline and Follow-up (2022)



# DEPRESSIVE SYMPTOMS

**Depressive symptoms** include feeling sad, alone, unhappy, and difficulty having fun.

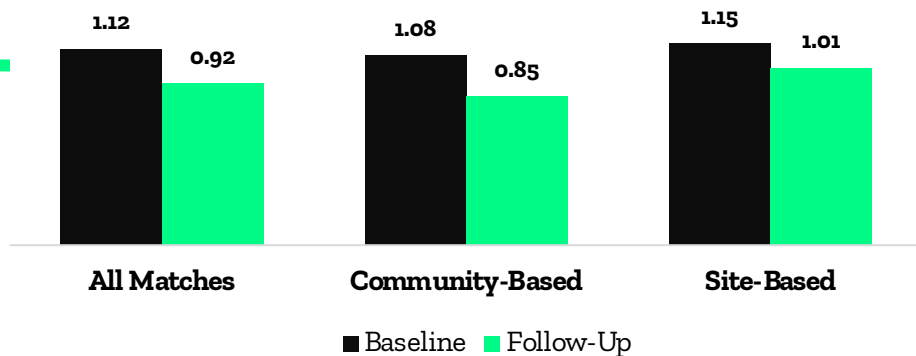
**For both community- and site-based programs, average levels of depressive symptoms declined\* from baseline to follow-up, reflecting a 20% reduction of youth reporting these symptoms.† The decline was greater for youth in community-based programs.**

\* $p < .001$ , Cohen's  $d = .19$

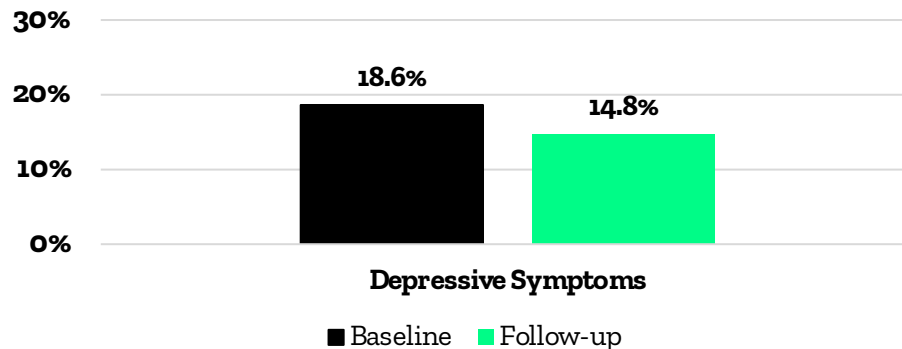
† Defined as a rating of 2 or higher on a scale of 0 to 4.

Baseline and follow-up average scores

Maximum possible score: 4.0



Percent of Youth Reporting Depressive Symptoms at Baseline and Follow-up (2022)

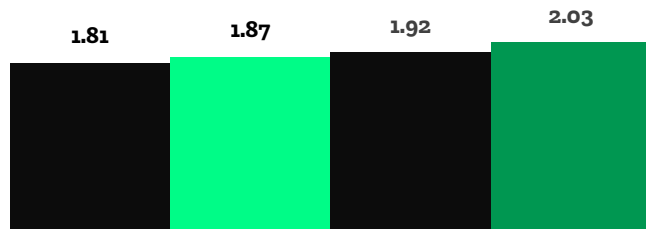


# EMOTIONAL HEALTH AND MATCH LENGTH

Emotion Regulation (left) Increased\* and Depressive Symptoms (right) Decreased\* with Longer Match Length

Baseline and follow-up average scores

Maximum possible score: 3

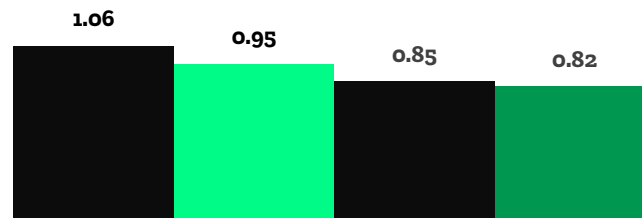


All Matches: Emotion Regulation

■ Up to 1 year ■ 2-3 years ■ 4-5 years ■ Over 5 years

Baseline and follow-up average scores

Maximum possible score: 4



All Matches: Depressive Symptoms

■ Up to 1 year ■ 2-3 years ■ 4-5 years ■ Over 5 years

\* $ps < .001$ , Cohen's  $d = .03$  (Emotion Regulation), Cohen's  $d = -.03$  (Depressive Symptoms)

Match length refers to the amount of time a match was active at the time the COS/YOS survey was completed.

# A STORY OF EDUCATIONAL SUCCESS

---

Chase has been matched with his big, Michael, for 10 years. When Chase struggled to keep up with homework in high school, Michael encouraged and provided him with tangible ways to stay on top of academic demands. As Chase prepared to fulfill his goal of attending college, he felt unsure of which school was the best fit for him. Chase shared his preferred college environment with Michael, who described his daughter's experience at a university that met Chase's criteria. Chase was nominated by his Big for BBBS Kentuckiana scholarship program, and subsequently received a full academic scholarship to attend the university his Big informed him about. Positive mentoring experiences can aid youth in developing a plan for their future while arming them with the tools to thrive.



# ACADEMIC PERFORMANCE

**Academic Performance** involves student reports of the grades they earned in math, reading or language arts, social studies, and science.

**For both community- and site-based programs, average grades improved\* from baseline to follow-up, reflecting a 25% increase in As<sup>†</sup> and an 18% decline in Ds and Fs.<sup>‡</sup>**

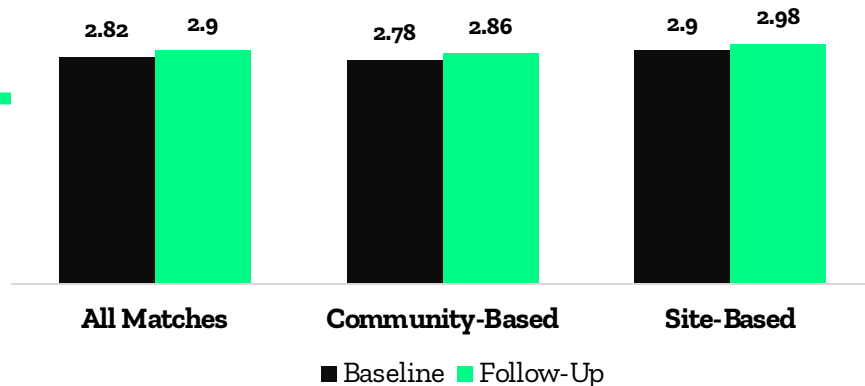
\* $p < .001$ , Cohen's  $d = .07$

<sup>†</sup> Defined as a score of 4 on a scale of 0 to 4.

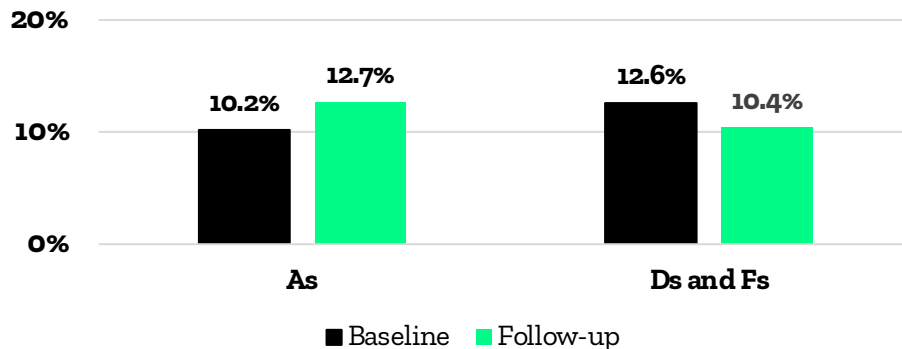
<sup>‡</sup> Defined as scores below 2 on a scale of 0 to 4.

**Baseline and follow-up average scores**

Maximum possible score: 4.0



**Percent of Youth Reporting "As" and "Ds" and "Fs" at Baseline and Follow-up (2022)**



# EDUCATIONAL EXPECTATIONS

**Educational Expectations** involves youth's plans for future education in terms of how sure they are about finishing high school and going to college.

**For both community- and site-based programs, educational expectations improved\* from baseline to follow-up, reflecting a 60% decline in those without plans<sup>†</sup> for further education, and a 10% increase in those planning to both graduate high school and go to college.<sup>††</sup>**

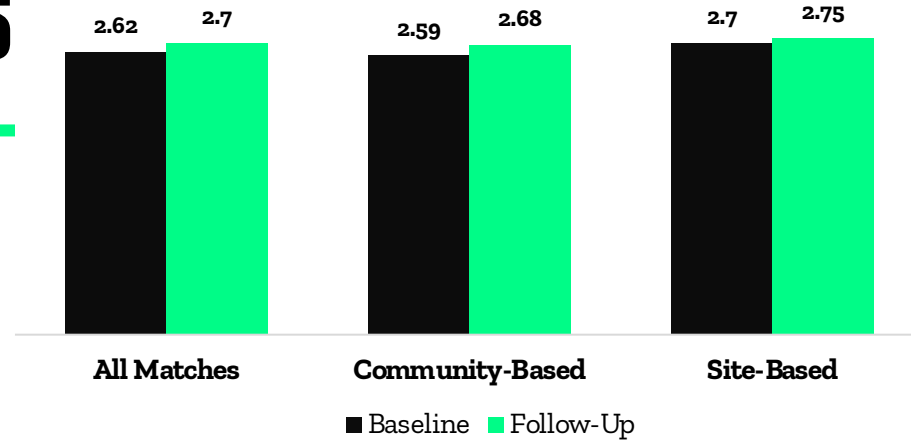
\* $p < .001$ , Cohen's  $d = .23$

<sup>†</sup> Defined as scores of 1 or lower on a scale of 0 to 3.

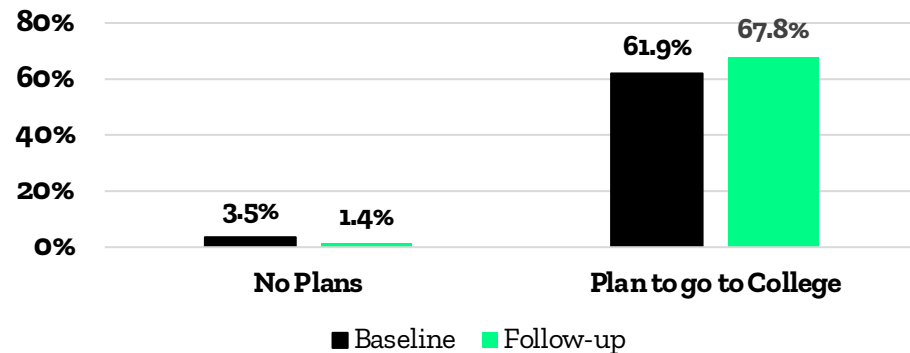
<sup>††</sup> Defined as a score of 3 on a scale of 0 to 3.

Baseline and follow-up average scores

Maximum possible score: 3.0



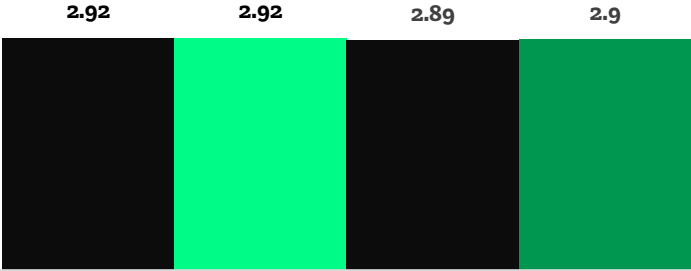
Percent of Youth Reporting No Plans and for College at Baseline and Follow-up (2022)



# EDUCATIONAL SUCCESS AND MATCH LENGTH

Neither Academic Performance (left), nor Educational Expectations (Right) Increased with Longer Match Length\*

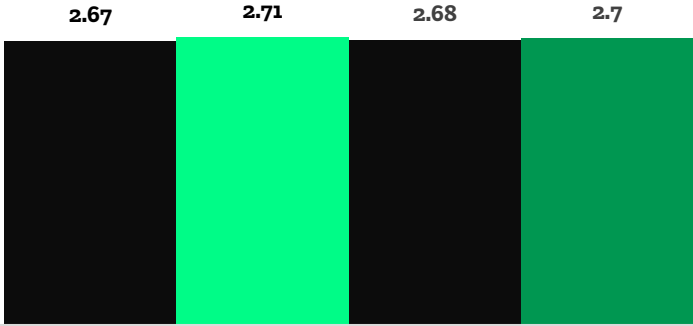
Baseline and follow-up average scores  
Maximum possible score: 4



All Matches: Academic Performance

■ Up to 1 year ■ 2-3 years ■ 4-5 years ■ Over 5 years

Baseline and follow-up average scores  
Maximum possible score: 3



All Matches: Educational Expectations

■ Up to 1 year ■ 2-3 years ■ 4-5 years ■ Over 5 years

\*Match length refers to the amount of time a match was active at the time the COS/YOS survey was completed.

# APPLYING AN EQUITY LENS

BBBS is committed to assessing how its programs impact various groups, particularly those with a history of disadvantage and discrimination. The next three slides examine key findings from the YOS/COS results, focusing on gender, race/ethnicity, and age-based perspectives.

To conduct the analyses, a statistical approach<sup>†</sup> was used to test for differences between different groups at follow-up, with corrections<sup>††</sup> applied to help ensure accuracy given the number of tests conducted. The following slides provide a summary of statistically significant differences.

<sup>†</sup> Analysis of Variance (ANOVA) and Chi-Square analyses.

<sup>††</sup> Bonferroni correction was used to control for family-wise error rate in multiple comparisons.





# OUTCOMES THROUGH A GENDER IDENTITY LENS

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## **Belonging & Social Connections**

- Nonbinary youth rate themselves lower in social competence, school connectedness, and family connectedness than males and females.
- Females rate themselves higher in social competence, but lower in school connectedness, compared to males.

## **Behavior & Choices**

- Males rate themselves higher than females in school discipline and bullying behavior.

## **Social & Emotional Health**

- Nonbinary youth rate themselves lower in emotion regulation and higher in depressive symptoms than males and females.
- Females rate themselves lower in emotion regulation and higher in depressive symptoms than males.

## **Educational Success**

- Males rate themselves lower than females in academic performance and educational expectations.

# OUTCOMES THROUGH A RACE/ETHNICITY LENS

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## **Longing & Social Connections**

- Black youth tended to report higher social competence than other ethnicities, whereas White youth tended to report lower social competence.
- White and multiracial youth tended to report lower school connectedness.
- Hispanic youth were less likely to report their Big as a very important adult compared to other ethnicities.

## **Behavior & Choices**

- Black youth reported higher school discipline and Hispanic youth lower school discipline compared to other ethnicities.

## **Social & Emotional Health**

- White youth tended to report higher levels of depression and lower emotional regulation.
- Black and Hispanic youth tended to report lower levels of depression and higher emotional regulation.

## **Educational Success**

- Asian youth reported higher academic performance compared to other ethnicities.
- White youth tended to report lower educational expectations compared to other ethnicities.

# OUTCOMES THROUGH AN AGE-BASED LENS

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Age-based groups are defined as children (age 5-12), teens (ages 13-18), and young adults (ages 19-25)

## **Belonging & Social Connections**

- Teens rate their social competence and school connectedness lower than children and young adults.
- Children rate their parent connectedness higher than teens and young adults.
- Young adults were less likely to see their Big as a very important adult than teens or children.

## **Behavior & Choices**

- Children and teens reported receiving more school discipline than young adults.
- Bullying behaviors decreased from childhood, to adolescence, to young adulthood.
- Teens and young adults report higher substance use and more status offending than children.

## **Social & Emotional Health**

- Children and teens report lower emotion regulation than young adults.
- Teens report higher depressive symptoms than children.

## **Educational Success**

- Young adults reported higher academic performance than children and teens.
- Educational expectations increased from childhood, to adolescence, to young adulthood.

# ACKNOWLEDGEMENTS

This report is written with thanks to Bigs, Littles, and Families and the BBBS network of federated agencies. Without the diligent work of agency staff, it would not be possible to show the successes of our network.

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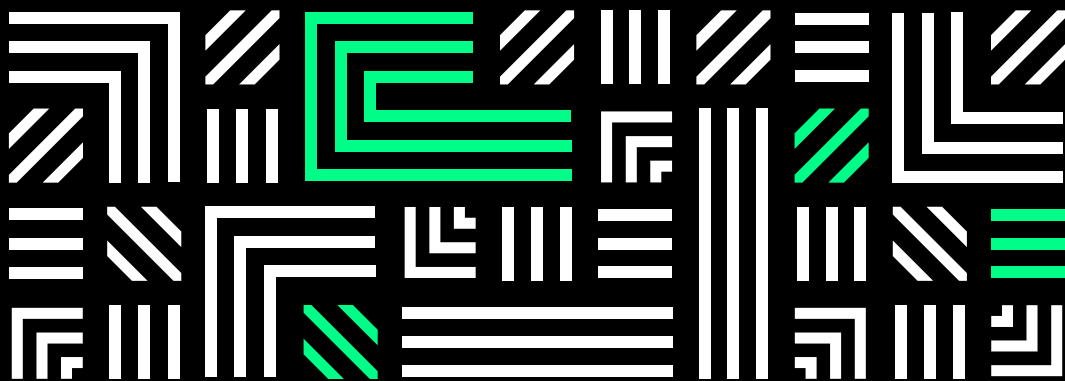
The Bridgespan Group

[For questions about data in this report, please contact \[impact@bbbsa.org\]\(mailto:impact@bbbsa.org\)](mailto:impact@bbbsa.org)

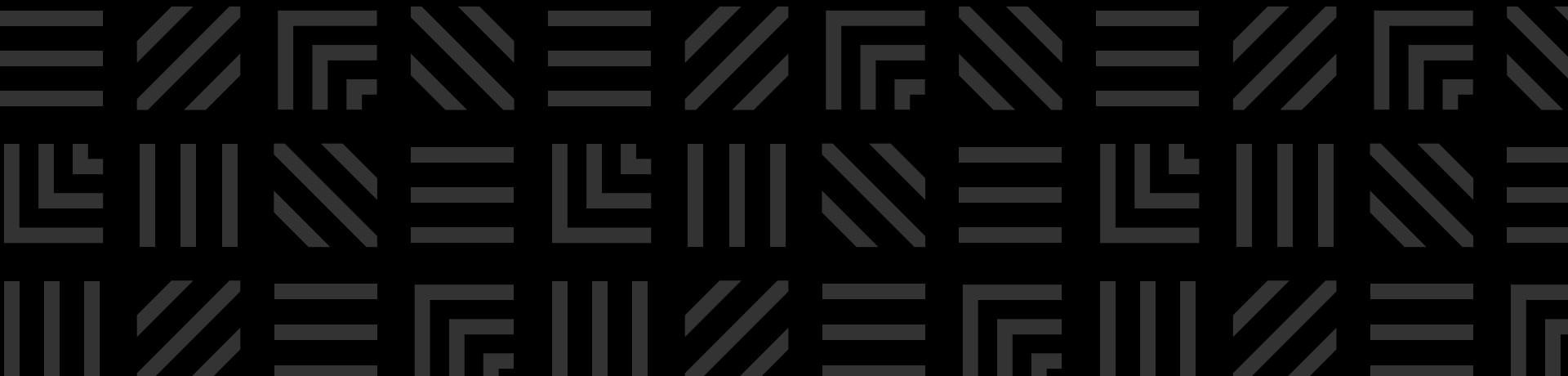




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# APPENDIX



# APPENDIX: YOS & COS AREA DEFINITIONS

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**Social connection** is a youth's connectedness to a range of people in their lives who can help empower them, including their mentor, their family, their school, their friends, and a broader community. **Belonging** is a youth's perception of these social connections – a measure of whether they have a positive view on their own identity and a feeling of belonging to a community

**Positive behavior and choices:** Youth's ability to empower themselves through positive behavior and choices in school and outside of school that help them reach their goals.

**Social and emotional health:** Skills that help youth achieve social and emotional wellbeing, including self-regulation of emotions, self-esteem, and the absence of psychological distress.

**Educational success:** Youth's educational performance (e.g., grades, grade progression) and educational expectations for themselves