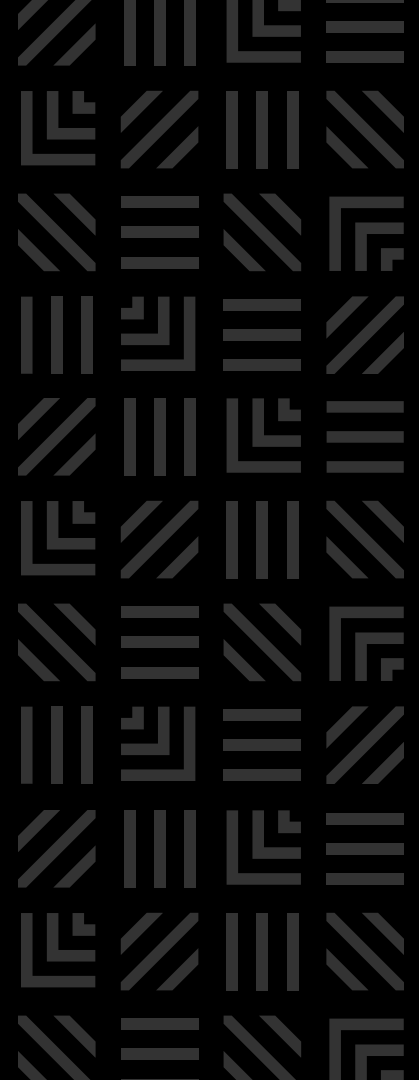




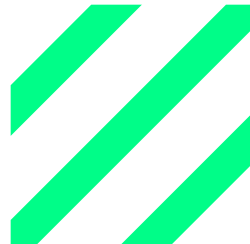
2023 ANNUAL IMPACT REPORT

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Program and Impact Team | Big Brothers Big Sisters of America



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OVERVIEW

The 2023 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 2023.
- Spans all 230 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 – CONT'D

Littles

- Over 88,000 Littles (ages 5-25) served and over 91,000 matches nationwide in 2023
- Primarily youth of color
- Resided in both urban and rural areas
- Teenagers (ages 13-18) constituted the largest age group, while Littles over 19 showed the fastest growth.

Families

- About 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 – CONT'D

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 2.3 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 – CONT'D

Outcomes. From a baseline assessment at the start of the match to a follow-up in 2023, Littles demonstrated improvement across four key outcome areas:

➤ **Belonging & Social Connections:**

- 18% increase in Social Competence
- 92% view their Big as a Very Important Adult in their life

➤ **Positive Behavior & Choices:**

- 13% decrease in Bullying Behavior
- 22% decline in Status Offenses for those in Community-Based programs

➤ **Social & Emotional Health:**

- 16% growth in Emotion Regulation
- 20% reduction in Depressive Symptoms

➤ **Educational Success:**

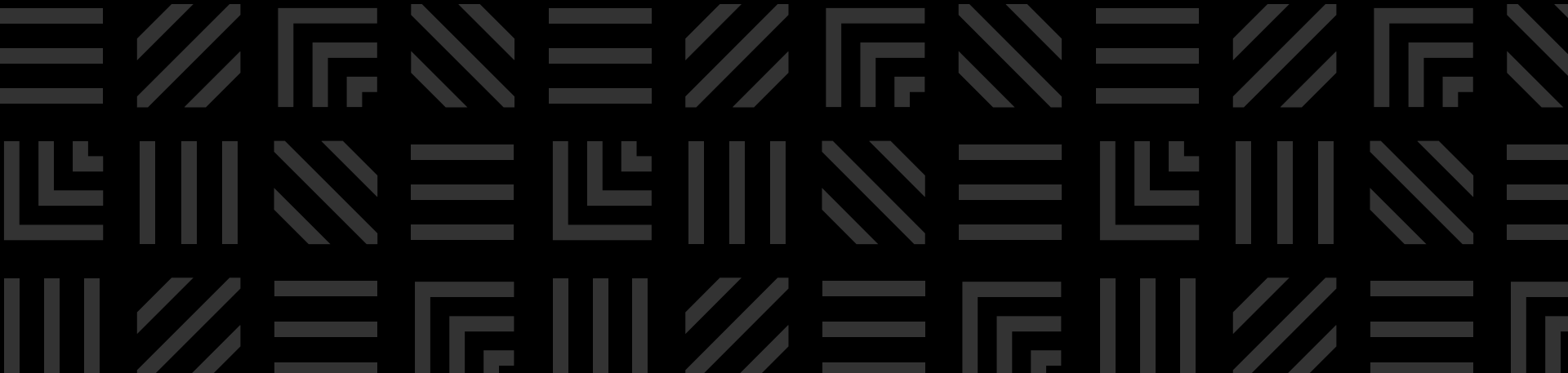
- Improved School Grades
 - 28% increase in “As”, 17% decline in “Ds and Fs”
- Increased Educational Expectations
 - 51% reduction no plans for further education
 - 18% increase in plans to attend college

For most outcomes, improvements became stronger as matches length grew longer. 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

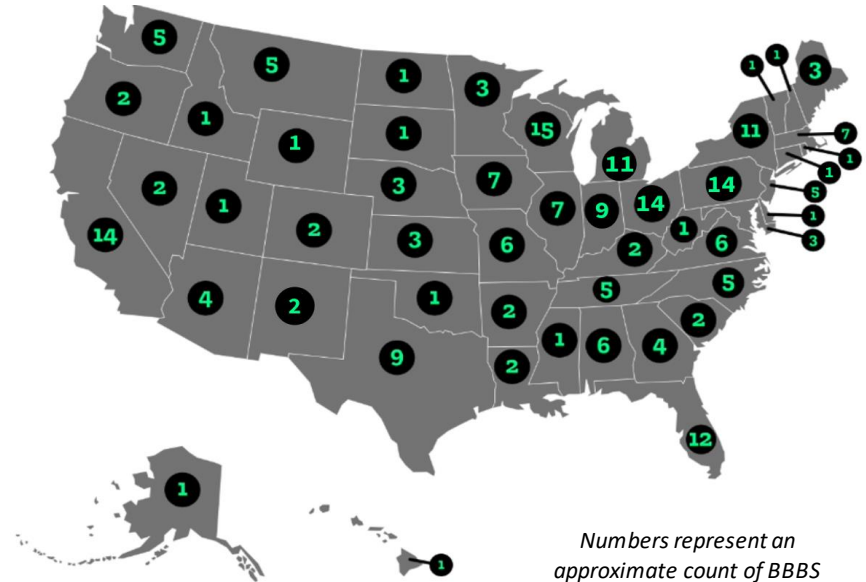


WHO WE ARE

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 230 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 2023 National Impact Report shows the collective impact of the BBBS network for Littles, Bigs, and Families during the 2023 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

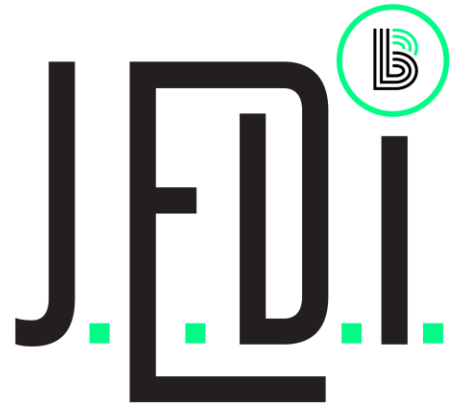


J.E.D.I. COMMITMENT

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

- 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

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.

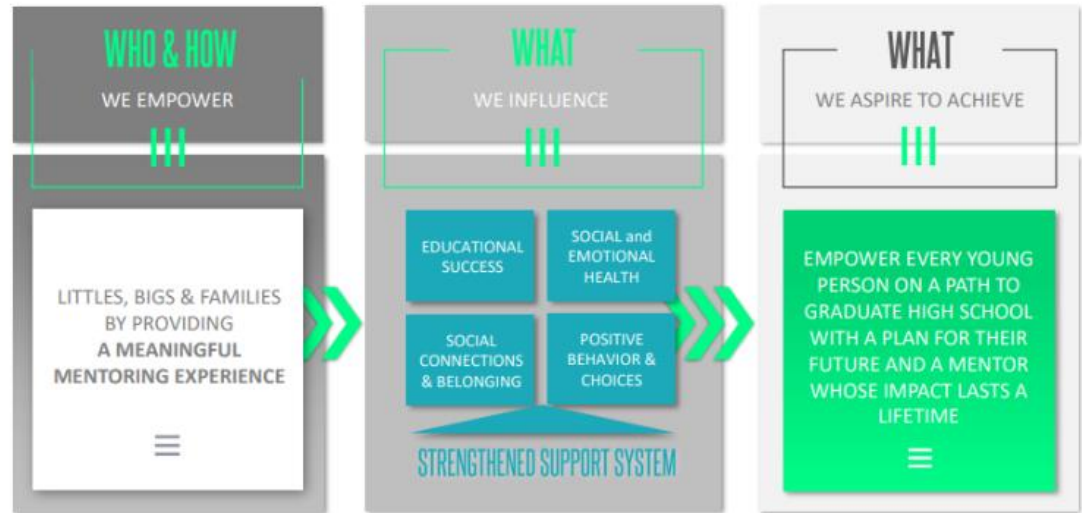


HOW THE MODEL HELPS US DRIVE IMPACT

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.

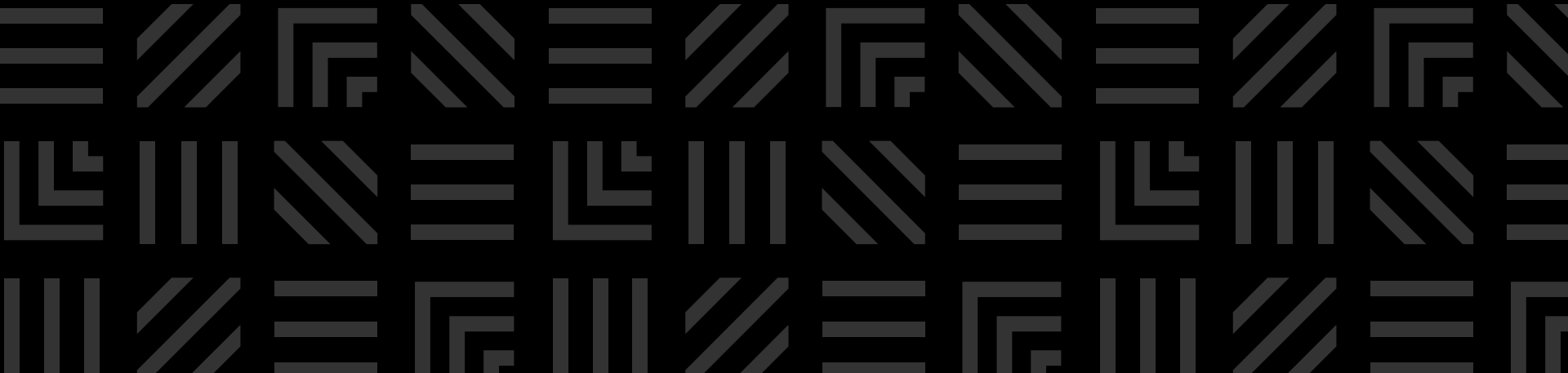
Agencies monitor youth outcomes, including educational success, social and emotional competence, belonging, and avoidance of risky behaviors, throughout the match for continuous program improvement.

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 88,441* Littles, their families, and Bigs* engaged in BBBS mentoring during 2023. Data from 230 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.

*The unduplicated count for Littles served is 88,441. Impact analyses for this report are based on 86,918 matches with data on the outcomes in the report.

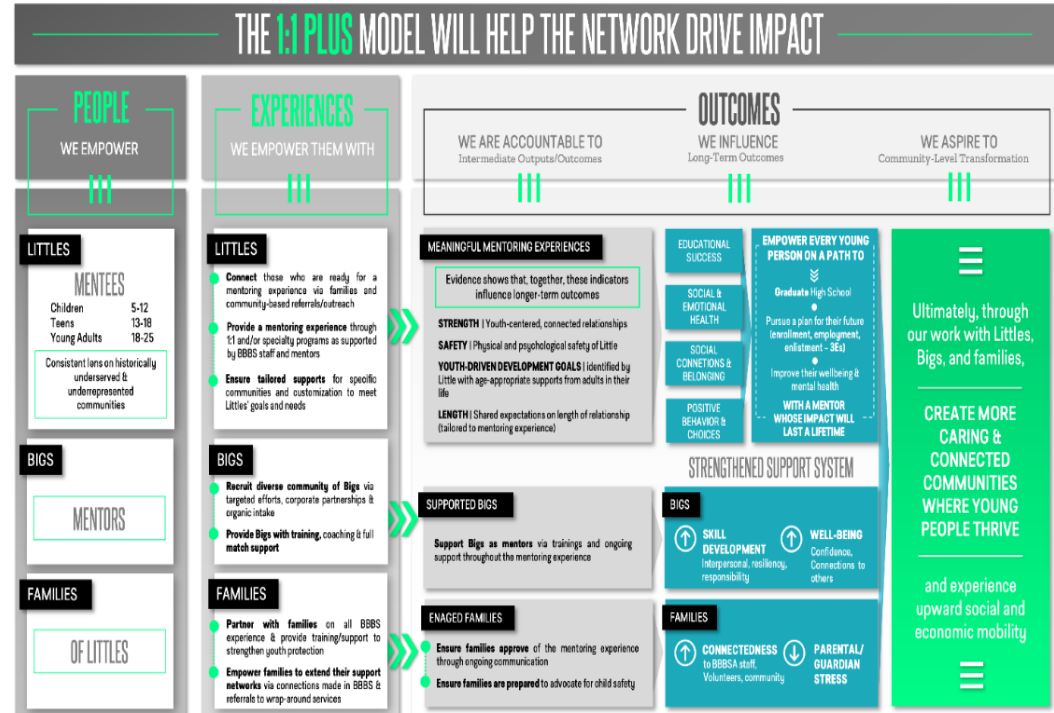


CHILD AND YOUTH OUTCOMES SURVEY

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)**^{1,2} 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



The Risk and Protective Inventory (RPI)³ 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:

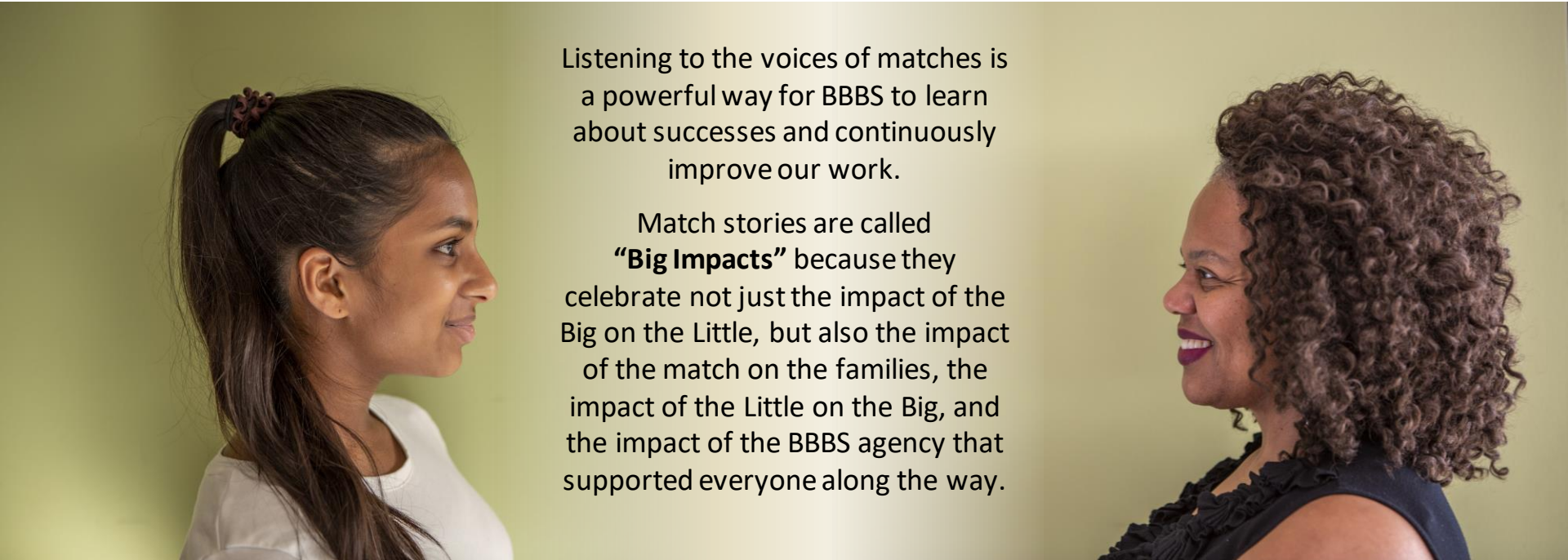
- Socioeconomic
- Family
- Education
- Social and Emotional

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

A photograph of two women in profile, facing each other against a light green background. The woman on the left has long dark hair in a ponytail and is wearing a white top. The woman on the right has curly dark hair and is wearing a dark top. They appear to be in conversation.

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

Jocelyn, aged 16, has been matched with her Big, Jennifer, for seven years. As she began planning for life after high school, she expressed interest in the medical field. Jennifer introduced her to a physical therapist, which ultimately led to an internship. Following the internship, Jocelyn has been accepted into a future leaders in healthcare and IT program at Kennesaw State University. Additionally, Jocelyn participates in BBBS of Metro Atlanta's College Admission and Process Program. The culmination of support from her Big, family, formal programming, and informal relationships have empowered Jocelyn to pursue her goals at university.

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 2023

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

64%* Community-Based Matches

63% 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

36%* Site-Based Matches

17% of matches were site-based and meeting at a designated place such as a school or workplace

19% of matches were site-based facilitated involving staff facilitators on site

**Virtual matches (e-mentoring) are included in both Community-Based and Site Based depending on the agency's procedures. Percentages are rounded up and may not total 100%*

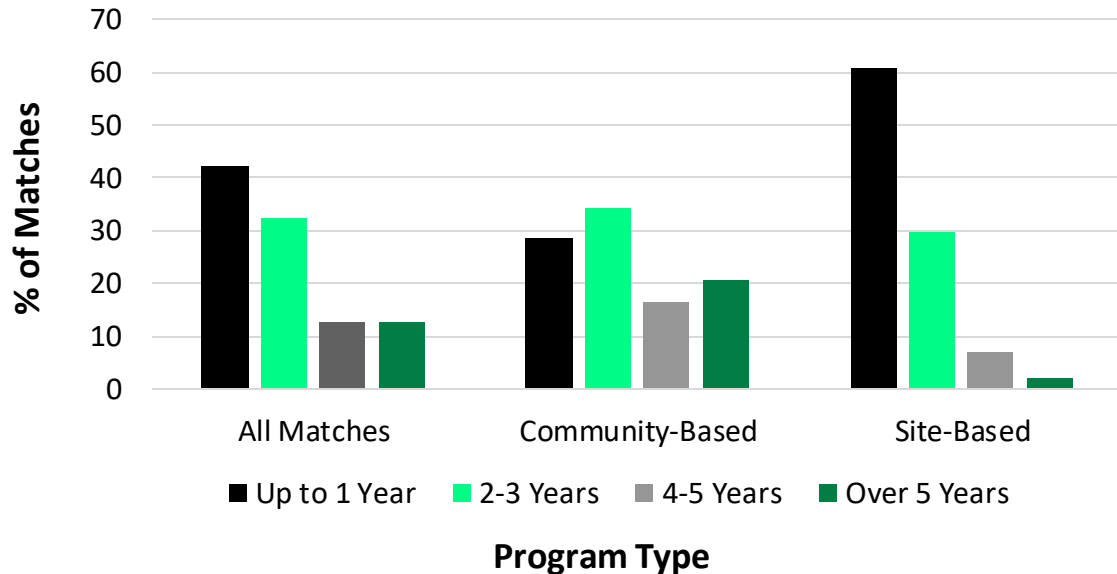
MATCH LENGTH

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.⁴

The average match length for 2023 is 2.3 years (27.6 months) for all matches (community- and site-based), but some last much longer.

Nearly 13% of all matches, and over 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>

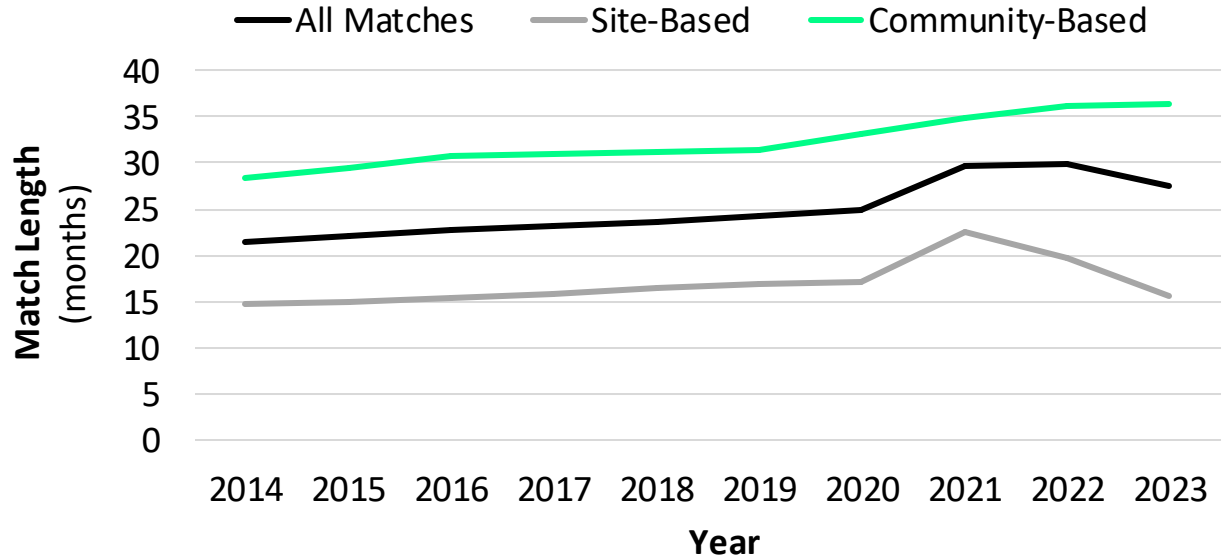
10-YEAR TRENDS IN MATCH LENGTH

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

Overall, matches lasted 6.1 months longer in 2023 compared to 2014.

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 Snapshot of Average Match Length (Months) by Program Type



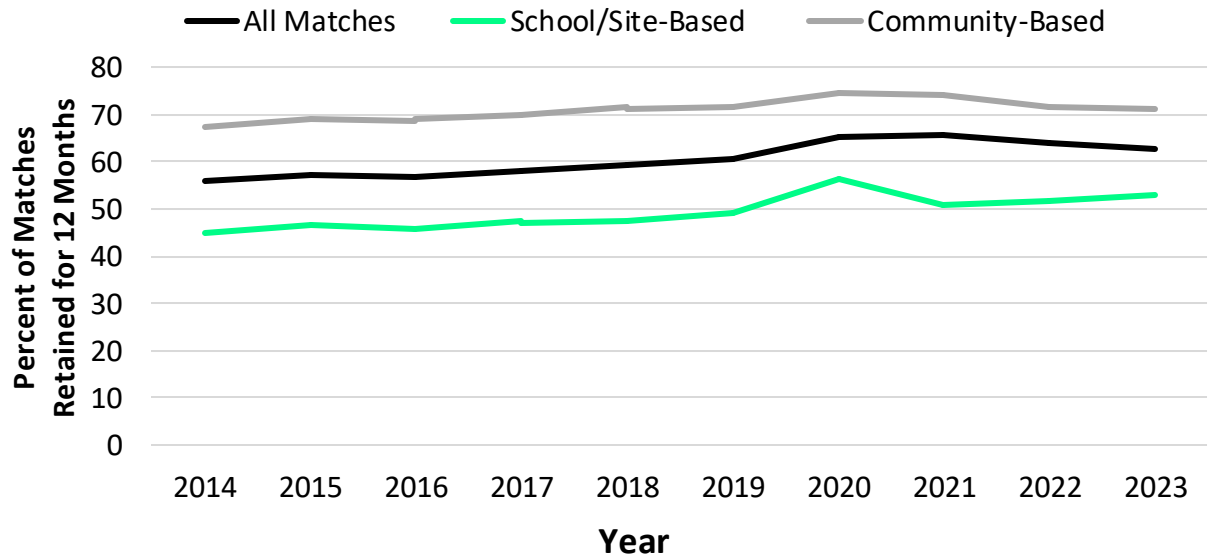
10-YEAR TRENDS IN MATCH RETENTION

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.

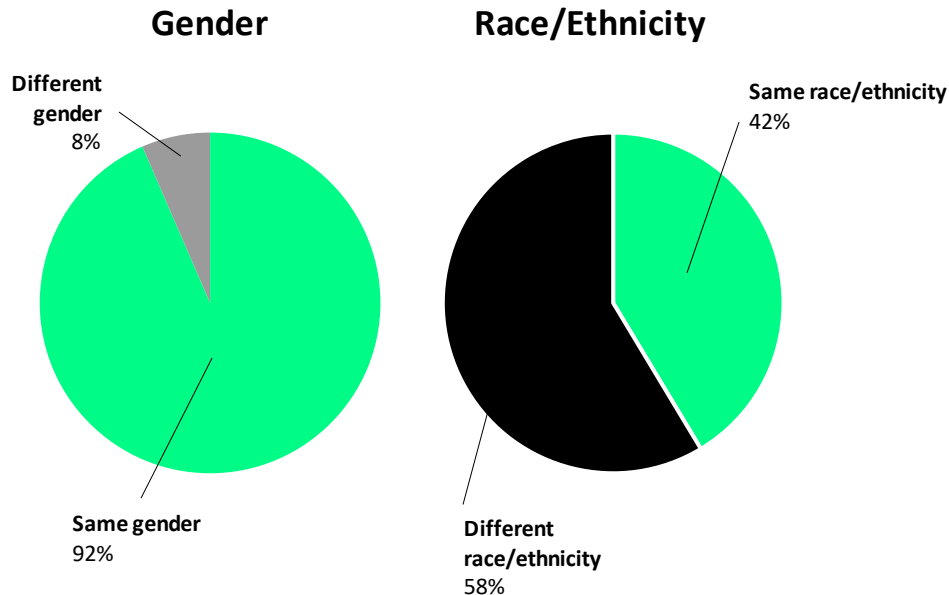
Community-based programs tend to have higher retention, possibly due to site-based programs being tied to the school year.

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



DEMOGRAPHIC SAME RACE/GENDER OF MATCHES

92% of matches identified as the same gender.
42% were the same race/ethnicity.



Insights Into Match Demographics

Most matches with White youth are with mentors of the same race (87%). However, for Black youth, only 28% matches are with mentors of the same race. BBBS is actively working to recruit more BIPOC Bigs to support our youth.

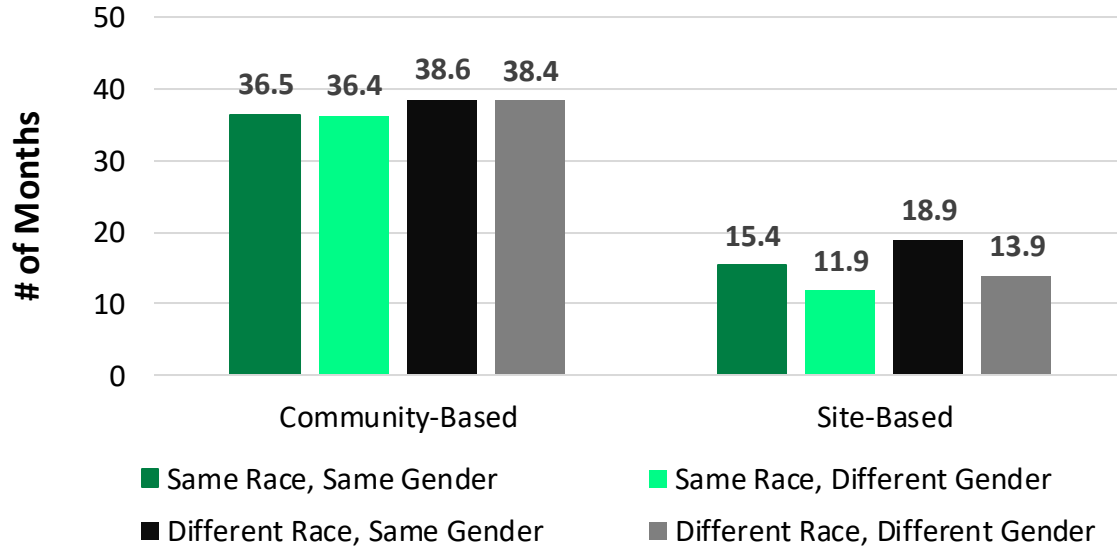
Additionally, 15% of matches for youth identifying as non-binary are with mentors who also identify as non-binary.

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.

Match Length (Months) By Correspondence on Gender and Race/Ethnicity



* Gender includes male, female, non-binary.

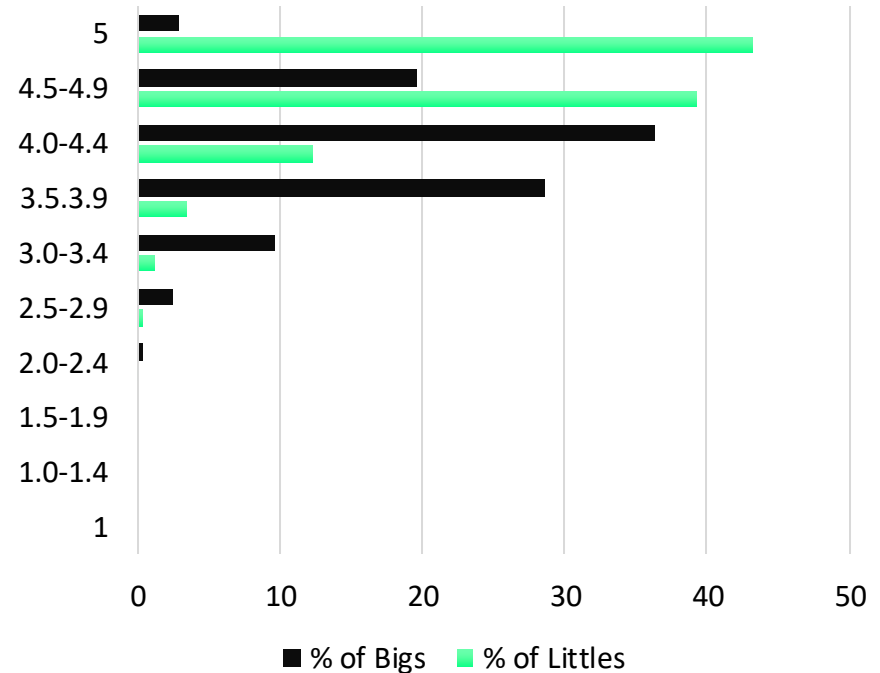
MATCH STRENGTH

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 4.05 of 5) and Littles (average of 4.73 of 5).

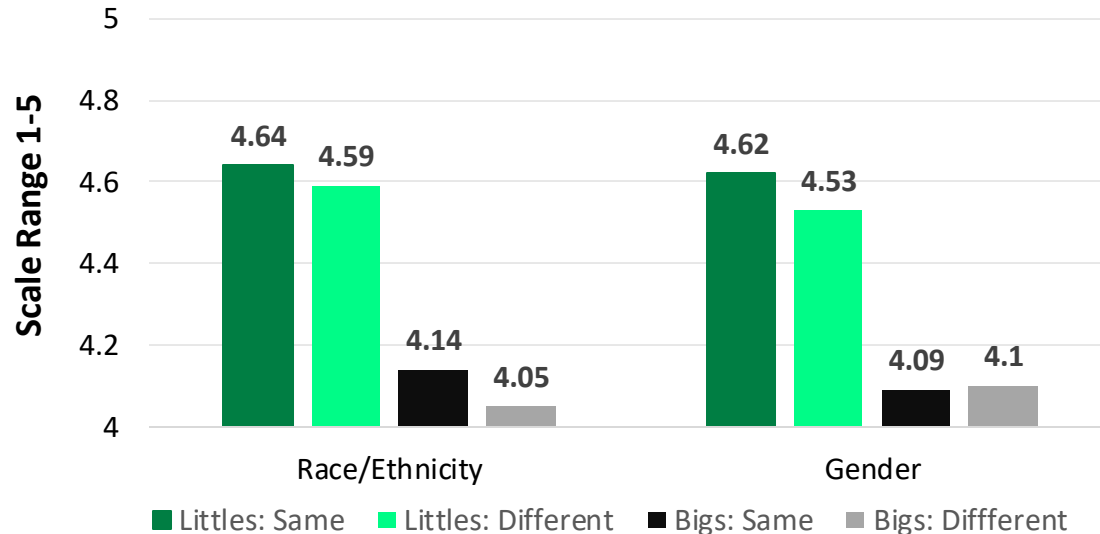
Distributions of SoR Ratings for Bigs and Littles



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 also resulted in closer connections for Littles.

Feelings of Closeness By Correspondence on Race/Ethnicity and Gender



* $p < .001$. 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

The Strength of Relationships (SOR) survey measures the level of emotional attachment, satisfaction, and connection between Bigs and Littles. Highlights from surveys administered during 2023 are shown below*.

99%

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.

97%

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.

**Percentages are derived from responses that were 4's and 5's on a 5-point scale, where 4 indicates 'most of the time true' and 5 indicates 'always true.'*

WHO WE SERVE

Littles

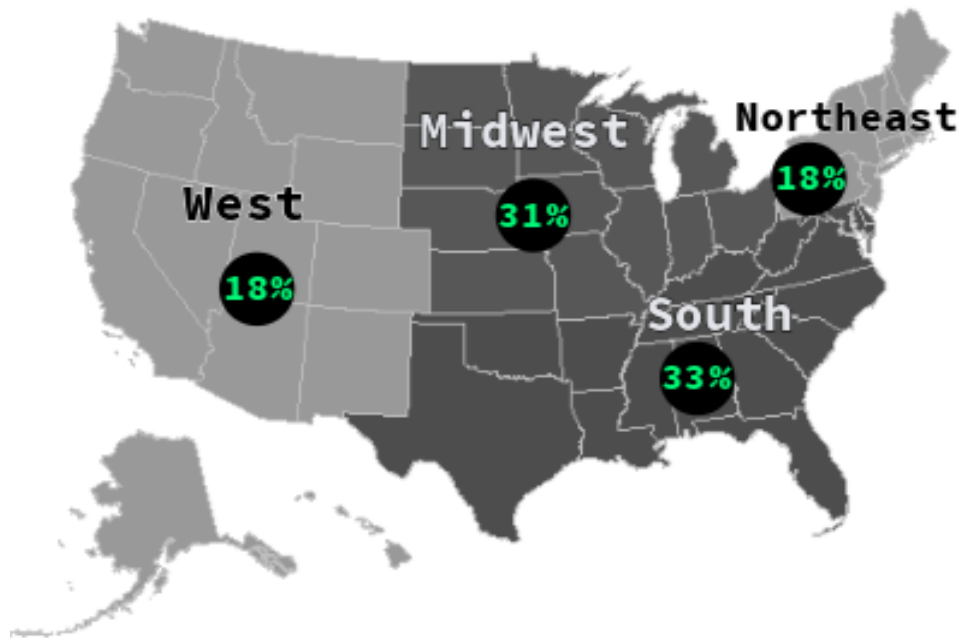


LITTLES

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

91,298

Total Youth Served
(Matches) through BBBS
mentoring in 2023⁵.



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

Includes unduplicated count of Littles (ages 5-25) in community-based or 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

Most BBBS agencies serve rural* youth.

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

- **12% of Littles live in rural areas**
- **76% of BBBS agencies serve some rural youth**
- **15% of BBBS agencies serve mostly rural youth**

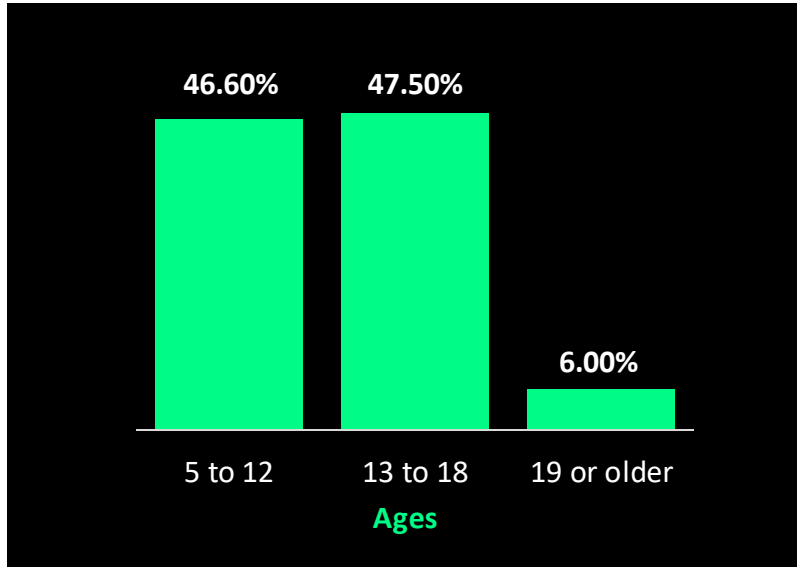
We recognizes that rural youth face unique challenges including disproportionate rates of homelessness, disparities in access to mental health and healthcare access, and transportation deficiencies. We believe our programs can help to offset these obstacles and support youth thriving in rural communities.



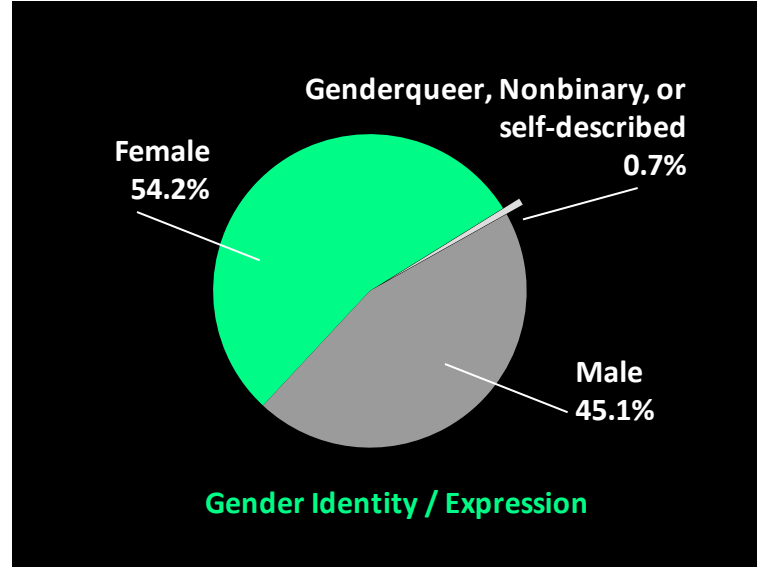
**Definitions of Metropolitan and Rural were based on the US Census data and are in line with the [USDA](#), Federal Office of Rural Health Policy and the Office of Management and Budget (OMB)*

LITTLES: AGE AND GENDER

Littles cover an age range from childhood to young adulthood. **Teenagers are the largest age category, with a similarly sized portion under 13.**



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



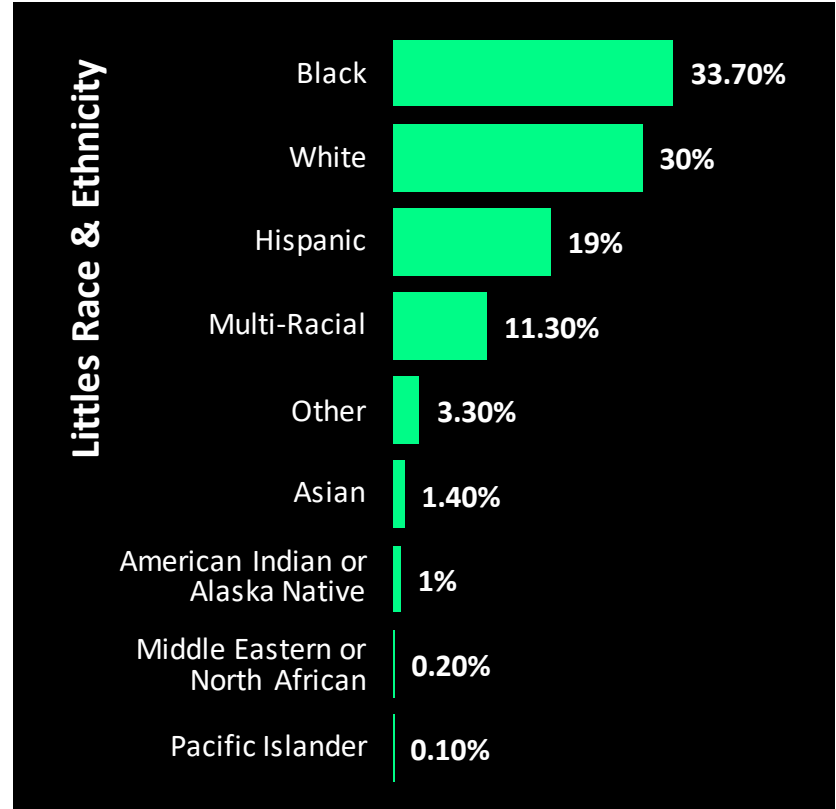
**Gender distribution represents those 99.3% of Littles reporting gender identity.*

LITTLES: RACE AND ETHNICITY

More than two-thirds of the Littles served in 2023 are 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.

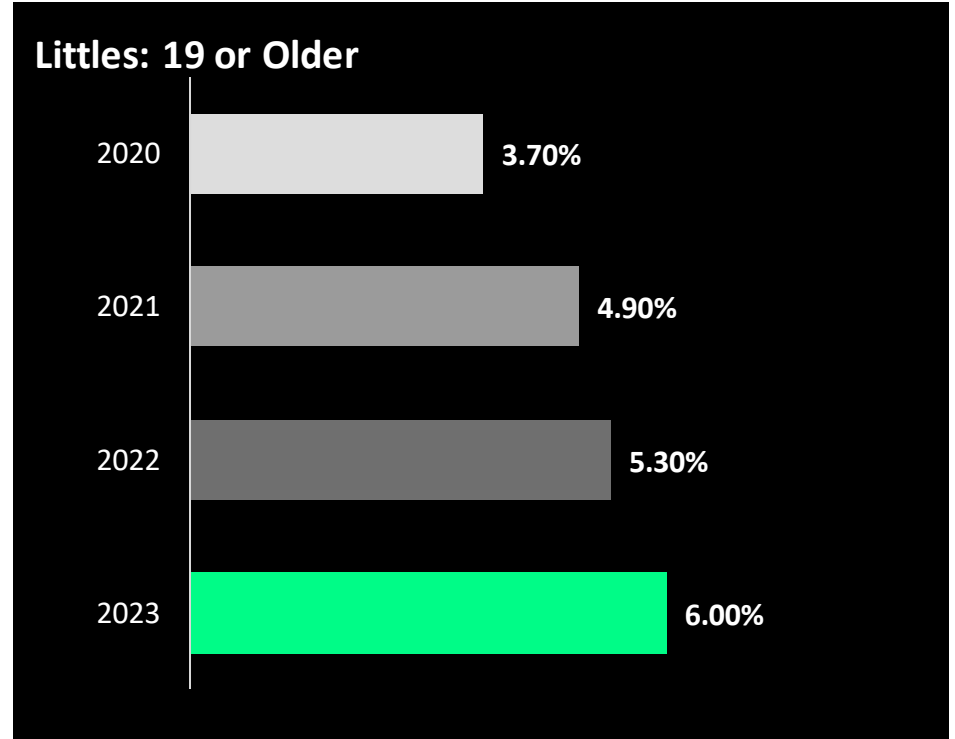
Partnerships with Alpha Partnerships with Alpha Phi Alpha, Lambda Theta Phi, and Omega Psi Phi fraternities help us strive to provide Littles with Bigs from similar racial and ethnicities backgrounds as them.



LITTLES 19 AND OLDER: 3-YEAR DEMOGRAPHIC TREND

Young adults are one of the fastest growing demographics of young people served across the BBBSA network.

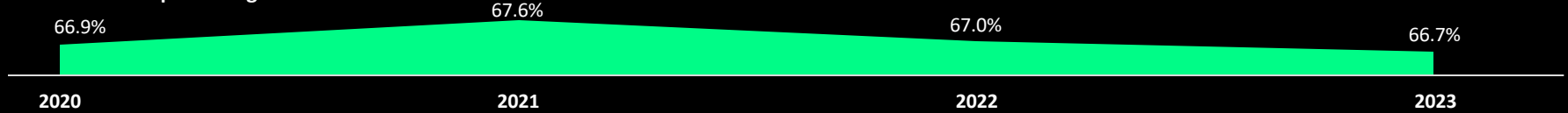
The percentage of Littles aged 19 or older has steadily grown over the past 4 years.



TRENDS IN DEMOGRAPHIC QUALITIES OF LITTLES

The proportion of BIPOC youth (ages 5-25) served has remained relatively constant since 2020. The minor dip in 2023 relative to previous years may be due to a slight decrease in Hispanic/Latinx youth (3% compared to 2021).

4-Year View: percentage of BIPOC Littles



BBBSA implemented tracking gender identity outside of the female-male binary starting in 2019. After an initial growth in youth describing their gender identify/expression in expansive ways, it has leveled off to just under 1%.

4 Year View: percentage of Littles identifying outside of binary, cisgendered gender expression and identities



Though the proportion of 19+ youth served increased, the average age slightly declined. This is likely due to the uptick in youth served aged 5 to 12 (5% increase compared to 2020).

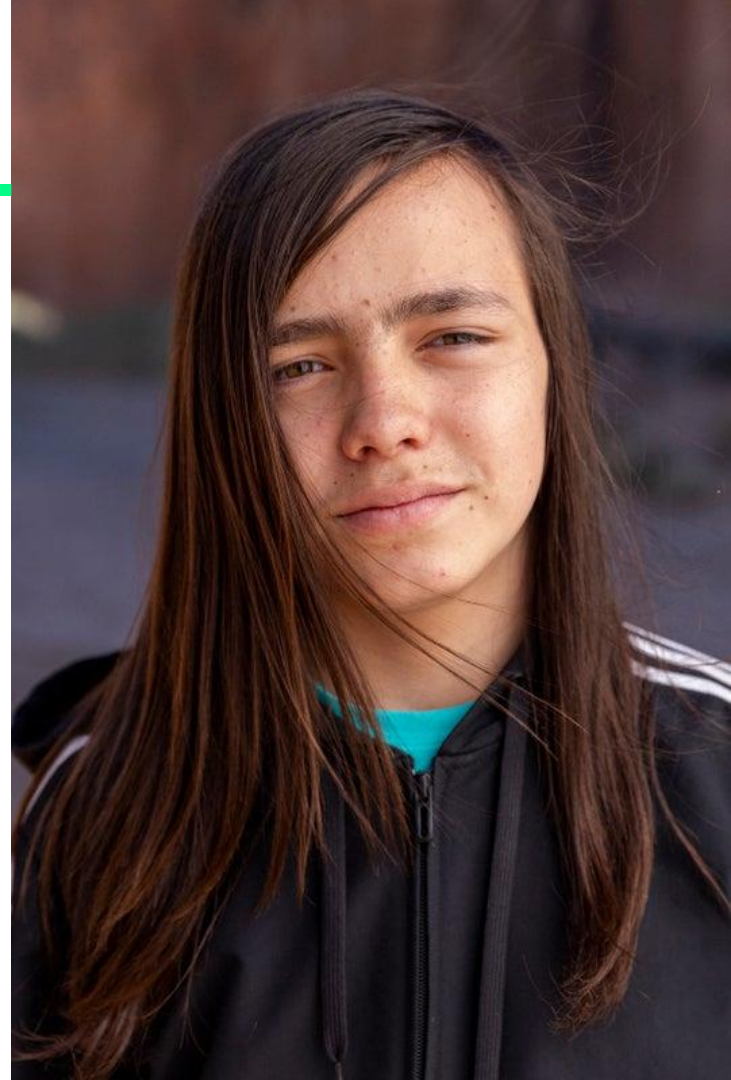
4-Year View: average age of Littles



BEYOND THE NUMBERS

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

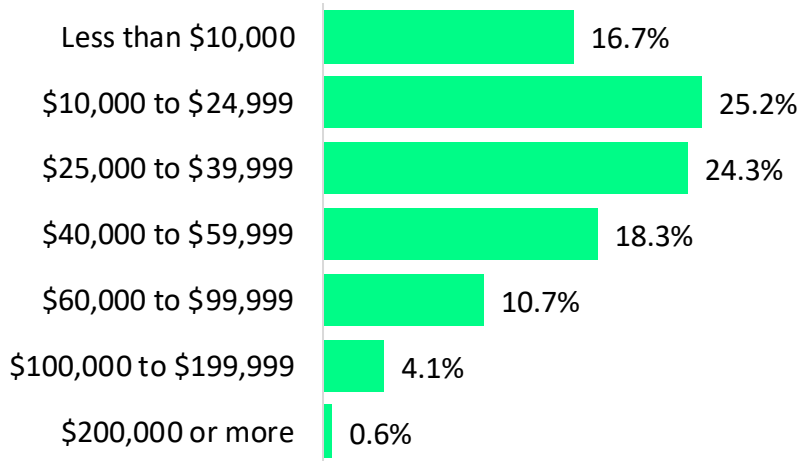
Families



LITTLES: FAMILY INCOME

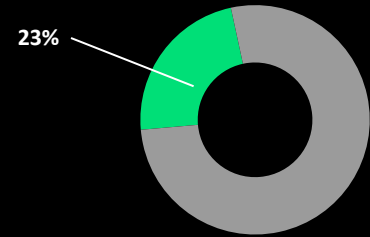
While family income ranges across income levels, **many of the families served (66%)** earn less than \$40,000 a year. 1 in 4 families served by BBBS agencies receive income assistance.

Little Family Income*

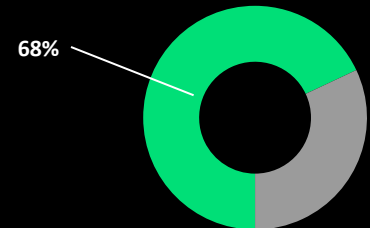


*Income distribution represents those 65.7% of families reporting household income.

1 in 4 of all Families report receiving income assistance.



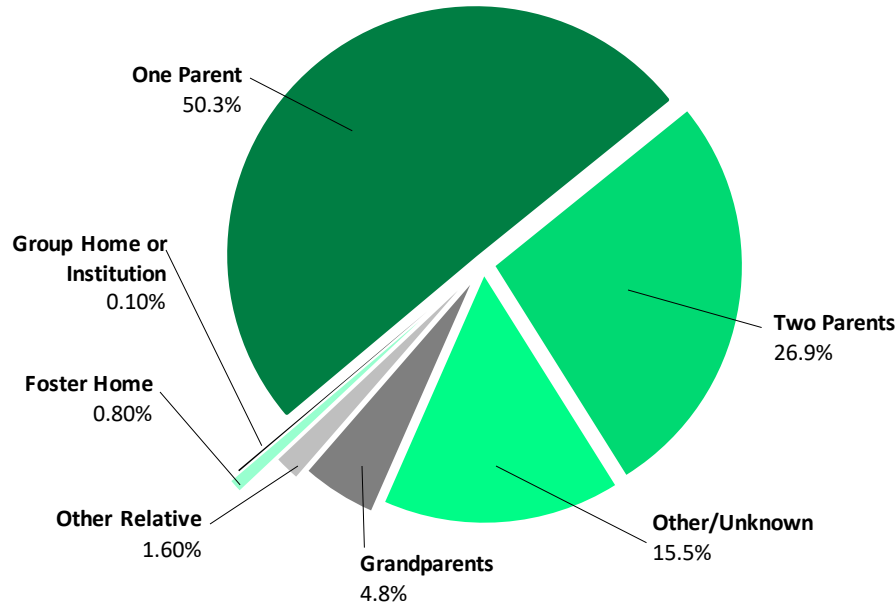
Most (68%) Littles receive free or reduced lunch at school.



LITTLES: HOUSEHOLD

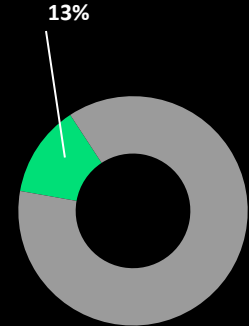
The families of Littles* represent a diversity of life experiences and situations

50% of Littles live with one parent, though a variety of living situations are represented.

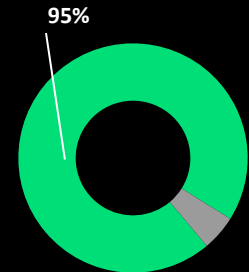


**Living situation proportion represents those 86.5% of Littles families reporting living situation*

13% 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 in identifying the strengths and needs of Littles and their families across 14 areas within 4 larger categories:

- Socioeconomic
- Family,
- Education, and
- Social & Emotional

SOCIOECONOMIC

Employment
Financial Stress
Neighborhood

EDUCATION

Learning Difficulties
School Functioning

FAMILY

Disruption/Safety
Involvement
Stability

SOCIAL & EMOTIONAL

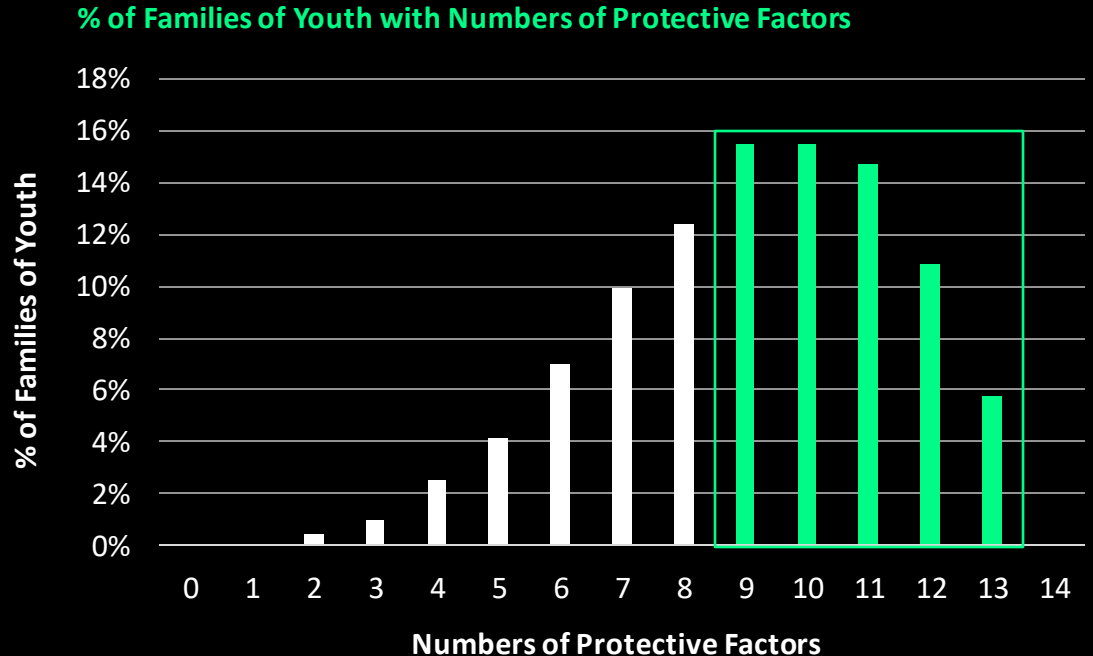
Anger Control
Behavior
Mental Health
Social Skills/Competence
Peers
Thriving

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.

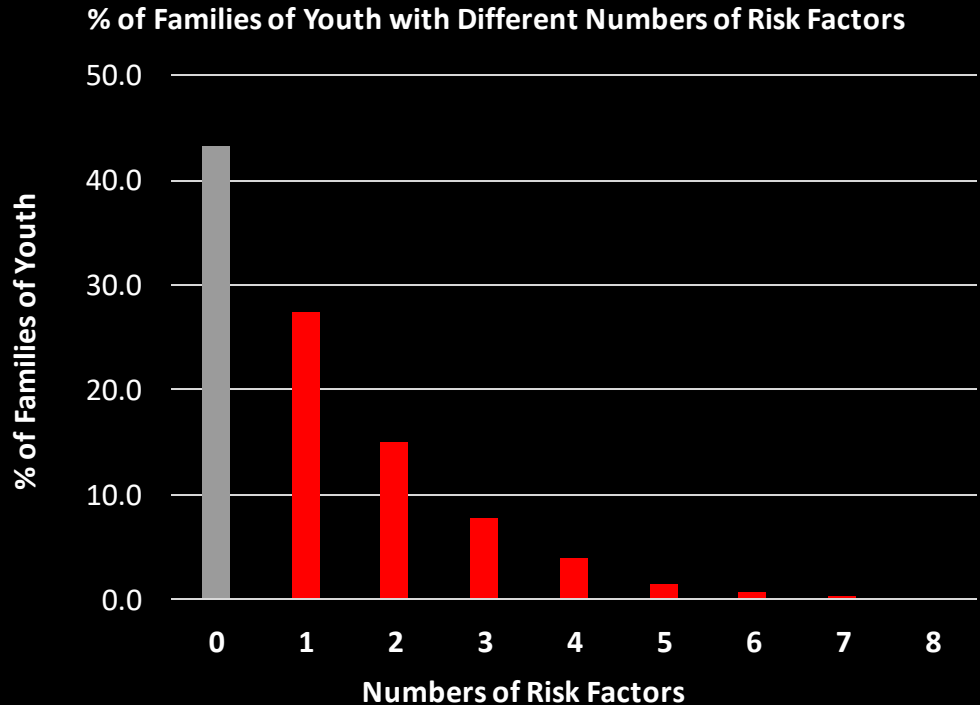


RISK FACTORS

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 8 risk factors.



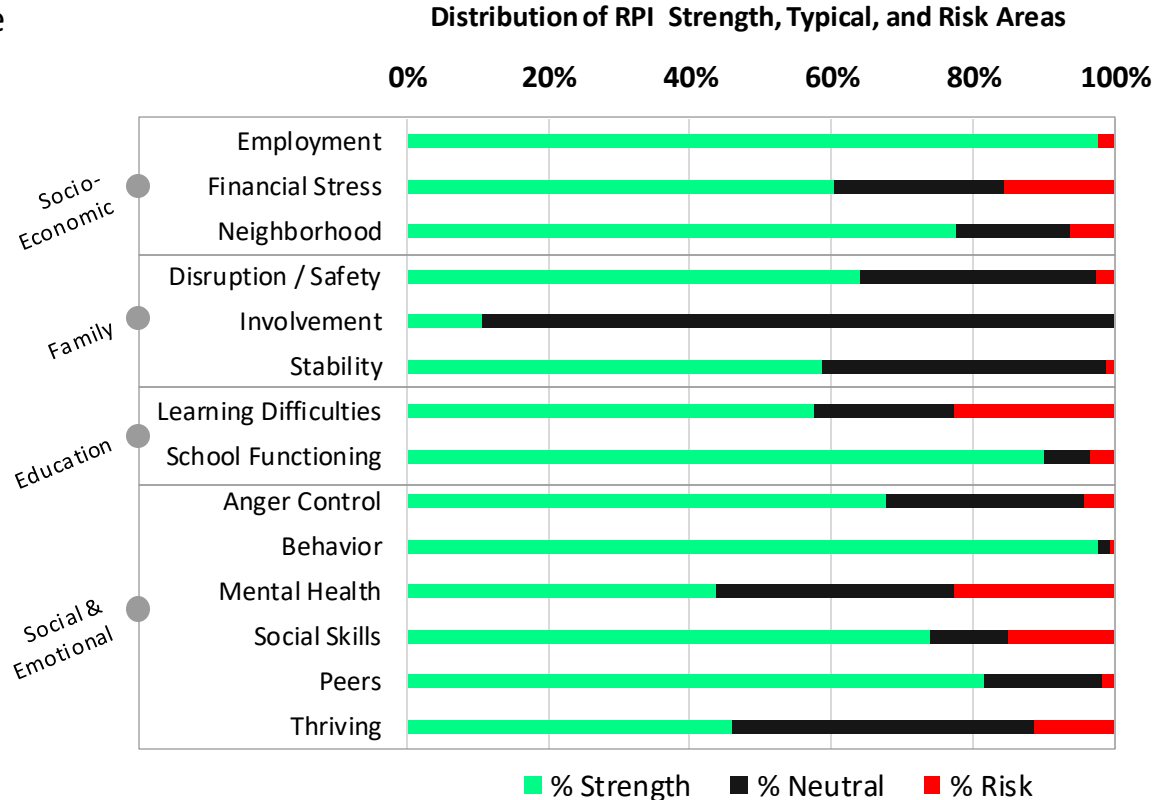
14 AREAS OF RISK AND PROTECTION

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 43% of youth, considered neutral (black) for another 34%, and poses a risk (red) for 23% of youth.

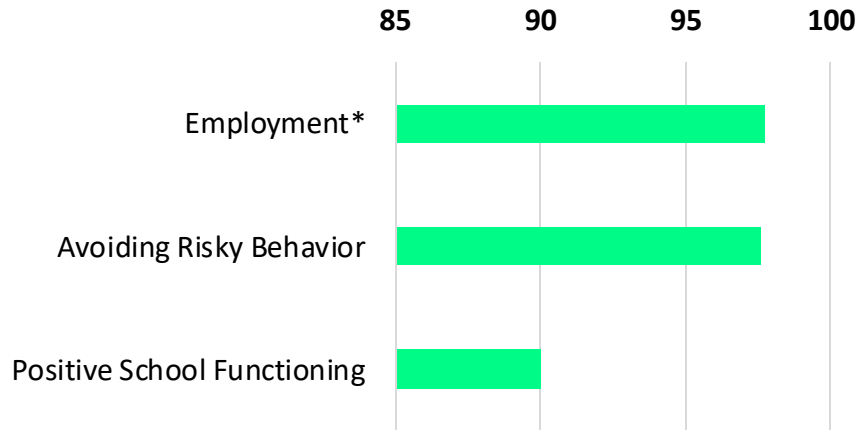


TOP 3 FAMILY RISK AND PROTECTIVE FACTORS

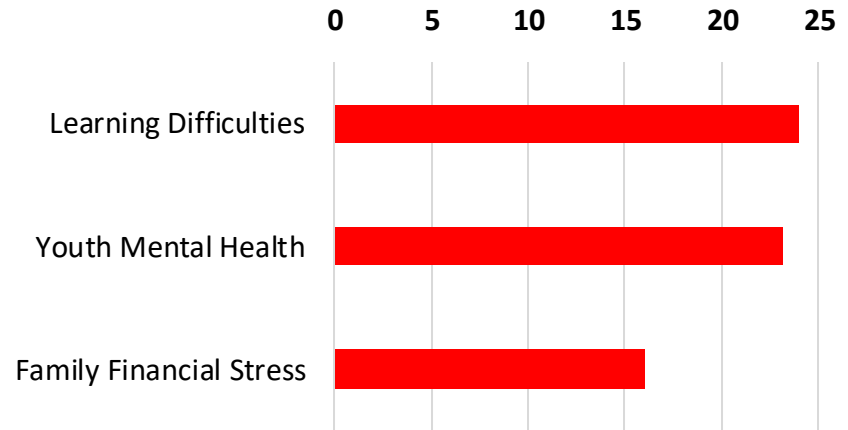
FACTORS

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



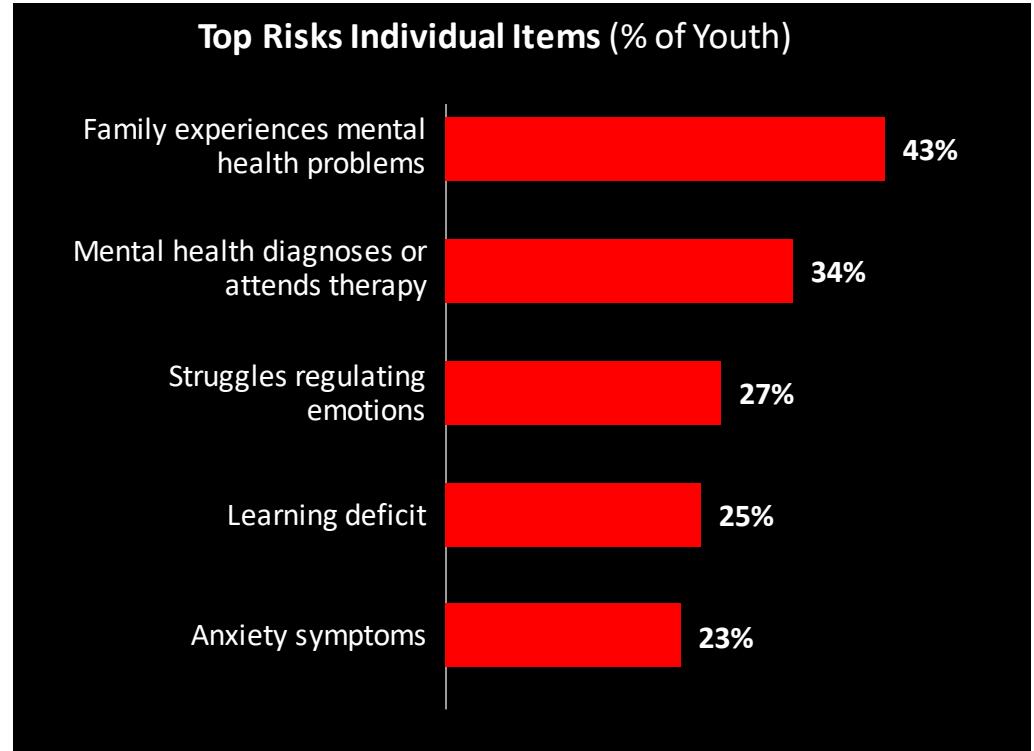
**Includes employed adults and parent/guardian high school education.*

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, 43% of families report experiences with mental health troubles as a risk.



MENTOR SUPPORT MATTERS TO GROW

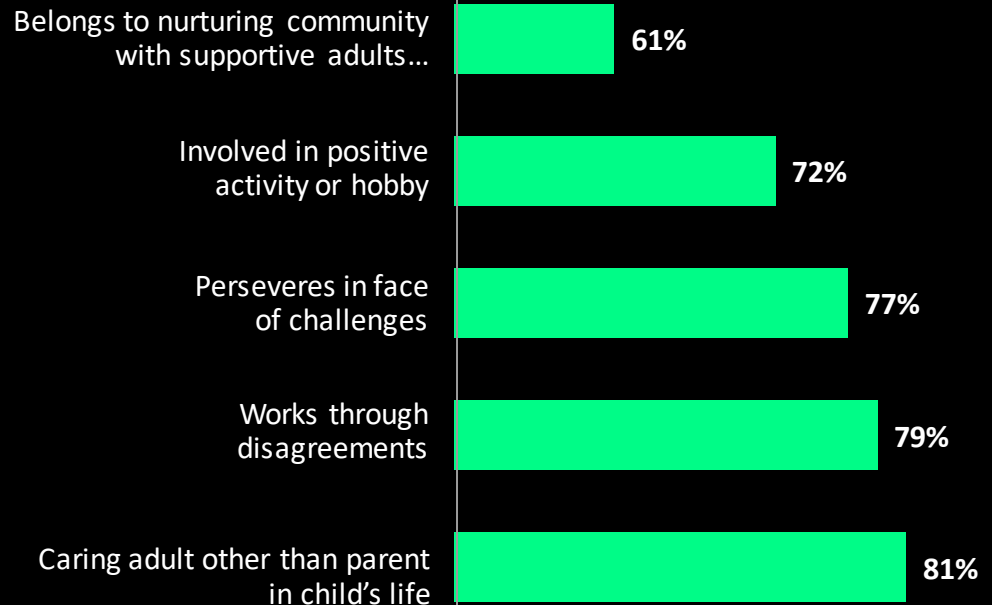
STRENGTHS

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, 61% report belonging to a nurturing community as a strength, but the other 39% can still grow stronger in that area.

Lowest Strengths Individual Items (% of Youth)



WHO WE SERVE

Bigs



BIG IMPACTS

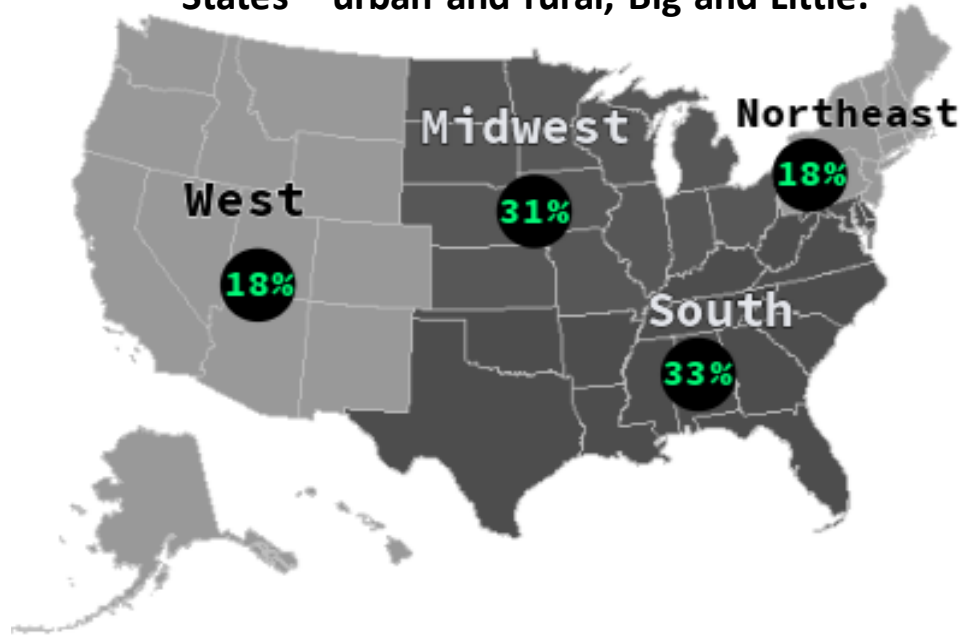
84,723

Bigs volunteered as mentors
in BBBS programs in 2023*

3.3M

Hours volunteered by Bigs with
Littles and their Families.

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



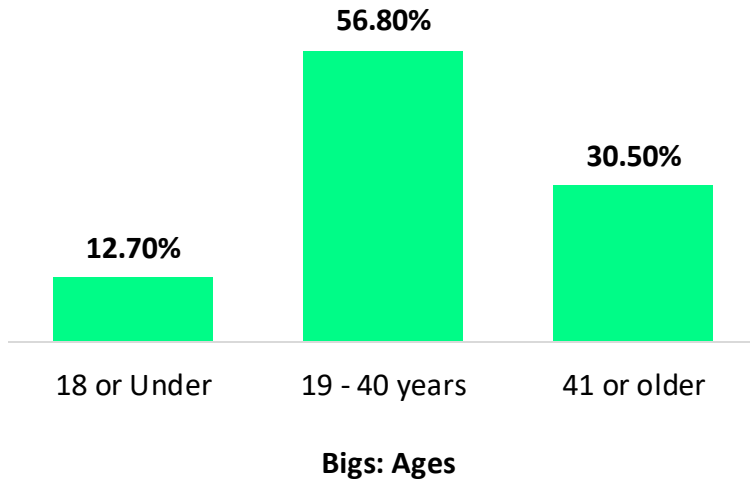
The 4 regions shown are those defined by the U.S. Census.

*Includes numbers of Bigs in community-based or site-based matches.

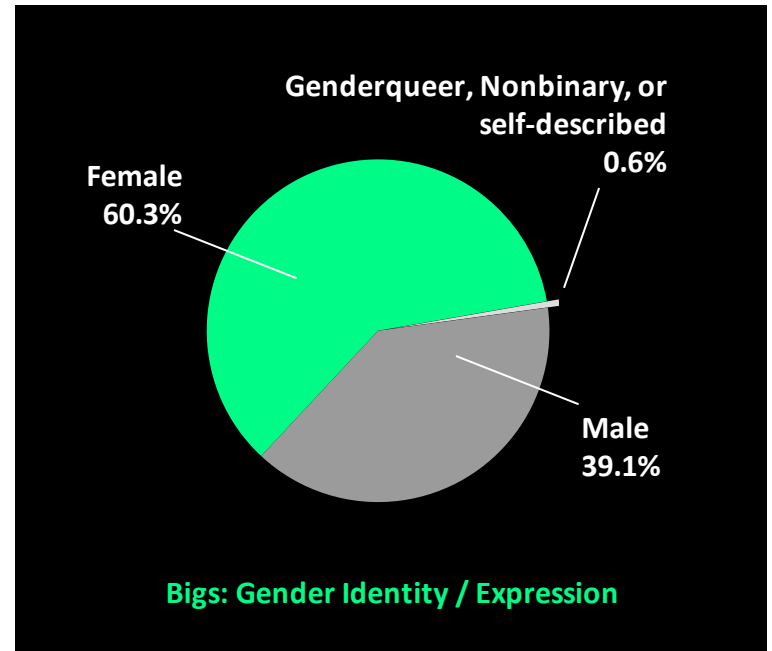


BIGS: AGE AND GENDER IDENTITY

Bigs are diverse in age. The majority are ages 19-40, with a sizeable portion of 41 or older.



About 60% of Bigs* identify as Female.



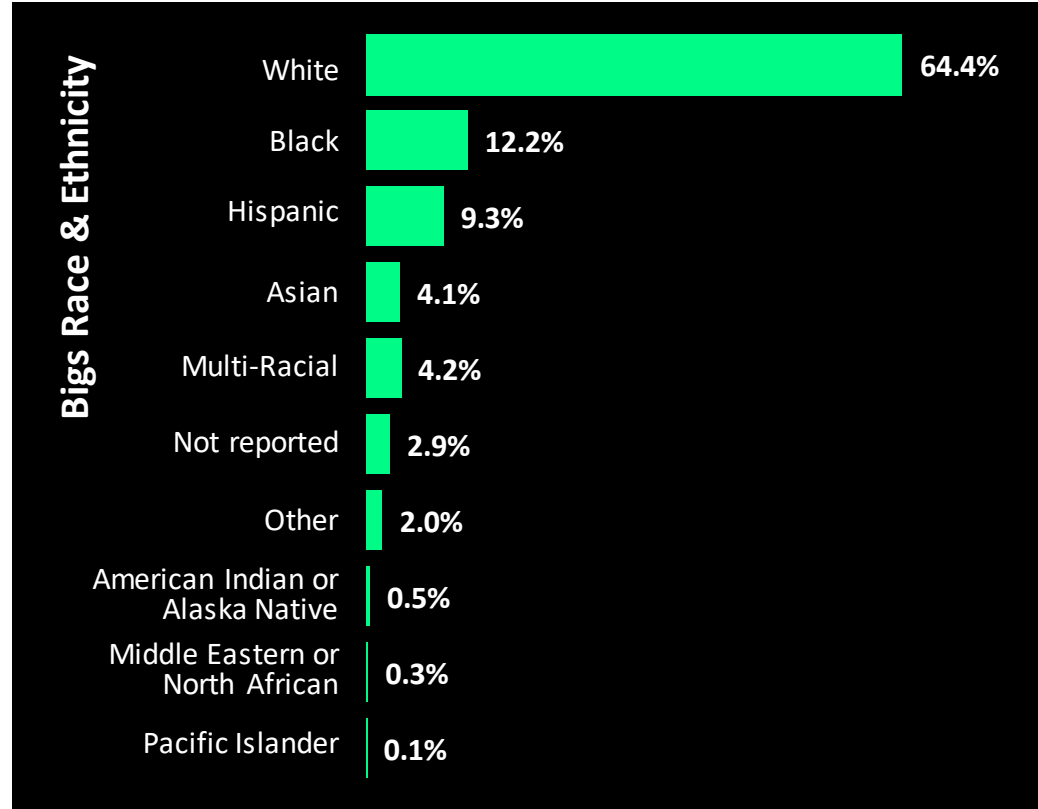
**Gender distribution represents those 99.5% of Bigs reporting gender identity.*

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 J.E.D.I. training to all Bigs, including those in cross-race matches, offering the necessary information and guidance for equitable and effective relationships with Littles.

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



SPOTLIGHT:

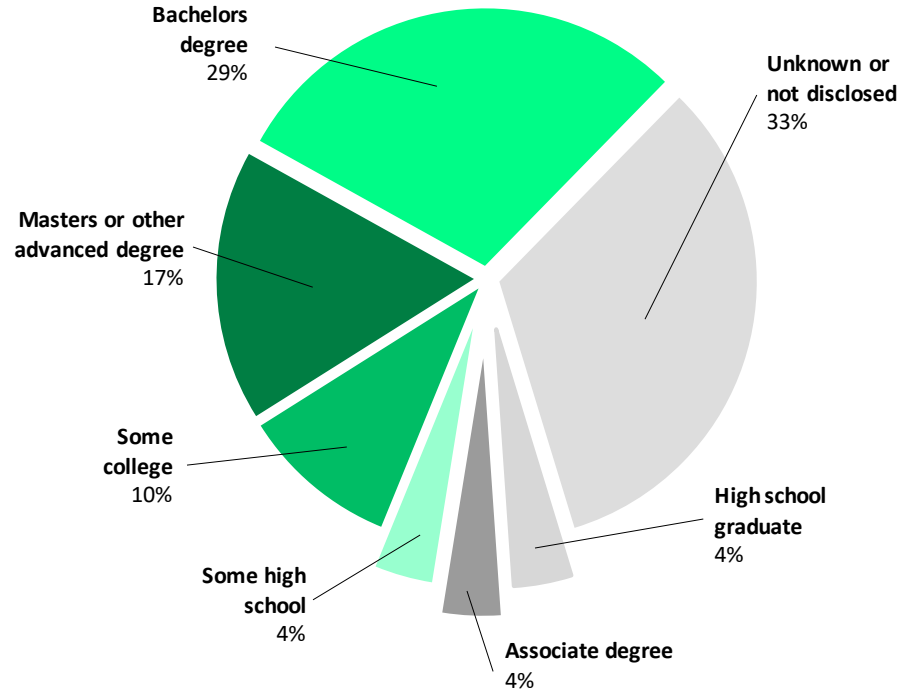
Positioning Mentors As Social Capital Builder's Project

The “Positioning Mentors as Social Capital Builder’s Project” (SoCAP) is a collaborative initiative between BBBSA and researchers at the Search Institute. Funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), SoCAP evaluates a mentoring-focused toolkit that is co-designed and implemented with partner BBBS agencies to enhance Little's social capital development and subsequent youth outcomes, especially for matches that do not share the same racial/ethnic identity. Early findings show: (1) youth with strong racial/ethnic identity support from mentors tend to have stronger relationships and a more robust cultural identity compared to those with less support, and (2) youth with high social capital make greater strides in education and career goals.



BIGS: EDUCATION

About half of Bigs* reported earning a college degree.

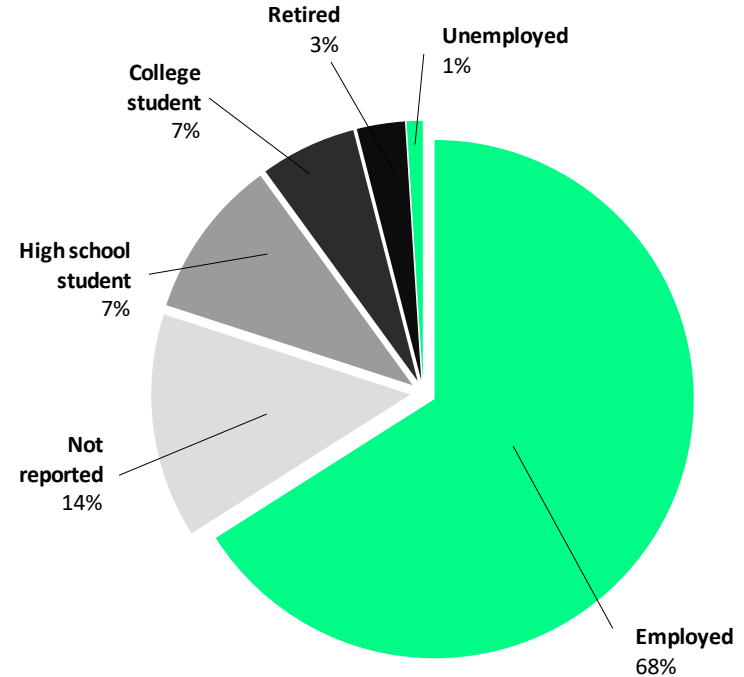


*Education proportion represents those 65% of Bigs reporting education

BIGS: EMPLOYMENT

STATUS

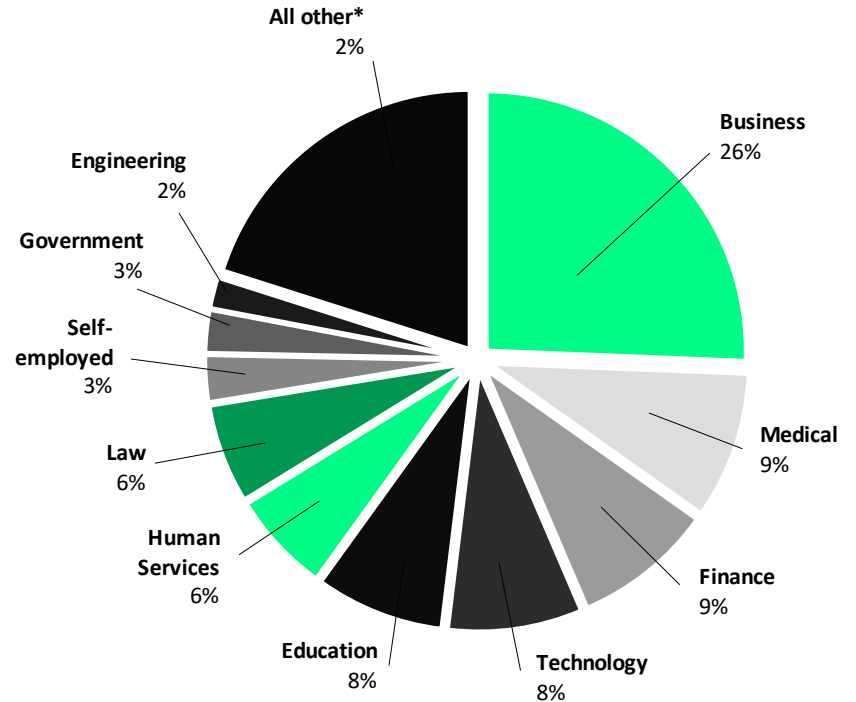
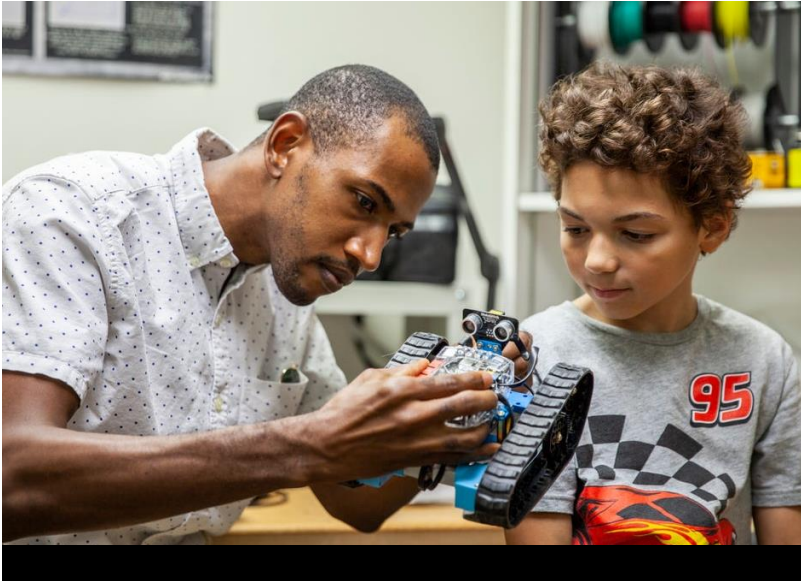
Most Bigs are employed*, and some are students or retired.



**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 other occupational categories*

WHAT WE'VE ACHIEVED

Impacts



FOUNDATIONAL RESEARCH

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**⁶ 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:

54%

Less likely
to be
arrested

57%

Less likely to
demonstrate
aggressive behavior

55%

More likely to
increase coping
skills & grit

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

2023 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**

A STORY OF BELONGING

Taylor, a trans male middle school aged-student at BBBS of Middle Tennessee, experienced pronounced bullying and felt that many others did not affirm his gender identity. Due to not feeling safe around his peers and a lack of supportive network around him, he sought out a virtual site-based program. He was matched with Quinn, a gay woman who has been happily married for years. Quinn has dealt with similar hardships to Taylor. By creating a space where Taylor is affirmed and empowered, Quinn has helped Taylor feel safe with a positive outlook for the future.



SOCIAL COMPETENCE

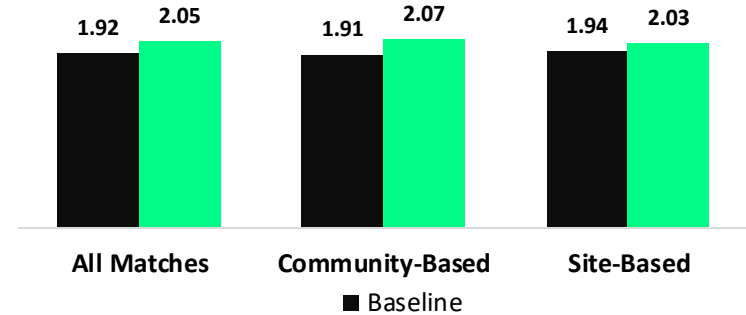
Social competence involves making and keeping friends, asserting oneself appropriately, and getting along well with others.

For both community- and site-based programs, average ratings increased* from baseline to follow-up, **reflecting 18% growth in youth reporting being socially competent.**[†]

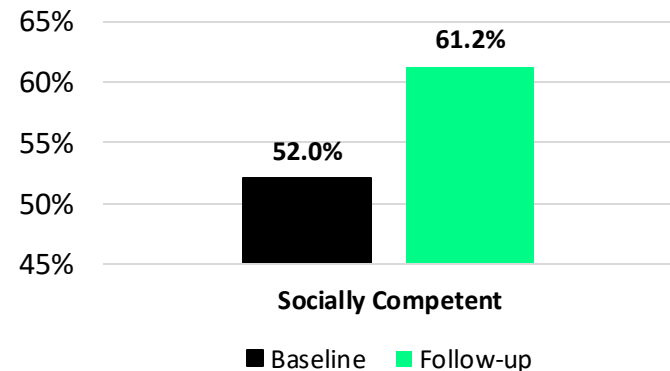
* $p < .001$, Cohen's $d = .33$

[†] 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 Socially Competent
at Baseline and Follow-up (2023)



SCHOOL CONNECTEDNESS

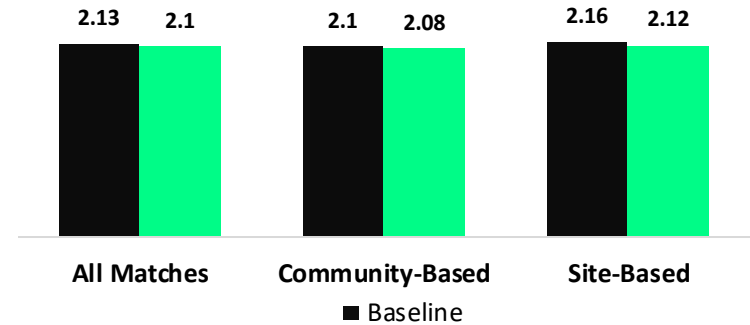
School Connectedness involves working hard at school, enjoying being at school, and feeling good about oneself while at school.

Most youth (65%) reported being connected* to school. Average ratings decreased slightly from baseline to follow-up* reflecting a 3% decline in school connectedness .[†]

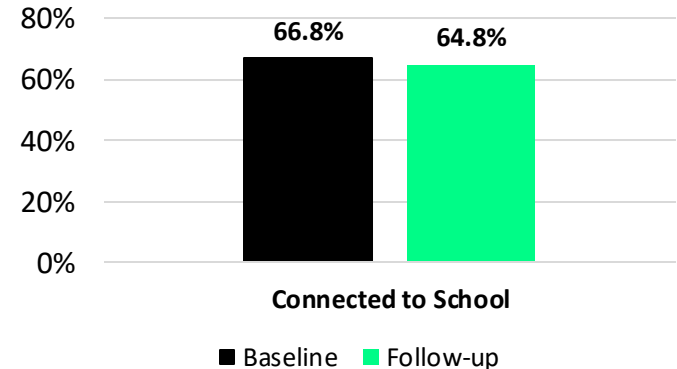
* $p < .001$, Cohen's $d = .09$

[†] 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 Connected to School
at Baseline and Follow-up (2023)

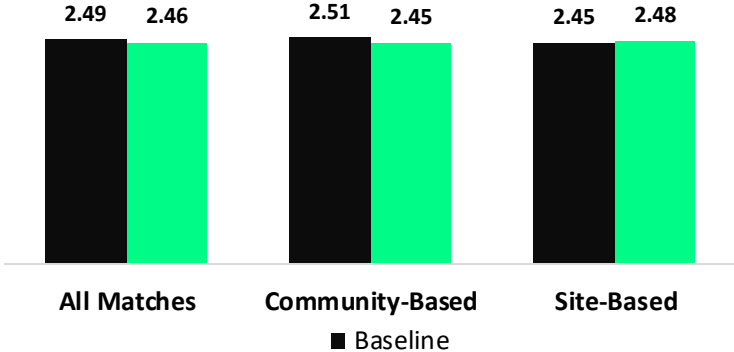


FAMILY CONNECTEDNESS

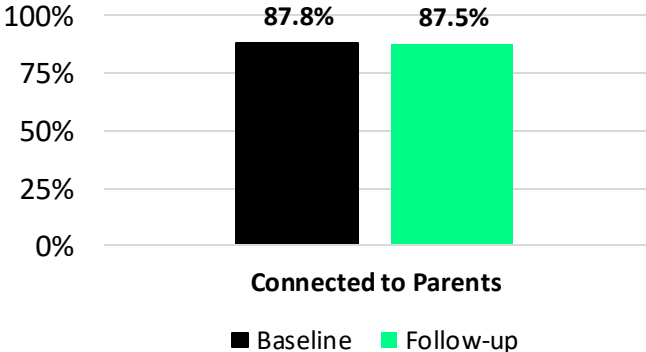
Family (Parent) Connectedness involves getting along with parents, spending time with parents, and wanting one's parents to be proud of you.

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.†

Baseline and follow-up average scores
Maximum possible score: 3.0



Percent of Youth Connected to Parents at Baseline and Follow-up (2023)

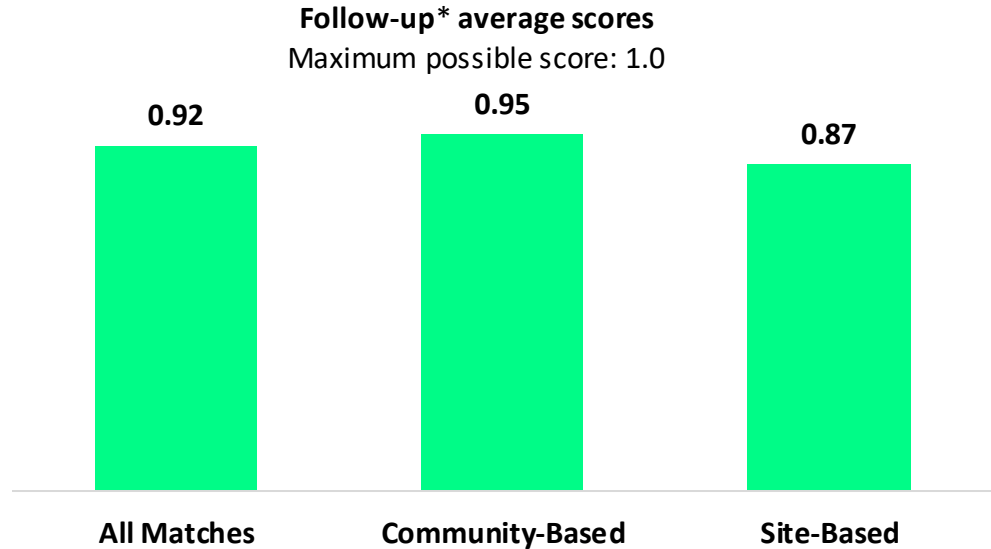


*Defined as a rating of 2 or higher on a scale of 0 to 3.
† $p < .001$, Cohen's $d = -.18$

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.

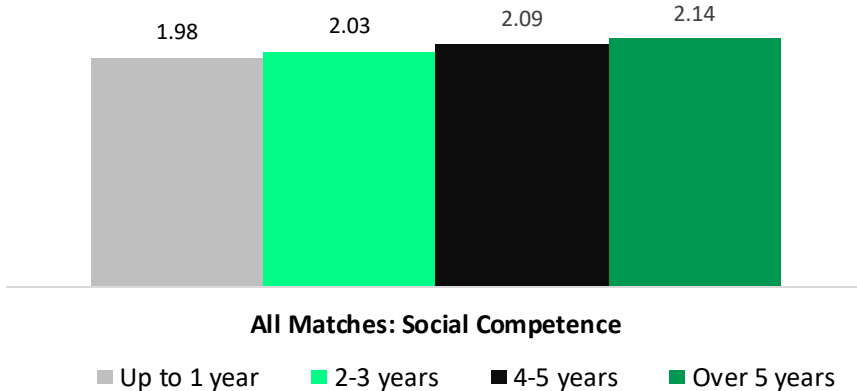


**All baseline scores are necessarily 0 because the Big was not yet part of the Little's life at baseline.*

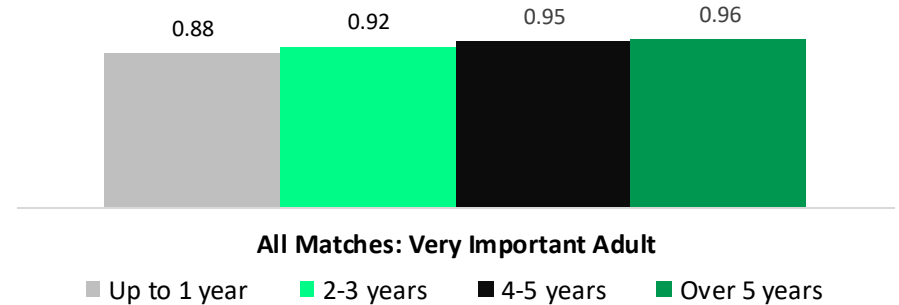
BELONGING AND MATCH LENGTH

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

Baseline and follow-up average scores
Maximum possible score: 3.0



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



* $ps < .001$, Social Competence (Cohen's $d = .07$) and Very Important Adult (Cohen's $d = .08$)

A STORY OF BEHAVIOR

Caitlin (Little) and Kayla (Big) have been matched through BBBS of Kansas since 2015. Kayla supported Caitlin in her transition from an alternative school for youth struggling with behavioral problems and/or mental health to a public high school. During this period, Kayla met regularly with Caitlin at school, encouraging her to thrive both socially and academically. Caitlin described this transitory stage of life as fearful and full of uncertainty, but she credits her Big for staying consistent and being someone she could rely on. Now, Caitlin is a college student who feels confident and prepared to navigate life. Through being responsive and supportive, Bigs can empower youth to prosper and make positive choices.



SCHOOL DISCIPLINE

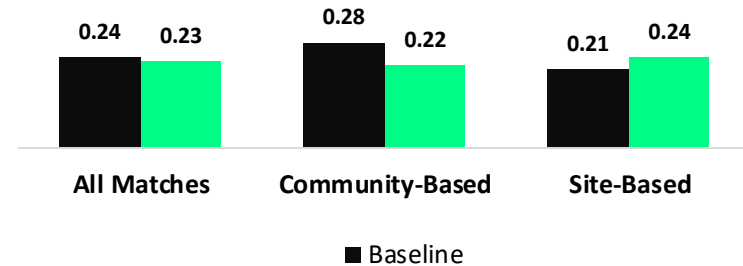
School Discipline involves behaviors such as parent visits to school for a behavior problem, detention, and suspension.

Overall, school discipline reports did not change significantly from baseline to follow-up. However, program type mattered as discipline declined* in community-based programs but increased* in school-based programs.

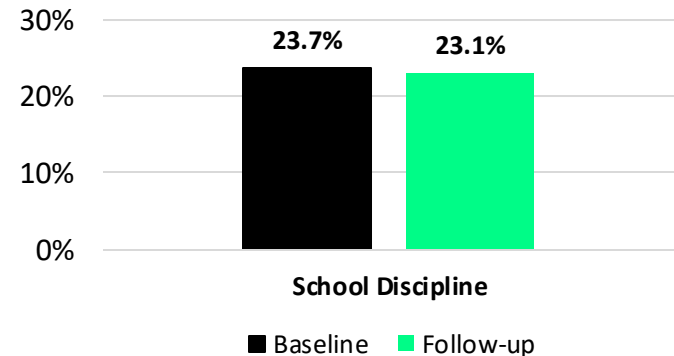
*Community-based: $p < .001$, Cohen's $d = -.13$; Site-based: $p < .001$, Cohen's $d = .13$.

Baseline and follow-up average scores

Maximum possible score: 1.0



Percent of Youth Receiving School Discipline at Baseline and Follow-up (2023)



BULLYING BEHAVIOR

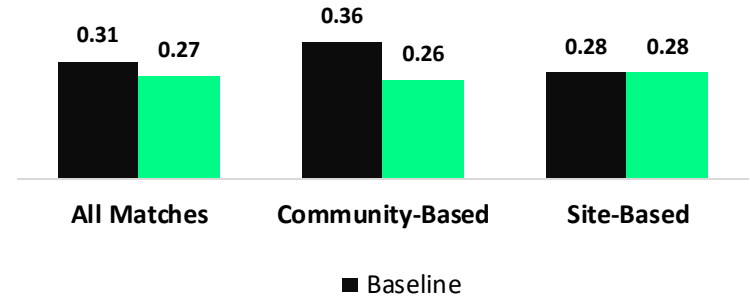
Bullying behavior involves getting in trouble for behaviors such as teasing, name calling, pushing, shoving, hitting, and threatening other kids.

Overall, bullying behavior declined from baseline to follow-up*, reflecting a 13% reduction in youth involved in these behaviors. Most of the decline was driven by youth in community-based mentoring programs.

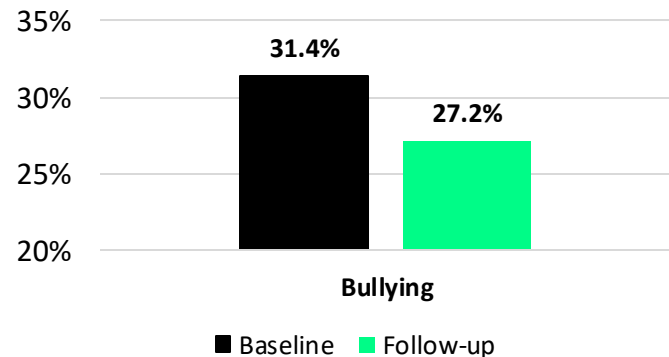
* $p < .001$, Cohen's $d = -.10$

Baseline and follow-up average scores

Maximum possible score: 1.0



Percent of Youth Reporting Bullying Behavior at Baseline and Follow-up (2023)



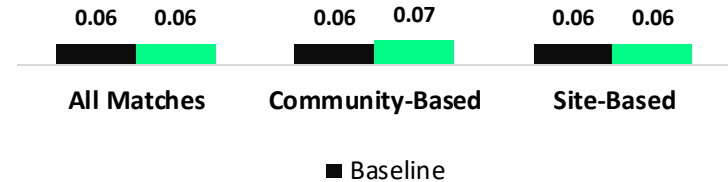
SUBSTANCE USE

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

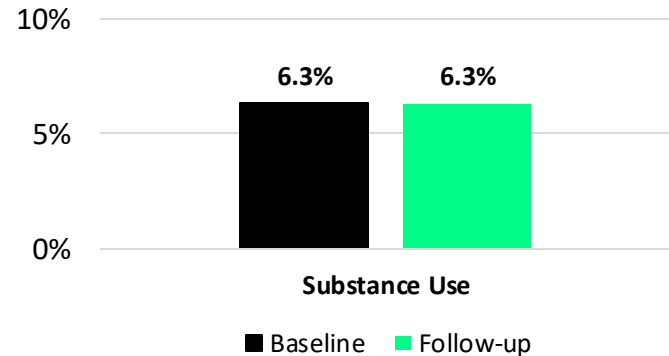
The average rate of substance use was relatively low and similar at baseline and follow-up for youth in both community- and site-based programs.

Baseline and follow-up average scores

Maximum possible score: 1.0



Percent of Youth Reporting Substance Use at Baseline and Follow-up (2023)



STATUS OFFENSES & ILLEGAL ACTIVITIES

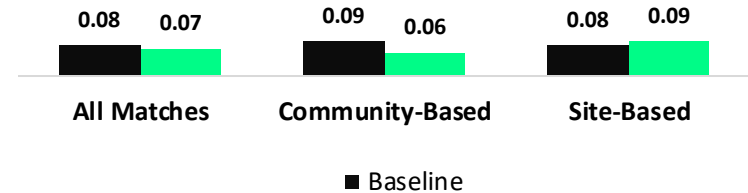
School Offenses and Illegal Activities include behaviors such as skipping school, running away from home, being in a gang, and damaging public property.

The average rate of involvement in these activities was relatively low and similar at baseline and follow-up. However, program type mattered as status offenses declined* 22% in community-based programs but not in site-based programs.

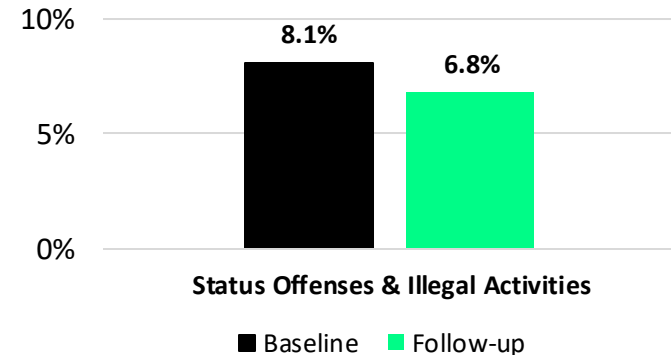
* $p < .01$, Cohen's $d = -.11$

Baseline and follow-up average scores

Maximum possible score: 1.0



Percent of Youth Reporting Status Offenses & Illegal Activities at Baseline and Follow-up (2023)



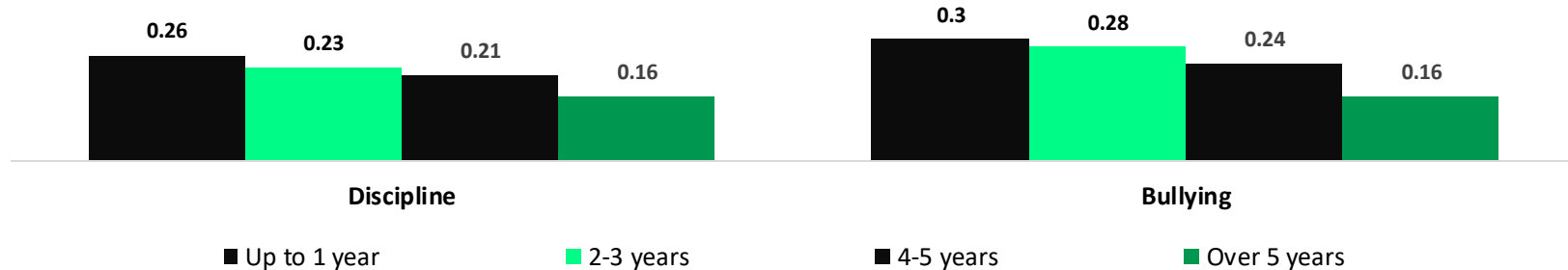
SCHOOL BEHAVIORS AND MATCH

LENGTH

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

Baseline and follow-up average scores

Maximum possible score: 1.0



* $ps < .001$, Discipline (Cohen's $d = .05$), Bullying Behavior (Cohen's $d = .08$).

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

Carson (Little) has been matched with Terry (Big) for 7 years at BBBS of Northeast Indiana. They bonded over a shared love of all thing's sports, and frequently attended football games together. Early in the match, Carson's mother passed away. Terry, having also dealt with the loss of a parent at a young age, maintained his normal contact while also giving Carson space to grieve. By maintaining consistency and being responsive to Little's needs, mentors can play a key role in empowering youth to navigate hardships.



EMOTION REGULATION

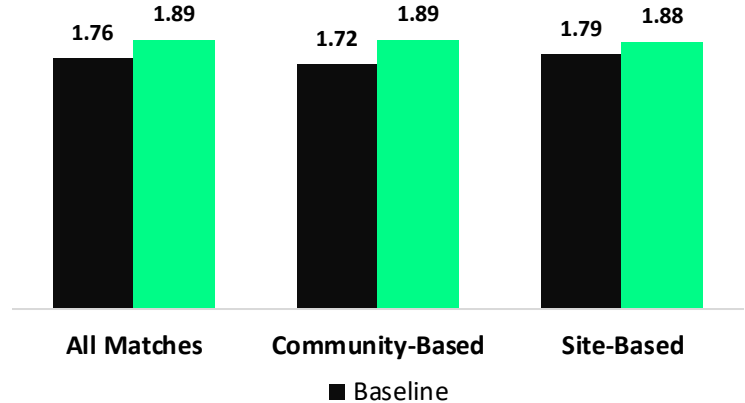
Emotion Regulation involves being able to control anger and manage feelings like tension and worry in healthy ways.

For both community- and site-based programs, average scores improved* from baseline to follow-up, reflecting 16% growth in youth reporting being effective at regulating their emotions.†

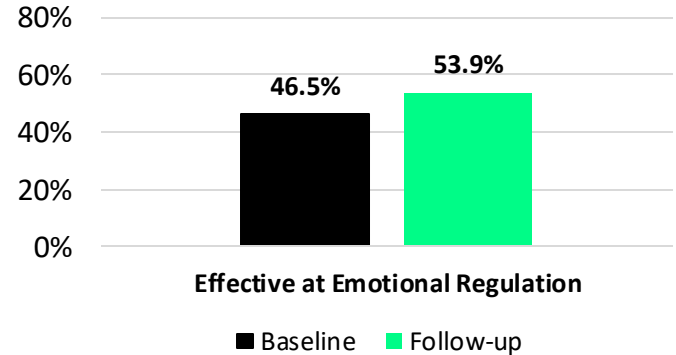
* $p < .001$, Cohen's $d = .25$

† 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 (2023)



DEPRESSIVE SYMPTOMS

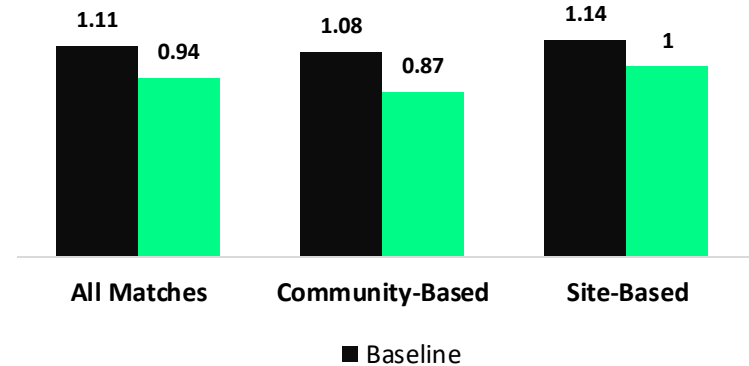
Depressive symptoms include feeling sad, alone, unhappy, and difficulty having fun.

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.†

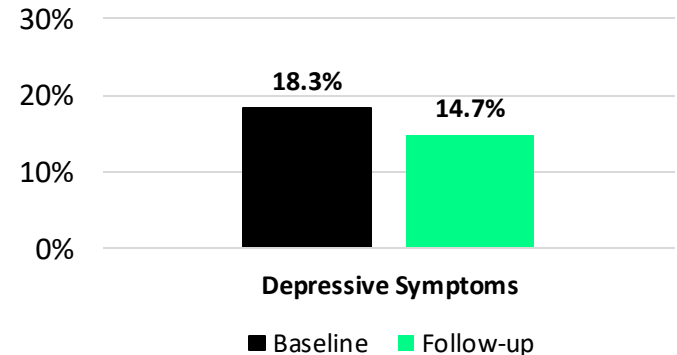
* $p < .001$, Cohen's $d = .31$

† 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 (2023)

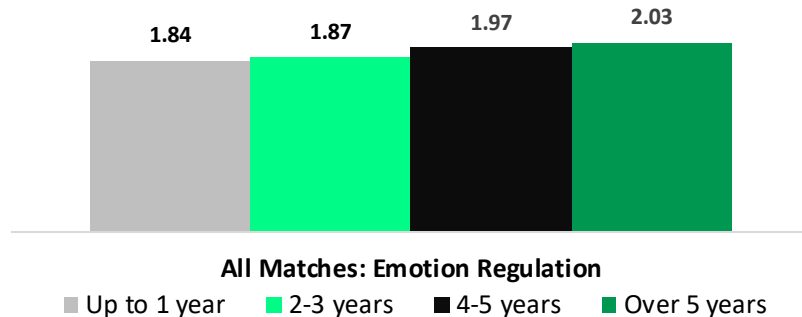


EMOTIONAL HEALTH AND MATCH LENGTH

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

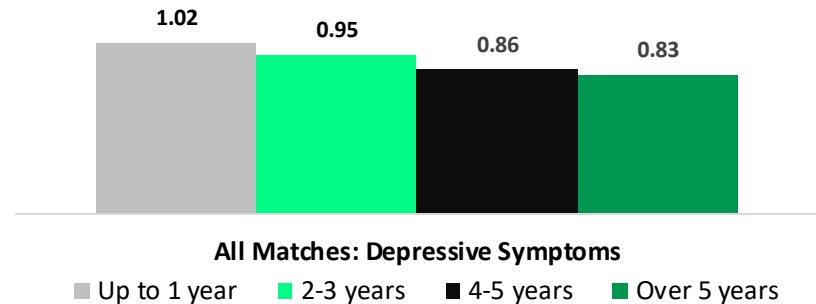
Baseline and follow-up average scores

Maximum possible score: 3



Baseline and follow-up average scores

Maximum possible score: 4



* $p < .001$, Cohen's $d = .07$ (Emotion Regulation), Cohen's $d = -.05$ (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

Sharon has been matched with her Big, Atresa, for nearly 7 years at BBBS Metro Atlanta. Sharon recalls Atresa playing a key role in helping her learn how to be a better communicator, while also emphasizing the importance of perseverance. Throughout her time as a Little, she has participated in various opportunities offered from BBBS of Metro Atlanta, which helped empower her to navigate the college application process. Sharon received a Big Futures scholarship, which she plans to use to attend Howard University and major in pre-med studies. Positive mentoring experiences like this can aid youth in developing a plan for their future while arming them with the tools necessary to achieve their goals.



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 28% increase in As[†] and an 17% decline in Ds and Fs.^{††}

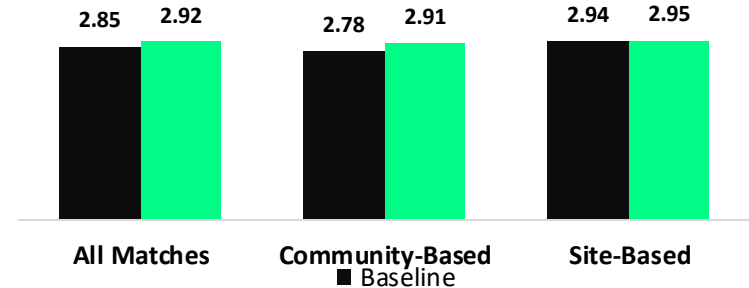
* $p < .001$, Cohen's $d = .14$

[†] Defined as a score of 4 on a scale of 0 to 4.

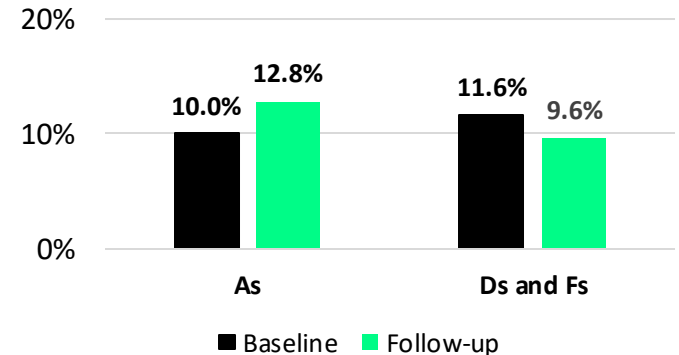
^{††} Defined as scores below 2 on a scale of 0 to 4.

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 (2023)

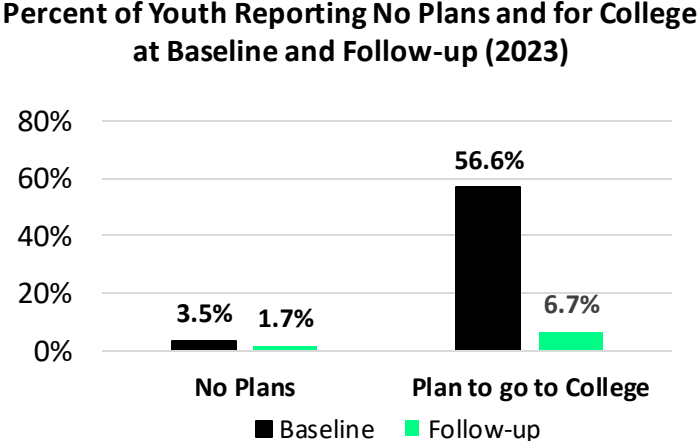
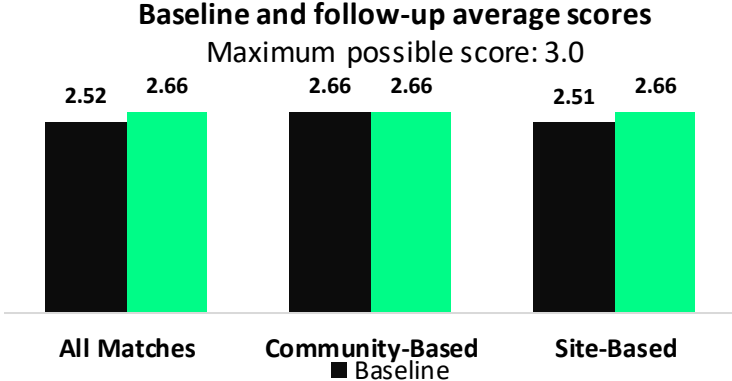


EDUCATIONAL EXPECTATIONS

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

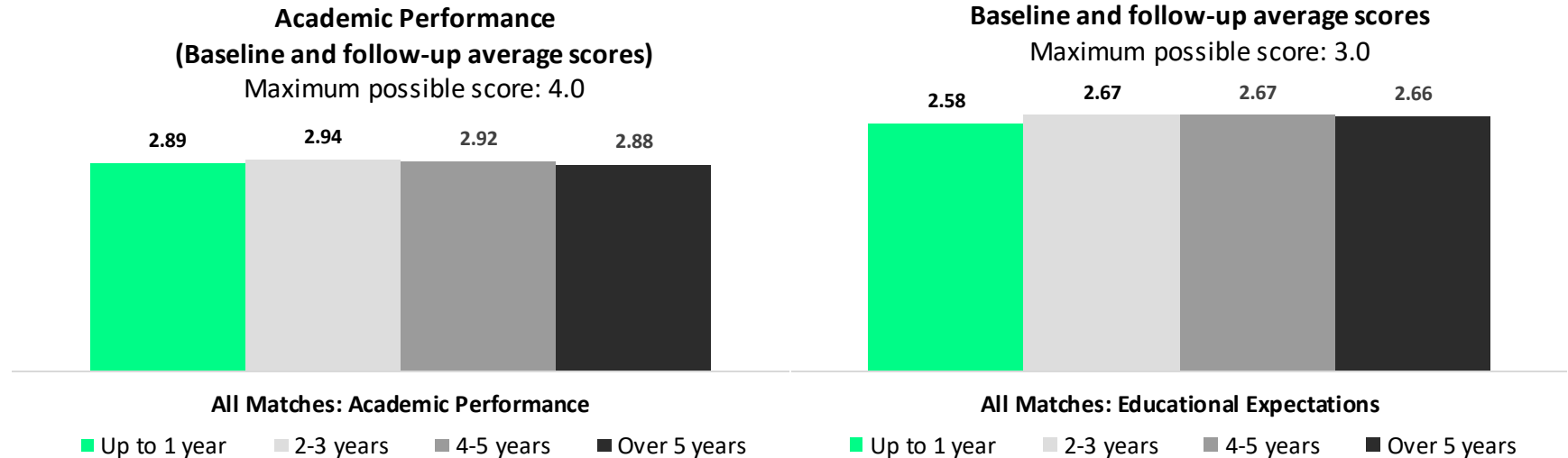
For both community- and site-based programs, educational expectations improved* from baseline to follow-up, reflecting a 51% decline in those without plans[†] for further education, and a 18% increase in those planning to both graduate high school and go to college.^{††}

* $p < .001$, Cohen's $d = .32$
[†] Defined as scores of 1 or lower on a scale of 0 to 3.
^{††} Defined as a score of 3 on a scale of 0 to 3.



EDUCATIONAL SUCCESS AND MATCH LENGTH

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



* $p < .001$, Cohen's $d = .04$ (Educational Expectations)

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[†] was used to test for differences between different groups at follow-up, with corrections^{††} applied to help ensure accuracy given the number of tests conducted. The following slides provide a summary of statistically significant differences.

[†] *Analysis of Variance (ANOVA) and Chi-Square analyses*

^{††} *Bonferroni correction was used to control for family-wise error rate in multiple comparisons.*



OUTCOMES THROUGH A GENDER

IDENTITY LENS

Belonging & Social Connections

- Males report higher social competence than females and nonbinary youth report the lowest social competence.
- Females report stronger school connectedness and more often perceive their Big as a very important adult compared to males.
- Nonbinary youth report lower parent connectedness than males and females.

Behavior & Choices

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

Social & Emotional Health

- Nonbinary youth report 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

- Females rate themselves lower in academic performance but higher in educational expectations than male and nonbinary youth.

OUTCOMES THROUGH A

RACE/ETHNICITY LENS

Belonging & Social Connections

- Black youth tended to report high levels of social competence and parent connectedness but were less likely to report their Big as a very important adult compared to White youth.
- Hispanic youth tended to report high levels of parent connectedness but were less like to report their Big as a very important adult than other ethnicities.

Behavior & Choices

- Black youth reported higher school discipline than other ethnicities.
- Hispanic youth report lower rates bullying behavior compared to other ethnicities.

Social & Emotional Health

- White youth reported higher depression and lower emotional regulation than other ethnicities.
- Hispanic and Black youth tend to report higher emotional regulation than other ethnicities.

Educational Success

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

OUTCOMES THROUGH AN AGE-BASED

LENS

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 reported receiving more school discipline and engaging in more bullying behavior than teens and adults.
- 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.

AUTHORS

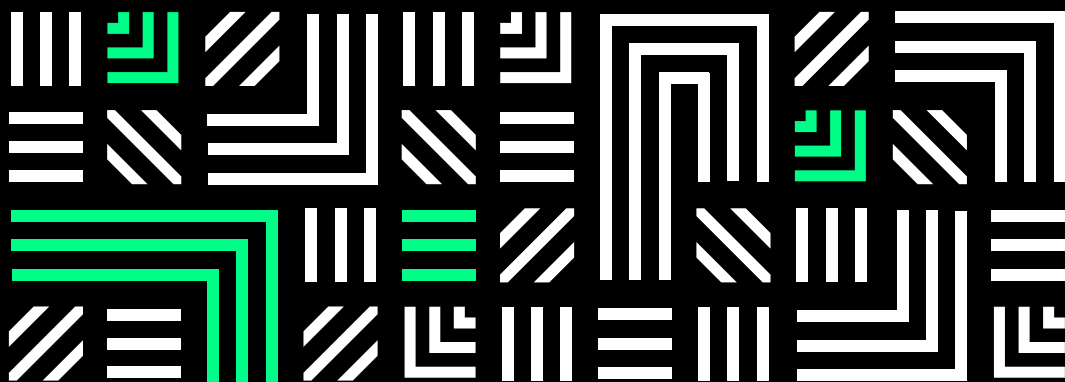
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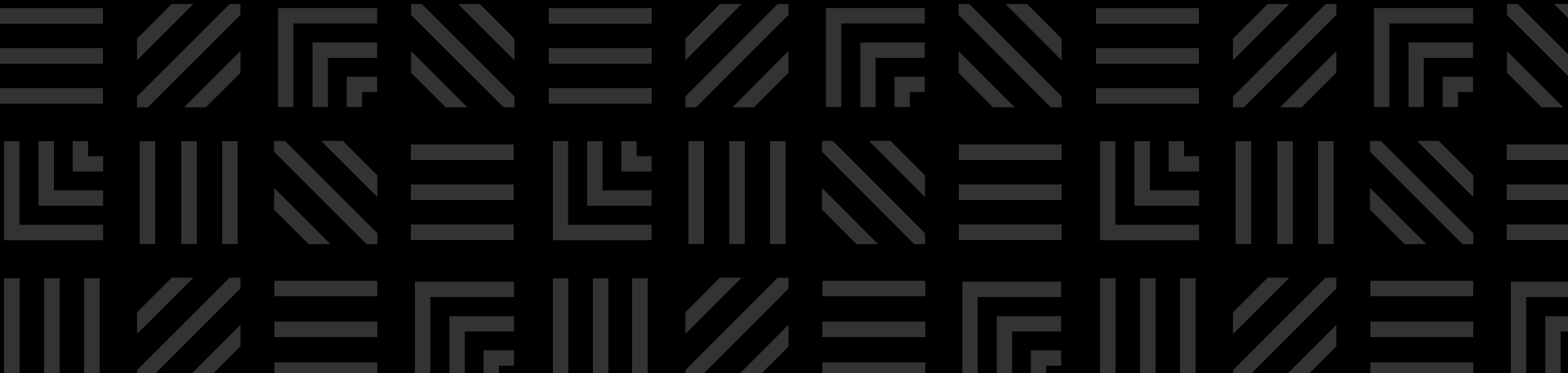




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APPENDIX



APPENDIX: YOS & COS AREA

DEFINITIONS

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