

# Big Brothers Big Sisters (BBBS) Community-based Mentoring

Program initiated in 1904. Standards for national affiliates are now directed by Big Brothers and Big Sisters of America.

This logic model was created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University. It is based on a research study conducted by Public/Private Ventures, *Making a Difference: An Impact Study of Big Brothers Big Sisters*. The study was released in 1995 and reissued in September of 2000.

## The Program's Mechanism for Change & Goal

**Mentoring Relationship:**  
Consistent Interaction Between  
A Youth & A Caring Adult  
Targets at-risk youth ages 6 to 17

*Establish a professionally supported one-to-one relationship between a mentored youth and a caring adult.*

### Goals:

- To bolster youth in achieving their highest potential
- To have a positive and measurable difference in the life of each mentored youth
- To help youth to become confident, competent, and caring individuals

### Researched Interaction Frequency and Duration:

An average of 3x a month for 3-4 hours per interaction and a match length of at least one year

## Targets

### Decrease Risk Factors

These increase the likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior, and are targeted for a decrease.

### Increase Protective Factors

These exert a positive influence and buffer against negative outcomes, are targeted for an increase.

## Proximal Outcomes

Improved Youth Capabilities  
*Competence*

Improved Youth Attitudes  
*Confidence*

Improved Relationship Skills  
*Caring*

## Distal Outcomes

Reduced Youth Substance Use

Improved Relationships With Family & Positive Peers

Reduced Youth Antisocial Behavior

Improved Youth Academics

**Program's Mechanism for Change & Goals**

A professionally supported one-to-one relationship between a mentored youth and a caring adult is established.

**Program Modalities**

Specific operational guidelines are followed before and after the match is formed to accomplish the program goals.

**Targeted Risk and Protective Factors**

**Proximal Outcomes**

Targeted outcomes that the program is designed to impact immediately following program completion.

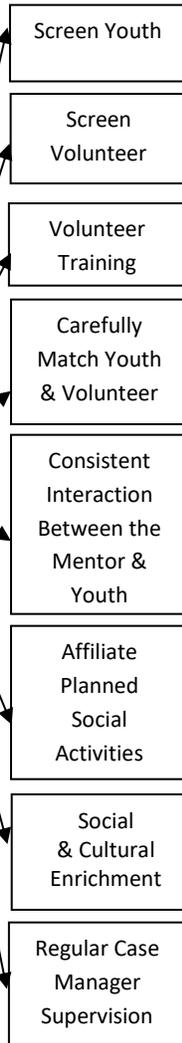
**Distal Outcomes**

Outcomes impacted by the program months/years following program completion that have been demonstrated through research.

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- Goals:**
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  - To have a positive and measurable difference in the life of each mentored youth
  - To help youth to become confident, competent, and caring individuals



**Risk Factors:**

- Academic failure or poor school performance
- Lack of commitment to school
- Early/persistent anti-social behavior
- Rebelliousness
- Friends who engage in problem behaviors/Negative peer influences
- Favorable attitudes towards problem behaviors /substance use
- Early initiation of problem behaviors
- Family conflict

**Protective Factors:**

- Exposure to community/cultural norms that do not favor antisocial behaviors and substance use
- Involvement in and recognition for pro-social activities
- Promotion of healthy beliefs and clear standards
- Goal setting/Positive future orientation
- Positive parent-child affect and parental trust
- Improved relations with pro-social peers
- Positive orientation to school and increased scholastic confidence and competency
- Communication/interpersonal skills
- Decision-making and critical thinking skills
- Coping/self-management skills

**Improved Skills/Attitudes:**

- Less favorable attitudes towards anti-social behavior/substance use
- Increased healthy coping & stress/self-management skills
- Increased decision making/critical thinking skills
- Increased communication/interpersonal skills
- Increased peer pressure resistance skills
- Increased goal setting

**Improved Academic Skills:**

- Increased optimism in academic competency
- Increased educational expectations
- Increased positive orientation to school

**Improved Relationship Skills:**

- Increased levels of trust in parent(s)/guardian(s)
- Increased emotional support from peers
- Increased trust in the mentor
- Increased involvement with pro-social peers and in pro-social activities

**Reduced Substance Use:**

- at least 46% less likely than the controls to initiate drug use. BBBS minorities were up to 73% less likely than similar minorities to initiate drug use.
- 27% less likely to initiate alcohol use (with a stronger effect for minority females – 54%)

**Reduced Antisocial Behavior:**

- 32% less likely to hit someone
- Research conducted on school-based mentoring has demonstrated teacher reports of a lower percentage of serious school offenses, such as fighting.

**Improved Youth Academics:**

- 52% fewer days of school skipped (with higher effects for females – 84%)
- 37% fewer classes skipped
- gains in grade point averages
- Increased confidence in academic efficacy
- Research conducted on school-based mentoring has demonstrated higher teacher ratings for overall performance, quality of class work, and assignment completion.

**Improved Relationships:**

- Improved relations with parent(s)/guardian(s)
- Improved peer relationships

**Targets Not Researched:**

- Increased high school graduation rates
- Decreased rates of teenage pregnancy