

FEDERALLY-FUNDED SUBAWARD AND FUNDING ASSISTANCE AGREEMENT

The following information is provided pursuant to 2 C.F.R. §200.331(a)(1):

Name of sub-recipient: **Big Brothers Big Sisters of the Sun Coast, Inc.**

SAM Organization Identifier: **XTB6MHMG77C8**

ARPA Unique Identification Number: **ARPA-NE225A**

Federal Award Identification Number: **SLT-2390**

Federal Award Date: **June 14, 2021 (first payment/tranche received)**

Subaward Period of Performance: Start Date: **June 1, 2022**

Subaward Period of Performance: End Date: **December 31, 2024**

Total Amount Obligated by this Action: Not to Exceed **\$227,413**

Total Federal Obligation by Lee County to Sub-recipient: (including this obligation) **\$227,413**

Total Federal Award Commitments by Lee County to Sub-recipient: **\$227,413**

Award is R&D: **NO**

Program Description: On March 11, 2021, the American Rescue Plan Act (ARPA) was signed into law by the President. Section 9901 of ARPA amended Title VI of the Social Security Act (the Act) to add section 602, which establishes the Coronavirus State Fiscal Recovery Fund, and section 603, which establishes the Coronavirus Local Fiscal Recovery Fund (together, the Fiscal Recovery Funds). The Fiscal Recovery Funds are intended to provide support to state, local, and tribal governments (together, recipients) in responding to the impact of COVID–19 and in their efforts to contain COVID–19 on their communities, residents, and businesses. The Fiscal Recovery Funds build on and expand the support provided to these governments over the last year, including through the Coronavirus Relief Fund (C.R.F.).

The American Rescue Plan will deliver \$350 billion for state, local, territorial, and tribal governments to respond to the COVID-19 emergency and restore jobs. The Coronavirus State and Local Fiscal Recovery Funds provide a substantial infusion of resources to help turn the tide on the pandemic, address its economic fallout, and lay the foundation for a strong and equitable recovery. Recipients may use Coronavirus State and Local Fiscal Recovery Funds to:

- Support public health expenditures by funding COVID-19 mitigation efforts, medical expenses, behavioral healthcare, and certain public health and safety staff;
- Address negative economic impacts caused by the public health emergency, including economic harms to workers, households, small businesses, impacted industries, and the public sector;
- Replace lost public sector revenue by using this funding to provide government services to the extent of the reduction in revenue experienced due to the pandemic;
- Provide premium pay for essential workers by offering additional support to those who have borne and will bear the greatest health risks because of their service in critical infrastructure sectors; and,

- Invest in water, sewer, and broadband infrastructure by making necessary investments to improve access to clean drinking water, to support vital wastewater and stormwater infrastructure, and to expand access to broadband internet.

Federal awarding agency: **U.S. Department of Treasury**

Pass-through entity: **Lee County, FL**

CFDA number: **21.027**

CFDA name: **Coronavirus State and Local Fiscal Recovery Funds (CSLFRF)**

R&D designation: **Non R&D**

Should you have any question about this sub-award, please contact: **Glen Salyer, Assistant County Manager at 239-533-2221**

As required by Federal Regulations and the terms and conditions of this award, the applicant agrees to complete and sign this document to ensure that they are eligible for any future COVID-19 funding from Lee County. This also includes that the Sub recipient agrees to report any fraud, waste or abuse of these funds to Lee County Administration.

SUBRECIPIENT CONTRACT BETWEEN
THE LEE BOARD OF COUNTY COMMISSIONERS
AND BIG BROTHERS BIG SISTERS OF THE SUN COAST, INC.

THIS AGREEMENT is entered into by Lee County, a charter county and political subdivision of the State of Florida, herein referred to as COUNTY and **Big Brothers Big Sisters of the Sun Coast, Inc.** whose address is 1000 S. Tamiami Trail Suite C, Venice, FL 34285, herein referred to as SUBRECIPIENT.

RECITALS

WHEREAS, Lee County is a body corporate and politic established under the Florida Constitution and the Laws of Florida, and is authorized to, among other things, accept and administer grants from State and Federal authorities to enhance the quality of life in Lee County; and

WHEREAS, Congress passed the American Rescue Plan Act (ARPA) on March 10, 2021 and President Biden signed the American Rescue Plan Act into law on March 11, 2021; and

WHEREAS, the American Rescue Plan Act, in part, amends the Social Security Act (42 U.S.C. 601) by establishing the Fund in the amount of \$350 billion dollars for payments to States, Tribal governments and units of local government based on their populations.

WHEREAS, Lee County accepted American Rescue Plan Act funding from the United States Department of the Treasury; and

WHEREAS, this Agreement is consistent with American Rescue Plan Act guidelines to respond to the public health emergency or its negative economic impacts; and

WHEREAS, the SUBRECIPIENT requests and the COUNTY agrees, to provide funding to the SUBRECIPIENT for eligible expenditures under the American Rescue Plan Act, specifically pursuant to the terms and conditions specified herein relating to COVID-19; and

NOW, THEREFORE, in consideration of the mutual covenants, promises, and representations contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

Section 1. Recitals

The foregoing recitals are true and correct and form a material part of this Agreement upon which the Parties relied.

Section 2. Term

This Agreement is effective upon full execution by both parties and ends on December 31, 2024 unless terminated earlier in accordance with this Agreement.

The Subaward Period of Performance is from June 1, 2022 and ends on December 31, 2024.

The Subaward Budget Period is from June 1, 2022 and ends on December 31, 2024.

Section 3. American Rescue Plan Act Funding

- a) The American Rescue Plan (ARP) Act, Section 603(c)(1) of the Social Security Act, established the \$350 billion Coronavirus State and Local Fiscal Recovery Funds. The United States Department of Treasury made payments from the Fund to States and eligible units of local government. The American Rescue Plan Act requires that payments from the Coronavirus State and Local Fiscal Recovery Fund (CSLFRF) only be used to cover expenses that: (a) To respond to the public health emergency or its negative economic impacts, including assistance to households, small businesses, and nonprofits, or aid to impacted industries such as tourism, travel, and hospitality; (b) To respond to workers performing essential work during the COVID-19 public health emergency by providing premium pay to eligible workers; (c) For the provision of government services to the extent of the reduction in revenue due to the COVID-19 public health emergency relative to revenues collected in the most recent full fiscal year prior to the emergency; and (d) To make necessary investments in water, sewer, or broadband infrastructure.
- b) For the purposes this Agreement, the COUNTY serves as the pass-through entity for a Federal award and the SUBRECIPIENT serves as the recipient of a sub award. This Agreement is entered into based on the following representations:
 - 1. The SUBRECIPIENT represents that it is fully qualified and eligible to receive these grant funds per the funding requirements.
 - 2. The COUNTY received these funds from the Federal government, and the COUNTY has the authority to sub grant these funds to the SUBRECIPIENT upon the terms and conditions outlined below.
 - 3. The COUNTY has authority to disburse the funds under this Agreement.

The COUNTY agrees to provide financial assistance to the SUBRECIPIENT in an amount not-to-exceed **\$ 227,413 .** The SUBRECIPIENT must use this financial assistance for expenses eligible under 603(c)(1) of the Social Security Act, specifically the Coronavirus State and Local Fiscal Recovery Fund (CSLFRF) to mitigate financial hardships incurred because of COVID-19 during the Term. These funds must be spent in accordance with the guidance on the United States Treasury's website <https://home.treasury.gov/policy-issues/coronavirus/assistance-for-state-local-and-tribal-governments/state-and-local-fiscal-recovery-funds>. SUBRECIPIENTS are responsible for ensuring that any procurement using CSLFRF funds, or payments under procurement contracts using such funds are consistent with the procurement standards set forth in the Uniform Guidance at 2 CFR 200.317 through 2 CFR 200.327, and Appendix II to Part 200, as applicable.

- c) SUBRECIPIENT is required to review the United States Treasury's website for updates to ensure compliance with the most updated CSLFRF guidance.
- d) For each SUBRECIPIENT, the COUNTY will assess the risk to successfully fulfilling the project objective pertaining to this agreement. The results of subrecipient risk assessments will have an effect on the frequency and level of scrutiny during the monitoring process and may result in additional requirements being imposed on the SUBRECIPIENT.

- e) The SUBRECIPIENT must comply with 2 CFR 200 for accounting standards and cost principles.
- f) The SUBRECIPIENT must comply with COUNTY rules and 2 CFR 200 for conflicts of interest.
- g) The SUBRECIPIENT shall be responsible for indirect cost associated with this grant.
- h) SUBRECIPIENT acknowledges that it has read, understands, will be bound by and agrees to have carried out, shall carry out, or cause to be carried out the terms, conditions, and services as described in the agreement attachments, including:
 - 1. ATTACHMENT A: PROJECT DETAILS – Overview (Need and Response), eligible activities.
 - 2. ATTACHMENT B: SCOPE OF WORK – Description of the SUBRECIPIENT's and the COUNTY's task, deliverables, timelines, and milestones. Additional United States Treasury scope requirements may be identify and required after the execution of this agreement.
 - 3. ATTACHMENT C: PROJECT BUDGET – Summary of the project's annual budget by expense category and budget justification by category.
 - 4. ATTACHMENT D: REPORTING REQUIREMENTS – Description of the reporting requirements. Additional United States Treasury reporting requirements may be identify and required after the execution of this agreement.
 - 5. ATTACHMENT E: EQUITY-BASED REQUIREMENT – Description of the project's equitable design and implementation by addressing the program's equity goals, awareness, access and distribution, and outcomes.
 - 6. ATTACHMENT F: EVIDENCE-BASED REQUIREMENT – Description of the supporting evidence or evidence-producing strategy related the project selection, design, and implementation.
 - 7. Award Payment:
 - a. All payments made under this Agreement shall be on a reimbursement basis. These reimbursement monies are from CFDA 21.027. In order to obtain reimbursement for expenditures, the SUBRECIPIENT must file with the COUNTY, through the portal, its request for reimbursement and any other information required to justify and support the payment request. Reimbursement requests may be submitted as frequently as monthly. The final reimbursement request is due on or before January 10, 2025, for costs incurred through December 31, 2024.
 - b. Reimbursement requests must include a certification, signed by an official who is authorized to legally bind the SUBRECIPIENT, which reads as follows:

By signing this request, I certify to the best of my knowledge and belief that the request is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the reimbursement. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729–3730 and 3801–3812).

- c. The COUNTY shall verify all documentation received prior to expending Funds under this Agreement and may request additional documentation, if needed. Reimbursements will only be made for expenditures that the COUNTY provisionally determines are eligible under the CSLFRF. The COUNTY retains the right to deny any requests for Funds under this Agreement if in the COUNTY’S sole discretion the request is not for and documentation does not substantiate an eligible expenditure. However, the COUNTY’S provisional determination that an expenditure is eligible does not relieve the SUBRECIPIENT of its duty to repay the COUNTY for any expenditures that are later determined by the COUNTY or the Federal government to be ineligible.
- d. COUNTY shall not be liable to any vendor, supplier or subcontractor for any expenses or liabilities incurred in connection with any Project and SUBRECIPIENT shall be solely liable for such expenses and liabilities.
- e. SUBRECIPIENT acknowledges that the COUNTY intends to award a portion of the CSLFRF funding to SUBRECIPIENT, and further acknowledges that the CSLFRF funding may be utilized only for the uses authorized by American Rescue Plan Act. Accordingly, SUBRECIPIENT covenants that the use of the CSLFRF funding by SUBRECIPIENT pursuant to this Agreement is limited to only those uses for which the CSLFRF funding may be utilized under American Rescue Plan Act.
- f. SUBRECIPIENT will retain any equipment purchased with CSLFRF funding through December 31, 2026.

Section 4. Enforcement

SUBRECIPIENT certifies that the information provided is complete, accurate, and current demonstrating SUBRECIPIENT’S eligibility to receive the Funds. SUBRECIPIENT is liable for recapture of Funds if any representation made in the reimbursement requests, reporting or supporting documentation is at any time false or misleading in any respect, or if SUBRECIPIENT is found in non-compliance with laws, rules or regulations governing the use of the Funds provided pursuant to this Agreement. The provisions of this Section 4 shall survive the termination of this Agreement.

Section 5. Recapture of Expenses

- A. Any funds that are not expended as authorized under this Agreement must be refunded to the COUNTY within fourteen (14) days of receipt of written notice provided by the COUNTY.
- B. Any funds that are not expended within the anticipated timeframe under this Agreement are subject to recapture. If requested, a refund to the COUNTY must be made within fourteen (14) days of receipt of written notice for a refund provided by the COUNTY.
- C. The COUNTY'S determination that an expenditure is eligible does not relieve the SUBRECIPIENT of its duty to repay the COUNTY in full for any expenditures that are later determined by the COUNTY or the Federal Government, in each of its sole discretion, to be ineligible expenditures or the discovery of a duplication of benefits.
- D. If requested by the COUNTY, all refunds, return of improper payments, or repayments due to the COUNTY under this Agreement are to be made payable to Lee County and mailed directly to the COUNTY pursuant to Section 18 Notice and this Agreement.
- E. The SUBRECIPIENT has responsibility for identifying and recovering grant funds that were expended in error, disallowed, or unused. The SUBRECIPIENT will also report all suspected fraud to the county.

Section 6. Maintenance and Review of Records

SUBRECIPIENT shall maintain all records and accounts, including property, personnel and financial records, contractual agreements, memoranda of understanding, subcontracts, proof of insurance, and any other records related to or resulting from the Agreement to assure a proper accounting and monitoring of all funds awarded and shall maintain all accounts pertaining to such services, including, but not limited to, property, personnel and financial records, and supporting documentation, and any additional records required as a result of or associated with the utilization of the CSLFRF funding as outlined in the United States Treasury Compliance and Reporting Guidance, State and Local Fiscal Recovery Funds, or as maybe amended, which, among other things, shall enable ready identification of SUBRECIPIENT'S cost of goods and use of funds. If any litigation, claim, negotiation, audit, monitoring, inspection or other action has been started before the expiration of the required record retention period, records must be retained until completion of the action and resolution of all issues that arise from it, or the end of the required period, whichever is later.

With respect to all matters covered by this Agreement, records will be made available for examination, audit, inspection or copying purposes at any time during normal business hours and as often as COUNTY may require. SUBRECIPIENT will permit same to be examined and excerpts or transcriptions made or duplicated from such records, and audits made of all contracts, invoices, materials, records of personnel and of employment and other data relating to all matters covered by this Agreement.

The SUBRECIPIENT must maintain records and financial documents in compliance with all standards in the ARPA CSLFRF guidance and 2 CFR 200. Generally, records and financial documents must be maintained for five years after all funds have been expended or returned. The COUNTY or Treasury may request transfer of records of long-term value at the end of such period. Wherever practicable, such records should be collected, transmitted, and stored in open and machine-readable formats.

SUBRECIPIENT must agree to provide or make available such records to the COUNTY upon request, to Treasury upon request, and to the Government Accountability Office ("GAO"), Treasury's Office of Inspector General ("OIG"), and their authorized representative in order to conduct audits or other investigations.

The COUNTY may access the SUBRECIPIENT records and financial statements as necessary to conduct monitoring activities.

Section 7. Monitoring

The SUBRECIPIENT agrees to permit persons duly authorized by the COUNTY, the Federal or State grantor agency (if applicable) or any representatives to inspect all records, papers, documents, facility's goods and services of the SUBRECIPIENT and/or interview any clients and employees of the SUBRECIPIENT to be assured of satisfactory performance of the terms and conditions of this contract to the extent permitted by the law after giving the SUBRECIPIENT reasonable notice. The monitoring is a limited scope review of the contract and agency management and does not relieve the SUBRECIPIENT of its obligation to manage the grant in accordance with applicable rules and sound management practices.

Following such monitoring, the COUNTY will deliver to the SUBRECIPIENT a written report regarding the manner in which services are being provided. The SUBRECIPIENT will rectify all noted deficiencies within the specified period of time indicated in the monitoring report or provide the COUNTY with a reasonable and acceptable justification for not correcting the noted shortcomings. The SUBRECIPIENT'S failure to correct or justify the deficiencies within the time specified by the COUNTY may result in the withholding of payments, being deemed in breach or default, or termination of this contract.

Section 8. Audits

A. The COUNTY may perform an audit of the records of the SUBRECIPIENT at any time during the Term of this Agreement and after final disbursements have been made, even if the Agreement has expired or terminated. Audits may be performed at a time mutually agreeable to the SUBRECIPIENT and the COUNTY. When conducting an audit of the SUBRECIPIENT'S performance under this Agreement, the COUNTY must use Generally Accepted Government Auditing Standards ("GAGAS"). As defined by 2 C.F.R. §200.50, GAGAS, also known as the Yellow Book, means generally accepted government auditing standards issued by the Comptroller General of the United States, which are applicable to financial audits.

B. If an audit shows that all or any portion of the Funds disbursed were not spent in accordance with the conditions of and strict compliance with this Agreement, the SUBRECIPIENT will be held liable for reimbursement to the COUNTY of all Funds not spent in accordance with these applicable regulations and this Agreement, within fourteen (14) days after the COUNTY has notified the SUBRECIPIENT of such non-compliance.

C. If the COUNTY elects to have the SUBRECIPIENT perform an audit, the SUBRECIPIENT must have all audits completed by an independent auditor, which is defined in § 215.97(2)(i), Florida Statutes, as "an independent certified public accountant licensed under chapter 473." The independent auditor must state that the audit complied with the applicable provisions noted above. The audits must be received by the COUNTY no later than six (6) months from the end of the SUBRECIPIENT'S fiscal year.

D. The SUBRECIPIENT must send copies of reporting packages required under this paragraph directly to the COUNTY in accordance with Section 18 Notice.

E. Single Audit Requirements. SUBRECIPIENTS, that expend more than \$750,000 in Federal awards during their fiscal year will be subject to an audit under the Single Audit Act and its implementing regulation at 2 C.F.R. Part 200, Subpart F regarding audit requirements.

Section 9. Closeout

SUBRECIPIENT will comply with all closeout procedures of the awards, to include full compliance with the agreement terms and conditions, ARPA, CSLFRF rule and guidance, and 2 CFR 200. Key tasks will be closeout communications, confirmation for maintenance of records and financial documents, receipt of all final reimbursement requests or payment requests, receipt of all financial reports and performance reports, fulfillment of any requests to reconcile reports and payment requests. The retention period per CSLFRF compliance and reporting is 5 years.

Section 10. Indemnification

SUBRECIPIENT shall indemnify, hold harmless, and defend COUNTY from and against any and all liabilities, losses, claims, damages, demands, expenses or actions, either at law or in equity, including court costs and attorneys' fees (at the trial and all appellate levels), that may hereafter at any time be made or brought by anyone on account of personal injury, property damage, loss of monies, or other loss, allegedly caused or incurred, in whole or in part, as a result of any negligent, wrongful, or intentional act or omission, or based on any act of fraud or defalcation or breach of any provision or covenant of this Agreement or applicable law by the SUBRECIPIENT, its agents, subcontractors, assigns, heirs, and employees resulting from or arising under this Agreement.

The provisions of this Section 11 shall survive the termination of this Agreement.

Section 11. Termination

This Agreement may be terminated by the SUBRECIPIENT or the COUNTY at any time, with Cause or without Cause, upon not less than thirty (30) days prior written notice delivered to the SUBRECIPIENT as provided for in this Agreement or, at the option of COUNTY, immediately in the event that SUBRECIPIENT fails to fulfill any of the terms, understandings, or covenants of this Agreement. COUNTY will not be obligated to pay for costs incurred by SUBRECIPIENT after SUBRECIPIENT has received notice of termination.

Section 12. Remedies

The COUNTY may exercise any other rights or remedies, which may be available under law. If the COUNTY waives any right or remedy in this Agreement or fails to insist on strict performance by the SUBRECIPIENT, it will not affect, extend or waive any other right or remedy of the COUNTY, or affect the later exercise of the same right or remedy by the COUNTY for any other default by the SUBRECIPIENT.

Section 13. Equal Opportunity; Non-Discrimination

SUBRECIPIENT shall comply with the requirements of all applicable federal, state and local laws, rules, regulations, ordinances and executive orders prohibiting and/or relating to discrimination, as amended and supplemented. All of the aforementioned laws, rules, regulations, and executive orders are incorporated herein by reference.

Section 14. Governing Laws; Venue

This Agreement and terms and conditions shall be governed by the laws, rules, and regulations of the State of Florida, and venue shall be in Lee County, Florida.

Section 15. Public Records Law

This Agreement, including attachments, is subject to disclosure under Florida's public records law subject to limited applicable exemptions. SUBRECIPIENT acknowledges, understands, and agrees that, except as noted below, all information in its application and attachments will be disclosed, without any notice to SUBRECIPIENT, if a public records request is made for such information, and the COUNTY will not be liable to SUBRECIPIENT for such disclosure. Social security numbers are collected, maintained and reported by the COUNTY must comply with IRS 1099 reporting requirements and are exempt from public records pursuant to Florida Statutes §119.071.

If SUBRECIPIENT believes that information in the Agreement, including attachments, contains information that is confidential and exempt from disclosure, SUBRECIPIENT must include a general description of the information and provide reference to the Florida Statute or other law which exempts such designated information from disclosure in the event a public records request is made. The COUNTY does not warrant or guarantee that information designated by SUBRECIPIENT as exempt from disclosure is in fact exempt, and if the COUNTY disagrees, it will make such disclosures in accordance with its sole determination as to the applicable law.

IF THE SUBRECIPIENT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE SUBRECIPIENT'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 239-533-2221, 2115 SECOND STREET, FORT MYERS, FL 33901, <http://www.leegov.com/publicrecords>.

Section 16. Independent Contractor

SUBRECIPIENT acknowledges that it is acting as an independent contractor and not as an agent, officer or employee of COUNTY. In no event shall any provision of this Agreement make COUNTY liable to any person or entity that contracts with or provides goods or services to SUBRECIPIENT in connection with this Agreement. There is no contractual relationship, either express or implied, between COUNTY or any political subdivision of the State of Florida and any person or entity supplying any work, labor, services, goods or materials to SUBRECIPIENT as a result of this Agreement.

Section 17. Compliance with Applicable Laws

SUBRECIPIENT shall comply with the requirements of all applicable federal, state and local laws and the rules and regulations promulgated thereunder, including, but not limited to, Florida's Public Records Act, Chapter 119, Florida Statutes and specifically including, but not limited to ARPA.

Section 18. Notice

Any notice delivered with respect to this Agreement must be in writing and will be deemed to be delivered (whether or not actually received) when (1) hand delivered to the persons designated below, or (2) when deposited in the United States Mail, postage prepaid, certified mail, return-receipt requested, addressed to the person at the address for the party as set forth below, or such other or to such other person as the Party may have specified by written notice to the other Party delivered according to this Section:

As to COUNTY:

Roger Desjarlais
County Manager
PO Box 398
Fort Myers, FL 33902

As to SUBRECIPIENT:

Big Brothers Big Sisters of the Sun Coast, Inc.
Joy Mahler, CEO/President
1000 S. Tamiami Suite C
Venice, FL 34285

Section 19. Risk Management

A. Hold Harmless and Indemnity Clause

To the fullest extent permitted by applicable law, SUBRECIPIENT shall protect, defend, indemnify, save and hold the COUNTY, the BoCC, its agents, officials, and employees harmless from and against any and all claims, demands, fines, loss or destruction of property, liabilities, damages, for claims based on the negligence, misconduct, or omissions of the SUBRECIPIENT resulting from the SUBRECIPIENT'S work as further described in this contract and its attachments, which may arise in favor of any person or persons resulting from the SUBRECIPIENT'S performance or non-performance of its obligations under this contract except any damages arising out of personal injury or property claims from third parties caused solely by the negligence, omission(s) or willful misconduct of the COUNTY, its officials, commissioners, employees or agents, subject to the limitations as set out in Florida general law, Section 768.28, Florida Statutes, as amended from time to time. Further, SUBRECIPIENT hereby agrees to indemnify the COUNTY for all reasonable expenses and attorney's fees incurred by or imposed upon the COUNTY in connection therewith for any loss, damage, injury, liability or other casualty. SUBRECIPIENT additionally agrees that the COUNTY may employ an attorney of the COUNTY's own selection to appear and defend any such action, on behalf of the COUNTY, at the

expense of the SUBRECIPIENT. The SUBRECIPIENT further agrees to pay all reasonable expenses and attorney's fees incurred by the COUNTY in establishing the right to indemnity.

The SUBRECIPIENT further agrees that it is responsible for any and all claims arising from the hiring of individuals relating to activities provided under the contract. All individuals hired are employees of the SUBRECIPIENT and not of the COUNTY.

B. Insurance Requirements

Insurance – Nonprofit SUBRECIPIENTS

The SUBRECIPIENT agrees to secure and maintain the insurance coverage outlined below during the term of this contract. The SUBRECIPIENT agrees that this insurance requirement shall not relieve or limit SUBRECIPIENT'S liability and that the COUNTY does not in any way represent that the insurance required is sufficient or adequate to protect the SUBRECIPIENT'S interests or liabilities, but are merely minimums. It is the responsibility of the SUBRECIPIENT to insure that all subcontractors comply with the insurance requirements.

Certificate(s) of Insurance *naming Lee Board of County Commissioners as Certificate Holder and additional insured* will be attached to this contract as an exhibit. Name and address for Certificate Holder should be: Lee Board of County Commissioners, P.O. Box 398, Fort Myers, FL 33902. Certificate(s) must be provided for the following coverage's at the time of contract execution and upon policy renewal. Renewal certificates are due to the COUNTY on or before expiration date.

1. Workers' Compensation– Statutory benefits as defined by Florida Statute 440 encompassing all operations contemplated by this contract or agreement to apply to all owners, officers, and employees. Employers' liability will have minimum limits of:
 - \$100,000 per accident
 - \$500,000 disease limit
 - \$100,000 disease limit per employee
2. Commercial General Liability – Coverage shall apply to premises and/or operations, products and/or completed operations, independent contractors, contractual liability, and broad form property damage exposures with minimum limits of:
 - \$500,000 bodily injury per person (B.I.)
 - \$1,000,000 bodily injury per occurrence (B.I.)
 - \$500,000 property damage (PD) or
 - \$1,000,000 combined single limit (C.S.L.) of B.I. and P.D.

The General Liability Policy Certificate shall name "Lee County, a political subdivision and Charter County of the State of Florida, its agents, employees, and public officials" as "Additional Insured". The SUBRECIPIENT agrees that the coverage granted to the Additional Insured applies on a primary basis, with the Additional Insured's coverage being excess.

3. Business Auto Liability – The following Automobile Liability will be required and coverage shall apply to all owned, hired, and non-owned vehicles used with minimum limits of:
\$100,000 bodily injury per person (B.I.)
\$300,000 bodily injury per occurrence (B.I.)
\$100,000 property damage (PD) or
\$300,000 combined single limit (C.S.L.) of B.I. and P.D.
4. Directors & Officers Liability – Entity coverage to cover claims against the organization directly for wrongful acts with limits not less than \$100,000.
5. Fidelity Bonding – Covering all employees who handle the agency's funds. The bond amount must be equivalent to the highest daily cash balance or a minimum amount of \$50,000.

Insurance – Government/Municipality

Documentation of the above coverage requirements are not applicable to government/municipalities that are self-insured.

Section 20. Disclaimer of Third Party Beneficiaries

This Agreement is made for the sole benefit of the Parties of this Agreement and their respective successors and assigns, and is not intended to and will not benefit any third party. No third party will have any rights under this Agreement, because of this Agreement or any right to enforce any provisions of this Agreement.

Section 21. Dispute Resolution

In the event of a dispute related to any performance or payment obligation arising under this Agreement, the Parties shall exhaust COUNTY administrative dispute resolution procedures prior to filing a lawsuit or otherwise pursuing legal remedies.

In the event that COUNTY administrative dispute resolution procedures are exhausted, either Party to this Agreement may notify the other Party in writing that it wishes to commence formal dispute resolution with respect to any unresolved problem under this Agreement. The Parties agree to submit the dispute to a Florida Certified Circuit Court Civil Mediator for mediation, within sixty (60) days following the date of this notice. In the event that any dispute cannot be resolved by mediation, the dispute may be filed as a civil action in the Circuit Court of the Twentieth Judicial Circuit of Florida, in and for Lee County, Florida, which is the sole venue for any such civil action.

Section 22. Assignment

This Agreement may not be assigned nor subcontracted in whole or in part without the prior written consent of the COUNTY.

Section 23. Headings

Article headings have been included in the Agreement solely for the purpose of convenience and shall not affect the interpretation of any of the terms of this Agreement.

Section 24. Survivability

Any term, condition, covenant or obligation which requires performance by either party subsequent to termination of this Agreement shall remain enforceable against such party subsequent to such termination.

Section 25. Modifications

This writing embodies the entire agreement and understanding between the parties hereto and there are no other agreements and/or understandings, oral or written, with respect to the subject matter hereof, that are not merged herein and superseded hereby. This Agreement may only be amended or extended by a written instrument executed by the COUNTY and the SUBRECIPIENT expressly for that purpose.

Section 26. Entire Agreement

It is understood and agreed that the entire agreement of the Parties is contained in this Agreement, which supersedes all oral agreements, negotiations, and previous agreements between the Parties relating to the subject matter of this Agreement.

Any alterations, amendments, deletions, or waivers of the provisions of this Agreement will be valid only when expressed in writing and duly signed by the Parties, except as otherwise specifically provided in this Agreement.

IN WITNESS WHEREOF, the SUBRECIPIENT and the COUNTY respectively, have caused this Agreement to be executed by their duly authorized representatives.

SUBRECIPIENT: BIG BROTHERS BIG SISTERS OF THE SUN COAST, INC.

BY:

Signature

Date

Name (print)

ATTEST:

CLERK OF CIRCUIT COURT

BOARD OF COUNTY COMMISSIONERS

OF LEE COUNTY, FLORIDA

BY:_____

BY:_____

Chair

APPROVED AS TO FORM FOR THE
RELIANCE OF LEE COUNTY ONLY

County Attorney's Office

ATTACHMENT A: PROJECT DETAILS

Overview (Need and Response), Eligible activities.

Scope

The notice of funding availability included Section II. Scope of Grant Activities:

HVS encourages applicants to submit applications for projects, even if the project does not 'fit' perfectly into the descriptions here within. By submitting an application, the applicant is informing HVS of projects it intends or desires to develop to help meet an unmet need in the community and collaboratively work to reduce educational disparities in Lee County. HVS encourages creative applications that use technology, training, and data to expand programs and services in a sustainable manner.

Project Description

The project description was a response in Section 4 of the attached application.

Eligible Activities

A. Expense Category

Project(s) direct services must follow the restrictions from U.S Treasury rules and fit within the ARPA expense category: **2.25 Addressing Educational Disparities: Academic, Social, and Emotional Services**

B. Back-up Project Eligible Use Justification:

31 CFR 35.6(b)(3)(ii)(A)(4)

Responding to the negative economic impacts of the public health emergency for purposes including:

(A) Assistance to households and individuals, including:

(4) Programs to address the impacts of lost instructional time for students in kindergarten through twelfth grade;

ATTACHMENT B: SCOPE OF WORK

Description of the SUBRECIPIENT's and the COUNTY's task, deliverables, timelines, and milestones. Additional United States Treasury scope requirements may be identified and required after the execution of this agreement.

1. Task: Risk Assessment Questionnaire

All ARPA Subrecipients of Lee County are required to complete a subrecipient risk assessment questionnaire. The results will assist Lee County with subrecipient monitoring.

Deliverable: Completed Risk Assessment Questionnaire

2. Task: Project Planning

The project planning shall include an explanation of the plan components below. As necessary, copies of corresponding document for the components should be provided. Example: Provide a copy of the relevant policy and procedure.

NOTE: Much of this information was included with the funding application.

SUBRECIPIENT will provide updates to Lee County Human and Veteran Services if applicable.

Components:

- Provide an outline to document timelines for critical tasks associated with the project
 - *The activities outline was a response in Section 6 of the attached application.*
- Evidence-based Documentation;
 - *The evidence-based plan was a response in Section 5 of the attached application.*
- Equity-based Documentation;
 - *The equity-based plan was a response in Section 5 of the attached application.*
- Program Policy and Procedures;
 - *This program information may need to be provided to HVS staff.*
- Staffing Plan that includes a list of key staff, qualifications and special qualification requirements.
 - *The staffing plan was a response in Section 11 of the attached application.*

3. Task: Project Budget

The SUBRECIPIENT will maintain a Project Budget and Financial Accounting System. The SUBRECIPIENT will develop and maintain a project budget summary that shows annual and quarterly proposed obligated and actual expenses.

The original budget estimate was a response in Section 11 of the attached application.

Deliverables:

Annual and Quarterly Project Budget Updates; Contract Amendments as needed

4. Task: Reimbursement Requests

Due: Monthly by the 20th of the following month. All payments will be

reimbursement for eligible expenses/services defined as uncompensated expenses rendered during the contract term. Copies of supporting documentation is required as part of the Payment Request for review of grant compliance and before payment will be authorized by Human and Veterans Services.

Reimbursement for eligible expenses will be made after review and authorization of request and all required back up documentation. Appropriate back-up/supporting documentation may include: payroll reports, time cards, cancelled checks, vendor invoices, authorized purchase orders, attendance/service logs, other funder invoices, expenditure spreadsheets or other original documentation.

SUBRECIPIENTS are responsible for ensuring that any procurement using CSLFRF funds, or payments under procurement contracts using such funds are consistent with the procurement standards set forth in the Uniform Guidance at 2 CFR 200.317 through 2 CFR 200.327, and Appendix II to Part 200, as applicable. Proof of compliance must be included with back-up/supporting documentation.

The Payment Request must be submitted with an **authorized** signature. Cancelled checks, bank statements and/or other documentation from vendor that expense has been paid or service provided may be verified during monitoring.

Deliverables:

Payment reimbursement requests and supporting documents

5. Task: Project Monitoring

- a. The SUBRECIPIENT shall cooperate with the COUNTY's monitoring of the Grant project by making the necessary staff and project records available.
- b. The SUBRECIPIENT shall make the COUNTY aware of any project deemed at-risk of non-performance or non-compliance.
- c. When a project is deemed non-performing or incapable of expending its grant allocations as specified in its Subrecipient agreement, the SUBRECIPIENT may ask the COUNTY to repurpose the funds.

Deliverables:

Cooperation with monitoring

6. Task: Ensure Project Data Collection and Reporting

The SUBRECIPIENT will document its data collection and reporting methodology for the project. The SUBRECIPIENT will collect, compile, and report the project information in ATTACHMENT D to the COUNTY, including project performance, expenses, equity data, and learning data if applicable.

In addition, the COUNTY may ask the SUBRECIPIENT to collect other data as Treasury clarifies reporting and compliance requirements. The example required reports are listed in ATTACHMENT D – Reporting Requirements.

Deliverables:

SUBRECIPIENT'S Monthly Reports (Quarterly and Annual as required)

7. Task: Project Closeout

SUBRECIPIENT will comply with all closeout procedures of the awards, to include full compliance with the agreement terms and conditions, ARPA, CSLFRF rule and guidance, and 2 CFR 200. Key tasks will be closeout communications, confirmation for maintenance of records and financial documents, receipt of all final reimbursement requests or payment requests, receipt of all financial reports and performance reports, fulfillment of any requests to reconcile reports and payment requests.

Deliverables:

- Submittal of all performance and financial reports and records as required
- Plan for records retention

ATTACHMENT C: Project Budget and Expenses Worksheet

If a project cost overrun is identified or line item changes are needed, the SUBRECIPIENT must receive approval from the County before additional costs are incurred.

The budget was a response in Section 11 of the attached application.

ATTACHMENT D: REPORTING REQUIREMENTS (Example)

Below is an example of information that will be requested. There may be additional reporting requirements that the US Treasury requires or Lee County identifies during the project.

Items 1-3 were part of the response in Section 5 of the attached application. HVS will check in to see if there are any changes to the plan during the performance period.

1. Equity: Describe how you ensure that your program is designed and implemented with equity in mind for disproportionately affected populations. Additional Information – ATTACHMENT E: EQUITY-BASED REQUIREMENT
2. Community Engagement: Describe your communication, outreach, and engagement plan to make participants and the community aware of your project.
3. Evidence Based or Evidence Producing: If the project is an **evidence-based** practice, identify the source(s), the level of evidence, and explain how this project incorporates this principle.

If the project is an **evidence-producing** practice, identify related source(s) of your hypothesis and state your hypothesis clearly. Outline how evidence will be collected to validate that it presents as evidence-producing.

Additional Information – ATTACHMENT F: EVIDENCE-BASED REQUIREMENT

See Treasury's Compliance and Reporting Guidance State and Local Fiscal Recovery Fund, <https://home.treasury.gov/system/files/136/SLFRF-Compliance-and-Reporting-Guidance.pdf>

4. Quarterly Reporting:

Schedule: Reporting due for SUBRECIPIENT.

Reporting Periods	Notes
Award Start Date – June 30, 2022	Due 15 working days after end of quarter
July 1, 2022 – September 30, 2022	
October 1, 2022 – December 31, 2022	
January 1, 2023 – March 31, 2023	
April 1, 2023 – June 30, 2023	
July 1, 2023 – September 30, 2023	
October 1, 2023 – December 31, 2023	
January 1, 2024 – March 31, 2024	
April 1, 2024 – June 30, 2024	
July 1, 2024 – September 30, 2024	
October 1, 2024 – December 31, 2024	
Close Out Report	Due January 15, 2025

A. Expenditure Summary

Reimbursement requests will detail expenditures. This project will report expenditures after reimbursement requests are approved and payment is distributed. Lee County will report project expenditures to US Treasury quarterly.

B. Disadvantaged Communities Summary (If applicable report quarterly)

How much of the grant has been expended to serve disadvantaged communities through program or service that is provided at a physical location in a Qualified Census Tract (for multi-site projects, if a majority of sites are within Qualified Census Tract);
How much of the grant has been expended to serve disadvantaged communities through program or service where the primary intended beneficiaries live within a Qualified Census Tract;
How much of the grant has been expended to serve disadvantaged communities through program or service for which the eligibility criteria are such that the primary intended beneficiaries earn less than 60 percent of the median income for the relevant jurisdiction (e.g., State, county, metropolitan area, or other jurisdiction); or
How much of the grant has been expended to serve disadvantaged communities through program or service for which the eligibility criteria are such that over 25 percent of intended beneficiaries are below the federal poverty line.

C. Performance Success Summary

<p>Project Status: Choice</p> <ul style="list-style-type: none"> • Not Started • Completed less than 50 percent • Completed 50 percent or more • Completed
<p>Provide a success story or summary of successes from this program that can be shared publicly. Always protect the privacy of beneficiaries.</p> <p>- This will be requested quarterly, but the SUBRECIPIENT only needs to share one story during the project.</p>
<p>Provide a report of key outputs for the past period [between ____ and ____].</p> <ol style="list-style-type: none"> 1) Number of students participating in evidence-based tutoring programs. Report quarterly participation. Report the cumulative participation number annually. Number of Students Served Goal Annually = 300 2) Number of participating students that achieved timely grade level promotion or high school graduation. Report cumulative achievement number annually (end of school year)
<p>Provide a report of key outcomes for the past period [between ____ and ____].</p> <ol style="list-style-type: none"> 1) At least 85% of the at-risk K-12th grade youth served will achieve timely grade level promotion or high school graduation. Report achievement / participants annually (end of school year)

<p>Estimated Demographic Data: Treasury encourages recipients to provide data disaggregated by race, ethnicity, gender, income, and other relevant factors. Please supply data currently collected through existing registration process. Do not provide any personally identifying information.</p>

ATTACHMENT E: EQUITY-BASED REQUIREMENT (INFORMATIONAL)

Below is an example of information that will be requested. There may be additional reporting requirements that the US Treasury requires, or Lee County identifies during the project.

Equity: Describe how you ensure that your program is designed and implemented with equity in mind for disproportionately affected populations. Address the following:

- a. Goals: Are there particular historically underserved, marginalized, or adversely affected groups that you intend to serve within your jurisdiction?
- b. Awareness: How do you market the program to Lee County residents with equity in mind? How equal and practical is the ability for residents or businesses to become aware of the services funded by the SLFRF?
- c. Access and Distribution: Are there differences in levels of access to benefits and services across groups? Are there administrative requirements that result in disparities in ability to complete applications or meet eligibility criteria?
- d. Outcomes: Are intended outcomes focused on closing gaps, reaching universal levels of service, or disaggregating progress by race, ethnicity, and other equity dimensions where relevant for the policy objective?

ATTACHMENT F: EVIDENCE-BASED REQUIREMENTS (INFORMATIONAL)

SUBRECIPIENTS must briefly describe the goals of the project, and the evidence base for the interventions funded by the project.

- a) Demonstrate that the intervention is implemented as a program evaluation, see OMB M-20-12. "Recipients are exempt from reporting on evidence-based interventions in cases where a program evaluation is being conducted. Criteria requires the recipient to:

Required

- i. describe the evaluation design including whether it is a randomized or quasi experimental design;
- ii. state the key research questions being evaluated;
- iii. describe whether the study has sufficient statistical power to disaggregate outcomes by demographics;
- iv. post the evaluation publicly and link to the completed evaluation in the Recovery Plan;
- v. describe the timeframe for the completion of the evaluation (including a link to completed evaluation if relevant)
- vi. after sufficient evidence of efficacy has been provided, determine whether the spending for the evaluated interventions should be counted towards the dollar amount categorized as evidence-based for the relevant project
- vii. Recipient may be selected to participate in a nation evaluation which would study the project along with similar projects.

Encouraged

- viii. Consider how a Learning Agenda, either narrowly focused on SLFRF or broadly focused on the recipient's broader policy agenda, could support their overarching evaluation efforts in order to create an evidence-building strategy for their jurisdiction. See OMB M-19-23
- b) Strong Evidence-based interventions- Is the intervention, based on a "well-designed and well-implemented experimental studies conducted on the proposed program with positive findings on one or more intended outcomes".
- i. If yes, identify the program as "Strong Evidence Based", cite the study, summarize the findings, and provide the associations to the COUNTY program.
- c) Moderate evidence-based interventions – the intervention is based on one or more quasi-experimental studies with positive findings on one or more intended outcomes OR two or more non-experimental studies with positive findings on one or more intended outcomes.
- d) Preliminary evidence – the intervention is based on conclusions drawn from a non-experimental study which demonstrates improvement in program beneficiaries over time on one or more intended outcomes OR an implementation (process evaluation) study used to learn and improve program operations would constitute preliminary evidence. Examples of research that meet the standards include: (1) outcome studies that track program beneficiaries through a service pipeline and measure beneficiaries' responses at the end of the program. (2) pre- and post-test research that determines whether beneficiaries have improved on an intended outcome.

ATTACHMENT G: AGENCY NOFA APPLICATION

Application Attached below.

12. Completeness Checklist

Applicants must complete chart below and attach as PAGE 1 of the submission.

<u>Application Forms and Attachments</u>	<u>Page #</u>
<u>Project Name:</u> One to One Mentoring – Capacity-Building	
<u>Project Applicant:</u> Big Brothers Big Sisters of the Sun Coast	
Table of Contents (COMPLETENESS CHECKLIST)	1
1. Applicant Information	2
2. Project Information	2, 3
3. Certification	3
4. Project Description	4-6
5. Quality of Service Questionnaire	6-9
6. Ability to Complete Activities Outline	10
7. Budget Narrative	10
8. Budget Form	11 and attached
9. Performance Outcomes	12
10. Equity Outcomes	13-14
11. Required Attachments	All attached after page 15, as well as Volunteer Recruiter description, Timeline, quotes, & Agency scorecard
b. Applicants Annual Operating Budget	
c. Chart of Key Project Staff	
d. Documentation of Project's Alignment with Community Goals	
e. Documentation of National Best Practices or Evidence Based Program design	
g. Proof of 501c3 Status	

SECTION V: Application Forms

All forms must be complete for application to be considered for conditional award.

1. Applicant Information

Organization Name: Big Brothers Big Sisters of the Sun Coast	Authorized Organization Representative Name/Title: Joy Mahler, CEO / President
Address: 1000 S. Tamiami Trail, Suite C	Telephone: (941) 488-4009
City, State/Zip: Venice, FL 34285	Organization Website: bbbssun.org
Contact Person Name/Title: Joy Mahler, CEO / President	DUNS #: 878278514
Contract Person E-mail: development@bbbssun.org	Federal Employer ID #: 591361826

2. Project Information

Project Name: One to One Mentoring – Capacity-Building
Project Address (if different from organization address): 8280 College Parkway, Suite 201, Fort Myers, FL 33919 and throughout the Lee County community
This is a/an: <input type="checkbox"/> New Project or <input checked="" type="checkbox"/> Expanded Project
Total Funding Requested for this Project: <u>\$227,413</u>

Services Provided (check the services that will be provided with the funding requested):

- ☒ After School Programs
- ☒ Employment Assistance and Job Training
- ☒ Tutoring
- ☐ Child Care
- ☐ Transportation
- ☒ Outreach Engagement
- ☒ Life Skills
- ☒ Assessment of Service Needs



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Lee County Human and Veterans Services
2440 Thompson St. Fort Myers, FL 33901

CFDA # 21.027

Target Population (check as many as applicable below):

- ☐ Children Ages 0 to 4
- ☒ Children Ages 5 to 9
- ☒ Children Ages 10 to 14
- ☒ Children Ages 15 to 18
- ☐ LGBTQI+ Individuals/Families/Youth
- ☐ Other: _____

Target Service Location (check as many as applicable below):

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> City of Cape Coral<input type="checkbox"/> City of Fort Myers<input type="checkbox"/> City of Bonita Springs<input type="checkbox"/> City of Sanibel | <ul style="list-style-type: none"><input type="checkbox"/> Town of Fort Myers Beach<input type="checkbox"/> Unincorporated Lee County<input checked="" type="checkbox"/> All of Lee County<input type="checkbox"/> Other: _____ |
|--|--|

3. Certification

To the best of my knowledge, I certify that the information in this application is true and correct and that the document has been duly authorized by the governing body of the applicant. I will comply with the program rules and regulations if assistance is approved. I also certify that I am aware that providing false information on the application can subject the individual signing such application to criminal sanctions. I further certify that I am authorized to submit this application and have followed all policies and procedures of my agency regarding grant application submissions.

Authorized Organization Representative:

Signature: _____

Typed Name: _____ Joy Mahler

Title: CEO / President

Date: 4/29/2022



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Lee County Human and Veterans Services
2440 Thompson St. Fort Myers, FL 33901
CFDA # 21.027

4. Project Description

Provide an overall summary of your project. Narrative response must include:

- sufficient information to understand the scope of the project, the number and age of children to be served, the services to be provided and the cost of the proposed activities;
- how the project will follow a “evidence based” approach;
- the project’s plan to coordinate with other services providers to ensure that the needs of the household are met to ensure the child’s continued success;
- the projects role in helping to address educational disparities; and
- an overall demonstration of need.

This project will provide the staff and tools necessary for Big Brothers Big Sisters of the Sun Coast (BBBSSC) to build capacity and expand its services in Lee County through the Agency’s One to One Mentoring Program. BBBSSC will serve at least 300 at-risk K-12th grade 5-18 year-old Lee County students (high school youth served may be older if they had been retained a grade prior to receiving services) each year of the project. This One to One Mentoring Program project will serve its clients through afterschool and summer programming that addresses educational disparities by providing the informed advocacy, guidance, support, resources, referrals, and tools needed to overcome economic and racial barriers and achieve academic, career, and life success.

Big Brothers Big Sisters of the Sun Coast’s mission is to create and support one-to-one mentoring relationships that ignite the power and promise of youth. Its vision is for all youth to achieve their full potential. Through this project, the youth and mentor will participate in the One to One Mentoring Program during the summers or through afterschool programming. During match meetings, mentors assist students with their homework and studying, and they facilitate reading activities that support the emergence of a love of reading and an improvement in reading proficiency. While developing a friendship based on trust and continuous support and guidance, mentors also address other key risk factors, such as poor academic performance and risky behaviors. Matches receive ongoing professional Mentor Manager services, addressing and overcoming any obstacles to achieving anticipated outcomes, ensuring the continued success of the match.

All One to One Mentoring Program services are available at no cost to students, their families, and mentors. The Agency recruits volunteer mentors from local businesses, community organizations, clubs, and churches. All volunteer mentors are thoroughly screened, interviewed, trained, and assessed prior to matching. Match relationships are created according to the National Big Brothers Big Sisters model of compatibility matching, which prioritizes match-making based on the needs, skills, and interests of the individual youth and mentor. An interagency agreement with the Lee County School District provides the means for BBBSSC to obtain student referrals and pertinent information from school personnel, access grade and testing reports, and hold regularly-scheduled one-to-one match meetings. All services provided closely and fully adhere to the Big Brothers Big Sisters of America national organization’s requirements and longstanding evidence-based model (please see attached documentation).

The Agency’s Degreed and Certified Mentor Managers maintain regular contact with the mentor, youth, youth’s parent/guardian, and school personnel. Mentor Managers design a personalized Youth Development Plan for each youth, and they track and evaluate both maintenance and improvement in academic achievement. Annual program outcomes are made available to stakeholders at the end of each fiscal year. Professionally supported mentors help at-risk youth remain in school and make academic progress, avoid risky behaviors, overcome barriers to academic success, graduate high school, and achieve higher education. BBBSSC has a lengthy history of ensuring positive outcomes for the youth served. The Agency has served at-risk youth facing economic and racial barriers for 54 years and, year after year, the vast majority of students served make academic gains and achieve timely grade level advancement or graduation. Among Lee County youth served during the 2020-21 academic/fiscal year, 98% achieved promotion or graduation (this is 9% higher than the not-at-risk Lee County

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graduation rate and 26% higher than the at-risk rate – Florida Department of Education, 2021). This capacity-building project further addresses educational disparities in that, through the One to One Mentoring Program's continuum of educational mentoring services, clients make academic gains and graduate from high school with a viable plan for higher education (including trade certification options) and/or a career that leads to a financially stable life.

The pandemic (including virtual education and increased isolation), as well as significant recent living costs inflation, has dramatically increased the depth and scope of the target population's needs, as well as that of their family. More children than ever have been identified as needing and wanting one-to-one mentoring given these changes during the last 2 years. The pandemic has had a significant effect on students' educational progress, as shown by standardized test results, which reveal that Lee County students' academic progress is suffering. Among Lee County 3rd through 10th graders: fewer than half passed the 2021 Florida Standards Assessment for English Language Arts; and only 51% passed the Florida Standards Assessment for Mathematics (a 10% drop from pre-pandemic 2019). This decline and these low rates of meeting merely the satisfactory academic achievement threshold create a myriad of youth challenges: the achievement of grade level promotion and the knowledge needed to be successful at the next grade level; high school graduation; readiness for higher education success; and post-academic career, life, and financial stability success. If we are to help our youth overcome these obstacles and achieve equity, it is imperative that we focus on a continuity of educational support and professionally supported one-to-one mentoring guidance throughout at-risk students' academic careers. Given the academic losses suffered as a result of the pandemic, an expansion of services is required to meet this need.

The pandemic's dramatic increase in the depth and scope of clients' needs resulted in BBBSSC's need to hire additional staff and develop solutions to clients' more expansive barriers to meeting their potential. The proposed project will provide BBBSSC with the capacity to provide clients with the more substantial services that are now necessary to place our youth on a pathway to a financially secure and fulfilling future that achieves their potential.

The current cost of the One to One Mentoring Program is \$1500 annually per youth served. However, this application requests funding for an expanded level of service and those costs are provided in detail in the attached Project Budget and Spending Plan. Specifically, this project requests funding for the following expansions of service, designed to address and overcome the educational disparities of youth facing economic, racial, and academic barriers and inequities:

- New Staff Position - BBBSSC will hire a new staff member for a newly created Lee County Volunteer Recruiter position to focus on building capacity by recruiting more volunteer mentors for Lee County youth ready and waiting to be matched with a mentor (currently, there are 104 at-risk Lee County youth ready and waiting to be matched). The Volunteer Recruiter's anticipated travel costs are included in the budget.
- Technology for Staff - The new Volunteer Recruiter will need an office laptop, a license for access to the Agency's match management software, and a tablet for the Recruiter's off-site visits to various businesses and organizations to recruit volunteer mentors. Additionally, for many local youth that seek a mentor, arranging visits to the BBBSSC Lee County office for themselves and their parent/guardian is complex, particularly for the many parents/guardians that work 2 jobs, and the youth that work after school or help at home with younger siblings. For some families, this can preclude the opportunity for that initial interview, matching, and/or to maintain close contact with their Mentor Manager. Although Mentor Managers and Program Directors do meet with clients, families, and mentors outside of the office, they do not have access to a digital record-keeping device. As such, BBBSSC requests tablets so that they will have the capacity to meet local youth, their parent/guardian, and volunteers where it is most convenient for them to meet with Staff, and create a digital record of all pertinent information. (Laptop and tablet quotes are attached.)

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- Technology for Clients - BBBSSC requests grant funds for tablets for clients that do not have access to technology at home (which is necessary for homework, studying, and supplementing in-person one-to-one meetings with their mentor). Youth clients will use these scholastic tools on their own and together with their mentor during their one-to-one mentoring sessions. Students that do not have certain tools that benefit their progress (such as access to technology at home) are at a significant disadvantage. (Tablet quotes are attached.)
- Diversity, Equity, Inclusion (DEI) and Access fully customized, expert-led trainings and workshops for Staff, Board, and Volunteers to be planned and conducted on an ongoing basis throughout the entirety of the funding period. These trainings and workshops will provide the insights and tools necessary to help clients overcome economic and racial barriers to academic and life success.
- 5% of the total funded by this grant for the costs of administering the grant: general management, oversight, and coordination, and training on grant requirements

The environmental, academic, and behavioral challenges that disadvantaged youth face are both complex and interconnected. To maximize the impact of the One to One Mentoring Program, the Agency must collaborate with a variety of stakeholders and leverage various resources to achieve goals. This strategy is useful in solving problems, combining resources, eliminating redundancy, and achieving stated outcomes. BBBSSC recognizes that meeting its mission to help at-risk youth is most productive through community partnerships and collaboration. As such, in addition to partnering with the Lee County School District, BBBSSC partners with the Boys and Girls Clubs of Lee County and the Y to serve youth through the Agency's One to One Mentoring Program afterschool programming and throughout each summer. The Agency also collaborates with dozens of local youth and family services organizations to meet the youth and family's other needs as these needs are determined.

The local community provides the support and volunteer efforts that make the organization's work possible. This cycle of reciprocity defines BBBSSC's approach to partnership. The Agency continuously builds new relationships through its office in Fort Myers. BBBSSC works with other community agencies to ensure that the at-risk youth of Lee County have the necessary resources to succeed. As part of this coordinated effort, the Agency works with other organizations to gather referrals of youth who would benefit from one to one mentoring services. In turn, BBBSSC refers youth and their families/guardians to other organizations when their needs require help that is beyond the Agency's scope. A youth's participation in the One to One Mentoring Program serves as an important point of advocacy for the entire family. Volunteer mentors and Mentor Managers engineer solutions and provide access to a network of resources that the youth/families might otherwise be unaware of or unsure how to access without assistance. Additionally, BBBSSC offers afterschool and evening programs dedicated to career exploration topics and post-secondary topics valuable to creating career pathways for our youth. These programs feature guest speakers, all experts in their field, as well as discussion and Question and Answer sessions.

5. Quality of Service Questionnaire

- A. Describe how the project is innovative, based on national best practices, and designed in accordance with an existing evidence-based program, or will be subject to a formal program evaluation. ***Documentation of evidence-based model and/or planned program evaluation model is required for ARP funding and must be attached to this application.***

BBBSSC's One to One Mentoring Program is the only evidence-based, research-driven, education-focused, one-to-one mentoring program for at-risk Lee County youth. One other Lee County agency, Take Stock in Children (TSIC), provides one-to-one mentoring with an academic focus. However, because TSIC and BBBSSC serve different populations, no duplication of services exists. Typically, youth accepted into the TSIC program must maintain a specific GPA. Youth served by BBBSSC's are a higher risk population, facing academic and racial and

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economic equity challenges, with many also facing behavioral, social, and/or disability challenges. A minority of BBBSSC's mentored middle school students may also be candidates for the TSIC program; however, BBBSSC maintains a formal partnership with TSIC to ensure there is no duplication of services.

Seminal research exemplifying that the Big Brothers Big Sisters' One to One Mentoring Program is an evidence-based program is found here: <https://search.issuelab.org/resource/making-a-difference-an-impact-study-of-big-brothers-big-sisters-re-issue-of-1995-study.html> and it is attached to this application. BBBSSC closely adheres to Big Brothers Big Sisters of America's evidenced-based model, requirements, and guidance in all aspects of its One to One Mentoring Program, thereby following its national best practices model.

- B. Describe how the project will engage and gather feedback from program participants and persons of any particular historically underserved, marginalized, or adversely affected groups.

The population BBBSSC serves are youth that face significant and multiple life challenges, such as the following:

- Poverty
- Poor academic progress as defined by the Lee County School Board
- Barriers resultant from economic disadvantage, systemic racism, disability, mental health issues, ACES (Adverse Childhood Experiences--such as abuse, homelessness, etc.), English as a second language, and/or LGBTQ identification
- Abandonment, death or incarceration of one or both parents
- High-risk behavior (i.e., truancy, school suspension, illegal substance abuse, delinquency, etc.)
- Teen pregnancy
- Difficulty maintaining stable relationships

Among students currently being served: 33% are Black or African-American; 14% are Lantinx or Hispanic; 13% are Bi-racial; 1% are Asian; 39% are White or Caucasian; 86% are members of households earning 185% or less of the Federal Poverty Level and are eligible for free or reduced price school meals; and 85% are raised by a single parent or non-parent.

BBBSSC collaborates with local churches, professional clubs and fraternities, and service organizations that have a primarily racial or ethnic minority membership to recruit volunteer mentors and to gather feedback and learn from their lived experiences, such that the Agency can better understand the issues and barriers our clients face. Additionally, through the DEI customized, expert-led trainings and workshops for which this application seeks funding, Staff, Board, and Volunteers will gain the insights and tools necessary to help clients overcome economic and racial barriers to academic and life success.

BBBSSC regularly solicits parents/guardians, mentors, and youth for suggestions to ensure optimal programming, and it provides all such interested parties with pre/post surveys each year to gather feedback and make program changes accordingly. BBBSSC is proactive in adapting and improving programs in response to the needs of local at-risk youth and the community, and in partnership with various agencies. These changes have resulted in services better targeted to meet the varying needs of clients with increased efficiency and effectiveness.

- C. Describe how the project will be marketed to individuals who may need assistance, and how marketing will be targeted to those least likely to apply for assistance, specifically those persons of any particular historically underserved, marginalized, or adversely affected groups.

Through a current and annually renewable Interagency Agreement with the Lee County School Board, Lee County schools are instrumental in referring at-risk youth to BBBSSC. Staff outreach to the school district, local juvenile justice agencies, and local youth services organizations facilitate child referrals. The Agency collaborates with afterschool programs to support our reach and boost enrollment into the program, such as the Boys and Girls

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Clubs and the YMCA. Staff also provide flyers to the YMCA and Boys and Girls Clubs' afterschool programs for youth to bring home to their parent or guardian. Staff give informational presentations to organizations throughout the community. As a well-respected, well-known local agency that partners and collaborates with dozens of local organizations, BBBSSC also receives at-risk youth referrals through collaborations with law enforcement agencies, other youth service agencies, and the Department of Children and Families. BBBSSC markets its services through social media, local news broadcasts, and print media. Reaching historically underserved, marginalized, at-risk youth and their families is a priority for BBBSSC. This priority is born of the understanding that educational success leads to youth overcoming equity barriers, escaping poverty, and achieving their potential.

- D. Describe your procedure for assessing participant's needs and making client referrals to other service providers.

A youth's participation in the One to One Mentoring Program serves as an important point of advocacy for the youth and the whole family. Mentor Managers are trained to identify the needs of the youth and his/her family and to intervene as needed. Mentors and Mentor Managers engineer solutions to family challenges and provide access to a network of community resources. Through BBBSSC's strategies of intervention and prevention, the Agency intentionally practices a culture of engagement, by ensuring that youth and their parent/guardian(s) are engaged with a social services system that can help them meet their individual and family needs and become financially self-sufficient. Mentor Managers regularly review the specific needs of each youth and his/her parent/guardian to ensure that the economic and social issues facing the youth and family are addressed and will not hinder the youth's ability to create a pathway to educational achievement.

- E. Explain your agency's experience providing services to children and families including federal, state, and/or local government grant experience and capacity of the organization to administer the project and oversee all compliance requirements.

BBBSSC has been providing one-to-one mentoring services to at-risk children (and supporting them and their families with individually need-based referrals and follow-up) since 1968. Since that time, it has gained extensive and ongoing experience in providing all one-to-one mentoring services, expanding services as new needs are determined, and administering such new projects while meeting all compliance requirements. BBBSSC has maintained full compliance with all funding sources' requirements, including that of state and local county government grants, private foundations, United Ways, fundraising events, and individual and corporate donations.

BBBSSC's organizational structure consists of the following: its CEO/President and Executive Leadership Team, with staff overseeing Community Development, Operations, Corporate Partnerships and Recruitment, Quality Assurance, Communications and Marketing, and Programs; Regional Program Directors providing oversight and support to BBBSSC's northern and southern counties; Mentor Managers to screen, train, and support matches; volunteers at various offices for clerical support; one governing board providing agency-wide governance; and local community boards for each office location, providing insight and support to the Agency. Thus, BBBSSC has developed an organizational structure that has the capacity to administer this project and oversee all compliance requirements.

- F. Describe how your agency has worked to remove traditional barriers to education for children and families.

BBBSSC recognizes both common and child-specific barriers to academic success. Mentor Managers and mentors frequently attend Individualized Education Program (IEP) meetings to advocate for clients. These interactions ensure that clients remain on track to meet or exceed anticipated outcomes by addressing any

Notice of Funding Availability #ARP3.3ED

obstacles to success, and they incorporate measuring progress toward meeting outcomes.

Barriers are removed and outcomes are boosted through ongoing expert-led enrichment training sessions for mentors. Examples of recently held sessions include: "Resiliency and Toxic Stress in Childhood," regarding the effects of toxic stress in childhood, the resources mentors can use as they support their students, and how they can become a protective advocate for at-risk youth; and "What's Next," career education information and resources to help students develop plans (topics include career education programs, FAFSA, SAT/ACT prep, Grants/Scholarships, Dual Enrollment, and technical certifications and licenses). Additionally, local bankers provide financial literacy training for high school clients, including workshops and presentations on budgets, bank accounts, credit, etc. Agency partners provide clients with career coaches, internship opportunities, job search assistance, and various career-building workshops that include resume-building and interview practice.

When a child enrolls in the One to One Mentoring Program, Mentor Managers advocate not only for the child's needs, but also for those of their family. Staff refer families to other service agencies as appropriate and depending on each family's specific needs. By partnering with local businesses, professional clubs and organizations, BBBSSC is able to provide clients with backpacks and school supplies, food, and connections to agencies that can provide additional resources.

G. Does your agency conduct an internal annual evaluation of services provided? If yes, please provide a copy of the most recent evaluation.

BBBSSC conducts a multi-faceted internal evaluation of services on a regular basis. Quantitative and qualitative program evaluation is ongoing and conducted by the VP of Programs and Volunteer Experience. Through these evaluations, BBBSSC has learned that ongoing Program Staff development is key to improving the quality and delivery of the One to One Mentoring Program. As such, Staff meet monthly to review current trends and issues concerning their community and address programmatic needs. These meetings are supported by a Program Management team consisting of Lead Mentor Managers, Regional Program Director, and the VP of Programs and Volunteer Experience. Monthly Lead Mentor Manager meetings are held, along with quarterly meetings for all Program Staff. Also, Mentor Managers engage in discussions and forums with mentors regarding their volunteer experience and suggested improvements to better their experience, strengthen their match relationship, and improve outcomes. Parents/guardians, mentors, and youth are regularly solicited for suggestions to ensure optimal programming. Changes are made accordingly. In addition to the agency-wide and Lee County-wide evaluation of services detailed above, attached please find BBBSSC's agency-wide scorecard with data through March for this July 1, 2021 – June 30, 2022 fiscal/academic year.

H. Describe how the agency will continue to provide quality services in the community after the end of this grant term.

Having served the Sun Coast since 1968, BBBSSC has developed a strong and viable sustainability plan. Strong leadership at the Corporate Board, Lee County Community Board, and Staff levels provides stability and helps to expand the network of support in Lee County. Agency Corporate Board members and Lee County Community Board members are prominent and dedicated members of their communities. They are volunteers committed to making an impact through volunteer recruitment, fundraising, and strategic outreach designed to promote visibility and sustainability in the community. The Agency's Lee County Regional Director develops new relationships with local community organizations and businesses, and they strengthen existing supportive relationships, thus aiding the Agency's financial support. BBBSSC uses diverse funding sources to ensure the sustainability and growth of this critically-needed One to One Mentoring Program. This funding includes state and local county government grants, private foundations, United Ways, fundraising events, and individual and corporate donations.



Notice of Funding Availability #ARP3.3ED

Lee County Human and Veterans Services
2440 Thompson St. Fort Myers, FL 33901
CFDA # 21.027

6. Ability to Complete Activities Outline

The applicant shall provide an outline that documents their ability to complete the funded activities in the allotted timeframe. This outline shall include:

- Timelines of critical tasks to be accomplished for each proposed activity;

Please see the attached One to One Mentoring Program Building Capacity Timeline.

- Monthly spending plans and proposed drawn down schedules; and

Please see the attached Spending Plan.

- Reporting schedule for outcomes achieved.

BBBSSC collects progress data throughout the year and grade level promotion and graduation data upon the completion of the academic year. The Agency will adhere to the reporting schedule set by Lee County for this project.

7. Budget Narrative

The applicant shall provide a budget narrative to describe the overall project budget. The budget narrative must include the following criteria:

- Description and justification of all costs.
- Clearly identify the timeframes and methods for obligating grant funds, and how the agency plans to ensure funds are spent before the deadline.

Please see the attached project budget with expenses identified each month. BBBSSC's Vice President of Finance and Operations will ensure that all funds are spent timely, as identified, and before the deadline.

A copy of the applicant's overall budget, including other services or programs and funding sources, general management and oversight budget, overhead/indirect rates charged to grant sources, and chart of key project staff, including a description of their duties and qualifications must be attached following the Budget Narrative.

Attached please find BBBSSC's agency-wide budget, a staff chart that includes the proposed Lee County Volunteer Recruiter position, and a description of the duties and qualifications for this project's key staff position proposed to be created using the American Rescue Plan funds.

Notice of Funding Availability #ARP3.3ED

Lee County Human and Veterans Services

2440 Thompson St. Fort Myers, FL 33901

CFDA # 21.027

8. Budget and Match Form

Complete each line as applicable to the proposed project. *An excel version of the budget and match form, which automatically calculates totals is attached to the NOFA notification email, or may be requested via email to jsutton@leegov.com.*

Budget Template Notice of Funding Availability #ARP3.3ED *Complete ONLY BLUE fields. Do not edit gray fields.*

Year 1 (June 1, 2022 - December 31, 2022)		
Eligible Costs	Quantity AND Description (max 400 characters)	Annual Assistance Requested
1. Staff Costs (separate quantity and description for each position)		
2. Supplies and Equipment (I.E. Computers, hardware, phones, furnishings, etc.) (separate quantity and description for each item)		
3. Other software (I.e. Zoom, financial management, etc.) (separate quantity and description for each item)		
4. Program and Operating Expenses (Costs associated with the provision of services, including, but not limited to building lease, computer and telephone services, vehicle costs, etc.)		
5. Training and Technical Assistance (separate quantity and description for each item)		
6. Administrative Expenses - Max of 5% of total project request (I.e. A portion of CEO staff salary, contract or accounting staff, payment to consultant for accounting or payroll services) (separate quantity and description for each item)		
7. Other		
8. Other		
Subtotal Requested		\$ -
Admin Requested (max of 5%)		
Total Amount Requested Year 1 (2022)		\$ -

Please see the attached budget.

9. Performance Outcomes

Applicants must select at least ONE of the outcomes below and describe how the funds will be used to achieve the outcome, and how data will be tracked to measure progress toward the outcome.

Mark Selected Outcome(s)	Performance Measure	Describe the how the outcome will be achieved and how data will be tracked to measure progress toward the outcome.
✓	Number of students participating in evidence-based tutoring programs.	BBBSSC will serve at least 300 at-risk students annually through its evidenced-based One to One Mentoring Program, and it will track the number of clients served through its match management database.
	75% of youth who complete the program will show an increase in 21st-century skills such as communication, teamwork, social skills, self-confidence, and analytical thinking.	
	65% of students who complete the program will demonstrate grade-level reading ability.	
	80% of students not on track to graduate will graduate high school	
	65% of students not planning on going to college or vo-tech, will be accepted into college or vo-tech school.	
	55% of students enrolled in the program will graduate from high school with a plan to work or attend college	
	55% of participants will complete further education (college, technical school, or certificate program) after completion of program.	
	85% of participants will increase their digital literacy	
	70% of youth who complete the program will increase their skill level in Reading, Language Arts, Math, or Science.	
	85% of youth who participate in at least 30 minutes of physical fitness activity will increase their physical fitness skills.	
	90% of participating youth will learn healthy behaviors as demonstrated by not becoming pregnant or fathering a child	
	45% of participants who are not involved in extracurricular activities will join upon completion of the program.	
	80% of clients who complete the program will be able to improve soft skills. (communication, critical thinking, life skills)	
	80% of clients who complete the program will be able to complete activities of daily living.	
✓	Other, please specify: At least 85% of the at-risk K-12 th grade youth served will achieve timely grade level promotion or high school graduation.	Using match/family contacts and an interagency agreement with the Lee County School District, BBBSSC will gather clients' promotion/graduation data, and it will track clients' achievement through its match management database.

10. Equity Outcomes

The U.S. Treasury encourages uses of funds that promote strong, equitable growth, including racial equity.

1. Describe how your project prioritizes economic and racial equity as a goal.
2. Name specific targets intended to produce meaningful equity results, and articulate the strategies to achieve those targets.
3. Explain how your agencies overall equity strategy translates into the specific services or programs offered by your agency in the following Expenditure Categories (*answer all that apply*):
 - a. services to address health disparities and the social determinants of health,
 - b. build stronger neighborhoods and communities (e.g., affordable housing),
 - c. address educational disparities (e.g., evidence based tutoring, community schools, and academic, social-emotional, and mental health supports for high poverty schools),
 - d. and promote healthy childhood environments (e.g., home visiting, child care).
4. Are intended outcomes focused on closing gaps, reaching universal levels of service, or disaggregating progress by race, ethnicity, and other equity dimensions where relevant for the policy objective?

(Question 10 – sub-sections 1-4 are answered below.)

As a mentoring agency for at-risk youth, economic and racial equity is a key component to BBBSSC's Strategic Plan. All youth served by BBBSSC face Diversity, Equity, Inclusion (DEI) and Access barriers—economic, racial, ethnic, LGBTQ, language, disability, educational, ACES, etc. BBBSSC has committed through its DEI Task Force to identify its challenge areas to clients achieving DEI and Access, and to develop and actualize a plan for clients to overcome DEI and Access barriers and forge a pathway to the self-sufficient, productive lives they deserve. BBBSSC is committed to creating and cultivating a safe environment where all individuals feel respected and valued equally, utilizing a nondiscriminatory and anti-racist approach, and dismantling any inequities within its policies, systems, programs, and services. To meet the Agency's DEI strategic goals and help clients achieve equity, through this expansion project, BBBSSC will engage in ongoing expert-led, fully customized DEI Leadership Development training sessions and workshops for staff, board members, and mentors.

BBBSSC is laser-focused on recruiting racially/ethnically diverse volunteers, training on trauma-informed care, child safety, socio-emotional needs,

and growing as an agency in the areas of DEI and Access. BBBSSC lives by the premise that when its Staff, volunteers and board appreciate diversity, commit to anti-racism, and actively seek solutions to obstacles that prevent youth access to opportunities, our clients and the community achieve their potential.

The One to One Mentoring Program promotes educational success as the best path to close equity gaps, overcome equity barriers, and achieve a productive and financially secure life. In so doing, all One to One Mentoring Program services closely and fully adhere to the Big Brothers Big Sisters of America national organization's requirements and longstanding evidence-based model. The Agency's professionally supported mentors provide youth with the tools and guidance needed for academic and personal success. As a result, clients overcome the barriers they face, avoid risky behaviors, and gain academic confidence. BBBSSC's one-to-one mentoring forges a pathway to high school graduation, as well as higher education and/or a career. The Agency encourages matches to participate in monthly Career Expo sessions, facilitated by BBBSSC staff, where clients who are in high school can learn about career opportunities. All sessions begin with a group discussion and presentation by a member of the community, sharing their knowledge and expertise in a given career field, followed by a breakout session for clients to meet with their mentors in a one-to-one setting to discuss their goals and aspirations. Sessions are recorded, and they are forwarded to those matches that cannot attend the live session. Additionally, BBBSSC encourages clients to apply for the Picazio Fund Scholarship and the Keller Fund Scholarship, two opportunities that provide financial support for Littles that have demonstrated financial need for educational endeavors.

Mentor Managers contact the mentor, youth, youth's parent/guardian, and/or relevant school personnel at least monthly to provide support, assess progress, and help overcome any obstacles to outcome achievement. Many mentees have learning disabilities that hindered their educational progress prior to connecting with BBBSSC. Mentors and Mentor Managers regularly attend teacher and IEP (Individualized Education Plan) meetings and advocate for clients' needs. Mentor Managers measure progress and the success of the youth client in meeting expected academic outcomes by utilizing the Youth Outcome Development Plan and academic grade and progress reports. The Agency has a current and annually renewable Memorandum of Understanding with each school district within its footprint that provides the means for BBBSSC to obtain student referrals, pertinent information from school personnel, grade and progress reports and testing results, and hold regularly scheduled match meetings.

When youth facing serious life challenges have the opportunity to receive consistent one-to-one guidance from a trained and professionally supported mentor, they are empowered to change the trajectory of their lives. They gain academic confidence, earn grade level promotion, graduate timely from high school, obtain higher education/career training, and thereby achieve financial independence. The One to One Mentoring Program provides disadvantaged youth with the tools and support needed to create a pathway for the educational successes necessary to escape poverty and lead self-sufficient, productive lives. The local community reaps multiple rewards from this new generation becoming financially independent. That is, the One to One Mentoring Program contributes to building a community of citizens no longer requiring the county's resources to meet their basic needs, and who have the motivation and economic capacity to give back to the community that helped them. This financial independence and empowerment positively impacts the economic health of the local community. It significantly decreases reliance on public assistance for food, housing, medical care, and other critical needs. This expansion grant will provide the means for BBBSSC to provide more youth with these gains through afterschool and summer programming.

11. Required Attachments

- a. Applicants Annual Operating Budget
- b. Chart of Key Project Staff, including a description of their duties and qualifications
- c. Documentation of how the agency's project meets community goals
- d. Documentation of National Best Practices or Evidence Based Program design
- e. Proof of 501c3 Status

Budget Template

Notice of Funding Availability #ARP3.3ED

Complete ONLY BLUE fields. Do not edit grey fields.

Year 1 (June 1, 2022 - December 31, 2022)		
Eligible Costs	Quantity AND Description (max 400 characters)	Annual Assistance Requested
1. Staff Costs (separate quantity and description for each position)	Volunteer Recruiter	\$ 21,530.00
2. Supplies and Equipment (I.E. Computers, hardware, phones, furnishings, etc.) (separate quantity and description for each item)	5 Samsung Tablets for staff members	\$ 4,245.00
	1 Laptop for Volunteer Recruiter	\$ 749.00
	50 Kindle Fire Tablets for participants	\$ 2,500.00
	40 Samsung Tablets for participants	\$ 11,560.00
3. Other software (i.e. Zoom, financial management, etc.) (separate quantity and description for each item)	Sales Force License	\$ 300.00
4. Program and Operating Expenses (Costs associated with the provision of services. Including, but not limited to building lease, computer and telephone services, vehicle costs, etc.)	Data plan for tablets (\$63.00 Per Month 5 Tablets)	\$ 2,205.00
	Travel - 200 Miles @ .45 per mile	\$ 90.00
5. Training and Technical Assistance (separate quantity and description for each item)	Diversity, Equity, Inclusion Trainings-Staff, Board & Volunteers	\$ 10,000.00
6. Administrative Expenses - Max of 5% of total project request (i.e. A portion of CEO staff salary, contract or accounting staff, payment to consultant for accounting or payroll services) (separate quantity and description for each item)		
7. Other		
8. Other		
Subtotal Requested		\$ 53,179.00
Admin Requested (max of 5%)		\$ 2,590.00
Total Amount Requested Year 1 (2022)		\$ 55,769.00

Year 2 (January 1, 2023 - December 31, 2023)		
Eligible Costs	Quantity AND Description (max 400 characters)	Annual Assistance Requested
1. Staff Costs (separate quantity and description for each position)	Volunteer Recruiter	\$ 66,500.00
2. Supplies and Equipement (I.E. Computers, hardward, phones, furnishings, etc.) (separate quantity and description for each item)		
3. Other software (i.e. Zoom, financial management, etc.) (separate quantity and description for each item)	Sales Force License	\$ 300.00
4. Program and Operating Expenses (Costs associated with the provision of services. Including, but not limited to building lease, computer and telephone services, vehicle costs, etc.)	Data plan for tablets (\$63.00 Per Month 5 Tablets)	\$ 3,780.00
	Travel - 400 Miles @.45 per mile	\$ 180.00
5. Training and Technical Assistance (separate quantity and description for each item)	Diversity, Equity, Inclusion Trainings-Staff, Board & Volunteers	\$ 10,000.00
6. Administrative Expenses - Max of 5% of total project request (i.e. A portion of CEO staff salary, contract or accounting staff, payment to consultant for accounting or payroll services) (separate quantity and description for each item)		
7. Other		
8. Other		
Subtotal Requested		\$ 80,760.00
Admin Requested (max of 5%)		\$ 4,000.00
Total Amount Requested Year 2 (2023)		\$ 84,760.00

Year 3 (January 1, 2024 - December 31, 2024)		
Eligible Costs	Quantity AND Description (max 400 characters)	Annual Assistance Requested
1. Staff Costs (separate quantity and description for each position)	Volunteer Recruiter	\$ 68,524.00
2. Supplies and Equipement (I.E. Computers, hardward, phones, furnishings, etc.) (separate quantity and description for each item)		
3. Other software (i.e. Zoom, financial management, etc.) (separate quantity and description for each item)	Sales Force License	\$ 300.00
4. Program and Operating Expenses (Costs associated with the provision of services. Including, but not limited to building lease, computer and telephone services, vehicle costs, etc.)	Data plan for tablets (\$63.00 Per Month 5 Tablets)	\$ 3,780.00
	Travel - 400 Miles @.45 per mile	\$ 180.00
5. Training and Technical Assistance (separate quantity and description for each item)	Diversity, Equity, Inclusion Trainings-Staff, Board & Volunteers	\$ 10,000.00
6. Administrative Expenses - Max of 5% of total project request (i.e. A portion of CEO staff salary, contract or accounting staff, payment to consultant for accounting or payroll services) (separate quantity and description for each item)		
7. Other		
8. Other		
Subtotal Requested		\$ 82,784.00
Admin Requested (max of 5%)		\$ 4,100.00
Total Amount Requested Year 3 (2024)		\$ 86,884.00



SPENDING PLAN

Year One	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	
5 Tablets Staff	\$ 4,245.00							\$ 4,245.00
1 Laptop				\$ 749.00				\$ 749.00
Data Plan	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 2,205.00
40 Tablets	\$ 11,560.00							\$ 11,560.00
50 Kindles	\$ 2,500.00							\$ 2,500.00
Admin Requested	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 2,590.00
Sales Force License				\$ 300.00				\$ 300.00
Mileage				\$ 22.50	\$ 22.50	\$ 22.50	\$ 22.50	\$ 90.00
Volunteer Recruiter				\$ 5,382.50	\$ 5,382.50	\$ 5,382.50	\$ 5,382.50	\$ 21,530.00
DEI Training					\$ 10,000.00			\$ 10,000.00
Total Year One:	\$ 18,990.00	\$ 685.00	\$ 685.00	\$ 7,139.00	\$ 16,090.00	\$ 6,090.00	\$ 6,090.00	\$ 55,769.00

Year Two	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	
Data Plan	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 3,780.00
Admin Requested	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.37	\$ 4,000.00
Sales Force License									\$ 300.00				\$ 300.00
Mileage		\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.40	\$ 180.00
Volunteer Recruiter	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.67	\$ 5,541.63	\$ 66,500.00
DEI Training						\$ 10,000.00							\$ 10,000.00
Total Year Two	\$ 6,190.00	\$ 6,206.36	\$ 6,206.36	\$ 6,206.36	\$ 6,206.36	\$ 16,206.36	\$ 6,206.36	\$ 6,206.36	\$ 6,506.36	\$ 6,206.36	\$ 6,206.36	\$ 6,206.40	\$ 84,760.00

Year Three	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	
Data Plan	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 315.00	\$ 3,780.00
Admin Requested	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.67	\$ 341.63	\$ 4,100.00
Sales Force License									\$ 300.00				\$ 300.00
Mileage		\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.36	\$ 16.40	\$ 180.00
Volunteer Recruiter	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.33	\$ 5,710.37	\$ 68,524.00
DEI Training						\$ 10,000.00							\$ 10,000.00
Total Year Three	\$ 6,367.00	\$ 6,383.36	\$ 6,383.36	\$ 6,383.36	\$ 6,383.36	\$ 16,383.36	\$ 6,383.36	\$ 6,383.36	\$ 6,683.36	\$ 6,383.36	\$ 6,383.36	\$ 6,383.40	\$ 86,884.00

Budget Narrative

40 Tablets - To be given to those students in grades 6 through 12 who are participating in the program and do not have the needed technology at home

50 Kindles - To be given to those students in grades K through 5 who are participating in the program and do not have the needed technology at home

5 Tablets - For staff who are on the road recruiting volunteers and providing youth outreach for off-site intake services

1 Laptop - For new Volunteer Recruiter

Data Plan - For the 5 tablets provided to current staff and new staff for off-site intake services

Volunteer Recruiter - New staff member to be interviewed and hired by September 2022. Includes salary and taxes and a 3% increase in salary per year

Admin requested - VP of Finance will be tracking expenses and submitting monthly reports for reimbursement

DEI Training - Contract with consultant for DEI trainings for Staff, Board, and Volunteers

Spending timeframes are indicated in the above Spending Plan

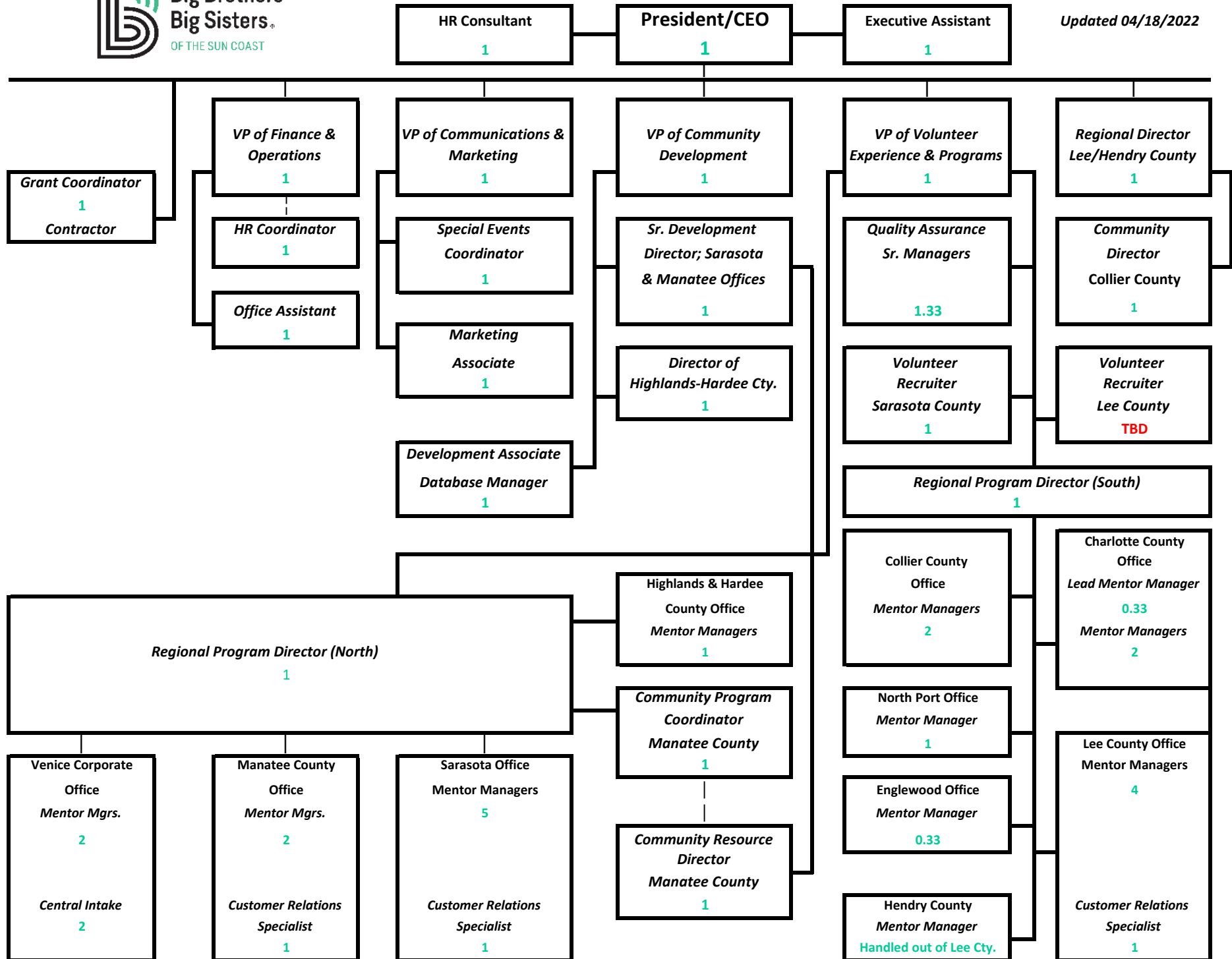
Big Brothers Big Sisters of the Sun Coast, Inc.
Agency Annual Budget

	Jul '21 - Jun 22
Ordinary Income/Expense	
Income	
Annual Fund	500,000.00
BBBS Foundation Endowment	49,000.00
Foundations/Trusts	705,900.00
Misc	188,700.00
Public Funding	1,549,914.00
Special Events	740,000.00
United Way	260,000.00
Total Income	3,993,514.00
Gross Profit	3,993,514.00
Expense	
Foundation Expenses	0.00
Insurance	63,000.00
Occupancy	187,000.00
Payroll Expenses	3,125,989.00
Program & Administrative	617,525.00
Total Expense	3,993,514.00
Net Ordinary Income	0.00
Net Income	0.00

**BIG BROTHERS BIG SISTERS OF THE SUN COAST
AGENCY ORGANIZATION CHART 2021/2022**



Updated 04/18/2022



Position Title: Volunteer Recruiter		Job Code: Prgm-VolR-01
Department: Program	Location: As Assigned	
Reports To: VP of Programs	Creation Date: April 2022	
Overtime Status: Exempt Non-Exempt	Revision Date(s) :	
Position Purpose: The Volunteer Recruiter is primarily responsible for community engagement and developing new strategies for recruitment programs to achieve or exceed the need for volunteers in assigned region.		

Essential Duties and Responsibilities (in priority order): The following statements reflect the general duties, responsibilities and competencies considered necessary to perform the essential duties & responsibilities of the job and should not be considered as a detailed description of all the work requirements of the position. BBBSSUN may change the specific job duties with or without prior notice based on the needs of the organization.

- Interacts with regional business groups, professional organizations, and agency resources for volunteer engagement with a hands-on approach to recruiting, soliciting feedback, and support to grow a volunteer base.
- Reviews data and participates in developing volunteer strategies specific to the assigned region(s) for key performance metrics, such as time-to-match and education progression/graduation rates.
- Utilizes present Volunteer base for feedback and recommendations to enhance their experience.
- Reports on activities and results to key stakeholders.
- Maintains or develops the assigned region's Community Partners as identified from previous Impact Reports, Matchforce and Sunforce records and other sources for networking and building volunteer base and or financial support.
- Promotes an environment for Volunteer ownership to grow the available mentor resources.
- Creates and leads the volunteer recruitment of the County for all programs, consistent with the goals of the Program Initiatives.
- Promotes the agency's objectives and initiatives in the community by participating in speaking engagements to foster support, branding and name recognition of the agency for volunteer development.
- Participates in cross-functional agency teams to develop the County recruitment plan, including budgetary and resource requirements.
- Works in conjunction with Programs and Development to accomplish established goals.
- Works with Communications and Marketing for active Volunteer recognition and rewards for the County, such as the Big of the Year or more frequent intervals to maintain engagement.
- Develops and ensures effective and timely partner recognition and stewardship with the Communications and Marketing department.
- Maintains the ability to identify, troubleshoot and resolve issues that may arise that are within the capacity of the position.
- Maintains data and records of multiple activities in an organized and concise manner.
- Responds to communications from other departments or personnel in a timely manner.
- Performs other duties reasonable and relevant to the position and needs of the agency, including working hours outside the standard daily work schedule, which may include evenings, early mornings, and or weekends.
- Measures the performance results and actions for volunteer development, child educational outcomes, and program support.

EDUCATION & RELATED WORK EXPERIENCE	
Education Level: (minimum & preferred educational requirements necessary to perform this job successfully)	
Bachelor's degree in business, marketing, project management or a related field is preferred or 2-5 years related experience in community development or project management or a combination of experience and education.	
Years of Related Work Experience : (minimum & preferred related work experience necessary perform this job successfully)	
2-5 years of related work experience required with prior success in project management and donor/community development.	
Travel Requirements (list as a % of total work time) Valid Driver's license is required due to the potential of traveling during work hours for business related meetings in the community or other offices	Approx 25-50%
WORK ENVIRONMENT/PHYSICAL REQUIREMENTS (Describe any specific work place conditions and/or physical abilities that are related to and/or required by this job)	
Employee will may be required walk, stand for extended periods, and or sit at workstation or other location. Employee must be able to follow written and verbal instructions; communicate effectively in writing or verbally in person, over a telephone or during a virtual event. Employee may be required infrequently to lift up to 20 pounds.	

SUCCESS FACTORS for all employees

Creativity and Innovation

- * Applies creative thinking to implement the vision of the agency
- * Actively proposes new ideas or concepts
- * Displays the ability to improve processes and performance

Productivity and Quality of Work

- * Positively contributes to the overall performance of the agency
- * Continuously strives to improve service numbers for location and department
- * Effectively displays time management and organizational skills

Teamwork

- * Works effectively within a team environment to meet goals and objectives
- * Develops constructive relationships with internal and external stakeholders
- * Active team player by demonstrating the willingness to help and contribute

Accountability

- * Takes ownership in the overall success and accepts responsibility for own actions
- * Willing acknowledges own mistakes and errors and is proactive to correct
- * Informs others when unable to maintain a commitment or meet a target

Adaptability

- * Willingly adjusts his/her schedule to be available when needed
- * Quickly adapts to changes in the performance of required duties
- * Responds well to change in various situations

Self-Improvement

- * Identifies areas of opportunity to improve on own skills
- * Seeks input from others for training opportunities
- * Actively works to improve skills independently

Attendance

- * Arrives to the office or appointments on time and ready to work.
- * Works as scheduled to meet goals and objectives
- * Reliable and dependable to attend work to meet the goals

Interpersonal Communication

- * Effectively communicates with colleagues, customers and leadership
- * Professionally drafts emails, letters and other communications
- * Capable of discussing difficult issues effectively and concisely

Leadership

- * Able to lead a project with a team of cross-functional personnel
- * Able to maintain confidentiality.
- * Able to remain unbiased and open while performing duties

Problem-Solving

- * Capable of identifying & solving daily problems
- * Determines key components of situation for analysis
- * Appropriately collaborates with other to find a solution

Goal Achievement

- * Meets timelines and goals established for the role
- * Meets key performance metrics for the position
- * Completes required training for the role

COMPUTER SKILLS, LICENSES AND CERTIFICATES								
							Required	Preferred
Ability to communicate in English, both orally and in writing							X	
Standard office equipment (phone, fax, copier, scanner, voice mail, email)							X	
MS Outlook	Basic		Intermediate	X	Advanced		X	
MS Word	Basic		Intermediate	X	Advanced		X	
MS Excel:	Basic		Intermediate	X	Advanced		X	
MS PowerPoint:	Basic	X	Intermediate		Advanced			X
Other:								
License/Certificates:								

Equal Employment Opportunity

BBBSSUN provides equal employment opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, age, sex, marital status, sexual preference, or non-disqualifying physical or mental handicap or disability in accordance with all Federal, State, and local regulations.

Americans with Disabilities Act

Applicants as well as employees who are or become disabled must be able to perform the essential duties & responsibilities either unaided or with reasonable accommodation. The organization shall determine reasonable accommodation on a case-by-case basis in accordance with applicable law.

Acknowledgements	
Supervisor: I have approved this job description and reviewed with my employee.	
Signature:	Date:
Employee: I have reviewed this job description with my supervisor and acknowledge receipt.	
Signature:	Date:
Human Resources Approval :	
Signature:	Date:



One to One Mentoring Program Building Capacity Timeline

All One to One Mentoring Program services are ongoing and occur throughout the course of each year, inclusive of summer programming that is designed to ensure students do not experience academic “summer slide”, but rather, make scholastic gains in the summer so that they have the knowledge, skills, and academic self-confidence to make expected academic gains during the school year and achieve timely grade level promotion or graduation. The Agency’s One to One Mentoring Program’s year-round, ongoing services include the following:

- Recruitment of volunteers from local businesses, community organizations and clubs, and churches
- Completion of a thorough enrollment process for all volunteer mentors, including a background screening, in-depth interview and assessment, and training in the areas of child safety and effective mentoring practices
- Outreach to local schools, juvenile justice agencies, and youth services organizations to facilitate youth referrals to the program
- Completion of a thorough enrollment process for all youth, including an in-depth interview with the youth, parent/guardian, and school personnel
- Creation of individualized Youth Outcome Development Plans by the Agency’s Degreed and Certified Mentor Managers for each youth in the program
- Match relationships are created according to the National Big Brothers Big Sisters model of compatibility matching, which prioritizes match-making based on the needs, skills, and interests of the individual youth and mentor
- Ongoing match support contacts by Mentor Managers with the mentor, youth, youth’s parent/guardian, and school personnel, to ensure that served youth are achieving their goals and match relationships are thriving
- Regularly scheduled youth progress evaluations by Mentor Managers. BBBSSC objectively and subjectively measures program progress utilizing individualized Youth Outcome Development plans, academic grade and progress reports obtained pursuant to a current and annually renewable interagency agreement with the Lee County School District, agency pre/post testing, and Mentor Manager assessment and observation in collaboration with regular contact with the mentor, youth, youth's parent/guardian, and school personnel.
- Program outcomes and youth progress assessments will be provided in accordance with the grant’s reporting requirements.

Pursuant to this capacity-building grant request, BBBSSC will be able to expand its above-stated One to One Mentoring Program services to include the following:

- Creating a new Lee County Volunteer Recruiter position and hiring that Volunteer Recruiter within 3 months of the grant award to increase the number of volunteer mentors, such that BBBSSC will have the capacity to serve more at-risk Lee County youth
- Ongoing travel costs for the Volunteer Recruiter for their travel to various local businesses, organizations, churches, and professional clubs to provide presentations and recruit new volunteers to mentor local youth
- An office laptop for the Volunteer Recruiter and an annual Salesforce software license, such that they can access BBBSSC's match management database (both to be expensed upon the Volunteer Recruiter's hire)
- 5 tablets (Samsung Galaxy S Tab 7 5G for Business or comparable, if unavailable – per the attached quote) to be purchased upon notification of the grant award and provided to those Lee County staff that provide off-site services (for volunteer recruitment, youth outreach and intake, meeting/interviewing youth/volunteers/youth parent or guardian, etc.), as well as the data plan needed to utilize the tablets
- 40 tablets (Samsung Galaxy Tab A7 or comparable, if unavailable – per the attached quote) to be purchased upon notification of the grant award and provided to those Lee County clients in grades 6 through 12 who are participating in the program and do not have the needed technology at home to complete homework assignments, study, and supplement their in-person mentoring and in-person BBBSSC events with virtual mentoring and events.
- 50 tablets (Kindle Fire 7 tablet, 7" display or comparable, if unavailable – per the attached quote) to be purchased upon notification of the grant award and provided to those Lee County clients in grades K through 5 who are participating in the program and do not have the needed technology at home to complete homework assignments, study, and supplement their in-person mentoring and in-person BBBSSC events with virtual mentoring and events.
- Diversity, Equity, Inclusion and Access fully customized, expert-led trainings and workshops for BBBSSC Staff, Board, and Volunteers to be planned and conducted on an ongoing basis throughout the entirety of the funding period.
- 5% of the total funded for the costs of administering the grant: general management, oversight, and coordination, and training on grant requirements

The timeline for incurring these expenses is also provided in a spreadsheet format in the attached Spending Plan, and additional details are listed in the attached Project Budget.



Big Brothers
Big Sisters®

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TOGETHER



Big Brothers
Big Sisters®
OF THE SUN COAST

OUR VISION All youth achieve
their full potential



OUR MISSION Create and support
that ignite the power

A MESSAGE FROM THE CEO

We are moving in the right direction, having been on a high-speed train of fast-paced learning not only for this pandemic year, but always on a continuous track to meet the needs of our youth. We have masked, hand-sanitized, and distanced to keep ourselves and our children safe.



To our Bigs, we owe so much gratitude. Our Bigs have been connecting with their Littles more frequently than ever, knowing that vulnerable youth continue to face challenges and need the support of their Big. Recently, Judge Rochelle Curley of the 12th Judicial Circuit Court spoke to the needs of young people. Her poignant perspective—an experienced view from the delinquency and dependency bench—is that **young people need structure, guidance, and most of all, purpose.**

If our youth lack purpose, they also lack positive experiences. When one of our Big Brothers asked how to help his Little achieve, my answer was to provide our youth with experiences, i.e. visit a college campus, art museum, library, business within their career interests. Help youth visualize themselves by experiencing firsthand. Youth with experiences will ultimately believe they can fit in and feel a purpose, a reason to wake up in the morning.

Having a purpose will make you feel as though you are living your best life. A Big Brother Big Sister mentor provides guidance and structure to help youth find purpose. Help our youth live their best life, become a mentor!

—JOY MAHLER

A MESSAGE FROM THE BOARD CHAIR

It is a tremendous honor to serve a second year as Board Chair of this incredible organization. For over fifty years, Big Brothers Big Sisters has been developing a “Winning Formula” for inspiring children to realize their potential for achievement.



My goals as Board Chair are to sustain this important mission, recognize our volunteers and donors for their contributions, and serve any child that wants to benefit from having a Big Brother or Big Sister.

I know from my own experience as a “Little,” how much I benefited from having a positive role model and mentor. **My Big Brother provided me with lessons that helped me overcome challenges as a boy, and achieve success as a man.** I know what is possible for the children we serve, and I am excited about their lessons learned, experiences and future possibilities.

Our Littles may struggle in a variety of ways, making this challenging work, but we are making a difference for these children by changing what is predictable into what is possible. It takes passion and dedication by our volunteers to work with children, but the rewards for our society are great. Children in our program reach higher levels of achievement, and grow up to positively participate in our communities.

On behalf of the organization and all of our Littles, I would like to express our heartfelt gratitude to our dedicated volunteers and donors. You make our success possible.

Warmest Regards,

—DON PATTERSON

one-to-one mentoring relationships
er and promise of youth

TOGETHER, WE ACHIEVE

We recognize that while all children have equal potential, they do not have equal opportunity. Too many children are struggling with generational poverty, limited academic opportunities, familial incarceration, violence, and a lack of access to positive adult role models.

With this context, we are committed to serving children who are impacted by adversity. Big Brothers Big Sisters of the Sun Coast believes a diverse, equitable and inclusive organization is one where all staff, volunteers, youth, and families feel valued and respected. Our Diversity, Equity and Inclusion Task Force, comprised of board members, staff and volunteers, connected with subject matter experts to facilitate customized workshops for Staff, Bigs and Board. Through an ongoing commitment to our growth as an agency, we are accessing tools to help our children overcome equity barriers and forge a pathway to achieve their potential.

When we help others we grow into the people we need to be. When we choose to help, forgive, or listen to one another, it can be profound and life changing. Those simple acts of kindness can transform someone's life in a way that can only be described as 'a blessing.' Sometimes what appears to be 'small' to us is 'big' to someone else.

—CARLOS BATES, BIG BROTHER AND
MEMBER OF OUR DEI TASK FORCE





BIG IMPACT

DECISIONS TO WIN

An adult mentor from the community works one-to-one with a high school student in this focused, intensive course consisting of an 18-lesson workbook on personal decision-making.

NINETY-EIGHT PERCENT

OF THE STUDENTS IN THE PROGRAM EITHER GRADUATED FROM HIGH SCHOOL OR WERE PROMOTED TO THE NEXT GRADE.

JUVENILE JUSTICE MENTORING INITIATIVE

The program provides prevention and early intervention specialized mentoring services to youth who are at high risk of entering the juvenile justice system and those who have already made contact with the system.

94 percent

OF YOUTH IN THE PROGRAM AVOIDED TRUANCY

GATEWAY TO SUCCESS

This initiative supports at-risk students as they transition from middle school to high school, the single most influential intervention point to high school completion. A series of "success" activities focuses on academic support, self-esteem, motivation, and career awareness.

96%

OF THE AT-RISK STUDENTS WERE PROMOTED TO THE NEXT GRADE

BEYOND SCHOOL WALLS

High school students meet with their mentors in a business setting, giving students the opportunity to experience what it means to work for a corporation, learn business etiquette, and identify educational requirements for professional success.

93 PERCENT

OF SENIORS COMPLETING THE PROGRAM ARE CONTINUING THEIR EDUCATION, JOINED THE MILITARY OR ENTERED THE WORKFORCE.

BIGS WITH BADGES

This program matches youth with mentors who work in (or are retired from) law enforcement, the military, private security, forestry service, and fire and rescue. These mentoring relationships build strong bonds between mentoring partner agencies and the families they serve.

READING BIGS

Designed to foster a love of literature and aid in the development of grade-level reading skills for students reading below grade level. Reading Bigs improves reading skills through a variety of activities specific to the child's reading level and is monitored by Big Brothers Big Sisters and the child's teacher to ensure progress.

90%

OF THE CHILDREN MAINTAINED OR IMPROVED READING PROFICIENCY

BIG FUTURES

This professionally-supported mentoring bridge provides continued guidance to the 10th–12th grade youth the agency currently serves until they reach age 21, thereby placing them on a career pathway to sustainable independence.

93%

OF THE YOUTH WHO REMAIN MATCHED WITH THEIR MENTOR THROUGH BIG FUTURES AFTER HIGH SCHOOL GRADUATION ARE ENROLLED IN A HIGHER EDUCATION INSTITUTION, JOINED THE MILITARY, OR ARE GAINFULLY EMPLOYED.

BY THE NUMBERS

83%

of our youth are eligible for free or reduced-price meals

57%

live at or below the federal poverty level

70%

live in a single parent household

31%

have an incarcerated parent

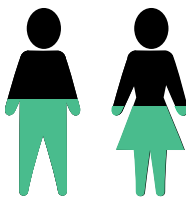
"You helped me understand life a little bit more and inspired me to do my best."

"You were there for me. You showed up!"

WHO WE SERVE: YOUTH AGES 6-21

CHILDREN MATCHED WITH A BIG

49% Male
51% Female



ADULTS MATCHED WITH A LITTLE

38% Male
62% Female

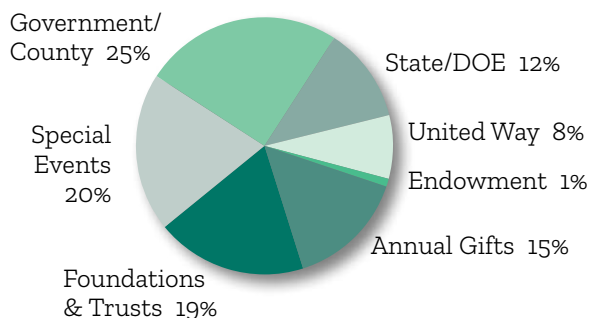


OUR LITTLES COME FROM MANY BACKGROUNDS

38% White
35% Black
22% Hispanic/Latino
5% Other



Funds provided by:



Funds well spent:



For a statement of activities, please visit www.bbbssun.org



Earned the platinum (highest) seal of transparency from GuideStar, the world's largest source of information on nonprofit organizations. GuideStar enables users to make informed charitable decisions.

Received Charity Navigator's highest



four-star rating for sound fiscal management

100%

of program staff are certified by Big Brothers Big Sisters of America



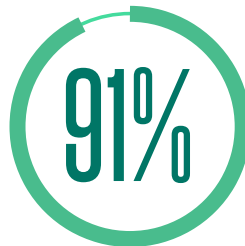
Impacted the lives of
1,509
children facing adversity in
2020–2021

Received a
Perfect 4.0
audit score in both program and financial outcomes for Florida Department of Education-funded matches

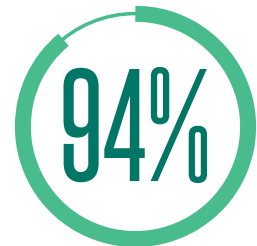
CURRENT LITTLES



maintained a strong sense of social competence and acceptance



maintained or improved their academic performance



of graduating seniors are continuing their education, joined the military, or entered the workforce.

BE A BIG!

Big Brothers Big Sisters serves young people from age six through young adulthood in one-to-one mentoring friendships. Each match is supported by a dedicated Match Support Specialist who is always there to provide resources and support specific to the Little's age. With a Big in their life, Littles in the Big Brothers Big Sisters program are empowered to ignite their potential as they grow in their self-esteem, earn better grades, and develop a lifelong friendship with their Big.

SCHOOL-BASED MENTORING

Although it takes place at schools, our School-Based Mentoring program isn't limited to the classroom. Of course, some Littles do talk with their Bigs about class, do homework, or read together, but it's perfectly fine to shoot hoops in the gym or play on the playground. At the end of the day, it's really all about starting a friendship, providing guidance and inspiring them to reach their potential. It may sound obvious, but sometimes the best place to help a child realize their potential is at school.

COMMUNITY-BASED MENTORING

Many relationships between Bigs and Littles are part of our Community-based programs. Community-based mentoring relationships involve one-to-one outings and activities, doing things the Big and Little enjoy together, like:

- Taking a walk on the beach
- Going to the park
- Listening to music
- Hanging out and talking

Some Bigs meet their Littles on the weekends. Others get together with their Littles on weekday evenings. Each match is unique and develops a schedule that works for them.

"You don't know how much I appreciate everything you have done for me. I am thankful to have an amazing mentor like you."

"Now that you're my Little Brother, I am here for you 24/7, and you can talk to me about anything."

"When I was eight years old I had a Big Brother and it really changed my life. Growing up in a tough neighborhood it was really important for me to have a male role model that was someone I could aspire to be like."

ROLE MODELS MAKE AN IMPACT

Studies show that children who have role models are more likely to improve in school and in their relationships with family and friends, and less likely to skip school or use illegal drugs or alcohol. Students who are successful in school are less likely to drop out, abuse drugs, or commit crimes. At Big Brothers Big Sisters, we have tremendous confidence in our ability to impact children and help them carve a pathway to achieve their potential.

SCAN HERE TO BECOME A BIG



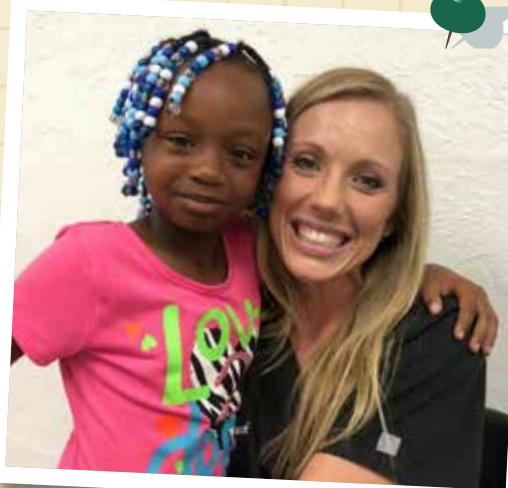
SCAN TO BECOME A BIG



BIG BROTHER OF THE YEAR

John Barringer

"John has done so much for me that it's hard to put into words. John is an actual Big Brother to me, not just because that's what he's called at Big Brothers Big Sisters, but because he IS my family and my real life Big Brother. He has been there since I was 6 years old and has challenged me to accomplish my goals. I have never had a father figure, so having John in my life has made me happy. Because of John, I have someone to do boy stuff with, hang out with, and talk to about anything. John has changed my life for the better, and I can't imagine my life without him in it."—LITTLE BROTHER LAMAR



BIG SISTER OF THE YEAR

Ashley Tinker

"Ashley is a very caring person—I have never been around someone as nice as her. She is always there to help me with my schoolwork, she helps me get the supplies I need for projects, and she always listen to me no matter if I am rambling on about my life at home or a problem that I am having. Ashley helped me get my grades up by talking to teachers and having them send home extra work for us to do together. We took it slower than we did in class and she was able to help me understand it better."

—LITTLE SISTER JA'KENYALEE

BIG BROTHER AND BIG SISTER FINALISTS & SELECTED HONOREES

Charlotte County

Big Sister – Bonnie Fowler
Big Brother – William Fowler

Collier County

Big Sister – Mary Levine
Big Brother – Scott Hart

Englewood

Big Sister – Lorraine Lang
Big Brother – Jon Groetzinger

Highlands/Hardee County

Big Sister – Ashley Tinker
Big Brother – Cullen Lovett

Hendry County

Big Sister – Margaret England
Big Brother – Kirk (Matt) Rentz

Lee County

Big Sister – Donna Faulhaber
Big Brother – Fred Malone

Manatee County

Big Sister – Jennifer Bal
Big Brother – John Barringer

North Port

Big Sister – Nancy Goodwin
Big Brother – Sam Stanchak

Sarasota

Big Sister – Megan Mateja
Big Brother – Kelvin Lumpkin

Venice

Big Sister – Briana Cyr
Big Brother – Michael Wendroff



WAYS TO SUPPORT

BIG BROTHERS BIG SISTERS FOUNDATION OF THE SUN COAST

provides a perpetual endowment for Big Brothers Big Sisters of the Sun Coast, invested to provide annual operational support, while preserving the principal of the fund.

COMMUNITY IMPACT DONORS

invest through a substantial gift that has proven impact on the lives of disadvantaged youth in our community, igniting their full potential.

STEWARDSHIP CIRCLE MEMBERS

are passionate about sustainable support for Big Brothers Big Sisters, committing a major gift through multi-year giving. Members' ongoing investments enable us to strategically grow initiatives and achieve outstanding results for youth in our community.

MONTHLY DONORS

provide support by setting up an automatic monthly donation with their debit/credit card through the donate link at www.bbbssun.org.

ANNUAL FUND DONORS

provide annual support.

For more information, call 941.488.4009 or visit www.bbbssun.org.

INSPIRING FUTURE GENERATIONS

BECOME A LEGACY SOCIETY MEMBER

Planned gifts ensure the continuation of our landmark mentoring program. Planned giving is a great way to enhance your philanthropic goals while enabling you to address other financial and estate planning needs. A bequest or beneficiary designation will impact a child's life for generations to come.

There is no minimum financial gift requirement and many planned gifts are made by simply adding Big Brothers Big Sisters of the Sun Coast as a beneficiary. Please consider joining our Legacy Society to create a most important and powerful gift, one that will ignite the power and promise of youth.

We thank the following members for their generosity:

Peter and Rita Anderson
Anthony Baldo
Doris Berkey
Bryan and Laurie Blackwell
Bruce Body
Kimberlie and Darryl Buchanan
Lee Byron
Dan and Lisa Carter
Jack Churilla
Carrie Smith Collins
Melissa DeAngelo
Andrea DelSanto
Robert Jay and Anne Doyle

Kristina Eastmond
Fred and Josephine Falkner
Susan Flynn
Katya Gutierrez and Jerome Sooklal
Gloria Hammer
Geo and Genie Hindall
Gregory and Jennifer Jack
Marvin Kadesh
George Kalbfleisch
Kathleen F. Cellura Foundation
John Kerns
Kent and Barbara Lane
Carolyn Pendarvis Lipes

Joy Mahler
Scooter and Melissa Maloney
Christine McGrath
Anne Merrill
Donald Moore
Suzanna A. Norbeck (Suzi)
Melissa J. Packard
Frank and Elaine Pagliaro
Ira Paul
Scott K. and Robin S. Petersen
Sara Peterson
Victoria Phillips
Rich Puckett
George and Winifred Quarterman
Gabriel G. Read
Richard and Carole Dee Ringfelt
Ray Rodgers
Doris and Irving Ross
Lois Schuhmacher
Shelby Tudor
Ralph and Lena Vandenberg
Daniel E. Vigne
Albert L. and Charlotte R. Walonick
Wayne E. Warren
Robert and Ruth Werner
Terri West
Richard J. Windgassen
Barry and Donna Wolfson

For more information, call 941.488.4009 or visit www.bbbssun.org



"On considering my estate plans and looking at the number of deserving community groups I have known, I find Big Brothers Big Sisters of the Sun Coast to be **unequaled in both mission accomplishment and organizational excellence**. Their record is clear, starting as a local branch in Venice to uniting groups from Manatee to Naples and beyond. They must be doing something right! With the combination of great leadership, staff and volunteers—not to mention the great work they do—I know that my investment will continue to serve our young people well into the future. What more could one ask of a legacy?"

— ANNE MERRILL

BIG FOOTPRINT

Every child deserves a chance to see their potential realized. By matching adult mentors, one-to-one, with children in our communities, Big Brothers Big Sisters defends that potential and helps change lives and futures today and forever.

Big Brothers Big Sisters
of the Sun Coast serves

10
counties in Florida

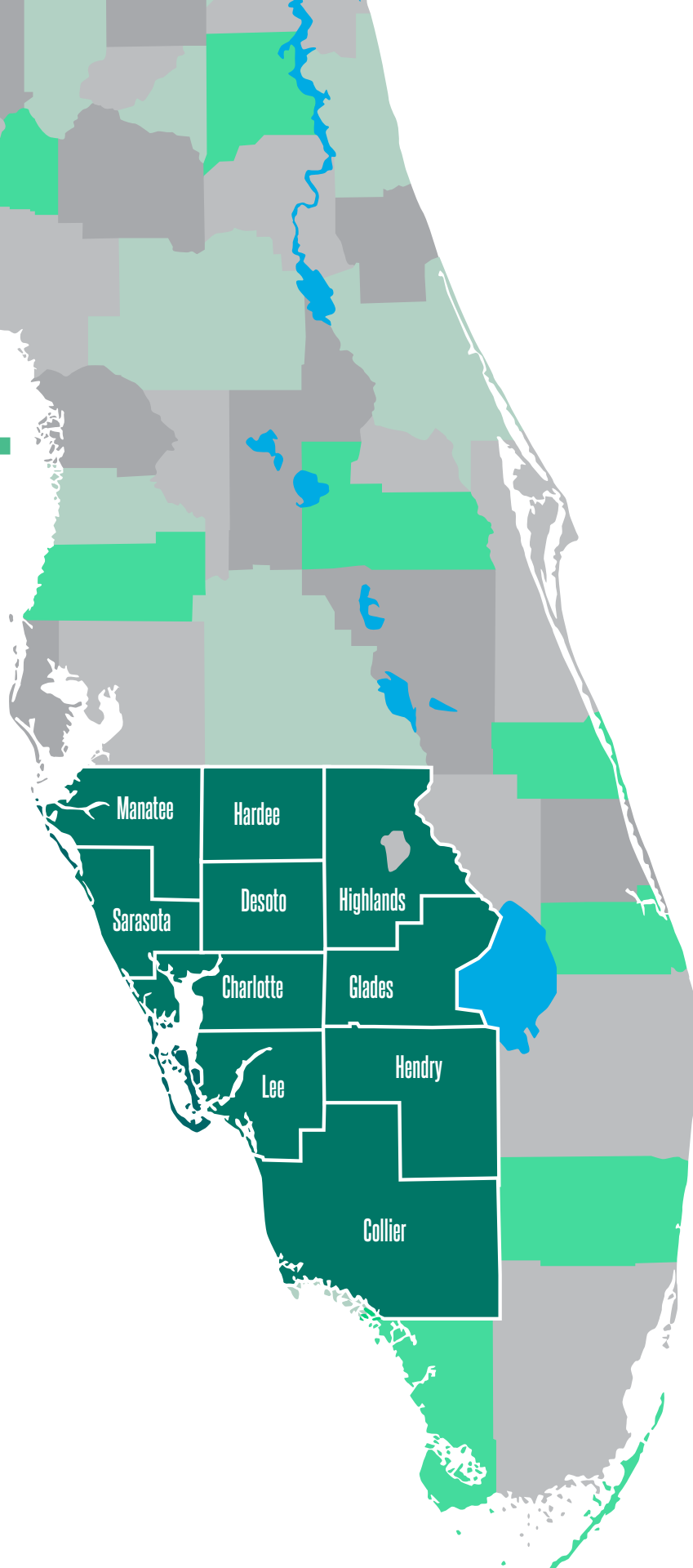
As of June 2021

1,509

youth were matched
with a Big Brother
or Big Sister

143

youth are
ready
for a Big



2020-2021 COMMUNITY PARTNERS

Community Partners are companies, organizations and associations that encourage, support and create opportunities for their employees to become "Bigs."

COLLIER COUNTY

Arthrex
Ave Maria University
BankUnited
Bonita Family Care
Collier County Public Schools
Collier County Sheriff's Office
Fifth Third Bank
First Citizens Bank
Florida Pro Real Estate Academy
Goede, Adamczyk, DeBoest & Cross,
PLLC
Lipman Family Farms
Naples Community Hospital
Naples Plumbing Studio
PBS Contractors
Ultimate Garages, LLC

ENGLEWOOD

Boca Cares
Boys & Girls Club of Charlotte County
Church of Christ, Englewood East
Englewood Chamber of Commerce
Englewood United Methodist Church
Knights of Columbus Council 7672
Paradise Exclusive Real Estate
Rotary Club of Englewood
Rotary Club of Placida
Rotonda West Association
St. Francis of Assisi Church
YMCA of Englewood

HIGHLANDS/HARDEE COUNTY

Champion for Children Foundation
Heal By Touch-Massage & Float Therapy
Heartland National Bank
Highlands County Sheriff's Office
Highlands County YMCA
School District of Highlands County

LEE/HENDRY COUNTY

Arthrex
Comcast NBCUniversal
Enterprise Holdings
Fifth Third Bank
FineMark National Bank & Trust
Florida Gulf Coast University
Gartner
Lee Health
Midland Trust
Publix Super Markets
The School District of Lee County

The YMCA of Southwest Florida
Verizon
WINK News

MANATEE COUNTY

Boys & Girls Club of Manatee County
Bradenton Kiwanis Club
Bradenton Police Department
CareerSource Suncoast
IMG Academy
JPMorgan Chase & Company
Manatee Technical College
Young Lawyers Division of the Manatee
County Bar Association
Champs Sports
St. Joseph Catholic School
Salvation Army
School District of Manatee County

NORTH PORT

City of North Port
Culver's
Enterprise
Heron Creek Golf & Country Club
Holiday Park, Park and Recreation
District
Kiwanis Club of North Port
La Casa Manufactured Home
Community
Toledo Club Apartments
Shannon Staub Public Library

CHARLOTTE COUNTY

Blue Heron Pines Golf Course
Cam Realty
Charlotte County Adult Education
Charlotte County Sheriff's Office
Charlotte County United Way
Deep Creek Elks Club
Deep Creek Golf Course
First Alliance Church
Just Counters & Other Stuff
School District of Charlotte County
Sunrise Kiwanis Club

SARASOTA

City of Sarasota
Kerkering, Barberio & Co.
Light of the World International Church
Sarasota Chamber of Commerce Young
Professionals Group
Sarasota County Government

Sarasota County Schools Police
Department
Sarasota Memorial Hospital
School District of Sarasota County
Suncoast Community Church
Synovus
University of South Florida

VENICE

Calusa Lakes Golf Club
Christ United Methodist Church
Grace United Methodist Church
Pelican Pointe Golf and Country Club
Plantation Golf & Country Club
Trinity Presbyterian Church
Unitarian Universalist Congregation of
Venice
Unity Church of Venice
Venetian Falls Homeowners Association
Venice Golf & Country Club
Venice Police Department
Venice Regional Bayfront Health
Venice United Church of Christ

Thank you to the following for their generous advocacy on our behalf:

Champion for Children Foundation
Community Foundation of Collier
County
Community Foundation of Sarasota
County
Glades Electric Charitable Trust
Gulf Coast Community Foundation
Manatee Community Foundation
Naples Children & Education Foundation
Southwest Florida Community
Foundation
The Patterson Foundation
United Way of Central Florida
United Way of Charlotte County
United Way of Lee, Hendry, Glades and
Okeechobee Counties
United Way of South Sarasota County
United Way Suncoast

\$100,000+

Anonymous
Charles & Margery Barancik
Foundation
Department of Juvenile Justice and
Delinquency Prevention
Florida Department of Juvenile
Justice
Florida Department of Education
Manatee County Board of County
Commissioners
Naples Children and Education
Foundation
Richard M. Schulze Family
Foundation
Sarasota County Government
United Way Suncoast

\$50,000+

Florida Department of Economic
Opportunity
Lee County Board of County
Commissioners
School Board of Sarasota County
Stephen and Redenta Picazio
Family Fund
United Way of Charlotte County
United Way of Lee, Hendry, Glades
and Okeechobee Counties

\$25,000+

Ascend Wireless Networks
—Donald Patterson
Bank of America Client Foundation
Big Brothers Big Sisters Association
of Florida
Big Brothers Big Sisters Foundation
of the Sun Coast
Comcast NBCUniversal
J.J. Keller Foundation
Schoen Family Foundation
Truist

\$10,000+

Erik Abrahamson
Aladdin Equipment Company
—Carrie Collins, Lindy Smith and
Jack McKissock
Allen Wirtz Nobbe and Jo Bowen
Nobbe Fund
Arthrex
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An Impact Study of Big Brothers Big Sisters



Joseph P. Tierney
Jean Baldwin Grossman

with Nancy L. Resch

A Publication of Public/Private Ventures

Making a Difference

An Impact Study of Big Brothers Big Sisters



Joseph P. Tierney
Jean Baldwin Grossman

with Nancy L. Resch



Public/Private Ventures is a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. In carrying out this mission, P/PV works with philanthropies, the public and business sectors, and nonprofit organizations.

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Foreword

Over the past decade mentoring has gained enormous respect and support. In one respect that is not surprising: there is nothing so heartwarming, comprehensible and reassuring as an adult befriending and supporting a younger person.

Mentoring also produces important results. In an era when large numbers of Americans have little confidence in social interventions, that mentoring produces hard outcomes for adolescents regarding drug use, violent behavior, school performance and family relationships is at least equal in importance to its intuitive appeal. And mentoring is undiluted social intervention: connecting two strangers of different age groups, supporting and monitoring their relationships through the medium of an organization created for and dedicated to making those relationships work—in the case of this study, Big Brothers Big Sisters of America.

We are re-issuing this 1995 impact study of Big Brothers Big Sisters, in part as a reminder that young lives, even those with serious obstacles, can be profoundly affected by social intervention. The fact that many social interventions for young people have not produced strong results is not a sound basis for giving up on either interventions or adolescents—but is rather a reminder that affecting young lives in an enduring and positive way is very hard work. Like searching for oil or investing in startup companies, there are more failures than successes. Mentoring is like finding a gusher or having invested in America Online at the beginning; we should applaud its success, and use it for all its worth. For mentoring is both a discrete program, and a broader idea: that individual change and progress is fundamentally about having other individuals care, support, tend to and guide on a one-to-one basis. There is no substitute.

The second reason for this re-issue is to remind all of us that this study did not show that mentoring, as a generic idea, is effective. This mentoring was carried out by Big Brothers Big Sisters: a sole purpose federation with almost a century of experience and a distilled-from-experience set of operational guidelines about screening, matching, training, supervising and monitoring. This experience results in mentoring relationships that are intense (weekly, multi-hour meetings) and enduring (over a year in length)—and effective. Mentoring, either as a discrete program or as an idea to inject in schools, afterschool programming or juvenile justice institutions, is neither cost-free nor a knock at professionals. Its easy attractiveness belies the effort and structure that makes it work. Neither warm-hearted volunteers nor well-intended professionals in schools can make it uniformly effective without tending to the lessons that Big Brothers Big Sisters has learned.

Thanks very much to the national BBBSA organization and its current president, Judy Vredenburgh, to the local chapters that agreed to participate in the study, and especially to Tom McKenna, who was president of BBBSA when this study took place. Few leaders of established organizations are voluntarily willing to take the risk of an impact study; his willingness has provided useful information and guidance, and most of all, confidence that our youth with the most obstacles can be helped—now.

*Gary Walker
President
Public/Private Ventures
September 2000*

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All the members of P/PV's adult/youth relationships research team contributed to this report: Cynthia L. Sipe led the evaluation design and instrument development phases of the project, thus giving it a firm foundation; Nancy L. Resch expertly analyzed the data and drafted the appendices; and Kristine Morrow, Melanie Styles, Alvia Branch, Kathryn Furano, Phoebe Roaf, Danista Hunte and Chris Welser contributed knowledge developed through their work on our other three BBBS studies. Thomas J. Smith and Gary Walker helped to shape the executive summary. Michelle Alberti Gambone, Mark Hughes, Bernardine Watson, Marc Freedman, Jeffrey Greim, Natalie Jaffe and Carol Thomson thoughtfully reviewed the drafts of the report and contributed to its clarity.

Sheena McConnell, Walt Corson and Allen Schirm of Mathematica Policy Research, Inc. assisted with the research design, and their colleagues Joy Gianolio, Cheryl DeSaw and Linda Gentzik managed the mechanics of the random assignment process and directed the interviewing effort.

The project further benefitted from the wisdom of P/PV's Adult/Youth Relationships Advisory Board and Research Advisory Group members. The following advisors provided direction in the study's design, conduct and analyses: Anita Summers of the University of Pennsylvania; Henry Levin of Stanford University; Richard Danzig, an authority on youth service; Beatrix Hamburg of the William T. Grant Foundation; Harold Howe and Heather Weiss of Harvard University; Emmy Werner of the University of California; and Joan Schine of the Early Adolescent Helper program. The following advisors carefully reviewed drafts of the report and contributed to its clarity: Frank Furstenberg of the University of Pennsylvania; Robinson Hollister of Swarthmore College; Frank Levy of MIT; Marta Tienda of the University of Chicago; and Jacqueline Eccles of the University of Michigan. Alan Krueger of Princeton University also reviewed the report.

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Executive Summary

The past decade has seen widespread enthusiasm for mentoring as a way to address the needs and problems of youth—but no firm evidence that mentoring programs produce results. We now have that evidence.

In this report, Public/Private Ventures (P/PV) provides scientifically reliable evidence that mentoring programs can positively affect young people. This evidence derives from research conducted at local affiliates of Big Brothers Big Sisters of America (BBBSA), the oldest, best-known and, arguably, the most sophisticated mentoring program in the United States. Big Brothers Big Sisters (BBBS) programs currently maintain 75,000 active matches between a volunteer adult and a youngster. Both the programs and matches are governed by carefully established procedures and criteria.

P/PV conducted a comparative study of 959 10- to 16-year-olds who applied to BBBS programs in 1992 and 1993. Half of these youth were randomly assigned to a treatment group, for which BBBS matches were made or attempted; the other half were assigned to BBBS waiting lists. We compared the two groups after 18 months and found that participants in a BBBS program:

- Were less likely to start using drugs and alcohol;
- Were less likely to hit someone;
- Improved school attendance and performance, and attitudes toward completing schoolwork; and
- Improved peer and family relationships.

This report is part of P/PV's eight-year investigation of a range of adult-youth relationship projects. In other reports, we have examined program practices; volunteer recruitment and screening in BBBS programs; and the characteristics of adult-youth relationships in BBBS and other mentoring programs.

An Effective Approach to One-to-One Mentoring

The findings presented in this report reflect the workings of a carefully structured approach to mentoring. Understanding how BBBS programs operate and the standards they adhere to is important, since many other mentoring programs are not as well-structured or carefully managed as the BBBS programs whose matches we studied.

Local BBBS programs are autonomously funded affiliates of BBBSA. In addition to providing ongoing support and representation for its affiliates, the BBBSA national office serves the critical function of promulgating criteria and standards that largely determine the development, maintenance and quality of local matches.

To be formally designated a Big Brothers or Big Sisters program, local agencies must adopt these standards, with minor variations allowed to accommodate local characteristics. The standards govern the screening and acceptance of both youth and adults; the training and orientation volunteers must undergo; the matching process; required meeting frequency; and the ongoing supervision of matches, which involves regular contact between the agency and the adult volunteer, the youth and the parent.

Most local programs operate in more or less the same way: they recruit and carefully screen volunteer applicants for one-to-one matches; they screen youth, who usually come from single-parent households and who must (along with their parents) desire to enter into a match; and they carefully match adult volunteers with youngsters based on backgrounds, on the stated preferences of adult volunteers, parents and youth, and on geographic proximity. On average, the adult-youth pair meets for three to four hours three times per month for at least a year.

In cooperation with the national BBBSA office, P/PV chose eight local, accredited BBBS agencies for this study. We used two criteria in selecting agencies. The first was a large caseload; our aim was to select from the largest BBBS agencies so as to generate adequate numbers of youth for the research sample and to minimize the impact of research activities on agency operations. The second was geographic diversity. The selected sites represent most regions of the United States; they are located in Philadelphia; Rochester, New York; Minneapolis; Columbus, Ohio; Wichita, Kansas; Houston; San Antonio; and Phoenix.

Study Design and Sample Youth

The sample youth were between 10 and 16 years old (with 93% between 10 and 14) when they were found eligible for the BBBS program. Just over 60 percent were boys, and more than half were minority group members (of those, about 70 percent were African American). Almost all lived with one parent (the mother, in most cases), the rest with a guardian or relatives. Many were from low-income households, and a significant number came from households with a prior history of either family violence or substance abuse.

Our research strategy was to compare youth who participated in BBBS programs with those who did not. Thus, we conducted baseline interviews with all youth at the time they were found eligible for the program, then randomly assigned them either to the treatment group, who were immediately eligible to be matched with adult volunteers, or to the control group, who remained on a waiting list for 18 months—a not uncommon waiting period among BBBS applicants.

Both groups were re-interviewed 18 months later. Of the 1,138 youth originally randomized, 959 (84.3%) completed both baseline and follow-up interviews, thus becoming the sample on which findings are based. Of the 487 youth in the treatment group, 378 were matched with a Big Brother or Big Sister, and received the agency support and supervision that would typically be provided. The matched Little Brothers and Little Sisters met with their Big Brother or Big Sister for an average of almost 12 months, with meetings about three times per month lasting about four hours each time.

The aim of the research was to determine whether a one-to-one mentoring experience made a tangible difference in the lives of these young people. We chose six broad areas in which we hypothesized that the mentoring experience might have effects, identified in large part through discussions with local program staff, and a review of the guidelines and other materials produced by the national BBBSA office. The six areas were antisocial activities; academic performance, attitudes and behaviors; relationships with family; relationships with friends; self-concept; and social and cultural enrichment.

All findings reported here are based on self-reported data, obtained from baseline and follow-up interviews or from forms completed by agency staff. Analysis of these data involved multivariate techniques that compared the follow-up survey results for treatment and control youth, controlling for baseline characteristics.¹

Major Findings

The overall findings are positive. The following are the most noteworthy results:

- Little Brothers and Little Sisters were 46 percent less likely than controls to initiate drug use during the study period. Our results indicate that for every 100 youth in this age group who start to use drugs, only 54 similar youth who have a Big Brother or Big Sister will start using drugs. An even stronger effect was found for minority Little Brothers and Little Sisters, who were 70 percent less likely to initiate drug use than other similar minority youth.²
- Little Brothers and Little Sisters were 27 percent less likely than controls to initiate alcohol use during the study period, and minority Little Sisters were only about one-half as likely to initiate alcohol use.
- Little Brothers and Little Sisters were almost one-third less likely than controls to hit someone.
- Little Brothers and Little Sisters skipped half as many days of school as did control youth, felt more competent about doing schoolwork, skipped fewer classes and showed modest gains in their grade point averages. These gains were strongest among Little Sisters, particularly minority Little Sisters.
- The quality of relationships with parents was better for Little Brothers and Little Sisters than for controls at the end of the study period, due primarily to a higher level of trust in the parent. This effect was strongest for white Little Brothers.
- Likewise, there were improvements in Little Brothers' and Little Sisters' relationships with their peers relative to their control counterparts, an effect most strongly evidenced among minority Little Brothers.

We did not find statistically significant improvements in self-concept, nor in the number of social and cultural activities in which Little Brothers and Little Sisters participated.

Conclusions

Our research presents clear and encouraging evidence that caring relationships between adults and youth can be created and supported by programs, and can yield a wide range of tangible benefits.

The most notable results are the deterrent effect on initiation of drug and alcohol use, and the overall positive effects on academic performance that the mentoring experience produced. Improvement in grade point average among Little Brothers and Little Sisters, while small in percentage terms, is still very encouraging, since non-academic interventions are rarely capable of producing effects in grade performance.

These findings, however, do not mean that the benefits of mentoring occur automatically. The research, as noted previously, describes the effects of mentoring in experienced, specialized local programs that adhere to well-developed quality standards. In our judgment, the standards and supports BBBS programs employ are critical in making the relationships work, and thus in generating the strong impacts we have reported. If such standards and supports can be duplicated, the expansion and replication of mentoring initiatives for early adolescents would appear to be a strong and sensible investment, from which at least several million youth could benefit.

Yet this raises two critical issues. First, is there a sufficient number of volunteers who would be willing to make the time and emotional commitment? The indications from prior research are inconclusive.

The second issue is that the support and supervision necessary for mentoring initiatives to produce effective matches cost money—roughly \$1,000 per match. It is extremely unlikely that significant expansion could be accomplished entirely with private funds. Public funding also seems unlikely at this time, when budgets for social programs are being drastically cut at the federal level and social policy interventions are widely viewed by the public as ineffective.

However, evidence of effectiveness like that contained in this report—especially around issues of drugs, violence and schooling—may influence the public's view of what can be accomplished, and may also stimulate policymakers to begin shaping a new and more effective social policy approach for youth—one that focuses less on specific problems after they occur, and more on meeting youth's most basic developmental needs.





Introduction

For more than 90 years, the Big Brothers Big Sisters of America (BBBSA) network of agencies has created and supported one-to-one relationships between adult volunteers and youth living in single-parent households. Despite its long existence, however, the effects of this mentoring program on the lives of the youth have yet to be credibly documented. In this report, Public/Private Ventures (P/PV) provides the first scientifically credible evidence that Big Brother Big Sisters (BBBS) programs have many positive and socially important effects on the lives of its young participants.

While this is good news to the mentoring field, the positive impacts presented in this report have implications that extend to youth policy in general. Participation in a BBBS program reduced illegal drug and alcohol use, began to improve academic performance, behavior and attitudes, and improved peer and family relationships. Yet the BBBS approach does not target those aspects of life, nor directly address them. It simply provides a caring, adult friend. Thus, the findings in this report speak to the effectiveness of an approach to youth policy that is very different from the problem-oriented approach that is prevalent in youth programming. This more developmental approach does *not* target specific problems, but rather interacts flexibly with youth in a supportive manner.

The Nature of the Problem

Support and guidance from adults are a critical part of the process that allows youth to grow into responsible adults. Yet today there is a scarcity of such support, especially among poor youth. The institutions we have historically relied on to provide youth with adult support and guidance—families, schools and neighborhoods—have changed in ways that have dramatically reduced their capacity to deliver such support. For example, there are fewer adults in families today: more than one in four children are born into a single-parent home, and half of the current generation of children will live in a single-parent household during some part of their childhood. Cuts in school budgets mean fewer adults per child. And declining neighborhood safety causes both youth and adults to keep more to themselves.

What should society do? Clearly, we cannot abandon adolescents, especially young adolescents. While infants and toddlers are forming fundamental assumptions about human interactions, 10- to 14-year-olds are forming fundamental assumptions about society and their potential role in it. These assumptions are formed through observation of and interactions with adults and

the adult world. If caring, concerned adults and role models are available to young people, they will be far more likely to develop into healthy, successful adults themselves (Furstenberg, 1993; Werner and Smith, 1992; Rutter, 1987; Garnezy, 1985). As the Carnegie Council on Adolescent Development's report *Great Transitions* (1995) argues, the years of early adolescence—ages 10 to 14—are society's last best shot at preventing social problems.

With increased recognition of the growing number of adolescents who lack close adult attention, policy interest in mentoring as a form of social intervention has been advocated in such diverse areas as welfare reform, education, violence prevention, school-to-work transition and national service. The dramatic increase in the number of programs attempting to provide adult support for young people, particularly those in poverty, has occurred despite the absence of real evidence that such adult involvement can make a difference. Fittingly, it is a study of BBBS, arguably the bellwether of the mentoring movement, that provides the first such evidence.

P/PV's Mentoring Research

This report is the centerpiece of P/PV's eight-year research initiative to study mentoring. To place the findings in this report in context, we summarize our findings from other studies.

Over the past eight years, P/PV has conducted a series of studies to explore the policy and operational implications of creating adult mentoring relationships for at-risk youth. We have examined the viability and effectiveness of several program models that embody the range of mentoring programs. This focus on existing programs was designed to inform wider, ongoing debate over social policy by tying the discussion to operational realities.

The overarching questions the research initiative has addressed are:

1. Will participation in a mentoring program result in important, observable changes in the attitudes, perceptions and behaviors of at-risk young people?
2. What practices are required to administer mentoring programs effectively? What are the "best practices" regarding how much training, screening, matching and supervision to provide?
3. Is there a set of practices or features that characterize the adults who are effective in their mentoring relationships?

4. Are there large numbers of adults with the time and emotional resources to take on the demands of mentoring at-risk youth?
5. Can mentoring be integrated into large-scale youth-serving institutions, such as juvenile justice agencies?

To provide credible evidence for answering these questions, we undertook several initiatives: an investigation of the Campus Partners in Learning program to study the usefulness of college students as mentors for middle school students at risk of academic failure; an assessment of the I Have A Dream tuition-guarantee and mentoring program at local affiliates in the Washington, D.C. area; an evaluation of the use of older citizens as mentors for at-risk youth in Temple University's national Linking Lifetimes program; a study of mentoring demonstrations operated in Georgia and Missouri by the states' juvenile justice systems; and, as the cornerstone of the research initiative, four studies of the content and effectiveness of the BBBS program.

This report addresses our first research question by showing that participation in BBBS does lead to important, observable changes in the attitudes, perceptions and behaviors of at-risk youth. We speculate that other developmentally oriented mentoring programs that are similarly able to facilitate and carefully oversee long-lasting, intensive matches might have similar success.

Our other studies show that the challenge for mentoring programs lies in strengthening their infrastructures and improving their program practices so that mentors and youth can meet long enough and consistently enough to form meaningful relationships (Tierney and Branch, 1992; Higgins et al., 1991). Although the recent mentoring movement emerged separately from BBBS, there is much that the mentoring field can learn from the practices of this pioneering one-to-one initiative (Furano et al., 1993). These reports begin to answer the question of what type of infrastructure is necessary to facilitate meaningful relationships—the second question in our research agenda.

A program's infrastructure and support are critical in helping the adult and youth overcome the hurdles of forming a relationship and can help when obstacles arise during its course. To a large extent, however, it is the attitudes and actions of the volunteers themselves that lead to the creation of good relationships. Two studies (Morrow and Styles, 1995; Styles and Morrow, 1992) uncovered a set of adult practices that increase the chances that a mentor and youth will form a lasting, more mutually satisfying relationship—the third issue in our agenda.

Three other reports addressed the fourth and fifth questions, concerning the feasibility of expanding and institutionalizing mentoring. In considering whether and how many more youth might be served, we found that more adults would be willing to mentor youth, but that many of these adults are not appropriate to the task (Roaf et al., 1994). Embedding mentoring in existing institutions and programs was found to be very difficult. The obstacles encountered in integrating mentoring into institutions are described by Greim (1992) and Mecartney et al. (1994).

Organization of the Report

Before presenting our findings on how BBBS improves the lives of the Little Brothers and Little Sisters, a number of characteristics about the program and the evaluation are described. Given the uniqueness of BBBS among mentoring programs, Chapter II lays out in detail the infrastructure and standards embedded in the BBBS program model, and describes the practices of the eight agencies that participated in this impact study. Chapter III describes the design of the evaluation.

Chapter IV describes the characteristics of youth who participated in the study. Chapter V then presents the evidence on how youth who participated in a BBBS program differed, 18 months later, from similar youth randomly assigned to a control group. The final chapter summarizes the positive impacts of BBBS on youth, and draws policy implications for and about mentoring programs.

The Big Brothers Big Sisters Program

The BBBS program has paired unrelated adult volunteers with youth from single-parent households for more than 90 years, using an approach that is intensive in delivery and broad in scope. Both the volunteer and the youth make a substantial time commitment, agreeing to meet two to four times per month for at least one year, with a typical meeting lasting four hours. BBBS is not a program targeted at ameliorating specific problems, but at developing the “whole person.” The relationship forged with a youth by the Big Brother or Big Sister creates the framework through which the mentor can support and aid the youth as he or she develops, traversing childhood and/or adolescence.

A relationship between an unrelated adult and youth, the hallmark of the BBBS movement, is not established in a vacuum. Behind the hundreds of matches for which each agency is responsible is a professional staff with wide-ranging responsibilities. And undergirding the individual agencies are national operating standards that provide a level of uniformity in recruitment, screening, matching and supervision.

While its standards are reinforced through national training, national and regional conferences, and periodic agency evaluations, BBBS is not monolithic. Individual agencies—including the eight agencies that participated in this study—adhere to national guidelines, but customize their programs to fit the circumstances of the cities and towns in which they are located. This chapter summarizes BBBS operational standards and implementational realities, and provides programmatic details about the eight study agencies.

Operating Standards

Working with over 500 local agencies, the BBBSA national office develops and publishes standards and required procedures to govern screening of volunteers and youth, orientation and training of the volunteer and the youth, and the creation and supervision of matches. These requirements represent minimum acceptable program practices—or the program irreducibles. Agencies can interpret them based on philosophy, geography, budget and the needs of the youth they serve, but these elements must be present.

Volunteer Screening

BBBSA's most stringent guidelines concern procedures for screening volunteers. The purpose of the screening process is to protect the youth by identifying and screening out applicants

who pose a safety risk, are unlikely to honor their time commitment or are unlikely to form positive relationships with the youth. (Refer to page 6 for a description of how these procedures are applied in the study agencies.)

The application of the screening procedures is time-consuming and stringent. Earlier research found that after being under consideration for three to nine months, only 35 percent of applicants had been matched; 30 percent either withdrew or were considered by staff to be inappropriate, and 35 percent had not completed all the steps of the process (Roaf et al., 1994).

Youth Screening

The screening process for youth involves a written application, interviews with the parent and child, and a home assessment. Most agencies require that youth have no more than one parent/guardian actively involved in their life, meaning that almost all youth deemed eligible live in single-parent households. Other youth eligibility criteria are age (from a minimum of 5 to a maximum of 18 years old), residence in the agency catchment area, a minimal level of social skills, and the agreement of the parent and child to follow agency rules.

Training

BBBS agencies provide an orientation for volunteers in which the program requirements and rules are explained. Many agencies also offer training on how to recognize and report incidents of sexual abuse. More extensive training is not required, but is recommended by the BBBSA office. Agencies that extend training generally include presentations on the developmental stages of youth, communication and limit-setting skills, tips on relationship-building, and recommendations on the best way to interact with a Little Brother or Little Sister. This information is designed to assist volunteers as they interact with their assigned youth, who are often from different racial or socioeconomic backgrounds.

Matching and Meeting Requirements

BBBSA says little about matching, other than recommending that agencies make matches based on each volunteer's ability to help meet the needs of a specific youth. Yet a study of BBBS program practices found that agencies have developed remarkably similar matching criteria (Furano et al., 1993). In making matches, all the study agencies consider practical factors, such as gender, geographic proximity and availability. In addition, volunteers, youth and parents are asked to state their match

preferences. Volunteers indicate the type of youth they would like to be matched with, noting age, race and the types of activities they expect to engage in with the youth. Youth and their parents state their preference for volunteers, noting such factors as age, race and religion. Youth are asked about their activity preferences.

One aspect of the process that differs across agencies is whether volunteers can choose the youth with whom they will be matched. While some agencies select and present the volunteer with a single youth, others allow the volunteer to choose from several youth. Although the parent/guardian of the youth must approve the selected volunteer, earlier research found that the parent/guardian rarely rejects a proposed volunteer (Furano et al., 1993).

Supervision

In an effort to facilitate effective matches, agencies emphasize supervision. National requirements specify that contact must be made with the parent, youth and volunteer within two weeks of the match. Monthly telephone contact with the volunteer is required during the first year of the match, as is monthly contact with the parent and/or youth. The youth must be contacted directly at least four times during the first year. Once the first year of the match has concluded, the requirement for case-worker contact with the participants is reduced to once per quarter. Case managers also support the match by providing guidance when problems arise in the relationship.

BBBS and the Mentoring Field

BBBS's intensity and extensive infrastructure contrasts sharply with the laissez-faire structure of most of the newer programs. Part of the appeal of the initial wave of mentoring programs implemented during the 1980s was their seeming simplicity: advocates of these programs contended that adults could "naturally" work with youth. Mentors required only time and dedication, not screening, training or supervision. Founders of these programs recalled adults who served as their mentors—coaches, teachers and neighbors—and wanted to re-create that type of support with today's youth. Thus, early recommendations for establishing and maintaining mentoring programs typically touted a laissez-faire approach that appealed to sponsors wary of instituting procedural and structural requirements they felt would intimidate volunteers.

A 1992 report by Marc Freedman warns of the danger of "fervor without infrastructure" in implementing mentoring programs:

Merely hitching adults to kids, without adequate infrastructure, may create a sense of action, but is likely to accomplish little. It may even backfire. If a relationship engenders hurt or reinforces negative stereotypes, it is worse than no mentoring at all.

P/PV's previous mentoring research clearly points to the importance of volunteer screening and match supervision. We found that youth and mentors in programs with less infrastructure are less likely to meet, and therefore less likely to achieve a necessary condition for affecting the life of a youth: meeting long enough and with enough consistency to establish a relationship.

BBBS matches are among the longest-lasting and most consistent (in terms of meeting) of any mentoring relationships. P/PV's first study of BBBS found that 96 percent of first-year matches had met at least once in the previous four weeks and that, on average, the Big Brothers and Big Sisters had met with their Little Brothers or Little Sisters an average of 3.1 times during that period (Furano et al., 1993).

By comparison, a study of six campus-based mentoring programs that served a population similar to that of BBBS, but had minimal volunteer screening, no criteria for matching and minimal supervision, showed a much lower rate of interaction. Only 57 percent of these matches met on a somewhat regular basis (Tierney and Branch, 1992).

A study of two mentoring programs for youth in the juvenile justice system found that supervision in the two programs was limited, and the rate of interaction between the mentors and youth was correspondingly limited. Mentors in these programs missed more than a third of their scheduled weekly meetings. Among matches with non-incarcerated youth, only 40 percent of scheduled meetings took place (Mecartney et al., 1994).

The only program we examined that came close to the meeting rate of BBBS was an intergenerational mentoring program that paired at-risk youth with elders. Sites for this program had screening, matching and supervision procedures, as well as paid mentors. Pairs met up to six times a month, a high rate that may have reflected the fact that the mentors were paid only if the meeting took place (Styles and Morrow, 1992).

Table 1 Characteristics of Study Agencies

Characteristics	Columbus	Houston	Minneapolis	Rochester	Philadelphia	Phoenix	San Antonio	Wichita
Total Active Matches	754	479	330	358	709	655	277	659
Race/Gender								
Minority Boys	14.5%	22.1%	20.3%	13.7%	34.0%	10.5%	21.7%	18.1%
Minority Girls	22.5	32.2	29.1	20.4	21.6	17.0	31.4	23.4
White Boys	29.6	27.3	20.0	37.1	29.5	38.9	23.8	34.1
White Girls	33.4	18.4	30.6	28.8	14.9	33.6	23.1	24.4
Boys								
Ages 5-9	9.6%	9.8%	3.6%	12.3%	7.7%	6.2%	5.0%	11.7%
10-15	29.3	35.3	32.1	29.0	44.0	40.0	35.5	31.6
16+	5.2	4.4	4.5	9.5	11.8	3.2	5.0	8.9
Girls								
Ages 5-9	15.9%	10.2%	5.5%	9.8%	6.3%	13.9%	13.9%	13.5%
10-15	35.5	37.4	44.9	34.1	23.8	33.3	35.1	28.8
16+	4.5	2.9	9.4	5.3	6.4	3.4	5.5	5.5
Required Meetings Over								
First Year	3x/Month	2-4x/Month	1/Week	1/Week	1/Week	1/Week	1/Week	1/Week
Required Length of Meeting	2-4 hours	3-4 hours	3-5 hours	3-5 hours	3-4 hours	3-6 hours	3-5 hours	3-4 hours
Matches Lasting 12 Months or Longer	75%	75%	65-75%	70%	80%	n.a.	64%	68%
Cross-Race Matches	25%	33%	39%	47%	30%	22%	34%	n.a.
Agency Budget	\$676,000	\$998,000	\$1,100,000	\$505,000	\$788,000	\$848,000	\$323,000	\$802,000
Number of Staff	24	26	29	10	23	25	12	31
Full-time case managers	10	13	6	4	11	15	6	8
Part-time case managers	5	1	5	2	0	0	0	13

Note: All data are from 1992.
n.a. = not available.

Study Agency Selection and Description

From the network of more than 500 BBBS local agencies, we selected eight in which to study the effects of the program on youth. Agency participation was sought through presentations of the research agenda at BBBSA's national conference, through an agency survey that requested a detailed profile of participants and program practices, and through in-person interviews with agency staff. The agencies that participated in the study were BBBS of Alamo Area (San Antonio, Texas), BBBS Association of Columbus and Franklin County (Columbus, Ohio), BB&S of Houston, BBBS of Greater Minneapolis, BBBS Association of Philadelphia, Community Partners for Youth (Rochester, New York), BB&S of Sedgewick County (Wichita, Kansas), and Valley BBBS (Phoenix, Arizona).³

The following were the key selection criteria for inclusion in the impact study:

- ***A large active caseload and waiting list.*** So that the research effort would not reduce the number of youth served by the agency nor deny service to youth for substantially longer than would otherwise be the case, and to generate a sufficient number of youth for this study, chosen agencies had to have relatively large caseloads and waiting lists.
- ***Geographic Diversity.*** The agencies were chosen for geographic diversity. Agencies were in the Northeast (Philadelphia and Rochester), the Midwest (Minneapolis, Columbus and Wichita), the South (Houston and San Antonio) and the Southwest (Phoenix). No agencies on the West Coast met the first two criteria (large waiting list and large active caseload) when sites were selected.

The eight study agencies were among the largest in the BBBS federation, with an average active caseload of 528.^{4,5} The total of 4,221 matches in the eight agencies represented approximately 6 percent of all BBBS matches during 1992. Table 1 shows that the study agencies served similar percentages of boys and girls. Only one agency served less than 40 percent of one gender (36.5% girls), which is explained by the presence of a nearby agency that made only Big Sister matches.

The study agencies had annual budgets ranging from \$323,000 to \$1.1 million. Since Big Brothers and Big Sisters are unpaid, the majority of the agencies' budget goes toward paying the professional staff who recruit, screen and train volunteers, and make and supervise the matches.

In implementing the volunteer screening procedures, agencies required all applicants to submit a minimum of three written personal references and conducted a background investigation. This background investigation usually involved consulting the police records in the state in which the agency is located and attempting to identify volunteer applicants with a criminal history. Six of the eight study agencies also consulted the files of the state division of motor vehicles, with the intention of excluding volunteer applicants with dangerous driving records (e.g., multiple moving violations).⁶ Two of the eight study agencies submitted the volunteer applicants' fingerprints to the FBI to search for past criminal activity. To identify potential child molesters, the agencies either administered a psychological test (half of our study agencies) and/or relied on an extensive in-person psychosocial interview. Five study agencies also visited volunteers' homes to ascertain whether it would offer a safe environment for the Little Brother or Little Sister.

The proportion of minority youth among those matched varied. Three agencies had caseloads that were over 50 percent minority youth; the lowest proportion among the agencies was 27.5 percent. This variability was due to a combination of varying racial composition in the communities and the difficulty some agencies have in recruiting a sufficient number of minority volunteers. Although agencies will match minority youth with white volunteers, many agencies and parents prefer to make same-race matches. The percentage of cross-race matches made by study agencies ranged from 22 percent to 47 percent. Tables with more detailed information about the study agencies can be found in Appendix B.

Research Design

This chapter describes the basic research design. It first discusses the hypothesized impacts of participation in the program, then details the random assignment methodology used to test for the presence of these impacts.

Hypothesized Impacts

The first task was to identify the appropriate impacts to measure in the context of the BBBS program. We developed our list of potential impacts working closely with staff from the BBBSA national office; with the local agencies; and through a review of BBBSA's manual of standards and practices. The national manual lists five "common" goals for a Little Brother or Little Sister: developing a successful relationship; providing social, cultural and recreational enrichment; improving peer relationships; improving self-concept; and improving motivation, attitude and achievement related to schoolwork. In addition, conversations with BBBS staff suggested that having a Big Brother or Big Sister could reduce the incidence of antisocial behaviors, such as drug and alcohol use, and could improve a Little Brother or Little Sister's relationship with the parent.

We thus hypothesized that participation in BBBS would result in some or all of the following impacts:

1. **Reduced Antisocial Activities.** By providing youth with good role models, and helping them cope with peer pressures, think through the consequences of their actions and become involved in socially acceptable activities, volunteers would inhibit youth from initiating alcohol or drug use, and delinquent behavior.
2. **Improved Academic Outcomes.** By showing that they value education, taking an interest in the youth's school progress, and stressing the importance of education to later success, volunteers might influence their Little Brothers' and Little Sisters' attitudes toward school and their school performance. Therefore, we hypothesized that Little Brothers and Little Sisters would value school more, have better attendance and perhaps even get better grades.
3. **Better Relationships with Family and Friends.** The volunteer can help the youth learn how to trust others, express negative feelings more productively, and generally become more able to relate effectively with others. Therefore, we hypothesized that: (1) BBBS participation would have positive effects on the youth's relationship with their custodial parent (usually their mother); and (2) participation in BBBS would have positive effects on the youth's relationships with their peers.

4. **Improved Self-Concept.** A successful relationship might affect how a Little Brother or Little Sister feels about himself or herself. Therefore, we hypothesized that program youth would report a better sense of competence and self-worth than their non-program counterparts.
5. **Social and Cultural Enrichment.** Many of the activities that the volunteer and youth participate in over the course of a match expose the Little Brother or Little Sister to new experiences. Therefore, we hypothesized that Little Brothers and Little Sisters would report taking part in more activities, such as attending sporting events or going to a library, than their non-program counterparts.

Developing a successful relationship, a goal listed in the BBBSA manual of standards and practices, is not included as a hypothesized impact. We view the development of a successful relationship as the core of the program treatment rather than an outcome of participation. Developing a successful relationship is an important mediating factor and earlier research has extensively described how a successful relationship develops.⁷ (See Morrow and Styles, 1995.)

Design Strategy

The effect of having a Big Brother or Big Sister on the life of a youth was determined in this evaluation by studying two randomly assigned groups of 10- to 16-year-olds who applied to the study agencies during the intake period.⁸ One group of applicants, the randomly selected control group, was put on the waiting list for a Big Brother or Big Sister for 18 months; case managers attempted to match the other randomly selected group—i.e., the treatment group—as quickly as possible. The two groups were then compared at follow-up.

The Reason for Random Assignment

Use of a classical experimental methodology with random assignment to either a treatment or control group was the only way to reach definitive conclusions about the impact of participation in the BBBS program. This random assignment design ensures that the treatment and control groups are statistically equivalent, on average, with respect to all characteristics except program participation. How does random assignment do this? While two randomly chosen individuals are unlikely to be the same age, the average age of two fairly large groups of people randomly selected from the same population is likely to be quite close. In fact, the average of all characteristics of these two large groups is likely to be quite similar. Thus, if the average behavior of the two groups (treatments and controls) differs after the intervention, the difference can be confidently and causally

linked to participation in the program. Hence, the strength of a random assignment design is that the outcomes exhibited by the control group accurately approximate what would have happened to treatment group members if they had not received the intervention.

Some consider random assignment unethical because it denies services to control group youth. While our research design had to include a waiting period for control youth, we addressed such ethical concerns by: (1) ensuring that the *total* number of matches made by an agency did not decline, and (2) using a follow-up period (18 months) that, in many cases, was no longer than an agency's usual waiting period. During the study period, agency staff processed twice the usual number of youth—50 percent of whom were assigned to the treatment group and eligible to be matched with a Big Brother or Big Sister, and 50 percent of whom were assigned to the control group. Before the study began, the average waiting period at the study agencies for boys often exceeded 18 months; the waiting period for girls, while substantially less, still ranged from three to 20 months.

Implementation of Random Assignment

All age-eligible youth who came to the study agencies during the research intake period were required to participate in the intake procedures. There were three exceptions to this requirement:

- ***A youth was excluded if he/she could not complete a telephone interview.*** Youth fitting this description included those with severe physical or learning disabilities. Families without telephones were included in the research; they called the survey firm's toll-free number from a friend's house or the BBBS agency's office. Across the study agencies, 13 youth were excluded because they could not complete a telephone interview.
- ***Youth who were not a part of the BBBS core program were excluded.*** Across the study agencies, approximately 50 youth were excluded because they were in a special program, such as the Native American program at Valley Big Brothers Big Sisters in Phoenix. In addition, two agencies ran satellite programs at local colleges. While participants in these programs were official BBBS participants, the program operated under different guidelines; thus, including them in the research would have been analogous to evaluating a college mentoring program rather than BBBS's core program.
- ***Youth being served under a contractual obligation were excluded.*** Two agencies had agreements with their local child protective services; another agency had an agreement with two youth-serving organizations that the research

could not abrogate. Across the study agencies, 61 youth were excluded because they were being served under a contractual obligation.

The random assignment process consisted of three major steps:

1. Through either a personal interview or group presentation, agency staff explained the research project to youth and their parent or guardian, and obtained the consent of both for youth to participate in the research.⁹
2. Agency staff reviewed each application where consent was obtained and determined whether the youth was eligible for the program using their usual procedures.
3. Once a youth was determined to be eligible, P/PV's survey subcontractor randomly assigned him/her to either the treatment or control group.

Although individual agencies tailored processing procedures to fit their own operations, no youth were randomly assigned until agency staff deemed them eligible for the program, and both they and their parents had consented to participation in the research.

In explaining the study to parents and youth, staff pointed out that because youth in the treatment group would receive priority for matching, youth who agreed to participate would have a 50 percent chance of being matched more quickly. Parents also understood that their child had a 50 percent chance of being assigned to the control group, which would mean waiting 18 months before the agency would resume processing their application.

If a parent or youth refused to participate in the research study, the agency placed the youth on the waiting list for 12 months. Only 32 youth and/or parents (2.7%) at these agencies refused to participate in the research. After they determined that a youth was eligible for the program and the parent/guardian and youth signed a consent form indicating that they understood the study, agency staff submitted the name of the youth to P/PV's survey subcontractor for assignment.

Sample Intake

Sample intake ran from October 1991 to February 1993. Agencies were required to implement the random assignment procedures until they reached their sample size goal or until February 1993, whichever came first. Based primarily on the size of their existing caseloads, agencies were assigned varying sample size goals—two agencies had a goal of 230, five a goal of 150 and one a goal of 80. Ultimately 1,138 youth from eight agencies were enrolled in the study over a 17-month period.

Matching Treatment Youth

A major goal of the research design was to minimize the design's interference in the matching process while maximizing the number of treatment youth who were matched. To achieve these potentially conflicting goals, we directed case managers *not* to modify their usual matching criteria, but to prioritize the matching of treatment youth when similar youth were being considered for a specific volunteer. For example, when a case manager determined that a volunteer would work equally well with a 9-year-old girl who was not a part of the evaluation and an 11-year-old treatment group girl from the same area, we instructed the case manager to match the 11-year-old.

Data Sources

Reaching conclusive statements about whether having a Big Brother or Big Sister makes a difference in the life of a young person required information from the youth, parent and case manager at three critical times—at baseline, at the time of the match, and at follow-up. We accomplished this by:

- Administering two surveys to the parent/guardian and the youth (one at the time of random assignment and one 18 months later);
- Asking case managers to complete four data collection forms—two when the study was explained to potential participants, and one each at the time the match was made and 18 months after random assignment;
- Asking a key informant to provide background information about the agency and its program practices.¹⁰

The centerpieces of data collection were the baseline and follow-up interviews with sample members and their parent/guardian. The baseline interviews occurred immediately after random assignment but before sample members were told whether they were in the treatment or control group. During the baseline interview, the parent was asked to provide general background information, such as his/her years of completed education, welfare receipt by any household members, labor force status and relationship to the youth. The interviewers asked the youth to provide basic demographic information (e.g., age, race/ethnicity, family structure), information on services other than a match that they may have participated in through BBBS, and baseline measures for the outcome variables.

Follow-up interviews were conducted 18 months after random assignment for every sample member who completed a baseline interview. Parents were asked to evaluate the performance of the volunteer, their satisfaction with the BBBS agency and whether they thought the program had made a difference in their child's life, as well as to answer questions about their labor force status and household income. Interviewers asked youth to provide the follow-up measures of the outcome variables, and for the treatment youth, they asked about their relationship with their Big Brother or Big Sister.

Table 2 shows how the sample evolved to the final analysis sample. From October 1991 through February 1993, 1,138 youth were randomly assigned to either the treatment or control group, with 1,107 (97.3%) completing a baseline interview. From April 1993 to September 1994, follow-up interviews were attempted with 1,107 youth; interviewers completed 959. (See Appendix A for a fuller discussion of the interviewing process.) The final response rate of almost 85 percent exceeds acceptable research standards for this type of survey.

For both treatments and controls, case managers were asked to complete two forms when the parent and youth were given the opportunity to participate in the research. The first, the client data form, collected basic information about each youth, and was designed to determine whether the youth was eligible for the study by securing consent for participation, and ascertaining their age and their ability to speak English or Spanish sufficiently well to complete an interview. Information (name, address and telephone number of youth) that allowed the interviewers to administer the baseline survey was also gathered.

The research sample form, the second form completed by case managers, provided detailed background information on the youth and his/her family. This form asked for information about the gender and age of the parent and family structure, and included a series of deeply personal questions about the youth, including whether the case manager believed the young person had been the victim of sexual, physical or emotional abuse, or had any physical or learning disabilities. Also on the form was whether the family had a history of substance abuse or domestic violence, and how the case manager anticipated that the youth would benefit from participation in BBBS.

The match form was completed by the case managers when the Little Brother or Little Sister was assigned to a volunteer. This form served two purposes—it provided information about the volunteers (e.g., age, gender, years of completed education, income, occupation) and allowed us to monitor when matches were taking place.

The final form—the follow-up form—was completed 18 months after random assignment; it provided detailed information about the case manager’s perception of the volunteer’s performance, a description of problems (if any) that occurred during the match, the reason for terminating the match (if applicable), and several questions about the match itself, including the length and frequency with which the pair met and the goals for the match. For treatment youth who were never matched, the case manager recorded the reason that the agency was unable to make a match.

The final component of the data collection strategy was gathering information that allowed us to describe the agencies themselves, including their individual program practices and information about the type of youth that each served. In 1992, we asked a senior staff member in each site to complete a survey with a wide-ranging series of questions. All eight agencies completed the survey, which provided us with the age, race and gender of all youth served by an agency, their volunteer screening and training procedures, and match supervision guidelines.

Table 2 Sample Composition

	Treatment	Control	Total
Number of Youth Randomly Assigned	571	567	1,138
Number of Youth with Baseline Surveys	554 (97.0%)	553 (97.5%)	1,107 (97.3%)
Number of Youth in the Analysis Sample	487 (85.3%)	472 (83.2%)	959 (84.3%)

The Sample Youth and the Volunteers

This chapter describes the young people in the analysis sample, and the Big Brothers and Big Sisters who were matched with youth in the sample.

Background Characteristics of Study Sample Youth

In this section, we describe the baseline characteristics of the youth in the study sample, and their households. Since no meaningful differences in the baseline characteristics of the treatments and controls emerged—a byproduct of random assignment that was confirmed by statistical analysis (Appendix A)—we do not differentiate between treatments and controls when discussing the background characteristics of the youth, except in Table 3, which presents the age, race and gender of the analysis sample.

The tables contain information for the sample as a whole and for six subgroups: boys, girls, minority boys, minority girls, white boys and white girls. We examine these subgroups partly because the BBBS agencies think of their caseload in these

terms. BBBS agencies match only within gender and try to make same-race matches. In this section, we discuss baseline characteristics for the sample as a whole, except when there are large subgroup differences.

Table 3 shows the race/gender and age for the youth in the analysis sample (487 treatments and 472 controls). Just over 60 percent of the sample were boys (62.4%), and over 55 percent were members of a minority group. At about 15 percent, white girls were the smallest subgroup, and at about 34 percent, minority boys were the largest. Seventy-one percent of the minority youth were African American, 18 percent were Hispanic, 5 percent were biracial, 3 percent were Native American and 3 percent were members of a variety of other racial/ethnic groups. Sixty-nine percent of youth came to the program between the ages of 11 and 13.

Table 4 shows that about 90 percent of the youth lived with only one of their parents, and another 5.6 percent lived with only one of their grandparents. Living with a grandparent was slightly more common among minority youth. About 20 percent of these parents/guardians did not graduate from high

Table 3 Race/Gender and Age of Youth by Treatment Status			
Characteristics	Treatments	Controls	Overall
Race/Gender			
Minority Girls	21.8%	23.6%	22.7%
White Girls	15.6	14.0	14.9
Minority Boys	33.1	35.1	34.1
White Boys	29.4	27.2	28.3
Age at Baseline			
10	10.1%	10.8%	10.4%
11	24.4	24.4	24.4
12	25.5	22.3	23.9
13	20.1	21.2	20.7
14	13.1	15.0	14.1
15	5.5	5.3	5.4
16	1.2	1.1	1.2
Number of Youth	487	472 ^a	959

^a Three youth did not report their race; thus, the number of youth assigned to the four race/gender groups is 956.

Table 4 Characteristics of the Study Youth's Households and Parents/Guardians

Characteristics	Total	Boys	Girls	Minority Girls	White Girls	Minority Boys	White Boys
Parent/Guardian Relationship to Client							
Parent	90.2%	91.3%	88.2%	84.6%	93.7%	88.6%	94.5%
Foster parent	1.3	1.0	1.7	1.9	1.4	1.2	0.8
Grandparent	5.6	5.0	6.4	8.4	3.5	6.5	3.3
Aunt/Uncle	2.0	2.2	1.7	2.3	0.7	3.4	0.8
Guardian	0.1	0.2	0.0	0.0	0.0	0.0	0.4
Other	0.9	0.3	2.0	2.8	0.7	0.3	0.4
Parent/Guardian Level of Education							
Less than high school graduate	21.6%	18.6%	26.8%	34.0%	16.2%	21.2%	15.5%
High school diploma/GED	36.3	37.0	35.2	32.1	40.1	36.3	37.6
Vocational/Technical	4.6	4.7	4.5	4.3	4.9	5.5	3.7
Some college	25.9	26.6	24.8	24.1	25.4	25.2	28.0
Associate's degree	3.8	3.8	3.7	2.8	4.9	3.1	4.8
College degree or more	7.8	9.4	5.1	2.8	8.5	8.6	10.3
Youth Living in Households Receiving Public Assistance							
	43.3%	37.1%	53.5%	62.6%	40.1%	45.8%	27.0%
Household Income							
Less than \$10,000	39.7%	34.3%	49.0%	60.1%	33.1%	44.6%	21.9%
\$10,000 to \$24,999	43.0	45.8	38.2	30.1	49.6	39.9	52.8
\$25,000 to \$39,999	13.1	15.2	9.3	7.9	11.5	13.1	17.8
\$40,000 to \$54,999	3.3	4.2	1.8	1.5	2.2	2.5	6.3
\$55,000 or more	1.0	0.5	1.8	0.5	3.6	0.0	1.1
Number of Youth	959	599	360	217	142	326	271

Note: Three youth did not report their race; thus, the number of youth assigned to the four race/gender groups is 956.

Table 5 Stressful Life Experiences of the Youth

Characteristics	Total	Boys	Girls	Minority Girls	White Girls	Minority Boys	White Boys
Youth Experiencing:							
Death of a parent/guardian	14.6%	15.9%	12.5%	14.3%	9.9%	13.2%	18.8%
Divorce or separation of parent/guardian	39.9	40.0	40.0	29.5	56.3	30.8	50.9
Serious illness/injury of youth or significant other	6.1	9.0	6.1	3.7	9.9	7.7	10.7
Arrest of youth or significant other	7.1	6.0	8.9	10.1	7.0	4.0	8.1
Family history of substance abuse	40.3	41.5	38.3	36.9	40.9	33.2	51.9
Family history of domestic violence	28.3	28.1	28.6	26.3	32.4	23.7	33.7
Significant physical disability	2.9	2.9	3.1	1.4	5.6	2.5	3.3
Significant learning disability	15.6	18.3	11.2	7.9	16.2	14.2	22.9
Significant health problems	9.0	9.8	7.8	7.4	8.5	9.6	10.0
Youth Experiencing Physical, Emotional or Sexual Abuse (reported by case manager):							
Any form of abuse ^a	27.1%	26.3%	28.6%	22.1%	38.7%	19.4%	34.7%
Physical abuse	11.2	11.5	10.6	9.2	12.7	10.5	12.9
Emotional abuse	21.3	21.2	21.4	16.1	29.6	14.2	29.9
Sexual abuse	7.3	4.9	11.4	8.8	15.5	2.8	7.4
Number of Youth	959	599	360	217	142	326	271

Note: Three youth did not report their race; thus, the number of youth assigned to the four race/gender groups is 956.

^a Some youth had suffered multiple forms of abuse.

Table 6 Characteristics of Never-Matched Treatment Youth

Characteristics	Total	Boys	Girls	Minority Girls	White Girls	Minority Boys	White Boys
Reason Youth Not Matched^a							
No suitable volunteer found	19.3%	19.1%	20.0%	18.8%	22.2%	13.0%	27.0%
Youth no longer wished to be matched	28.4	26.2	36.0	31.3	44.4	26.1	27.0
Youth no longer suitable for BBBS	10.1	8.3	16.0	18.8	11.1	10.9	5.4
Family structure changed	10.1	10.7	8.0	6.3	11.1	10.9	10.8
Youth moved out of area	10.1	7.1	20.0	12.5	33.3	4.4	10.8
Total Number of Never-Matched Youth	109 (22.4%)	84 (27.5%)	25 (13.7%)	16 (15.1%)	9 (11.8%)	46 (28.6%)	37 (25.9%)

Note: One boy did not report race.

^a Case manager could check multiple items.

school, and over 35 percent had completed only high school or earned a GED. About 25 percent of the parents/guardians had some college experience.

Many of the youth lived in poor households—over 40 percent were receiving either food stamps and/or cash public assistance. Minority girls were the most likely to live in homes collecting welfare (62.6%), while white boys were the least likely (27.0%). Minority boys and white girls were about equally likely to live in homes receiving public assistance.

As shown in Table 5, a significant number of study sample youth had experienced difficult personal situations, such as the divorce or separation of their parents, a family history of substance abuse or domestic violence, or being the victims of physical, emotional and/or sexual abuse.

Approximately half of the white youth and one-third of the minority youth had experienced the divorce or separation of their parents/guardians. Fifteen percent of the youth had experienced the death of a parent/guardian. Over 25 percent of the youth lived in homes with a history of domestic violence and 40 percent resided in homes with a history of substance abuse; both these experiences were more characteristic of white than of minority youth's households.

More than one-quarter of the youth had experienced either physical, emotional or sexual abuse. White youth were more likely than were minority youth to have experienced some form of abuse. The most prevalent form of abuse was emotional abuse, experienced by approximately 30 percent of the white youth and 15 percent of the minority youth. White girls were the most likely to be victims of sexual abuse (15.5%).

The Treatment Youth

The only difference between the treatment and control group youth was that the treatment youth had the opportunity to be matched with a Big Brother or Big Sister.¹¹ This section discusses how matches were made in the context of the evaluation, how long it took to match the treatment youth, how long they were matched, and why some treatment youth were not matched during the study period.

Selecting an appropriate volunteer to match with a youth is perhaps the most important program practice. Agency staff decisions to pair an adult volunteer with a specific Little Brother or Little Sister are affected by a variety of factors—among them, shared interests, reasonable geographic proximity, preferences for same-race matches, and a desire to match youth who have been waiting the longest.

At the conclusion of the study period, 378 (78%) of the treatment youth in the analysis sample had been matched. About 90 percent of the girls and 75 percent of the boys had been matched. This gender differential is consistent with the typical experience of BBBS agencies, which have historically had difficulty recruiting sufficient male volunteers to meet the demand for Big Brothers.

As shown in Table 6, agency staff reported three major reasons for the failure to match 109 treatment youth during the study period:

- Thirty-three of the unmatched treatment youth became ineligible for BBBS matches during the study period. These changes in status, which occurred after random assignment but before a match could be made, were due to such events as the parent remarrying, or the youth getting too old or changing place of residence.
- Thirty-one were not matched because the youth did not want or no longer wanted a Big Brother or Big Sister. Agency staff reported that some parents will request a Big Brother or Big Sister for a child who does not want one. If a case manager determines that this is the case, he/she will not make a match.
- Twenty-one were not matched because a suitable volunteer could not be found during the study period. Agency staff will not make a match solely for the sake of making a match. Even though staff were prioritizing the matching of treatment youth, they would rather not make a match than make a bad one.
- The 24 remaining treatment youth were not matched for a variety of reasons, most often because the parent or youth did not follow through with the intake process.

The Volunteers

During the study period, 409 Big Brothers and Big Sisters were paired with treatment youth.¹² The average age of the 236 men who were matched with Little Brothers in the study sample was 30; the average age of the 173 women was 28.

As shown in Table 7, the Big Brothers and Big Sisters were generally well-educated young professionals. Only 13 percent had a high school education or less, and more than 60 percent had a college or graduate degree. Nearly half worked in professional or managerial positions, another one-quarter held technical, sales or administrative jobs, and about 10 percent were students. Only one-third lived in households with less than \$25,000 in income, and almost 30 percent lived in homes with incomes of \$40,000 and over. About three-quarters were white, which resulted in approximately 60 percent of the minority youth being matched with a white Big Brother or Big Sister.

BBBS agencies will match a Big Brother or Big Sister with a second Little Brother or Little Sister when their first previous match ends, provided that the reason the match ended was not due to the volunteer's inability to engage in a successful match. Among the volunteers matched with Little Brothers or Little Sisters in the study sample, over 10 percent had previously served as a Big Brother or Big Sister.

Length of Matches

How long a treatment youth had been meeting with the Big Brother or Big Sister at the conclusion of the study period depended on how long it took the agency to find an appropriate volunteer and how long the match itself lasted. Table 8 shows that on average, agencies needed six months to match minority boys, five months to match white boys, almost four months for minority girls, and three and a half months for white girls. At the time of the follow-up interview, the average length of match for treatments who had been matched was almost 12 months, with white girls having met with a Big Sister for the longest period (12.3 months) and minority boys having met with a Big Brother for the shortest (10.7 months).

Little Brothers and Little Sisters met with their Big Brothers and Big Sisters on a regular basis. Over 70 percent of the youth met with their Big Brother or Big Sister at least three times a month, and approximately 45 percent met one or more times per week. At the time of the follow-up interview, 229 of the 378 matched treatment youth were still meeting with their Big Brother or Big Sister, while 149 treatment youth were no longer matched.

Table 7 Demographic Characteristics of Volunteers by Gender

	Big Brothers	Big Sisters
Age		
16-19	1.7%	1.2%
20-24	22.8	38.0
25-29	37.8	31.6
30-34	16.3	13.5
35-39	6.9	6.4
40 +	14.6	9.4
Race		
White	71.9%	75.4%
Minority	28.1	24.6
Have Own Children	19.0%	13.7%
Household Income		
< \$10,000	4.6%	5.1%
\$10,000 - 24,999	18.4	42.4
\$25,000 - 39,999	40.1	34.8
\$40,000 - 54,999	19.8	12.0
\$55,000 +	17.0	5.7
Completed Years of Education		
High School Diploma or Equivalent	11.1%	14.6%
Some College	24.4	29.8
College Graduate	50.4	43.3
Graduate Education	14.1	12.3
Occupation		
Unemployed	0.4%	0.0%
Student	8.3	13.7
Retired	0.4	0.6
Managerial/Professional	51.7	44.6
Technical/Sales/Administrative	23.5	30.4
Service	10.0	7.7
Other	5.6	3.0
Previously Served as Big Brother or Big Sister	13.2%	11.1%
Number of Volunteers	236	173

Note: 19 men and 14 women did not answer the household income question. On the remaining questions, each group had less than 10 missing responses per item.

Table 8 Characteristics of the Matches

Characteristics	Total	Boys	Girls	Minority Girls	White Girls	Minority Boys	White Boys
Time to Match and Length of Match by Gender and Race							
Average time to match (months)	4.7	5.4	3.6	3.9	3.4	5.9	4.9
Average total exposure ^a (months)	11.4	10.9	12.0	11.8	12.3	10.7	11.2
How Often Little Brother or Little Sister Met With Big Brother or Big Sister							
Two times per week	4.5%	5.8%	2.6%	2.2%	3.1%	4.2%	7.6%
Once a week	41.7	41.2	42.6	39.6	46.9	35.8	47.2
Three times per month	24.4	22.6	27.1	29.7	23.4	27.5	17.0
Two times per month	24.2	25.2	22.6	24.2	20.3	24.2	26.4
Once per month	5.3	5.3	5.2	4.4	6.3	8.3	1.9
Number of Matched Youth	378	221	157	90	67	115	106

^a Combined length of all matches, including closed first matches and those still meeting at time of follow-up interview. The figure is based only on the ever-matched sample.

Summary

This chapter highlighted several key data:

- Of the 959 youth in the sample, almost 60 percent were minority youth and over 60 percent were boys. Many were poor, with 40 percent living in homes receiving public assistance. A substantial number had experienced disruptive personal circumstances: 40 percent lived in families with a history of substance abuse, 28 percent in families with a history of domestic violence, and 27 percent were themselves the victims of emotional, physical or sexual abuse.
- Over 400 volunteers were matched with study sample youth. These Big Brothers and Big Sisters were generally well-educated young professionals. About 60 percent were college graduates, while only 13 percent had earned just a high school degree or GED. About two-thirds lived in homes where the total income of all household members was greater than \$25,000, with about 40 percent living in homes with over \$40,000 in income. About 50 percent held managerial or professional positions, and 25 percent held technical, sales or administrative jobs.
- Of the 487 youth in the treatment group, 378 (78%) were matched with a Big Brother or Big Sister during the study period; on average, youth were matched with a Big Brother or Big Sister for 12 months during that period. About 70 percent of the matches met three or four times a month, with an average meeting lasting four hours.

The following chapter presents findings on whether participation in a BBBS program made a difference in the lives of Little Brothers and Little Sisters.

The Impact on Youth of Having a Big Brother or Big Sister

Mentoring programs that pair adults with young people have been hypothesized to have multiple benefits for the youth. In this chapter, we present evidence concerning the benefits of participation in the BBBS program. We measured program impacts 18 months after a youth was deemed eligible to participate in a BBBS program, with the expectation that this period would give agency staff sufficient time to find a suitable volunteer for the youth and give the match sufficient time to develop and begin to affect the youth.

The 959 youth in the study sample (487 treatments and 472 controls) came to the program when they were, on average, 12 years old. Almost 60 percent were members of a minority group, and over 60 percent were boys. The vast majority (over 80%) came from relatively poor households. Almost 80 percent of the treatment youth were matched with a Big Brother or Big Sister during the study period; on average, the relationships had lasted almost one year at the conclusion of the study period (i.e., the time of the follow-up survey).

Identifying an appropriate set of outcomes to determine whether participation in a BBBS program makes a difference in the life of a youth is a complex task, particularly since BBBS is an individualized program with different goals for each match. As discussed in Chapter III, we selected the following set of outcome areas:

- Antisocial Activities;
- Academic Performance, Attitudes and Behaviors;
- Relationships with Family;
- Relationships with Friends;
- Self-Concept; and
- Social and Cultural Enrichment.

Although improvements in each of these areas are not explicit goals for every match, they are the objectives most frequently cited by BBBS staff. The program might have had effects on other outcomes that we did not measure.

Table 9 Net Impact of Participation in BBBS on Initiating Use of Drugs and Alcohol

	Change in the Likelihood of Initiating Drug Abuse		Change in the Likelihood of Initiating Alcohol Use	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	-45.8%**	11.47%	-27.4%*	26.72%
Gender				
Male	-55.0%**	11.54%	-19.2%	26.48%
Female	-26.6	11.36	-38.8	27.08
Race/Gender				
Minority Male	-67.8%**	13.41%	-11.4%	21.60%
Minority Female	-72.6*	11.50	-53.7*	26.97
White Male	-32.7	9.09	-34.5	33.33
White Female	49.5	11.29	-8.4	27.78

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

** Indicates that the impact differs statistically from zero at the 0.05 level.

* Indicates that the impact differs statistically from zero at the 0.10 level.

Table 10 Net Impact of Participation in BBBS on Hitting, Stealing and Damaging Property

	Number of Times Hit Someone		Number of Times Stole Something		Number of Times Damaged Property	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	-.85**	2.68	-.05	.26	-.03	.20
Gender						
Male	-.67	2.67	-.07	.27	-.04	.24
Female	-1.17*	2.69	-.02	.24	-.03	.13
Race/Gender						
Minority Male	-.09	2.13	.01	.24	.02	.30
Minority Female	-1.45	3.04	-.07	.27	-.02	.13
White Male	-1.54*	3.39	-.16	.30	-.10	.16
White Female	-.37	1.85	.06	.20	-.05	.14

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

** Indicates that the impact differs statistically from zero at the 0.05 level.

* Indicates that the impact differs statistically from zero at the 0.10 level.

In the following sections, we discuss impacts in each of these six outcome groups. We considered between four and 10 outcomes for each group. Outcome variables were classified as either attitudinal or behavioral. The attitudinal outcomes were typically scales measured by a series of items or questions combined to form a single measure. The behavioral outcomes were typically based on the responses to single questions—e.g., How often were you sent to the principal's office? How many hours per week do you spend doing homework?¹⁴ All outcome variables we considered are listed in Appendix A, which also includes the reliability analysis for the attitudinal scales.

The impact estimates presented here represent a comparison of the average experience of treatment group members with the average experience of control group members.¹⁵ Overall impact estimates were calculated by comparing all treatments

to all controls. A negative net impact indicates that the treatment value is lower than the control value; a positive net impact indicates that the treatment value is higher than the control value. Subgroup impacts compare the treatment youth in that subgroup with the control youth in the same subgroup. The experience of the control group represents what would have happened to the treatment group had they not been given the opportunity to participate in the BBBS program.

Any differences that develop between the two groups can be confidently attributed to a youth's participation in the BBBS program.¹⁶ For ease of presentation, we refer to the treatment group as "Little Brothers and Little Sisters," even though this group includes some treatment youth who were never matched. We highlight only impacts that are statistically significant at a .10 level of confidence.

Antisocial Behaviors

We hypothesized that the relationships youth experience in BBBS would lead them to exhibit fewer antisocial behaviors, as suggested by Furstenberg (1993) and Werner and Smith (1992). The two most important antisocial behaviors we considered were the initiation of drug and alcohol use. Elliot (1993) presents evidence that delaying the onset of the use of illegal drugs and alcohol decreases the likelihood that the youth will engage in problem behaviors, such as criminal activity and school failure. Some might argue that it is less important to delay the onset of alcohol use, since most teens experiment with alcohol at some point. However, Elliot reports that among youth who never use alcohol, the risk of serious delinquency is reduced by a factor of four. Thus, delaying alcohol use should decrease the likelihood of delinquency.

As shown in Table 9, we found that Little Brothers and Little Sisters were significantly less likely than their control counterparts to start using illegal drugs and alcohol during the study period. Little Brothers and Little Sisters were 45.8 percent less likely to start using illegal drugs than were their control counterparts. The impact was largest among minority Little Brothers and minority Little Sisters, both of whom were approximately 70 percent less likely than their control counterparts to have started using illegal drugs. Put differently, for every 100 minority boys in this age group who start using illegal drugs, only 33 similar minority boys who have a Big Brother will start using illegal drugs. For every 100 minority girls in this age group who start using illegal drugs, only 28 similar girls who have a Big Sister will start using illegal drugs.¹⁷

The results for initiating alcohol use were not as large as those for initiating drug use, but were still impressive: Little Brothers and Little Sisters were 27.4 percent less likely than control

Table 11 Net Impact of Participation in BBBS on Academic Outcomes

	Perceived Ability to Complete Schoolwork (Scholastic Competence)		Grade Point Average (GPA)		Number of Times Skipped Class		Number of Times Skipped a Day of School	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.71***	16.36	.08*	2.63	-.51**	1.39	-.47***	.90
Gender					##		###	
Male	.39	16.64	.03	2.60	-.18	1.05	-.02	.57
Female	1.25***	15.89	.17**	2.67	-1.07***	1.95	-1.22***	1.45
Race/Gender							###	
Minority Male	-.11	17.11	.06	2.58	-.27	1.25	.22	0.51
Minority Female	1.52***	15.67	.20*	2.62	-.92**	2.01	-.98***	1.26
White Male	1.06**	16.05	.01	2.63	-.10	0.81	-.31	0.66
White Female	.81	16.27	.10	2.74	-1.36**	1.88	-1.66***	1.80

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

*** Indicates that the impact differs statistically from zero at the 0.01 level.

** Indicates that the impact differs statistically from zero at the 0.05 level.

* Indicates that the impact differs statistically from zero at the 0.10 level.

Indicates that the impact was not the same across subgroups at a 0.01 level of significance.

Indicates that the impact was not the same across subgroups at a 0.05 level of significance.

youth to start using alcohol. The impact was greatest among the minority Little Sisters, who were less than half as likely to start drinking alcohol. Put differently, for every 100 minority girls in this age group who start to use alcohol, only 46 similar girls who have a Big Sister will start using alcohol.

We looked at a number of other indicators of antisocial behavior. Table 10 shows the most important of these: how often the youth hit someone, stole or damaged property over the past year. While we did not find any impacts on the number of times a youth stole or damaged property, Little Brothers and Little Sisters were 32 percent less likely to report hitting someone during the previous 12 months.¹⁸ We also looked at the number of times youth were sent to the principal's office, did "risky" things, fought, cheated on a test or used tobacco. There were no significant overall impacts on these outcomes. (See Appendix B.)

Academic Attitudes, Behavior and Performance

As Table 11 shows, we found that Little Brothers and Little Sisters earned higher grades, skipped fewer classes and fewer days of school, and felt more competent about doing their schoolwork than did control youth. The impacts were larger for girls.

We were not optimistic that having a Big Brother or Big Sister would improve a Little Brother or Little Sister's grades during the study period, since other research has shown that grades are fairly stable over time and are generally not affected by non-instructional interventions like BBBS. However, given the importance of school performance to later success and a desire to identify programs that do improve school performance, we collected data on academic performance by asking the study sample youth what types of grades they typically received, ranging from mostly Ds and Fs to mostly As.^{19, 20}

	Weekly Hours of Homework		Weekly Hours Spent Reading		School Value Scale	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.27	4.80	.01	2.46	.69	55.27
Gender						
Male	.41	4.73	.12	2.05	1.02*	54.29
Female	.04	4.91	-.18	3.12	.14	56.89
Race/Gender						
Minority Male	.66	4.54	-.51	2.21	.85	55.22
Minority Female	-.28	4.74	-.20	2.22	-.56	57.74
White Male	.15	4.98	.94*	1.86	1.27	53.05
White Female	.48	5.25	-.26	4.68	1.27	55.48

At the conclusion of the study period, Little Brothers and Little Sisters reported 3 percent better grades than did control youth. Little Brothers and Little Sisters reported, on average, a grade point average (GPA) of 2.71, while controls reported a GPA of 2.63. The grades of Little Sisters, especially minority Little Sisters, appeared to be the most responsive to participation in the program. The average GPA for girls in the control group was 2.67; for Little Sisters it was 2.83. The difference was even greater for minority Little Sisters, who had an average GPA of 2.83 compared with 2.62 for minority girl controls. Thus, we can infer that being involved with BBBS begins to improve the youth's school performance.

We also found that BBBS improved the youth's school attendance. Little Brothers and Little Sisters were significantly less likely to skip classes or a day of school. At the end of the study

period, Little Brothers and Little Sisters had skipped 52 percent fewer days and 37 percent fewer classes.

As with the other academic outcomes, the impact was larger for girls. On average, Little Sisters skipped 84 percent fewer days of school than did control girls. Minority Little Sisters skipped 78 percent fewer days than their control counterparts, and white Little Sisters skipped 90 percent fewer days than their control counterparts. Results were similar for skipping classes.

Research also shows that youth who feel more competent in school tend to be more engaged and perform better. Therefore, we examined changes in Harter's scale of perceived scholastic competence (1985) to determine whether participating in the program increased a student's expectations for school success.

Table 12 Net Impact of Participation in BBBS on Family Relationships Outcomes

	Summary Parental Relationship Measure		Trust		Communication	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	1.5**	70.65	.64**	23.79	.53	27.76
Gender						
Male	1.83*	71.53	.67**	24.22	.67	28.08
Female	.99	69.21	.60	23.08	.30	27.23
Race/Gender			#			
Minority Male	.43	72.25	-.05	24.64	-.02	28.44
Minority Female	.63	70.39	.39	23.54	.35	27.67
White Male	3.54**	70.52	1.55***	23.68	1.55**	27.62
White Female	1.35	67.45	.82	22.43	.20	26.55

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

*** Indicates that the impact differs statistically from zero at the 0.01 level.

** Indicates that the impact differs statistically from zero at the 0.05 level.

* Indicates that the impact differs statistically from zero at the 0.10 level.

Indicates that the impact was not the same across subgroups at a 0.10 level of significance.

At the conclusion of the study period, we found that treatment youth felt more confident of their ability to complete their schoolwork than did control youth. The effect was particularly strong for the Little Sisters, especially minority Little Sisters, whose perceived scholastic competence score was 10 percent higher than that of the minority girls in the control group. The program also increased the perceived scholastic competence of white Little Brothers by 7 percent.

We also considered other school-related outcomes, such as hours each week spent reading and doing homework, the number of times that a youth visited a college and went to a library, and the number of books read. We found no overall statistically significant differences among the treatment and the control group members on these outcomes. (These findings are detailed in Appendix B.)

Family Relationships

As shown in Table 12, we found that the quality of a youth's relationship with his or her custodial parent increased following program participation, especially among white Little Brothers. We hypothesized that having one successful relationship would carry over to a youth's other relationships by helping them to trust others, express anger more productively, and generally become better able to relate to others effectively.

To examine youth's relationships with their custodial parent, we used the Relationship with Mother scale of the Inventory of Parent and Peer Attachment (IPPA) (Armsden and Greenberg, 1987). Since 86 percent of the parents/guardians were mothers, we were primarily measuring the relationship between study sample youth and their mother.²¹ The IPPA measures three components of the parent-child relationship—trust, communication, and anger and alienation.

	Anger and Alienation		Number of Times Lied to Parent	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.33	21.82	-1.36**	3.72
Gender				
Male	.48	21.98	-.83	3.63
Female	.06	21.56	-2.24	3.89
Race/Gender				
Minority Male	.33	21.96	-.53	3.37
Minority Female	-.02	21.88	2.11*	3.52
White Male	.68	21.95	-1.23	3.97
White Female	.14	21.11	-2.51	4.55

Using the summary measure of the parent-child relationship, we found that Little Brothers and Little Sisters scored higher than control youth. The effect was strongest among Little Brothers, especially white Little Brothers, whose scores were 5 percent higher than those of white boys in the control group. In examining the components of this scale, we found that the overall effect was driven primarily by an increase in Little Brothers' and Little Sisters' trust in their parents. Again, the impact was greatest among white Little Brothers, who scored 7 percent higher than their control counterparts. For the sample as a whole, the sub-scales measuring communication and anger and alienation were not affected by participation in the program. However, white Little Brothers felt that they communicated better with their parent or guardian than their control counterparts.

We also examined the number of times youth said that they lied to their parent. At the conclusion of the study period, Little Brothers and Little Sisters reported lying to their parent 37 percent less than control group youth.

Peer Relationships

To examine youth's relationships with their peers, we used five scales from the Berndt and Perry (1986) Features of Children's Friendship Battery—Intimacy in Communication, Instrumental Support, Emotional Support, Conflict, and Relationship Inequality.

Table 13 shows outcomes for four of these scales. (Relationship Inequality, for which no significant impacts emerged, is shown in

Table 13 Net Impact of Participation in BBBS on Peer Relationships

	Intimacy in Communication		Instrumental Support		Emotional Support		Conflict	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.21	11.18	-.09	12.98	.29*	12.51	-.20	11.61
Gender								
Male	.41	10.63	.03	12.70	.41*	12.11	-.15	11.55
Female	-.13	12.10	-.27	13.43	.09	13.17	-.29	11.69
Race/Gender	#							
Minority Male	.58*	10.31	.31	12.35	.72**	11.84	-.31	11.49
Minority Female	-.75*	11.98	-.51	13.30	-.28	13.18	-.24	11.45
White Male	.19	11.07	-.29	13.16	.02	12.47	.08	11.61
White Female	.83	12.24	.02	13.70	.64	13.14	-.45	12.15

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

** Indicates that the impact differs statistically from zero at the 0.05 level.

* Indicates that the impact differs statistically from zero at the 0.10 level.

Indicates that the impact was not the same across subgroups at a 0.10 level of significance.

Appendix Table B.3.) We found that Emotional Support was higher among Little Brothers and Little Sisters than among the controls; this was especially true for minority Little Brothers, among whom such support increased 6 percent.

When we examined impacts within subgroups, we found that minority Little Brothers scored somewhat higher than control counterparts on Intimacy in Communication, while minority Little Sisters scored somewhat lower. While we do not have evidence of why minority Little Sisters scored lower on this scale, we hypothesize that minority Little Sisters might be sharing their problems with their Big Sisters rather than with peers. There were no significant impacts for the other peer relationships scales.

Self-Concept

Supportive relationships with adults have been linked with adolescents' self-concept (Haensly and Parsons, 1993; Scales, 1991; Tietjen, 1989; Hirsch and Reischl, 1985). As shown in Table 14, our findings on self-concept involved attitudinal variables measuring self-worth, social acceptance and self-confidence.

Overall, by the time of the follow-up interview, Little Brothers and Little Sisters did not score significantly higher than youth in the control group on the scales measuring global self-worth, social acceptance or self-confidence. There was, however, a significant impact for white Little Brothers. They scored significantly higher on the social acceptance scale, which taps the respondents' perceived popularity among their peers.

Table 14 Net Impact of Participation in BBBS on Self-Concept

	Global Self-Worth		Social Acceptance		Self-Confidence	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.29	18.57	.37	18.19	.18	28.44
Gender						
Male	.24	19.12	.54	18.23	.01	28.70
Female	.37	17.67	.09	18.12	.46	28.02
Race/Gender						
Minority Male	.23	19.13	.34	18.68	-.27	29.01
Minority Female	.42	17.79	-.03	18.45	.22	28.00
White Male	.31	19.09	.85*	17.66	.43	28.33
White Female	.32	17.52	.10	17.65	.68	28.08

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

* Indicates that the impact differs statistically from zero at the 0.10 level.

Social and Cultural Enrichment

We found no overall differences between the Little Brothers and Little Sisters and the control youth in the frequency of participation in social and cultural enrichment activities, such as going to museums, or attending plays and sporting events. This was surprising, since many Little Brothers and Little Sisters, parents and agency staff cited opportunities to experience social and cultural events as a primary attraction of the BBBS program. To examine these outcomes, we asked sample youth how many times they engaged in particular activities and how many hours they spent doing these activities during a typical school week. The specific social and cultural activities about which we gathered data were: taking part in organized sports or recreation programs outside school hours; doing volunteer or community service; taking music, art, language or dance lessons outside of school; participating in school clubs; participating in youth

groups; going to sporting events; attending plays or performances; going to a museum; and doing outdoor activities, such as hiking.

Table 15 presents two summary measures of these activities, the total weekly hours spent in social and cultural activities and total attendance at these activities. We found no significant difference between the treatment and control youth in either the hours spent per week engaged in social and cultural activities, or the total number of events attended.

The only differences we found were that Little Brothers and Little Sisters reported participating in fewer outdoor activities (particularly white Little Brothers) and Little Brothers (especially minority Little Brothers) reported attending more sporting events than did their control counterparts. The net impacts for each specific activity are presented in Appendix B.

Table 15 Net Impact of Participation in BBBS on Social and Cultural Enrichment Outcomes

	Total Weekly Hours Spent in Social and Cultural Activities		Total Attended Social and Cultural Events	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.25	5.03	-.32	6.54
Gender				
Male	-.22	5.46	-.42	7.14
Female	1.04*	4.33	-.17	5.57
Race/Gender				
Minority Male	.27	5.39	.61	5.53
Minority Female	.76	4.85	-.59	4.69
White Male	-.77	5.58	-1.87**	9.26
White Female	1.39	3.52	.48	7.00

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

** Indicates that the impact differs statistically from zero at the 0.05 level.

* Indicates that the impact differs statistically from zero at the 0.10 level.

Summary of BBBS Effects on Youth

Taken together, the results presented here show that having a Big Brother or Big Sister offers tangible benefits for youth. At the conclusion of the 18-month study period, we found that Little Brothers and Little Sisters were less likely to have started using drugs or alcohol, felt more competent about doing schoolwork, attended school more, got better grades, and had better relationships with their parents and peers than they would have had they not participated in the program.

To reiterate the major findings:

- Substantially fewer Little Brothers and Little Sisters had started using illegal drugs at the end of the study period than had control youth. Our results indicate that for every 100 youth in this age group who start to use drugs, only 54 similar youth who have a Big Brother or Big Sister will start using drugs. The impact was greater among minority youth. For every 100 minority boys in this age group who start using drugs, only 33 similar youth who have a Big Brother will start using drugs. For every 100 minority girls in this age group who start using drugs, only 28 similar youth who have a Big Sister will start using drugs.
- Fewer Little Brothers and Little Sisters had started using alcohol at the end of the study period than had control youth. For every 100 youth in this age group who start to use alcohol, only 73 similar youth who have a Big Brother or Big Sister will start using alcohol. The impact was greater among minority girls. For every 100 minority girls in this age group who start to use alcohol, only 46 similar youth who have a Big Sister will start using alcohol.
- Little Brothers' and Little Sisters' academic behavior, attitudes and performance were better than those of the control group. Little Brothers and Little Sisters skipped half as many days of school as control youth; felt more optimistic about doing their school work well; and had a slightly higher GPA than the control youth (2.71 versus 2.63). The effects on the minority Little Sisters were the strongest; relative to their control counterparts, minority Little Sisters were 10 percent more optimistic about their academic competence, skipped 78 percent fewer days and had a higher GPA (2.83 versus 2.62).
- The quality of the Little Brothers' and Little Sisters' relationships with their parents or guardians was better at the end of the study period than it was for control youth. The increase was due primarily to a higher level of trust in the parent among the Little Brothers and Little Sisters than among controls. The impact was strongest for white boys, whose levels of both trust and communication increased due to participating in the program.
- The quality of the Little Brothers' and Little Sisters' relationships with their peers was better at the end of the study period than it was for control youth. Specifically, Little Brothers and Little Sisters—especially minority Little Brothers—felt more emotional support from their peers than did control youth.
- There were no overall impacts on Little Brothers' and Little Sisters' feelings of self-worth, self-confidence or social acceptance at the conclusion of the study period.
- Finally, there were no systematic differences in participation in social and cultural activity among Little Brothers and Little Sisters relative to the control youth.

In addition to the program's beneficial effects on all youth in the sample, there are some areas in which the subgroup impacts exceed those on the overall sample:

- Minority Little Sisters were substantially less likely than minority girls in the control group to start using illegal drugs or alcohol. They also had significantly higher grades, felt more confident of their ability to do their school work, skipped fewer days of school and classes, and lied to their parents less often.
- Minority Little Brothers were substantially less likely than minority boys in the control group to start using illegal drugs. They also felt more emotional support from and greater intimacy in communication with their peers.
- White Little Sisters skipped school substantially less often than white girls in the control group.
- White Little Brothers hit others less often, felt more confident about completing their school work, and had better relationships with their parents or guardians than white boys in the control group.

Summary and Conclusions

The rise in the number of single-parent households, the deterioration of neighborhood ties in many communities and the increased demands of work have left many youth isolated from adults. Approximately 25 percent of all youth and over 50 percent of minority youth currently live in homes with only one parent, usually their mother. Few young people are able to supplement familial support with non-familial support. Research shows that it is uncommon for a youth to have even one significant close relationship with an unrelated adult (Steinberg, 1991).

For over 90 years, BBBS has been addressing the needs of youth in single-parent households by providing caring, consistent adult support in the form of a Big Brother or Big Sister. Today, it provides about 75,000 young people with one-to-one supports. Yet BBBS agencies serve only a fraction of the number of youth who could benefit from their services: approximately 17 million youth now live in single-parent homes (U.S. Bureau of the Census, 1994, p.66). The lucky youth who do get a Big Brother or Big Sister do benefit. The Little Brothers and Little Sisters in this study, primarily aged 10 to 15, fared better than similar youth in the control group in numerous ways, as summarized in Table 16. The most dramatic findings were the degree to which participation in BBBS programs helps young people avoid initiating drug and alcohol use. Little Brothers and Little Sisters were 46 percent less likely to start using illegal drugs, and 27 percent less likely to start drinking.

Program participation also began to improve a youth's school behavior and performance. Little Brothers and Little Sisters attended school more often than their non-program counterparts. They were 52 percent less likely to skip a day of school and 37 percent less likely to skip a class. They earned slightly higher grades (3% higher), and felt slightly better about how they would perform in school (4% better). While the improvements in these education outcomes were modest when compared to the reductions in the use of illegal drugs and alcohol, the fact that we observed improvements in education attitudes, performance and behavior strongly suggests that having a Big Brother or Big Sister was beginning to have a positive effect in the academic area.

Having a relationship with their Big Brother or Big Sister improved the youth's other relationships: Little Brothers' and Little Sisters' parental (or guardian) relationships were better than control youth's. They trusted their parents more and lied to them less. Improving the youth's relationships with their parents and guardians is critical given that they are almost exclusively from single-parent homes. Should this relationship deteriorate, these youth would be at risk of becoming significantly more isolated from adult support.

Table 16 How Youth Benefit from Big Brothers Big Sisters Relative to Similar Non-Program Youth 18 Months After Applying	
Outcome	Change
Antisocial Activities	
Initiating Drug Use	-45.8%
Initiating Alcohol Use	-27.4
Number of Times Hit Someone	-31.7
Academic Outcomes	
Grades	3.0%
Scholastic Competence	4.3
Skipped Class	-36.7
Skipped Day of School	-52.2
Family Relationships	
Summary Measure of Quality of the Parental Relationship	2.1%
Trust in the Parent	2.7
Lying to the Parent	-36.6
Peer Relationships	
Emotional Support	2.3%
Number of Youth	959

Note: All impacts in this table are statistically significant at at least a 90 percent level of confidence.

With their peers, Little Brothers and Little Sisters felt more emotionally supported—i.e., more backed up by their friends and less criticized. There are many dimensions to the relationships that early adolescents have with their peers. While we observed an improvement in only the level of emotional support, this improvement may lead over time to improvements in other areas of an adolescent's peer relationships.

What Produced These Results?

Little Brothers and Little Sisters fared better than youth in the control group as a result of their participation in the BBBS program, which consisted of one-to-one interaction with an adult volunteer (the Big Brother or Big Sister) supported by a professional casework staff that followed a detailed sequence of operational standards designed to promote a positive match. This report does not provide evidence that any type of mentoring will work, but that mentoring programs that facilitate the specific types of relationships observed in the BBBS program work. In our judgment, the positive impacts observed are unlikely to have occurred without both the relationship with the mentor and the support the program provided the match.

The One-to-One Interaction

This study did not characterize the type of relationship that formed between the volunteer and the youth, nor did it relate the type of relationship to the size of the impacts we observed. We hope to pursue such issues later, but they were beyond the scope of this study. However, we do know the following about the relationships between the treatment youth and their Big Brothers and Big Sisters:

- They had a high level of contact. A typical Big Brother or Big Sister met with a Little Brother or Little Sister approximately three times a month for four hours per meeting over the course of a year, totalling 144 hours of direct contact. For those who spoke on the telephone, as many did, hours of interaction would be even higher.
- The relationships were built using an approach that defines the mentor as a friend, not as a teacher or preacher. The mentor's role is to support the youth in his or her various endeavors, not explicitly to change the youth's behavior or character.

BBBS is a program oriented to developing a young person. That participation in BBBS was able to achieve transformative goals while taking a general developmental approach lends strong support to the emerging consensus that youth programs are most effective in achieving their goals when they take a

more supportive, holistic approach to youth (Gambone, 1993; Pittman, 1992; Grossman and Halpern-Felsher, 1992).

The Program Infrastructure

All available evidence (including our other mentoring studies) persuades us that the following program irreducibles are prerequisites for an effective mentoring program:

- Thorough volunteer screening that weeds out adults who are unlikely to keep their time commitment or might pose a safety risk to the youth;
- Mentor training that includes communication and limit-setting skills, tips on relationship-building and recommendations on the best way to interact with a young person;
- Matching procedures that take into account the preferences of the youth, their family and the volunteer, and that use a professional case manager to analyze which volunteer would work best with which youth; and
- Intensive supervision and support of each match by a case manager who has frequent contact with the parent/guardian, volunteer and youth, and provides assistance when requested or as difficulties arise.

Can More Youth Be Served?

The surprisingly robust findings from this research suggest the advisability of expanding programs that create long-lasting, meaningful relationships. However, several additional issues require serious consideration.

First, how many additional volunteers would be willing to make the time and emotional commitment required of a Big Brother or Big Sister? Earlier research (Roaf et al., 1994) suggests that more volunteers could be screened and matched if the agencies could hire more case managers. Local agencies reported that they delayed processing a large number of volunteers not because staff were uncertain about their suitability to be Big Brothers or Big Sisters, but because the agency did not have sufficient staff to screen, match and supervise additional matches. That report also quoted agency executive directors who said the problem was not volunteer recruitment but raising additional funds to support the additional matches.

The second—and likely most problematic—issue is identifying sufficient financial resources to support program expansion. This evaluation did not include a cost study, so we cannot precisely document the annual cost of supporting an additional match. Based on the annual budgets of the eight study agencies and their staffing patterns, however, \$1,000 seems a reasonable

estimate of the cost of making and supporting each additional match. Accordingly, we estimate a cost of \$1 million to serve each additional 1,000 youth. Raising such a sum is beyond the capacity of most local agencies, which get most of their money from a combination of private fundraising activities (such as auctions and bowling tournaments) and the United Way, with smaller amounts donated by private foundations and corporations. According to BBBSA staff, federal, state and local governments currently contribute inconsequential amounts.

How many youth could BBBS agencies serve if the necessary funds were available? How many appropriate volunteers could be recruited? How many youth would participate? Our research suggests that the answers to these questions are worth pursuing.

Areas for Future Research

This study provides critical evidence to the mentoring field by showing that participation in the BBBS program has an important impact on the lives of the young people matched with a Big Brother or Big Sister. However, some questions about how these positive impacts were achieved remain unanswered.

Earlier research looked at how a relationship forms in the context of the BBBS program (Morrow and Styles, 1995). The report's major finding was that the relationships sorted themselves into two broad categories, labeled prescriptive and developmental. While most volunteers in developmental matches ultimately hoped to help youth improve in school and be more responsible, they focused their involvement and expectations on developing a reliable, trusting relationship and expanded the scope of their efforts only as the relationship strengthened.

In prescriptive matches, adult volunteers viewed their transformative goals as imperative, and set the goals, the pace and/or the ground rules for the relationship accordingly. These volunteers resisted adjusting their expectations of how quickly the youth would change, and ultimately felt frustrated. The youth were similarly frustrated and dissatisfied with the relationship; not surprisingly, they were far less likely to regard their partner as a source of consistent support. Morrow and Styles hypothesized that the developmental matches would generate more positive outcomes than prescriptive matches.

The importance of linking the type of relationship to outcomes is that agency staff, if armed with the knowledge that one type of volunteer produces greater impacts than another, could emphasize the selection of those volunteers during the screening process or train volunteers to adopt the characteristics of

those volunteers—such as being non-judgmental about the youth and his/her family, and being a good and patient listener. Before implementing such a strategy, however, agency staff need firm evidence that one type of volunteer behaviors generated better results.

The second area for further research involves studying how the characteristics of the young person and the volunteer affect the outcomes. The overarching questions are: Is a certain type of youth better served by a mentoring intervention? Are volunteers who have experienced specific life circumstances better mentors? And perhaps most important, how should the characteristics of the volunteer and youth be taken into account when making a match? We might find that most youth could benefit from having a mentor and that many adults can successfully serve as one. If the number of adults and youth who participate in mentoring programs increases, however, so will the diversity of their life experiences, making it paramount that program staff make matches based on firm evidence of which youth will work best with a certain volunteer.

The third area for further research involves studying whether a minority youth matched with a white volunteer does equally well as a minority youth who is matched with a volunteer of the same racial/ethnic background. Currently, the number of minority youth, especially minority boys, requesting service from BBBS is greater than the number of minority Big Brothers and Big Sisters. The parents, youth and case managers must often decide between placing youth in a cross-race match or not matching the youth at all. Knowing how youth in cross-race matches fare relative to youth in same-race matches would greatly help in making this decision.

Previous research reported that the rate of meeting and the percentage of matches that formed developmental relationships were similar for same-race and cross-race matches (Morrow and Styles, 1995; Furano et al., 1993). Without impact estimates, however, they were unable to make conclusive statements regarding the relative efficacy of cross-race matches. It is important to address this issue, because until the number of minority volunteers equals the number of minority youth on the waiting lists, the only way to serve larger numbers of minority youth will be to make cross-race matches.

A final area for additional research would be a long-term follow-up study to examine whether the positive impacts observed in this study last and whether program participation affected other types of outcomes, such as sexual activity, criminal behavior, graduation from high school and employment.²² Will the impressive impacts observed during the study period persist through

the teenage years and into adulthood, or will these positive results decay once the match ends? Previous research on youth programs has shown that after youth leave a program, impacts generally fade. However, since these results were generated by a developmentally oriented, non-targeted intervention, they might indeed last. Mentoring is not a magic bullet—a young person undoubtedly needs other supports to successfully transition to adulthood—but a longer-term study could show how mentoring fits as a critical component of making that transition.

Final Thoughts

P/PV began its mentoring work in 1988 wondering whether mentoring could make a difference in the life of a young person and, if it did, how a mentoring relationship achieved those results. The fourth in our series of BBBS studies shows that participating in a BBBS mentoring program—whose primary goal is to facilitate development of meaningful relationships between youth and adults that are reasonably intensive and persist over time—can make an important difference in the life of a young person. BBBS achieves its high proportion of long-lasting relationships by providing support to each match through a professional staff that follows well-developed quality standards.

If such standards and supports can be duplicated, the expansion and replication of mentoring initiatives for early adolescents would appear to be a strong and sensible investment. We estimate there are at least several million youth who could benefit from such an investment. However, the number of potentially qualified and interested volunteer mentors is unknown, as is the availability of financial support. It is extremely unlikely that major expansion and replication of the BBBS model could be accomplished entirely with private funds, given costs estimated at \$1,000 annually per match. Public funding, too, seems unlikely, at a time when budgets for social programs are being drastically cut at the federal level, and when social policy interventions are widely viewed by the public as ineffective.

However, evidence of effectiveness like that contained in this report—especially around issues of drugs, violence and schooling—may influence the public's view of what can be accomplished, and may also stimulate policymakers to begin shaping a new and more effective social policy approach for youth—one that focuses less on specific problems after they occur, and more on meeting youth's most basic developmental needs.

Endnotes

- 1 Chapter V and Appendix A of the full report provide descriptions of the measures and analytical techniques used in the analysis.
- 2 Chapter V of the report provides detailed findings for the full sample, and for four subgroups: white boys, white girls, minority boys and minority girls,
- 3 The seven agencies that participated in at least one of P/PV's other studies were BBBS of Metropolitan Chicago; BBBS of Forsyth County (Winston-Salem, North Carolina); BB of Greater Indianapolis; BS of Central Indiana; BBBS of Jackson County (Michigan); BBBS of Marin County (California); and BB&S of Spokane, Washington.
- 4 The data reflect agency operations in 1992, the main enrollment period for sample members.
- 5 We define active caseload size as the number of currently meeting pairs in a one-to-one match.
- 6 Criminal driving violations, such as driving while intoxicated, would surface during the police check.
- 7 We did not include delaying the onset of sexual behavior or promoting "safer" sex practices as possible outcomes, primarily because BBBSA does not consider these issues primary goals of a BBBS relationship, especially at the age of most of the sample members.
- 8 Age-eligible was defined as 10 to 16 years old. At one agency, the minimum age was 11, and agencies' maximum age for participation varied from 13 to 16. The difference in the maximum age reflected the agencies' policies regarding the matching of older youth. Several study agencies do not match 15- to 17-year-old youth. Because the agencies wanted to offer control group youth a realistic chance of being matched at the conclusion of the study period, we lowered the maximum age for these agencies.
- 9 Case managers explained the study directly to about two-thirds of the youth. When youth did not accompany their parent to the group session or one-to-one interview, the parents explained the study to their son or daughter.
- 10 The key informant was usually the person referred to herein as the research liaison, who served as the point of contact between P/PV and the local agencies.
- 11 A chi-squared test, presented in Appendix A, Table A.5, indicated that treatment and control groups were statistically similar at baseline.
- 12 The 409 figure is higher than the total number of ever-matched treatments because some Little Brothers and Little Sisters had more than one match.
- 13 The normal procedure when a match ends is to first review the reason that it ended. If that reason does not suggest that the Little Brother or Little Sister is no longer appropriate for the program (for example, if the match ended because the volunteer moved to another state), the case manager has the option of matching the Little Brother or Little Sister with another Big Brother or Big Sister. Of the 171 matches that ended during the study period, 31 youth were matched with a second Big Brother or Big Sister. We instructed agency staff to follow their normal matching and supervision practices during the course of the study. Total exposure, therefore, is defined as the total length of time that a treatment youth had been meeting with a Big Brother or Big Sister (both the first and, if applicable, second one) at the time of the follow-up interview.
- 14 The behavioral outcomes generally referred to how often the respondent had engaged in the indicated activity over the previous 12 months. For seven outcomes, we asked respondents how many hours per week they engaged in the indicated activity during the *school* year (e.g., doing homework, participating in school clubs or organizations).
- 15 We followed the standard evaluation practice of comparing adjusted treatment and control means. Specifically, impacts were estimated using multivariate techniques (regressions and logits), controlling for baseline characteristics. See Appendix A for more details.
- 16 The net impact estimates presented in the tables and discussed in the text represent the average impact of the program on all individuals who were randomly assigned to the treatment group, regardless of whether they were matched. At the time of the follow-up survey, 78 percent of the treatment youth in the analysis sample had been matched with a volunteer and, on average, those who had been matched had met with their Big Brother or Big Sister for about one year. The estimates of the impact on the whole treatment group are, therefore, a weighted average of the impacts on those who were matched and those who were not matched.
- 17 Methodological research on the validity of self-reported delinquent behavior consistently supports the conclusion that these measures are acceptable by conventional social science standards (Huizinga and Elliot, 1986; Sampson, 1985; Hindelang et al., 1981).
- 18 Throughout the report, we present the net impacts in terms of the percent change in an outcome induced by the program. To calculate the percent change, the net impact was divided by the follow-up control mean. Both the net impact and the control mean appear in the tables.

- 19 Research has shown that self-reported grades are a reasonably accurate gauge of a student's school performance (Sawyer et al., 1989; Fetter et al., 1984; Armstrong et al., 1976). Almost all the studies found little difference between self-reports of grades and school records, with a correlation between the two scores of about .80.
- 20 We converted grade information into the more familiar grade point average (GPA) scale, which runs from 0 to 4. Mostly Ds and Fs were assigned 0.5; mostly Ds were 1.0; mostly Cs and Ds 1.5; mostly Cs 2.0; mostly Bs and Cs 2.5; mostly Bs 3.0; mostly Bs and As 3.5; mostly As 4.0.
- 21 In 5 percent of the cases, the guardian was the grandmother, and in 2 percent it was some other female relative. In only 4 percent of the cases was the father the custodial parent. The remaining 3 percent of the sample had a variety of other living arrangements.
- 22 Before pursuing a longer-term study, we would have to conduct methodological work to see whether such a study would be possible. If a significant number of *control* youth were matched after the end of the study period, it would not be possible to do a longer-term study.

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Appendix A

Study Methods

This appendix presents details on the outcome measures we used and how we estimated the impact of the program on these outcome measures. It first presents the specific measures in each of the six outcome areas (antisocial activities, academic outcomes, family relationships, peer relationships, self-concept, and social and cultural enrichment). It then provides the reader with some of the psychometric properties of the scales in our sample. Next, it describes the administration of the baseline and follow-up surveys. Finally, we lay out the estimation techniques used to infer the program's impacts.

Outcome Measures

After determining the outcome areas potentially affected by participation in a BBBS program, we reviewed the existing social-psychological and behavioral measures, using those that were appropriate for the study population and developing our own when the existing measures were not adequate.

Table A.1 presents the social-psychological and behavioral measures included on the questionnaires. The final baseline and follow-up questionnaires included 48 outcome measures of behaviors and social-psychological constructs across six outcome areas. Fifteen outcomes assessed antisocial activities. Ten assessed academic outcomes, including two social-psychological constructs and eight behavioral measures. To assess family relationships, we used four scales from the Inventory of Parent and Peer Attachment (IPPA) and one behavioral measure. Five measures of peer relationships were included. Three measures assessed attitudes toward self. Thirteen single-item questions tapped social and cultural enrichment behaviors.

The rest of this section discusses the measures used, the pretest of the survey instrument, and the reliability of the included measures.

Measure Selection

In selecting measures, we tried to use scales that had been validated in previous research. When using an instrument, we adopted a strategy of keeping subscales intact. That is, if a measure of a particular construct included 10 items, we retained all 10 rather than trying to assess that construct with only five or seven of the original 10 items.¹

To tap antisocial behavior, we relied primarily on questions used in previous P/PV research studies, but we also adapted questions developed by Thomas Cook for an evaluation of a middle school reform project. The single items assessing antisocial behaviors included questions about the number of times

the youth used drugs or alcohol, hit someone, stole something, took something from a store, damaged property, was involved in a fight, did "risky" things, was sent to the principal's office, and cheated on a test. The Behavioral Conduct subscale of Harter's (1985) Self-Perception Profile for Children was also chosen as an indicator of potential behavioral changes.²

To measure attitudes toward school, we wanted items that could assess general improvements in motivation, attitude and achievement, since these are common goals for BBBS matches. We chose to use Harter's (1985) Scholastic Competence scale to measure the youth's perceived ability to complete schoolwork, and Berndt and Miller's (1990) School Value scale because they gauge the value of school in general—not just specific classes.

In addition to these two measures of attitude (Scholastic Competence and School Value), academic outcome measures included single items assessing behaviors: grades, number of times skipped class, number of times skipped school, number of visits to a college, number of books read, number of trips to a library, number of hours spent on homework, and number of hours spent reading.

To examine youth's relationship with their parent, we used scales in the Inventory of Parent and Peer Attachment (IPPA) (Armsden and Greenberg, 1987). The IPPA was designed to measure attachment to parents along three dimensions—trust, quality of communication, and extent of anger and alienation. Although it was developed for use with older adolescents, it had been used successfully with younger adolescents as well. The specific scale we used was the Relationship with Mother scale, because the vast majority of BBBS clients reside with their mothers and have no regular contact with their fathers. (Interviewers were instructed to substitute "father" or "guardian" for "mother" where appropriate.) In addition to these attitudinal measures, we asked one behavioral item: the number of times the youth lied to their parent in the past 12 months.

To tap the quality of peer interaction or friendship, we used five subscales from Berndt and Perry's (1986) Features of Children's Friendship because they gauge the extent to which children believe they have close, supportive relationships with their friends, and because it was developed with younger youth, second- to eighth-graders. The subscales were: Intimacy in Communication, Instrumental Support, Emotional Support, Conflict, and Inequality.

Table A.1 Outcome Measures**Antisocial Activities**

Behavioral Conduct^a
 Initiated drug use
 Initiated alcohol use
 Number of times stole something in past year
 Number of times took something from store in past year
 Number of times damaged property in past year
 Number of times involved in a fight in past year
 Number of times hit someone in past year
 Number of times did "risky" things in past year
 Number of times sent to principal's office in past year
 Number of times cheated on test in past year
 Used tobacco in past 30 days

Academic Outcomes

Scholastic Competence^a
 School Value^b
 Grades
 Number of times skipped class
 Number of days skipped school
 Number of visits to a college
 Number of books read
 Number of trips to a library
 Weekly hours spent on homework
 Weekly hours spent reading

Family Relationships

Inventory of Parent & Peer Attachment (IPPA)^c
 IPPA Communication Subscale^c
 IPPA Trust Subscale^c
 IPPA Anger and Alienation Subscale^c
 Number of times lied to parent in past year

Peer Relationships

Intimacy in Communication Subscale^d
 Instrumental Support Subscale^d
 Emotional Support Subscale^d
 Conflict Subscale^d
 Inequality Subscale^d

Self-Concept

Global Self Worth^a
 Social Acceptance^a
 Mastery & Coping Subscale^e

Social and Cultural Enrichment

Weekly hours in sport or recreation programs
 Weekly hours in volunteer or community service
 Weekly hours in art, music or dance lessons
 Weekly hours in school clubs or organizations
 Weekly hours in youth groups
 Number of times attended sporting event in past year
 Number of times attended a play in past year
 Number of times attended professional dance performance in past year
 Number of times attended music concert in past year
 Number of times participated in an outdoor activity in past year
 Number of times visited a museum in past year
 Total weekly hours spent in social and cultural activities
 Total attendance at social and cultural events in past year

^a From "Self-Perception Profile for Children" (Harter, 1985)

^b Adapted from "School Value Scale" (Berndt and Miller, 1990)

^c "Inventory of Parent and Peer Attachment (IPPA)" (Armsden and Greenberg, 1987)

^d From "Features of Children's Friendship Scale" (Berndt and Perry, 1986)

^e Adapted from "Self-Image Questionnaire for Young Adolescents" (Petersen et al., 1984)

We considered several alternative measures of self-concept, including Harter's (1985) Self-Perception Profile for Children, and Petersen et al.'s (1984) Self-Image Questionnaire for Young Adolescents (SIQYA). The SIQYA was developed specifically for use with young adolescents (11- to 13-year-olds) and contains nine scales that tap different aspects of self-image; however, it does not include a scale designed to tap general self-worth. We retained the SIQYA Mastery and Coping scale with minor wording changes and a change in the response categories from six to four. The Global Self Worth and Social Acceptance subscales from Harter's Self-Perception Profile for Children were also retained, as measures of attitudes toward self.

Thirteen single-item questions that tapped social and cultural enrichment behaviors and activities are listed in Table A.1. These included questions asking the youth how many hours per week they spent in sport or recreation programs; volunteer or community service, art, music or dance lessons; school clubs and organizations; or youth groups, as well as questions asking how many times during the past year they had attended specific social and cultural events, such as sporting events, plays, professional dance performances, music concerts, outdoor activities, and museums. The total weekly hours and number of events attended were both computed as additional outcome measures.

Review and Pretest

Two psychologists, Thomas Berndt and Susan Harter, reviewed the baseline questionnaire for its suitability for addressing the study's research hypotheses. After further review by P/PV research staff, the baseline questionnaire was pretested with currently matched Little Brothers and Little Sisters from two agencies in the Philadelphia area. A survey firm conducted telephone interviews with 15 youth aged 11 to 16. The pretest was designed to study how well youth understood the items on the questionnaire and whether youth this age could be successfully interviewed by telephone. The pretest went well, with interviewers reporting that the youth understood the questions and were able to answer them easily. Only minor revisions to the instrument were made based on feedback from the pretest.

Reliabilities

We have reevaluated the internal consistency reliabilities of each scale for our study sample, both at baseline and at follow-up, to help assess whether the scales "worked" as measures of specific outcomes for the BBBS sample.

The reliability of a scale refers to its stability, i.e., how consistently the scale measures an underlying construct. Coefficient alpha (Cronbach, 1951) is a statistic used to assess internal consistency reliability, the degree to which scale items each measure a common underlying attribute.³ Values of alpha range from 0 (indicating no internal consistency—that the items have literally nothing in common) to 1 (indicating perfect consistency among the items—that each item is perfectly correlated with the scale as a whole). We consider values above .60 to be acceptable.

Alpha values were calculated for all 15 scales used as outcome measures. Internal consistencies were all acceptable, ranging from .61 to .86 at the baseline administration, and from .61 to .90 at the follow-up administration. The reliability coefficients at both baseline and follow-up are listed in Table A.2. The alpha values for the scales for which there was a significant overall effect—Scholastic Competence, Emotional Support, Inventory of Parent and Peer Attachment (IPPA), and the IPPA Trust Subscale—had alpha values from .68 to .90. Table A.3 presents the baseline mean and potential range of the scales.

Survey Administration

From October 1991 through February 1993, 1,138 youth were randomly assigned to either the treatment or control group, with 1,107 (97.3%) completing a baseline interview. From April 1993 to September 1994, 18-month follow-up interviews were attempted with every youth who completed a baseline survey. Of the 1,107 youth with whom interviews were attempted, 971 (87.7%) completed the follow-up survey. Of the 1,138 youth who were randomly assigned, 971 (85.3%) completed a baseline and follow-up survey.

The Baseline Survey

The case managers who described the study to the parents and guardians during the intake process explained that completing a baseline survey was a condition of their participation and that failure to complete the baseline would cause the agency to stop processing their request for a Big Brother or Big Sister. Linking continued participation in the BBBS program to completion of the baseline interview, coupled with the collection of current locating information, resulted in the 97.3 percent response rate to this telephone survey. Of the 31 youth who did not complete an interview, 14 refused to participate,⁴ eight could not be located, and nine did not complete the interview for a variety of reasons.

Table A.2 Internal Consistency of Scales Used as Outcome Measures, Assessed at Baseline and Follow-Up

	Coefficient Alpha		
	Items	Baseline	Follow-up
Antisocial Activities			
Behavioral Conduct ^a	6	.72	.76
Academic Outcomes			
Scholastic Competence ^a	6	.68	.77
School Value ^b	18	.73	.79
Family Relationships			
Inventory of Parent & Peer Attachment ^c	23	.86	.90
IPPA Communication Subscale ^c	9	.72	.81
IPPA Trust Subscale ^c	7	.73	.84
IPPA Anger and Alienation Subscale ^c	8	.77	.80
Peer Relationships			
Intimacy in Communication Scale ^d	4	.66	.72
Instrumental Support Scale ^d	4	.61	.61
Emotional Support Scale ^d	4	.69	.73
Conflict Scale ^d	4	.66	.67
Inequality Scale ^d	4	.68	.69
Self-Concept			
Global Self Worth ^a	6	.71	.75
Social Acceptance ^a	6	.69	.74
Mastery & Coping Subscale ^e	9	.63	.73

^a From "Self-Perception Profile for Children" (Harter, 1985)

^b Adapted from "School Value Scale" (Berndt and Miller, 1990)

^c "Inventory of Parent and Peer Attachment (IPPA)" (Armsden and Greenberg, 1987)

^d From "Features of Children's Friendship Scale" (Berndt and Perry, 1986)

^e Adapted from "Self-Image Questionnaire for Young Adolescents" (Petersen et al., 1984)

Table A.3 Descriptive Statistics of Scales Used as Outcome Measures

	Range		
	Mean at Baseline	Minimum	Maximum
Antisocial Activities			
Behavioral Conduct ^a	16.89	6	24
Academic Outcomes			
Scholastic Competence ^a	16.00	6	24
School Value ^b	56.49	18	72
Family Relationships			
Inventory of Parent & Peer Attachment ^c	71.79	23	92
IPPA Communication Subscale ^c	28.34	9	36
IPPA Trust Subscale ^c	24.51	8	28
IPPA Anger and Alienation Subscale ^c	21.48	7	32
Peer Relationships			
Intimacy in Communication Scale ^d	10.95	4	16
Instrumental Support Scale ^d	12.48	4	16
Emotional Support Scale ^d	12.39	4	16
Conflict Scale ^d	11.11	4	16
Inequality Scale ^d	11.50	4	16
Self-Concept			
Global Self Worth ^a	17.98	6	24
Social Acceptance ^a	17.18	6	24
Mastery & Coping Subscale ^e	28.17	9	36

^a From "Self-Perception Profile for Children" (Harter, 1985)

^b Adapted from "School Value Scale" (Berndt and Miller, 1990)

^c "Inventory of Parent and Peer Attachment (IPPA)" (Armsden and Greenberg, 1987)

^d From "Features of Children's Friendship Scale" (Berndt and Perry, 1986)

^e Adapted from "Self-Image Questionnaire for Young Adolescents" (Petersen et al., 1984)

The Follow-Up Survey

We attempted phone contact with every sample member who completed a baseline interview 18 months after that interview. We used field interviewers when a sample member or their parent/guardian avoided or refused to complete the interview, or when the contact information yielded no strong leads. Field interviewers completed 105 interviews (9.5%). To further enhance the response rate, we offered financial incentives to sample members who repeatedly avoided the interviewers, missed scheduled appointments to complete the interview or refused to complete the interview. We paid incentives totalling \$1,010 to 96 sample members.

A total of 136 sample members did not complete follow-up interviews. Of these, 59 could not be located, 73 refused to participate,⁵ and four were not interviewed for other reasons.

The Analysis Sample

Twelve cases were eliminated from the 971 who completed both baseline and follow-up surveys because information from the follow-up survey revealed that they had actually been ineligible at baseline or that their control status had been compromised. Five, including four controls, had been matched within the 12 months prior to random assignment, making them ineligible for the study. In addition, seven controls had mistakenly been matched before the follow-up survey was administered. The remaining 959 cases made up the analysis sample.

The final analysis sample consisted of 487 treatments and 472 controls, representing 85.3 percent of all treatments and 83.2 percent of all controls who had been randomly assigned.

Analytic Strategies

Before conducting any analyses, comparability of the treatment and control groups was assessed. Given the tightly controlled random assignment procedures, similarity between the two groups was expected. T-tests were used to compare means for the treatment and control groups at baseline on outcome variables and demographic and descriptive characteristics. No systematic or statistically significant treatment/control differences were found. Thus, we feel confident that random assignment worked in constructing two statistically identical groups and that the estimated coefficient on treatment group assignment (T) is an unbiased estimate of the program’s impact. Many of the baseline characteristics for the two groups are shown in Table A.4.

Estimation of the Model

Estimation of the impact of participation in BBBS relied heavily on multivariate analysis.

In general, the multivariate model used to estimate the impact of BBBS on various outcome measures took the following form:

(1) $Y_2 = a + b_1Y_1 + b_2X + b_3T + e_1$

where:

Y_2	=	the follow-up (18-month) value of the variable of interest
Y_1	=	the baseline value of the variable of interest
X	=	a vector of explanatory variables
T	=	whether the youth received BBBS treatment
a, b_i	=	coefficients
e_i	=	a stochastic disturbance term with a mean of zero and a constant variance

The explanatory variables (X) included in the model were the baseline measures listed in Table A.5. They include such items as age, gender and race/ethnicity; whether the youth had repeated a grade or had been a victim of physical, emotional or sexual abuse; dummy variables for the agency; and variables that describe the youth’s home environment, such as household income, whether the household received cash welfare payments or food stamps, and number of siblings.

This specification made it possible to estimate the impact of BBBS more precisely by controlling for preexisting differences among youth.⁶ The estimated impact of BBBS is the coefficient on the dichotomous variable T, b_3 .

Table A.4 Explanatory Variables Used in Regression Models (Measured at Baseline)

Youth's Characteristics	Youth's Home Environment	Baseline Measure of Outcome Variables
Gender	Parent working full time	
Age	Family receiving cash welfare payments or	Agency
Race/ethnicity	food stamps	
Repeated a grade	Family history of domestic violence	Parent and Case Manager
Previously had a Big Brother or Big Sister	Family history of substance abuse	Assessment of Youth
Previously had any other non-family mentor	Youth moved more than twice since starting	Underachiever in school ^a
Physical abuse victim	school	Overly dependent ^{b, c}
Emotional abuse victim	Number of siblings	Poor social skills ^{b, c, d}
Sexual abuse victim	Parent present	Few friends ^{b, d}
Experienced death of significant other	Parent/guardian ever married	Not thinking well of him/herself ^{b, d}
Experienced divorce of parent/guardian	Parent/guardian gender	Needs adult attention ^e
Experienced serious illness of a significant	Parent/guardian education	Uncomfortable with adults ^e
other	Parent/guardian a teen parent	Poor relationship with parent/guardian ^e
Referred to BBBS by a parent	Live in urban neighborhood	Few opportunities to do things ^e
Currently in counseling	Learning disability ^f	Older siblings with problems ^f

^a Included in models estimating impact on academic outcomes.^b Included in models estimating impact on peer relationships.^c Included in models estimating impact on family relationships.^d Included in models estimating impact on attitudes toward self.^e Included in models estimating impact on social and cultural opportunities.^f Included in models estimating impact on antisocial activities.

Table A.5 Selected Baseline Characteristics

	Range	Treatment
Age	12.3	12.2
Male	62%	63%
Minority	59%	55%
With One or More Siblings	91%	88%
Family Receiving Welfare	43%	44%
Moved Two or More Times Since 1st Grade	61%	60%
Parent/Guardian Never Married	25%	23%
Ever Repeated a Grade	37%	37%
Grades (GPA)	2.75	2.79
Number of Classes Skipped in Prior 12 Months	.41	.56
Number of Times Hit Someone	2.6	3.0
Number of Times Lied to Parent	2.2	2.41
Quality of Parental Relationship	71.79	71.68
Emotional Support	12.40	12.40
Self-Worth	17.91	18.06

Note: Differences between the control and treatment groups were not statistically different at the 0.10 level.

In addition to estimating the overall effect of the program using equation (1), a series of subgroup-treatment interaction variables were used to estimate the effect of BBBS on gender and racial/ethnic subgroups. Algebraically, equation (1) was modified as follows:

$$(2) \quad Y2 = a + b1Y1 + b2X + b3T + c1TM + e2$$

$$(3) \quad Y2 = a + b1Y1 + b2X + b3T + c1TGR1 + c2TGR2 + c3TGR3 + e2$$

where: M = a dummy variable that equals 1 for males

GRI = gender/race dummy variables for white girls, minority girls and minority boys⁷

Ci = coefficients

Subgroup impacts presented in the report, such as those for minority females, are average impacts for all individual subgroup members.⁸

The use of ordinary least squares (OLS) was not warranted when the dependent variable was dichotomous, such as in the case of whether a participant initiated drug or alcohol use.⁹ In such cases, logistic regression analysis, using maximum likelihood estimation, was used to estimate the treatment impact by specifying a linear function for the logit (the logarithm of the odds) of having a positive response (e.g., initiating drug use):

$$(4) \quad \log(p/[1-p]) = a + b2X + b3T + e1$$

where: p = the probability that $Y2 = 1$

$1-p$ = the probability that $Y2 = 0$

a , bi , T and ei are defined as in equation (1), but on a logit scale.

Only those youth who, at baseline, had reported never having used illegal drugs were included in the logistic regression analyses estimating the impact of BBBS on initiation of drug use. Similarly, only those youth who had at baseline reported never having used alcohol were included in the analyses estimating impact on initiation of alcohol use. Therefore, the baseline assessment of these outcome variables was not included in these models.

As in the OLS models, explanatory variables controlling for pre-existing differences among the youth are included in the logit models, and subgroup-treatment interaction variables are included in models estimating impacts for gender and race/gender subgroups.

The key finding of the analysis is whether BBBS has an effect on various outcome measures. In the discussion of the results, we indicate whether an impact estimate is statistically different from zero by labeling statistically non-zero estimates as "significant." In this report, the term is reserved for estimates that were not equal to zero at a 0.10 or greater level of significance using a two-tailed t-test. These "significant" impacts are indicated in the tables with asterisks (*).

When discussing subgroup estimates, a second finding is also of interest: whether the effect of BBBS differed with respect to a particular characteristic, such as gender. An F-test of whether the subgroup impacts differ from one another was conducted for all subgroup analyses. If the subgroup impacts are not statistically equivalent to each other, we indicate this in the tables with pound signs (#).

In summary, a variety of analytic strategies were used to evaluate the impact of participation in BBBS. The fundamental approach used a dummy variable (indicating treatment or control group status) in an OLS regression. Other analyses (e.g., logit analysis) were used where the assumptions of the OLS model were likely to be violated, such as when the outcome variable was dichotomous.

Appendix B

Additional Tables

The first four tables in this appendix present the net impacts for outcome variables that, with one exception, did not have a statistically significant overall effect. The exception is the finding that Little Brothers and Little Sisters participated in significantly fewer outdoor activities than control youth. The remaining two tables provide additional information about the study agencies.

Table B.1 Net Impact of Participation in BBBS on Antisocial Activities

	Behavioral Conduct		Number of Times Took Something From Store		Number of Times Involved in a Fight		Number of Times Did "Risky" Things	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.21	16.83	.04	0.24	.02	1.54	-.21	1.22
Gender								
Male	.03	16.76	-.07	0.27	.03	1.83	-.31	1.40
Female	.52	16.96	.02	0.20	.01	1.05	-.05	.92
Race/Gender								
Minority Male	-.28	17.09	-.09	0.30	.51	1.66	-.14	1.16
Minority Female	1.23**	16.40	.02	0.20	-.12	1.21	.14	0.70
White Male	.45	16.32	-.04	0.23	-.56	2.07	-.52	1.72
White Female	-.60	17.91	.00	0.20	.16	0.78	-.34	1.29

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

** Indicates that the impact differs statistically from zero at the 0.05 level.

* Indicates that the impact differs statistically from zero at the 0.10 level.

	Number of Times to Principal's Office		Number of Times Cheated on Test		Percentage Difference in the Likelihood of Smoking	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.15	2.58	-.01	.35	-19.7%	17.2%
Gender						
Male	.62	2.66	-.04	.39	-24.5%	18.1%
Female	-.65	2.43	.05	.27	-9.9	15.8
Race/Gender						
Minority Male	.98	2.00	-.08	.41	29.9%	9.7%
Minority Female	-.47	2.37	-.05	.32	-1.9	11.9
White Male	.15	3.53	-.01	.37	-47.9*	28.2
White Female	-.94	2.58	.20	.18	-14.7	22.7

Table B.2 Net Impact of Participation in BBBS on Academic Outcomes

	Number of Visits to a College		Number of Books Read		Number of Trips to the Library	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.10	0.94	.79	4.96	-.06	5.95
Gender						
Male	.00	1.14	.77	3.71	-.23	6.10
Female	.28	.62	.81	7.01	.22	5.70
Race/Gender						
Minority Male	.26	1.33	.14	3.48	-1.01	6.20
Minority Female	-.16	.68	1.82	4.53	-1.33	5.51
White Male	-.27	.91	1.73	4.03	.77	6.03
White Female	.87	.53	-1.00	11.25	2.51	6.07

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

Note: No impacts differed statistically from zero at the 0.10 level.

Table B.3 Net Impact of Participation in BBBS on Relationship Inequality

	Inequality	
	Net Impact	Follow-up Control Mean
Overall	.27	12.02
Gender		
Male	.32	11.78
Female	.19	12.42
Race/Gender		
Minority Male	.15	11.67
Minority Female	.11	12.41
White Male	.57	11.93
White Female	.35	12.45

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

Note: No impacts differed statistically from zero at the 0.10 level.

Table B.4 Net Impact of Participation in BBBS on Social and Cultural Enrichment Outcomes

	Weekly Hours in Sport or Recreation Programs		Weekly Hours Doing Volunteer or Community Service		Weekly Hours Taking Art, Music or Dance Lessons	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	.21	2.65	.14	.36	-.01	0.37
Gender						
Male	-.08	3.37	.09	.32	-.01	0.29
Female	.69	1.46	.23	.42	-.02	0.49
Race/Gender						
Minority Male	.29	3.29	.21	.28	.00	0.30
Minority Female	.48	1.59	.18	.48	-.09	0.58
White Male	-.52	3.47	-.07	.37	-.01	0.29
White Female	.94	1.27	.30	.32	.09	0.34

	Number of Times Attended a Play		Number of Times Attended a Professional Dance Performance		Number of Times Attended a Music Concert	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	-.05	.99	.03	.17	.01	0.64
Gender	##					
Male	-.26*	1.05	.04	.14	.07	0.57
Female	.30	.89	.01	.22	-.09	0.75
Race/Gender						
Minority Male	-.28	1.14	.00	.20	.08	0.61
Minority Female	.31	.89	.03	.22	-.12	0.74
White Male	-.26	.94	.07	.07	.05	0.53
White Female	.24	.89	-.03	.23	-.08	0.79

Note: The size of the analysis sample was 959: 217 minority girls, 142 white girls, 326 minority boys, 271 white boys, and 3 youth who did not give their race.

** Indicates that the impact differs statistically from zero at the 0.05 level.

* Indicates that the impact differs statistically from zero at the 0.10 level.

Indicates that the impact was not the same across subgroups at a 0.05 level of significance.

	Weekly Hours Participating in School Clubs or Organizations		Weekly Hours in Youth Groups		Number of Times Attended Sporting Event	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	-.15	0.87	.07	0.79	.24	1.61
Gender					##	
Male	-.25*	0.82	.06	0.67	.54**	1.77
Female	.02	0.95	.09	0.99	-.26	1.35
Race/Gender						
Minority Male	-.29	0.80	-.07	0.75	.76**	1.41
Minority Female	.09	1.00	-.04	1.17	-.45	1.35
White Male	-.19	0.85	.22	0.58	.20	2.24
White Female	-.09	0.89	.26	0.71	.09	1.30

	Number of Times Participated in An Outdoor Activity		Number of Times Visited a Museum	
	Net Impact	Follow-up Control Mean	Net Impact	Follow-up Control Mean
Overall	-.51*	2.24	.07	.92
Gender				
Male	-.66*	2.66	.08	.93
Female	-.27	1.53	.05	.89
Race/Gender				
Minority Male	-.18	1.32	.03	.93
Minority Female	-.33	.77	-.01	.86
White Male	-1.29**	4.38	.16	.94
White Female		2.82	.11	.97

Table B.5 Volunteer Screening Procedures by Agency

Volunteer Requirements	Columbus	Houston	Minneapolis	Rochester	Philadelphia	Phoenix	San Antonio	Wichita
Access to car	No	Yes	No	No	No	Yes	Yes	Yes
Personal references	3	3	3-4	3	3	4	3	4
Telephone	No	No	No	Yes	No	No	Yes	No
Psychological testing	No	Yes	Yes	No	No	Yes	Yes	No
Police check	Yes	Yes	Yes	Yes	Yes	Yes ^b	Yes	Yes
Child abuse check	No	No	No	Yes	Yes	Yes ^b	Yes	Yes
Fingerprint check	Yes	No	No	No	No	Yes	No	No
Live within specific commuting time of client	No	30 minutes	15-20 minutes	No	No	No	No	No
Home visit by agency staff	Yes	No	No	No	Yes ^a	Yes	Yes	Yes
DMV check	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Minimum age	19	19	19	18	18	20	18	18
Residency requirement	No	6 months	6 months	No	No	3 months	3 months	No
Volunteer choice selecting client ^c	No	No	No	3-5	No	2	No	2-3
Number of hours training or orientation	None	2 hours	9-10 hours	5 hours	3 hours	3 hours	4 hours	Not mandatory

^a A volunteer might have conducted the home visit.

^b Private investigator performed these checks.

^c Volunteers always had the opportunity to reject a client.

Table B.6 Match-Related Information by Agency

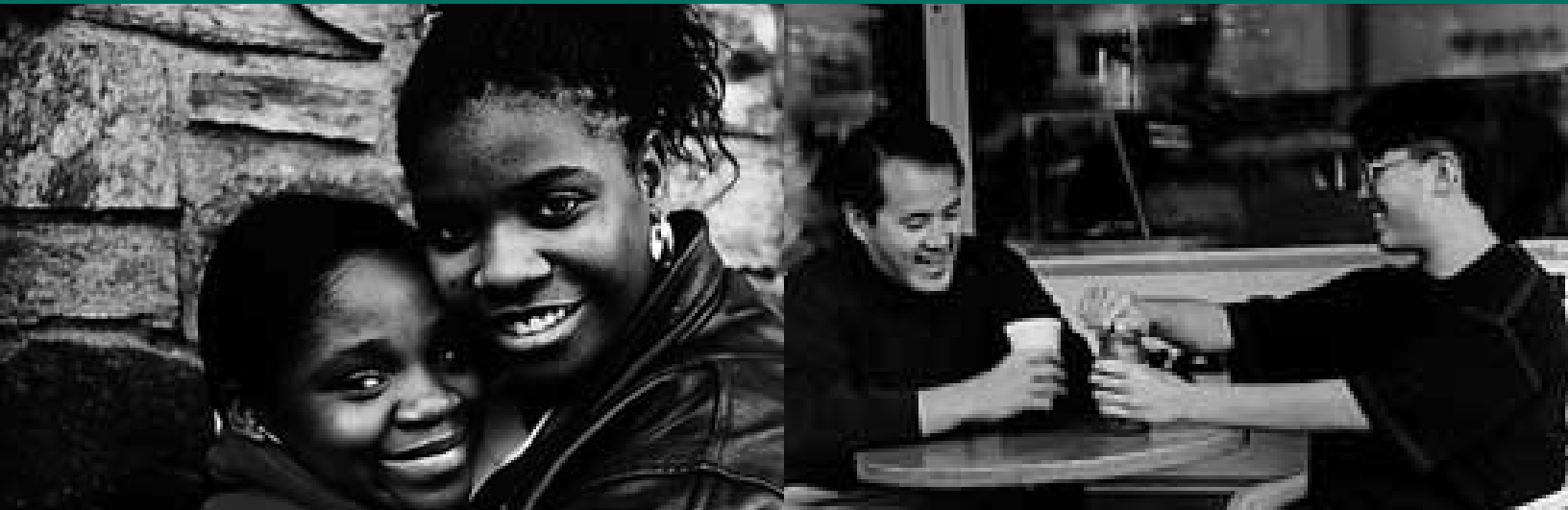
	Columbus	Houston	Minneapolis	Rochester	Philadelphia	Phoenix	San Antonio	Wichita
Parent Orientation (Group or In-person)	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Client Orientation (Group or In-person)	Yes	Yes ^a	Yes	No	Yes ^a	No	Yes	Yes
Average Time From Initial Contact to Match (months)								
Minority Little Brother	30	12-18	17	12-18	16	17 ^b	18	-- [*]
White Little Brother	24	12-18	16	6-12	10	17 ^b	18	-- [*]
Minority Little Sister	20	3-6	10	6-12	5	6 ^c	5	-- [*]
White Little Sister	6	3-6	9	3-6	3	6 ^c	5	-- [*]
Selection Interview								
Parent	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Client	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Parents Rejecting Volunteer	1%	1%	10%	1%	2%	5%	5%	1%

^a Sexual abuse prevention.^b Average wait for boys. The agency did not differentiate average wait by race.^c Average wait for girls. The agency did not differentiate average wait by race.^{*} This information was unavailable.

Appendix Endnotes

- 1 Scale values were calculated by summing answers to individual items.
- 2 P/PV's experience with this scale suggested that children have difficulty with the response format in self-administered questionnaires, but have no such problem when the items are read to them.
- 3 Alpha is the proportion of a scale's total variance attributable to a common source.
- 4 Refusals include both youth who refused and parents who refused to allow their child to participate.
- 5 Ibid.
- 6 This model is a more robust specification than one that analyzes changes in outcomes. An analysis of change scores assumes that the amount of change and baseline level of the outcome measure are perfectly related. If that assumption is violated, an analysis of change scores is a misspecification of the model and the resulting estimates of the coefficients are incorrect. The model estimate for the analysis reported here controls for baseline level if this assumption is violated, and is equivalent to the change score model if this assumption holds.
- 7 One gender/race group category—white boys—is omitted.
- 8 These are calculated as appropriately valued linear combination of treatment and treatment-interaction coefficients. For example, the estimated impact on subgroup GR₁ is: $b_3 + c_1(1) + c_2(0) + c_3(0)$.
- 9 See Amemiya (1981) for details about the problems involved in estimation with dichotomous variables.





Public/Private Ventures

One Commerce Square
2005 Market Street, Suite 900
Philadelphia, PA 19103


Tel: 215-557-4400


Fax: 215-557-4469

Url: <http://www.ppv.org>

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In reply refer to: 0248219434
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BIG BROTHERS BIG SISTERS OF THE SUN
COAST INC
1000 TAMiami TRL S STE C
VENICE FL 34285-4122

019768

Employer ID number: 59-1361826
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Oct. 15, 2020, about your tax-exempt status.

We issued you a determination letter in April 1978, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

0248219434
Oct. 26, 2020 LTR 4168C 0
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00019708

BIG BROTHERS BIG SISTERS OF THE SUN
COAST INC
1000 TAMiami TrL S STE C
VENICE FL 34285-4122

local time, Monday through Friday (Alaska and Hawaii follow Pacific
time).

Thank you for your cooperation.

Sincerely yours,

Warren R. Burton

Warren R. Burton, Operations Mgr
Accounts Management Operations 1

Big Brothers Big Sisters of the Sun Coast

Core Business Scorecard 2021-2022

Agency - July-March 2022

				Actual YTD	Actual STLY	Change	2021-2022 Goal
QUALITY GROWTH	COMMUNITY: New Matches Made			207	178	16%	
	SITE: New Matches Made			127	96	32%	
	TOTAL New Matches Made			334	274	22%	473
	COMMUNITY: Children Served			915	858	7%	
	SITE: Children Served			474	569	-17%	
	TOTAL Children Served			1389	1427	-3%	1500
	VOLUNTEER ENROLLMENT PROCESSING, (Int to Match - days)			64	44	20	43 Days
	VOLUNTEER ENROLLMENT CONVERSION RATE (Int to Match - %)			60%	58%	2%	80%
	3mo SOR Completion			67%	87%	-20%	90%
	YOS Follow-Up Completion			57%	74%	-17%	90%
	CLOSURE RATE: (# of closures/# of matches served)			20%	25%	-5%	26%
POSITIVE OUTCOMES	COMMUNITY: Average Match Length			30.6	32.8	-2.24	31 Months
	SITE: Average Match Length			32.2	21.9	10.29	28 Months
INTENTIONALITY	% BOYS (of children served)			50%	50%	0%	50%
	% MALE BIGS			39%	38%	1%	50%
	% CHILDREN (non caucasian)			64%	61%	3%	51%
	% VOLUNTEERS (non caucasian)			20%	16%	4%	16%
	RTBM Children (SB)		M	28	25	12%	NA
			F	12	11	9%	NA
	RTBM Children (CB)		M	64	78	-18%	NA
			F	21	38	-45%	NA
SUSTAINABILITY	EXPENSES (minus fundraising expenses)			\$2,696,449	\$2,324,839	15.98%	\$3,993,514
	# MONTHS CASH RESERVE			4.65	4.55	2.2%	4
EFFICIENCY	COST PER MATCH			\$1,941.29	\$1,629.18	19.16%	
TALENT MANAGEMENT	% BOARD						
	African American					#DIV/0!	15%
	Latino					#DIV/0!	23%
	% STAFF						
	African American			8%	7%	14%	15%
	Latino			7%	7%	0%	23%
	% STAFF RETENTION (yrs)			3.7	2.0	85%	2.5 years

Big Brothers Big Sisters of the Sun Coast

% to Goal
#DIV/0!
#DIV/0!
71%
#DIV/0!
#DIV/0!
93%

68%
116%
#DIV/0!



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2020 Samsung Galaxy Tab A7 10.4" (2000x1200) TFT Display Wi-Fi Tablet Bundle, Qualcomm Snapdragon 662, 3GB RAM, Bluetooth, Dolby Atmos Audio, Android 10 OS w/Tigology Accessories (64GB, Gray)

Visit the SAMSUNG Store

1,563 ratings

| 136 answered questions

Amazon's Choice ▾ for "samsung table..."

Price: **\$289.97**

& FREE Returns

Pay \$24.16/month for 12 months, interest-free upon approval for the Amazon Prime Rewards Visa Card

May be available at a lower price from other sellers, potentially without free Prime shipping.

Eligible for **amazon smile** donation.

Hard Disk Size:
64 GB

Color: **Gray**



\$289.97



\$299.99

Series Galaxy Tab A7
Brand SAMSUNG
Screen Size 10.4 Inches

Buy new: **\$289.97**

& **FREE Returns**

FREE delivery Thursday, April 28. Order within **4 hrs 4 mins**

Deliver to Mark - North Port 34287

Only 11 left in stock - order soon.

Qty: 1

Add to Cart

Buy Now

Secure transaction

Ships from **Amazon**

Sold by **Skyhigh Tech**

Return policy: Eligible for **Return, Refund or Replacement** within 30 days of receipt

Support: Free Amazon tech support included

Add a Protection Plan:

☐ **4-Year Protection** for **\$84.99**

☐ **2-Year Protection** for **\$44.99**

Add an Accessory:

☐ **Microsoft 365 Family | Premium Offi...** **\$89.99**

☐ **Save \$30 at checkout | Adobe Acroba...** **\$179.99**

☐ **Save 68% on McAfee Total Protection 3...** **\$24.99**

☐ **Add a gift receipt for easy returns**

Save with Used - Very Good
\$266.77

Operating System Android 10

Memory Storage Capacity 64 GB

About this item

- 10.4" TFT display with (2000 x 1200) Resolution, Stream and browse on a ultra-widescreen display designed to bring your content to life without weighing you do, Qualcomm Adreno 610 Graphics
- 3GB RAM, MicroSD card slot to allow you easily expand your tablet's memory up to 1TB, 64GB SSD Storage, Color: Gray
- Powered by Eight-core Qualcomm Snapdragon 662 processor, Enhanced quad speaker system fills your room with Dolby Atmos surround sound, putting you in the center of the action during your favorite music, movies and shows
- 7,040mAh Enhanced battery includes a fast-charging USB-C port that quickly gets you back to 100 percent, 802.11 ac Wi-Fi, Bluetooth, 3.5mm Audio, 1 x USB Type-C, Take photos and videos with the 5MP rear camera and the 8MP front-facing camera

› [See more product details](#)

[Compare with similar items](#)

Consider a similar item



Fire HD 10 tablet, 10.1", 1080p Full HD, 32 GB, latest model (2021 release), Black

\$149.99

(71275)

Climate Pledge Friendly

Buy this product as Renewed and save \$32.99 off the current New price.



Samsung Galaxy Tab A...

\$256.98

(3)

Works and looks like new and backed by the Amazon Renewed Guarantee

FREE delivery: **Thursday, April 28**

Ships from: Amazon

Sold by: Amazon Warehouse

Add to List

New & Used (2) from **\$266.77**

Have one to sell?

[Sell on Amazon](#)



2022 Flagship Acer 311...

37
\$179.00 prime

Sponsored



2022 Lenovo Chromebook 10.1" (1920 x 1200) Touchscreen Tablet Laptop for Business and Student , 8-core MediaTek MT8183, 4GB RAM, 96GB Storage...
\$169.00 ✓prime

Sponsored

Buy it with



Total price: **\$318.95**

Add all three to Cart

Some of these items ship sooner than the others. [Show details](#)

- ✓ **This item:** 2020 Samsung Galaxy Tab A7 10.4" (2000x1200) TFT Display Wi-Fi Tablet Bundle, Qualcomm Snapdrago... **\$289.97**
- ✓ [2 Pack] ProCase Galaxy Tab A7 10.4 2020 Screen Protector T500 T505 T507, Tempered Glass Screen Film Guard for... **\$9.99**
- ✓ Soke Samsung Galaxy Tab A7 10.4 Case 2020, Premium Shock Proof Stand Folio Case,Multi- Viewing Angles, Hard T... **\$18.99**

4 stars and above

Sponsored ⓘ




2021 Samsung Galaxy Tab A7 Lite 8.7" Inch 32 GB Wi-Fi Android 11 Touchscreen Intern...
75

\$164.99



2022 Apple iPad Air (10.9-inch, Wi-Fi + Cellular, 64GB) - Space Gray (5th Generation)
227

Amazon's Choice  in
Computer Tablets
\$744.73



2020 Apple iPad Air (10.9-inch, Wi-Fi, 64GB) - Space Gray (4th Generation)
21,772

\$539.00
 Climate Pledge Friendly



MEBERRY Android 10.0 Tablet : 10in Ultra-Fast 4GB/RAM,64GB/ROM Tablets-8000mAh Batt...
3,641

\$159.99
Save \$15.00 with coupon



2022 Android 10.0 Tablet : MEBERRY 10 inch Tablets with 4GB RAM+64GB ROM|...
766

\$139.99

Videos

Videos for related products

4:23

Samsung Galaxy Tab A7 10.4 vs. Tab A 10.1 - Which is Better?

FishBee Productions

8:24

Galaxy Tab S6 Lite vs. Galaxy Tab S8 - Which Should You Buy?

FishBee Productions

8:41

Samsung Galaxy Tab A8 vs Galaxy Tab S7 FE!

FishBee Productions

New Sam
Inch Over

Undergroi

Upload your video

Product information

Technical Details

Collapse all

Additional Information

Summary

Standing screen display size	10.4 Inches
Screen Resolution	2000x1200
Max Screen Resolution	2000 x 1200
Processor	2 GHz Snapdragon
RAM	3 GB
Hard Drive	64 GB SSD
Graphics Coprocessor	Adreno 610
Wireless Type	802.11a

Other Technical Details

Brand	SAMSUNG
Series	Galaxy Tab A7
Item model number	Galaxy Tab A7
Hardware Platform	PC
Operating System	Android 10
Item Weight	10.6 ounces
Product Dimensions	9.75 x 6.2 x 0.28 inches
Item Dimensions LxWxH	9.75 x 6.2 x 0.28 inches
Color	Gray
Rear Webcam Resolution	8 MP
Processor Brand	Qualcomm
Processor Count	8
Flash Memory Size	64 GB
Hard Drive Interface	Serial ATA
Power Source	AC & Battery

ASIN	B08NWQGG5B
Customer Reviews	1,563 ratings 4.6 out of 5 stars
Best Sellers Rank	#6,253 in Electronics (See Top 100 in Electronics) #231 in Computer Tablets
Date First Available	November 20, 2020

Warranty & Support

Amazon.com Return Policy: You may return any new computer purchased from Amazon.com that is "dead on arrival," arrives in damaged condition, or is still in unopened boxes, for a full refund within 30 days of purchase. Amazon.com reserves the right to test "dead on arrival" returns and impose a customer fee equal to 15 percent of the product sales price if the customer misrepresents the condition of the product. Any returned computer that is damaged through customer misuse, is missing parts, or is in unsellable condition due to customer tampering will result in the customer being charged a higher restocking fee based on the condition of the product. Amazon.com will not accept returns of any desktop or notebook computer more than 30 days after you receive the shipment. New, used, and refurbished products purchased from Marketplace vendors are subject to the returns policy of the individual vendor.

Product Warranty: For warranty information about this product, please [click here](#)

Feedback

Would you like to [tell us about a lower price?](#)

Batteries

1 Lithium ion batteries
required. (included)

Have a question?

Find answers in product info, Q&As, reviews

Type your question or keyword

Customer Questions & Answers

[See questions and answers](#)

Compare with similar items

	This item 2020 Samsung Galaxy Tab A7 10.4" (2000x1200) TFT Display Wi-Fi Tablet Bundle, Qualcomm Snapdragon 662, 3GB RAM, Bluetooth, Dolby Atmos Audio, Android 10 OS w/Tigology Accessories (64GB, Gray)	Samsung Galaxy Tab A7 10.4 Wi-Fi 32GB Silver (SM-T500NZSAXAR)	Samsung Galaxy Tab S6 Lite 10.4", 64GB Wi-Fi Tablet Oxford Gray - SM-P610NZAAXAR - S Pen Included	Samsung Galaxy Tab A7 10.4" 64GB with Wi-Fi + 64GB microSD Memory Card (Gray)
	<div>Add to Cart</div>	<div>Add to Cart</div>	<div>Add to Cart</div>	<div>Add to Cart</div>
Customer Rating	(1563)	(18803)	(4054)	(1378)
Price	\$289 ⁹⁷	\$214 ⁷²	\$299 ⁹⁹	\$279 ⁹⁹
Sold By	Skyhigh Tech	Amazon.com	Amazon.com	Oydisen Electronics (Next Day Shipping Available)
Color	Gray	Silver	Gray	Dark Gray
Screen Size	10.4 inches	10.4 inches	10.4	10.4 inches
Flash Memory Installed Size	64.0 GB	32 GB	4 GB	64.0 GB

Hardware Platform	PC	Android	Android	Android
Item Dimensions	9.75 x 6.2 x 0.28 inches	0.28 x 6.2 x 9.75 inches	0.28 x 6.07 x 9.63 inches	10 x 8 x 1.5 inches
Item Weight	0.66 lbs	1.04 lbs	1.01 lbs	1.50 lbs
Native Resolution	2000x1200	—	1920 x 1200 pixels	2000 x 1200
Operating System	Android 10	Android Q	Android	Android 10
Wireless Communication Technology	Bluetooth, Wi-Fi	Bluetooth	Wi-Fi, Bluetooth	Bluetooth, Wi-Fi

Products related to this item

Sponsored ⓘ



Samsung Galaxy Tab A8 10.5-inch Touchscreen (1920x1200) Wi-Fi Tablet Bundle, Octa-C...

17
\$259.00



Orbital2 -Japanese Brand- Joystick Photo and Video Editing Console Device, Left...

2
\$319.99



EB-BT670ABA EB-BT670ABE AA2HC15BS AA2GB07BS Laptop Battery for Samsung...

9
\$129.99



2021 Samsung Galaxy Tab A7 Lite 8.7" Inch 32 GB Wi-Fi Android 11 Touchscreen Intern...

75
\$164.99



Tablet 10 Inch Android 10 5G WiFi, 2 in 1 Tablets with Quad-Core Processor 4GB RAM ...

11
\$159.99

Enjoy Your Life With Your Tablet



Tablet 10 inch Android 11 Cellular 4G LTE Tablet PC 2 Sim Slot, 4GB RAM 128GB Expandable, Google Certified Octa-Core Tablet with Keyboard Pen Case 13+5 MP Camera,Phone Call,Bluetooth WiFi GPS Video

★★★★☆ 49
\$169.99

Shop now

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Customer reviews

4.6 out of 5

1,563 global ratings

- 5 star

78%
- 4 star

14%
- 3 star

3%
- 2 star

2%
- 1 star

3%

How are ratings calculated?

Reviews with images



See all customer images

Top reviews

Top reviews from the United States

225

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Carla Mendoza

Android over apple for me!

Reviewed in the United States on December 14, 2020
Color: Gray Hard Disk Size: 64 GB **Verified Purchase** **Early Reviewer Rewards** (What's this?)
I love the price, the picture, the screen size and everything else. The sound excellent and it worked great with my keyboard. You won't be disappointed with this purchase. It's a good deal!

87 people found this helpful

Helpful Report abuse

Doug

Buy it

Reviewed in the United States on December 19, 2020
Color: Gray Hard Disk Size: 64 GB **Verified Purchase**
Love it, very easy to set up and I love the fact it can sink with your phone for rext and calls, I would of paid more for this tablet better then all the others I have had. Bought one for my wife and myself for Christmas, I couldn't wait so I opened mine my wife's is still under the tree.

79 people found this helpful

Helpful Report abuse

Jim schlett

Quick delivery

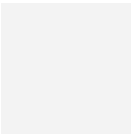
Reviewed in the United States on December 6, 2020
Color: Gray Hard Disk Size: 64 GB **Verified Purchase**
Just what i was looking for, it grabbed all my info from my cell phone so I have all my apps and contacts
41 people found this helpful

Helpful Report abuse

ALEXANDER

Highly recommended +++

Reviewed in the United States on January 6, 2021
Color: Gray Hard Disk Size: 64 GB **Verified Purchase**
Great item. The best performance, screen quality and long battery life.



34 people found this helpful

Helpful Report abuse

Bob McGill

Nice replacement for iPad pro for simple uses.

Reviewed in the United States on May 16, 2021
Color: Gray Hard Disk Size: 64 GB **Verified Purchase**
I got this for my wife. I had given her an iPad Pro 12.9" tablet, but she didn't like how it operated.
Since she is a fan of Samsung phones, I got her this tablet. She loves it. It was able to sync with her phone within minutes. She is using it for her small business, and says it is exactly what she needed.

This particular package came with a case, SD card and a stylus. It's not a "Samsung" stylus,

but it does have a nice feel. The case turns off the screen when you close it, and it uses the same charger as our Samsung 10 phones.

The quality of the camera isn't as good as the phone, but that's ok. She takes photos with the phone, and since it syncs with Google Photos, she can do any touch-ups on the tablet.

Really satisfied with this product.

5 people found this helpful

Helpful

Report abuse



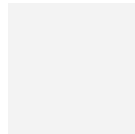
wedge

Overall a great product.

Reviewed in the United States on March 10, 2021

Color: Gray Hard Disk Size: 64 GB **Verified Purchase**

Overall the tablet is great. I used to have an iPad but lately Apple has been doing allot of annoying things with their devices. I have a Samsung S8 that's been working great for years with no issues so I figured I'd try and Samsung tablet and I gotta say, I'm not going back to an iPad. The screen is clear, the speakers are great, the battery lasts all day, sometimes I don't even charge it until 3 days later. I will say though the camera has kinda a weird filter to it but nothing bad. I'm probably just over looking something in the settings. Overall I'd highly recommend the Samsung tablet.



7 people found this helpful

Helpful

Report abuse



norma silva

Nice tablet

Reviewed in the United States on December 12, 2020

Color: Gray Hard Disk Size: 64 GB **Verified Purchase**

Love my new tablet . Was very easy to set up

11 people found this helpful

Helpful

Report abuse



Let's go Brandon!

My first tablet

Reviewed in the United States on January 13, 2022

Color: Gray Hard Disk Size: 64 GB **Verified Purchase**

Bright screen, loud speakers, long battery life but long charging time. The bundle included a 64gb sd card for additional memory storage added to the internal memory of 64gb. Bundle stated rapid charge cable included but it wasn't, just regular usb charging cable. Included a case/cover that's good as a stand for viewing and a cleaning cloth. This is just much more convenient than my laptop in many situations and the volume beats the \$#\$ out of my laptop! It's basically a huge version of my Android phone and all of my phone apps seamlessly transferred to the tablet. Oh, it also came with one of those stylus pen things, I'm use to my finger so I haven't used it. I like it!

3 people found this helpful

Helpful

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[See all reviews >](#)

ALLDOCUBE iPlay40 Pro Tablet PC, Android 11 Tablet 10.4 inch, 8...

★★★★☆ 31 \$259.90 ✓prime

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Driver
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and Devices
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Help

English

United States

Amazon Music
Stream millions
of songs

Amazon
Advertising
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and
engage
customers

Amazon
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Cloud
storage
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Amazon

6pm
Score deals
on fashion
brands

AbeBooks
Books, art
&
collectibles

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Audiobook
Publishing
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for the Web

Sell on Amazon
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AmazonGlobal
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Experienced
Pros
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Guarantee

Amazon Ignite
Sell your original
Digital Educational
Resources

Amazon Web
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Audible

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Depository

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Mojo

ComiXology

DPReview

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IMDb Movies, TV & Celebrities	IMDbPro Get Info Entertainment Professionals Need	Kindle Direct Publishing Indie Digital & Print Publishing Made Easy	Amazon Photos Unlimited Photo Storage Free With Prime	Prime Video Direct Video Distribution Made Easy	Shopbop Designer Fashion Brands	Amazon Warehouse Great Deals on Quality Used Products
Whole Foods Market America's Healthiest Grocery Store	Woot! Deals and Shenanigans	Zappos Shoes & Clothing	Ring Smart Home Security Systems	eero WiFi Stream 4K Video in Every Room	Blink Smart Security for Every Home	Neighbors App Real-Time Crime & Safety Alerts
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Deliver to Mark
North Port 34287

All ▾

kindle fire

Hello, Mark ▾
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Returns
& Orders

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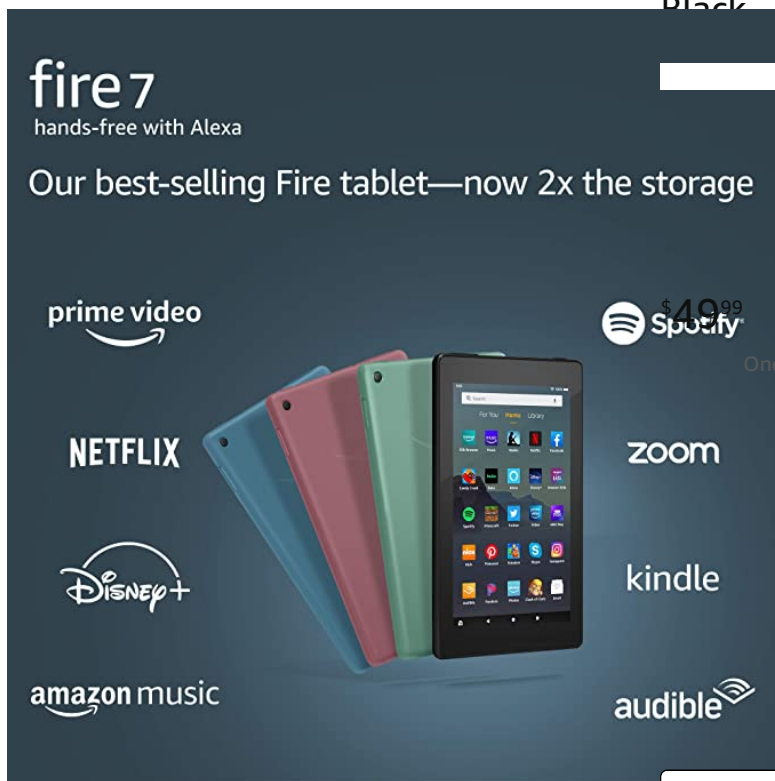
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Amazon Devices Echo & Alexa ▾ Fire Tablets ▾ Fire TV ▾ Kindle ▾ Home Security ▾ Smart Home ▾ Halo Health ▾

Last purchased May 27, 2020.

Digital Storage Capacity: 16 GB | Offer Type: Lockscreen Ad-Supported | Color: Black | Style: Fire 7 | [View order](#)

[Set reminder](#)



Roll over image to zoom in



See what Alexa can do

Fire 7 tablet, 7" display, 16 GB, latest model (2019 release), Black

\$49⁹⁹

One-Day & **FREE** Returns

FREE delivery **Tomorrow, April 27.**
Order within **11 hrs 9 mins**

[Deliver to Mark - North Port 34287](#)

In Stock.

Qty: 1

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Secure transaction

Ships from Amazon.com

Sold by Amazon.com

Return policy: [Eligible for Return, Refund or Replacement within 30 days of receipt](#)

Support: [Free Amazon product support included](#)

☐ This is a gift

☒ Link device to your Amazon account to simplify setup. [Why is this important?](#)

[Add an Extended Warranty](#)

☐ **Extended Warranty: 2 year**
\$10.99 List Price: ~~\$12.99~~

[Add an Accessory](#)

☐ **Fire 7 Amazon Standing Case: Twilight Blue \$24.99**

☐ **Fire 7 Screen Protector (2-Pack): Clear \$12.99**

☐ **Amazon Kid-Friendly Case: Black \$17.49** List Price: ~~\$24.99~~

☐ **Heavy Duty Standing Cover w Screen Protector: Black \$24.99**

☐ **Fire 7 Clear Case & Screen Protector \$14.99**

Add to List

Fire 7
Our best-selling
From: \$49.99

Digital Storage Capacity:
16 GB

16 GB

32 GB

Offer Type: **Lockscreen Ad-Supported**

Lockscreen Ad-Supported

Without Lockscreen Ads

Color: **Black**

Save when you buy pre-owned devices



Style: **Fire 7**

Fire 7

with Case & Screen
Protector (2-pack)

The ad-supported option (also known as Special Offers or Lockscreen Ads) displays sponsored screensavers on your device's lockscreen. [Learn more](#)

- 7" IPS display; 16 or 32 GB of internal storage (add up to 512 GB with microSD)
- Faster 1.3 GHz quad-core processor
- Up to 7 hours of reading, browsing the web, watching video, and listening to music
- Hands-free with Alexa, including on/off toggle
- 1 GB of RAM
- 2 MP front and rear-facing cameras with 720p HD video recording
- Stay on track – Check email, make video calls, update shopping lists, and set reminders. Use your favorite apps like Zoom, Outlook, and OneNote

[Show more](#)

Certified Refurbished

[Add to Cart](#)

\$39.99

[Details and more Options](#)

Used

No offers for this configuration

Jump to: [Compare](#) [Technical details](#) [Customer questions & answers](#) [Customer reviews](#)

Recommended Amazon devices for you



Echo Show 5 (2nd Gen, 2021 release) | Smart display with Alexa and 2 MP camera | Charcoal

\$79.99

FREE One-Day



Ring Video Doorbell – 2020 release – 1080p HD video, improved motion detection, easy...

94,883

#1 Best Seller in Video Doorbells

\$99.99

FREE One-Day



Echo Dot (4th Gen) | Smart speaker with clock and Alexa | Glacier White

181,684

Limited time deal

\$39.99 ~~\$59.99~~ (33% off)

FREE One-Day

Ends in 12 days



Fire HD 8 Kids tablet, 8" HD display, ages 3-7, 32 GB, Blue Kid-Proof Case

115,356

\$139.99

FREE One-Day



Kindle Paperwhite (8 GB) – Now with a 6.8" display and adjustable warm light – Ad-Supported

8,120

#1 Best Seller in Kindle E-readers

\$139.99

FREE One-Day

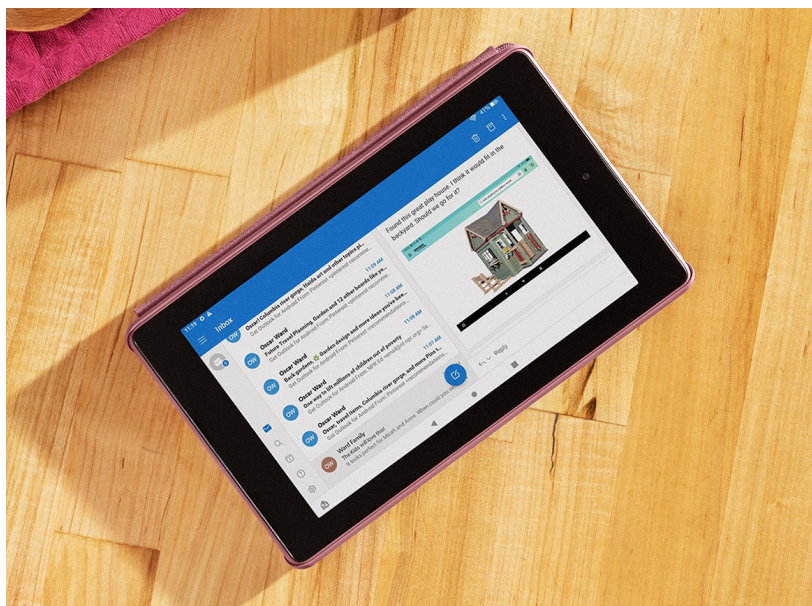


Tiny price. Bigger fun.

Engineered and tested by Amazon, Fire 7 is our best-selling tablet—now 2X the storage, faster quad-core processor, hands-free with Alexa, and 2X as durable as the latest iPad mini. Complete tasks, enjoy movies on the go, browse recipes, or ask Alexa for the weather—making your every day easier.

Designed for entertainment

Enjoy millions of movies, TV episodes, games, apps, eBooks, and songs. Stream or download thousands of videos from Prime Video, Netflix, STARZ, Disney+, and SHOWTIME. Discover over 570,000 apps and games, 475,000 Audible titles, and millions of songs.



Get more done throughout your day

Check your email with Outlook. Browse recipes on your favorite sites and then update your grocery list. Manage to-do lists and set reminders with apps like OneNote and Notepad. Stay in touch with friends and family using Zoom, Skype, and more. Keep up with the latest from social media apps like Twitter and all your favorite news sources, all in one place.



Meet Alexa

Alexa connects you to the information, entertainment, and people who matter most—with just your voice. Ask to play videos and music, open apps, shop online, check the weather, access compatible smart home devices, call or message almost anyone and much more. Just say “Alexa”—even when the tablet screen is on standby.

Alexa and Fire 7 are designed to protect your privacy. For example, you can view and delete your voice recordings or use the Alexa Hands-Free Mode on/off toggle at any time.

Great for the entire family

With Amazon Kids (FreeTime), parents can create child profiles to limit screen time, set educational goals, and manage content with easy-to-use parental controls. Amazon Kids is free on every Fire tablet—or subscribe to Amazon Kids+ (FreeTime Unlimited) to access over 20,000 titles.



Protect your tablet

Designed by Amazon, the slim, form-fitting case with built-in stand allows for hands-free viewing in landscape and portrait orientations.

The cover remains securely closed with a magnetic closure. Easy access to buttons, ports, and cameras.

Every day is an earth day

You don't have to be an environmental scientist to make sustainable choices. We considered sustainability in the design of this tablet. Here's how:

Device Packaging

96% of this tablet's packaging is made of wood fiber-based materials from responsibly managed forests or recycled sources.

Energy Efficiency

This tablet was designed for improved energy efficiency, earning the ENERGY STAR certification. Enjoy this tablet with up to 7 hours of battery life.

Part With Purpose

There may come a time when you want to trade in or recycle your tablet. [Explore options with Amazon Second Chance.](#)

Compare Fire tablets



Fire 7



Fire HD 8



Fire HD 8 Plus



All-new Fire HD 10

Price	From: \$49.99	From: \$89.99	From: \$109.99	From: \$149.99
Ratings	(233,938)	(146,296)	(34,079)	(71,275)
Display	7"	8" HD	8" HD	10.1" 1080p full HD
Resolution	1024 x 600 (171 ppi)	1280 x 800 (189 ppi)	1280 x 800 (189 ppi)	(1920 x 1200) with over 2 million pixels (224 ppi)
Storage	16 or 32 GB (expandable by up to 512 GB)	32 or 64 GB (expandable by up to 1 TB)	32 or 64 GB (expandable by up to 1 TB)	32 or 64 GB (expandable by up to 1 TB)
CPU	Quad-core 1.3 GHz	Quad-core 2.0 GHz	Quad-core 2.0 GHz	Octa-core 2.0 GHz
RAM	1 GB	2 GB	3 GB	3GB
Battery life	Up to 7 hours	Up to 12 hours	Up to 12 hours	Up to 12 hours
Ports	micro-USB (2.0)	USB-C (2.0)	USB-C (2.0)	USB-C (2.0)
Charging time (with included adapter)	4 hours	5 hours	4 hours	4 hours
Wireless charging			✓	
Audio	Mono speaker	Dual speakers	Dual speakers	Dual speakers
Dolby Atmos		✓	✓	✓
Hands-free with Alexa	✓	✓	✓	✓
Show Mode (full-screen Alexa experience)		✓	✓	✓
Warranty and service	90-day limited warranty	90-day limited warranty	90-day limited warranty	1-year limited warranty
Camera	2 MP front- and rear-facing	2 MP front- and rear-facing	2 MP front- and rear-facing	2 MP front-facing and 5 MP rear-facing
Weight	10.1 oz (286 g)	12.5 oz (355 g)	12.5 oz (355 g)	16.4 oz (465 g)

Technical Details

Fire 7 Tablet

Display	7" touchscreen, 1024 x 600 resolution at 171 ppi, SD video playback, with IPS (in-plane switching) technology and advanced polarizing filter
Size	7.6" x 4.5" x 0.4" (192 x 115 x 9.6 mm)
Weight	10.1 ounces (286 grams) Actual size and weight may vary by configuration and manufacturing process.
CPU & RAM	Quad-Core 1.3 GHz with 1 GB of RAM
Storage	16 GB (9.4 GB available to user) or 32 GB (23.6 GB available to user) of internal storage. Add microSD card for up to 512 GB of additional storage. Some apps may require that they are installed on internal storage. App or feature updates may impact available storage.
Battery life	Up to 7 hours of reading, browsing the web, watching video, and listening to music. Battery life will vary based on device settings, usage, and other factors such as web browsing and downloading content. Certain software features or apps may reduce battery life.
Charge time	Fully charges in approximately 4 hours using the micro-USB power adapter included in the box.
Processor	MediaTek 8163
Wifi connectivity	Single-antenna dual-band wifi. Supports public and private wifi networks or hotspots that use the dual-band 802.11a, 802.11b, 802.11g, or 802.11n standard with support for WEP, WPA, and WPA2 security using password authentication; does not support connecting to ad-hoc (or peer-to-peer) wifi networks. WiFi 6 (802.11 ax) is not currently supported.
4G connectivity	N/A
Ports	USB 2.0 (micro-B connector) to connect to a PC/Macintosh computer, or to charge your device with the included power adapter; microSD slot for external storage

Audio	3.5 mm stereo jack and integrated speaker
Sensors	Accelerometer
Camera specs	2 MP front and rear-facing cameras with 720p HD video recording
Location services	Location-based services via wifi
Available colors	Black, Twilight Blue, Plum, Sage
Additional features	External volume controls, built-in Bluetooth with support for A2DP compatible stereo headphones, speakers, microphone, and LE accessories support
Accessibility features	VoiceView screen reader enables access to the vast majority of Fire tablet features for users who are blind or visually impaired using text-to-speech or a connected refreshable braille display. Screen magnifier enables viewers to zoom in and out, and pan around the screen. Fire tablets also include accessibility settings for Closed Captioning, Font Size, High Contrast Text, Color Inversion, Color Correction, and Convert Stereo to Mono audio. (Captions are not available for all content). Learn more about it here
Warranty and service	90-day Limited Warranty and service included . Optional 1-Year , 2-Year and 3-Year Extended Warranty available for U.S. customers sold separately. Use of Fire 7 tablet is subject to Amazon's Condition of Use and these terms .
Included in the box	Fire 7 tablet, USB 2.0 cable, 5W power adapter, and Quick Start Guide
Generation	9th generation - 2019 release
Software Security Updates	This device receives guaranteed software security updates until at least four years after the device is last available for purchase as a new unit on our websites. Learn more about these software security updates . If you already own a Fire tablet, visit Manage Your Content and Devices for information specific to your device.

Customer Questions & Answers

See questions and answers

Customer reviews

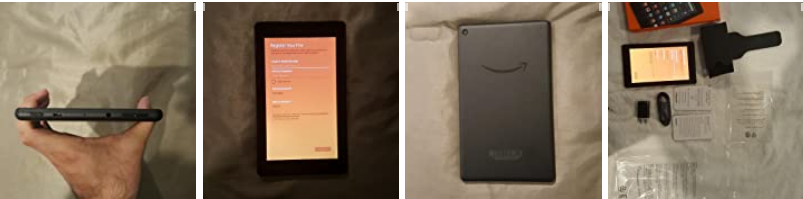
4.4 out of 5

233,938 global ratings



How are ratings calculated?

Reviews with images



See all customer images

Top reviews

Top reviews from the United States

Translate all reviews to English

Mary I Gora-Aina

Easy

Reviewed in the United States on October 10, 2020
Digital Storage Capacity: 16 GB Offer Type: Lockscreen Ad-Supported Color: Plum
Style: Fire 7 **Verified Purchase**

Its so easy to use. My grandson is enjoying it

4 people found this helpful

Helpful Report abuse

Michaela Chen

Sad battery life

Reviewed in the United States on February 22, 2020
Digital Storage Capacity: 16 GB Offer Type: Lockscreen Ad-Supported Color: Black
Style: Fire 7 **Verified Purchase**

I wasn't expecting much since this tablet only costs \$50. I only needed a tablet to take some notes. The ads were annoying and there were so many apps taking up storage that I didn't need and couldn't delete. The touch screen was made my writing a little hard to read, but it was still okay. None of these were complete deal breakers for me, but I absolutely could not stand the battery life. The tablet drains even when I wasn't using it. I would turn the tablet on and realize it had lost 15% from when I last used it. I tried dealing with it for around a week, but I finally requested a refund.

3 people found this helpful

Helpful

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Nissan Brown

It works

Reviewed in the United States on January 18, 2020

Digital Storage Capacity: 16 GB Offer Type: Lockscreen Ad-Supported Color: Twilight Blue Style: Fire 7 **Verified Purchase**

Nice

One person found this helpful

Helpful

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PaulG

Easy to use covers everythign

Reviewed in the United States on August 19, 2020

Digital Storage Capacity: 16 GB Offer Type: Lockscreen Ad-Supported Color: Black Style: Fire 7 **Verified Purchase**

Very good product not crazy about the continuous pop ups and advertising

2 people found this helpful

Helpful

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Tony Lee

Great purchase. I love it

Reviewed in the United States on January 22, 2022

Digital Storage Capacity: 32 GB Offer Type: Lockscreen Ad-Supported Color: Twilight Blue Style: Fire 7 **Verified Purchase**

Simple to use.

2 people found this helpful

Helpful

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Caryn A

Two thumbs up!

Reviewed in the United States on January 23, 2020

Digital Storage Capacity: 16 GB Offer Type: Lockscreen Ad-Supported Color: Black Style: Fire 7 **Verified Purchase**

Since I couldn't beat the price with a stick at the time, I purchased two of these tablets on Black Monday. Both look and work famously, and were still fully charged when gifts were opened on Christmas Day. I use mine primarily for reading via the Kindle app, and my hubs uses his for playing his favorite high speed games. We're very happy with this purchase, and I would recommend the tablet to a friend without hesitation.

One person found this helpful

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Azng t3

Nice but??

Reviewed in the United States on November 15, 2020

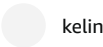
Digital Storage Capacity: 16 GB Offer Type: Lockscreen Ad-Supported Color: Twilight Blue Style: Fire 7 **Verified Purchase**

I like the tablet, but if you do not turn it off the battery drains quick due to all the pre-installed apps you can not remove. If you want the ads to disappear you have to pay \$15 for them to stop. I wanted to install an app that is part of the amazon group, but I can not.

One person found this helpful

Helpful

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kelin

Muy buena

Reviewed in the United States on December 18, 2019

Digital Storage Capacity: 16 GB Offer Type: Lockscreen Ad-Supported Color: Black

Style: Fire 7 **Verified Purchase**

Buena calidad a un precio bajo

Helpful

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8 ratings

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\$749⁰⁰

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Series IdeaPad 3
Screen Size 15.6 Inches
Color Gray
Hard Disk Size 512 GB
CPU Model Core i5

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About this item

- [POWERFUL PERFORMANCE]: The IdeaPad 3 Laptop is powered with the latest 11th Gen Intel Core i5-1135G7 Quad-Core Processor (8MB Intel Smart Cache, up to 4.20GHz) and 12GB high-bandwidth DDR4 memory, powerful processing for advanced multitasking, demanding computing, smooth gaming, multiple tabs browsing, and everyday tasks. 512GB PCIe NVMe M.2 SSD (15x faster than HDD, stay cool and quiet) offers ample storage, quick boot-up times, fast

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- [COLLABORATION READY]: Windows 10 Pro experience the most secure Windows ever built with fast boot times, increased responsiveness, and added protection against phishing and malware, and keeps going with long battery life. 720p HD with webcam privacy cover and 2x 1.5W Speakers with Dolby Audio ready for remote work, virtual meeting, and online class
- [HIGH EFFICIENCY]: The windows laptop PC is sensibly optimized for productivity and flexibility with 1x USB 3.2 Gen 1 Type-C (Data Transfer Only), 1x USB 3.2 Gen 1, 1x USB 2.0 for fast data transfer, 1x Media Card Reader, 1x HDMI, 1x headphone/microphone combo delivers true sound quality. 1-year manufacturer warranty. Free Upgrade to Windows 11 When Available.

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Product information

Technical Details

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Additional Information

Summary

Standing screen display size	15.6 Inches
Max Screen Resolution	1920 x 1080 Pixels

ASIN	B09NNKPVYL
Customer Reviews	8 ratings 4.5 out of 5 stars

Processor	2.4 GHz core_i5
RAM	12 GB DDR4
Hard Drive	512 GB SSD
Graphics Coprocessor	Intel Iris X Graphics
Chipset Brand	Intel
Wireless Type	Bluetooth

Other Technical Details

Brand	Lenovo
Series	IdeaPad 3
Item model number	IdeaPad 3
Hardware Platform	PC
Operating System	Windows 10 Pro
Item Weight	5.34 pounds
Product Dimensions	14.14 x 9.31 x 0.78 inches
Item Dimensions LxWxH	14.14 x 9.31 x 0.78 inches
Color	Gray
Processor Brand	Intel
Processor Count	4
Computer Memory Type	DDR4 SDRAM
Hard Drive Interface	Solid State
Optical Drive Type	No Optical Drive
Power Source	AC & Battery

Best Sellers Rank

#22,632 in Computers & Accessories (See Top 100 in Computers & Accessories)
#3,527 in Traditional Laptop Computers

Date First Available

December 15, 2021

Warranty & Support

Amazon.com Return Policy: You may return any new computer purchased from Amazon.com that is "dead on arrival," arrives in damaged condition, or is still in unopened boxes, for a full refund within 30 days of purchase. Amazon.com reserves the right to test "dead on arrival" returns and impose a customer fee equal to 15 percent of the product sales price if the customer misrepresents the condition of the product. Any returned computer that is damaged through customer misuse, is missing parts, or is in unsellable condition due to customer tampering will result in the customer being charged a higher restocking fee based on the condition of the product. Amazon.com will not accept returns of any desktop or notebook computer more than 30 days after you receive the shipment. New, used, and refurbished products purchased from Marketplace vendors are subject to the returns policy of the individual vendor.

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Customer Rating	(8)	(305)	(954)	(248)
Price	\$749 ⁰⁰	\$579 ⁹⁹	\$525 ⁰³	\$833 ³⁷
Sold By	BTB(Next day Delivery)	Amazon.com	Glacier Valley TECH	Amazon.com
Computer Memory Size	12 GB	16 GB	12 GB	16 GB

CPU Model Manufacturer	Intel	AMD	Intel	Intel
CPU Speed	2.40 GHz	2.1 GHz	1 GHz	4.7 GHz
Display Resolution Maximum	1920 x 1080 pixels	1920 x 1080	1366 x 768 pixels	1920 x 1080 pixels
Screen Size	15.6 inches	14 inches	15.6 inches	15.6 inches
Hard Disk Size	512 GB	512 GB	256 GB	512 GB
Item Dimensions	14.14 x 9.31 x 0.78 inches	—	14.26 x 9.98 x 0.78 inches	14.18 x 9.21 x 0.7 inches
Item Weight	5.34 lbs	5.04 lbs	7.10 ounces	3.86 lbs
Operating System	Windows 10 Pro	Windows 11	Windows 10	Windows 11 Pro
Processor Count	4	1	2	4
RAM Type	DDR4 SDRAM	DDR4 SDRAM	DDR4 SDRAM	DDR4 SDRAM
Wireless Communication Standard	Bluetooth	802.11ac	802.11a	802.11ax, Bluetooth

Product Description

The premium IdeaPad 3 laptop, with powerful computing and connectivity features, is built for speed, multitasking and collaboration. Sleek, small, durable, the high performing PC delivers unparalleled results and snappy experience for intensive applications or everyday tasks at work, school or life. Super thin and light for easy portability

Processor
Ultra-responsive 11th Gen Intel Core i5-1135G7 Quad-Core Processor (8MB Intel Smart Cache, up to 4.20GHz)

Memory
12GB DDR4 RAM invigorates powerful multitasking and seamless experience

Hard Drive
512GB PCIe NVMe M.2 SSD (15x faster than HDD, ample storage) delivers instant boot-up, fast data access

Display & Graphics
15.6" Touchscreen IPS Anti-Glare FHD (1920 x 1080) 300nits Display; Integrated Intel Iris Xe Graphics

Operating System
Windows 10 Pro-perfect for business/education(Free Upgrade to Windows 11 When Available)

Ports
1x USB 3.2 Gen 1 Type-C (Data Transfer Only), 1x USB 3.2 Gen 1, 1x USB 2.0 - Quick data transfer (Data transfer only)
HDMI - connect to HDTV or monitor
Headphone/Microphone combo jack - true sound quality

Premium Features
Intel Wi-Fi 6 (2x2/160) Gig+ and Bluetooth 5.1 delivers a stronger, more reliable Internet connection than before
2x 1.5W Speakers with Dolby Audio: deliver rich, authentic theater level audio
Webcam: 720p HD with webcam privacy cover Ready for video chat, teleconference, online class
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Fingerprint Reader
Backlit Keyboard

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Customer reviews

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4 star	<input type="text"/>	0%
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1 star	<input type="text"/>	13%

Top reviews

Top reviews from the United States



Larry Musil

winner!

Reviewed in the United States on February 22, 2022

Verified Purchase

it seems to be an exceptional, wonderful, advancement in portable computing power

Helpful

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 Kimimela

Lenovo doesn't stand behind its products

Reviewed in the United States on January 25, 2022

For the most part, it worked all right. Unfortunately, the monitor started to separate from the keyboard part, exposing wiring. Lenovo refused to repair it, saying that their warranty does not cover the entire laptop. I will never again purchase a Lenovo product and will never recommend one. They don't stand behind their products.

2 people found this helpful

Helpful

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 Paxton

Fantastic Laptop

Reviewed in the United States on January 13, 2022

Verified Purchase

I like everything about this laptop, which I purchased after my HP Pavillion died. I love the 1920 x 1080 screen (a touchscreen), the backlit keyboard (It took me a while to find that FN Key, Space Bar turned it on), the 12 gig memory which made it fast enough for my needs and the half-terabyte drive is plenty. It's one of the few laptops that have a full numeric keypad on the side. It also came with Windows 10 Pro, so I didn't have to wipe out and replace Windows Home, which most PC's are shipped with.

The setup was incredibly easy and I easily transferred items from my prior laptop via Windows backup from an external hard-drive. This laptop is probably the best of the ones I've had over several decades.

One person found this helpful

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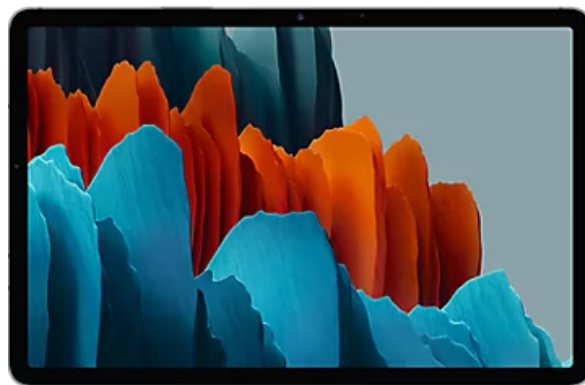
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Color and Storage



Mystic Black

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Payment options

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This device supports 5G UW high-band (mmWave) only, 5G Nationwide and 4G LTE.

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