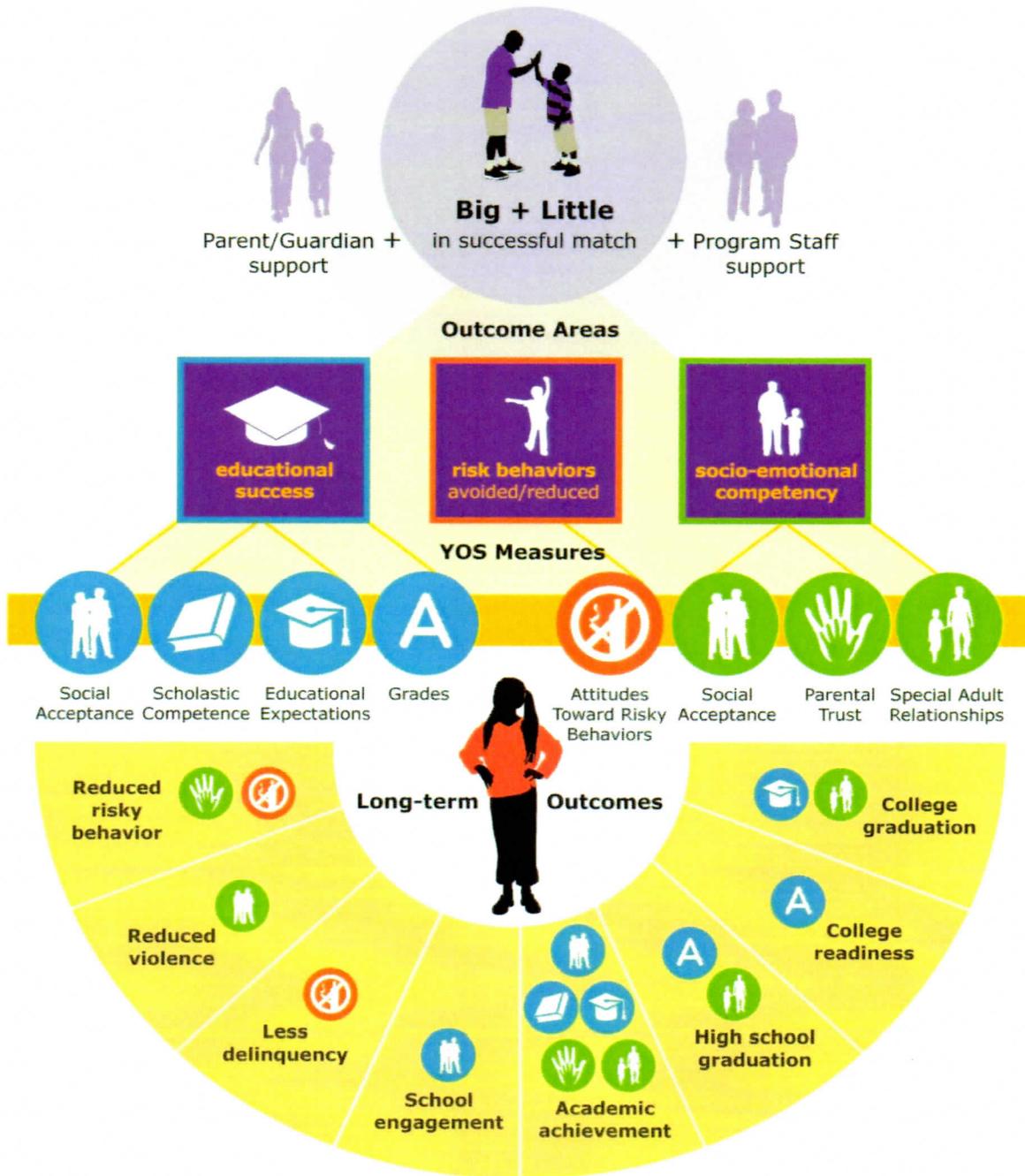




How Do Our Outcomes Relate to Long-Term Success?

The areas measured in the Youth Outcomes Survey are linked to long-term outcomes important to families, our communities, and our nation.





Youth Outcomes Measured by BBBS

Social acceptance is associated with peer relations and conduct which are linked to **higher grades** and **graduation rates**.

Perceived **scholastic competence** is associated with improved school performance which is linked to **improved grades**.

Educational expectations are associated with hope for a higher education or educational success which is linked to **academic achievement, high school graduation, and college attendance**.

Self-reported **grades** are associated with actual grades which are linked to **externalizing behaviors (males), internalizing behaviors (females), and high school graduation rates**.

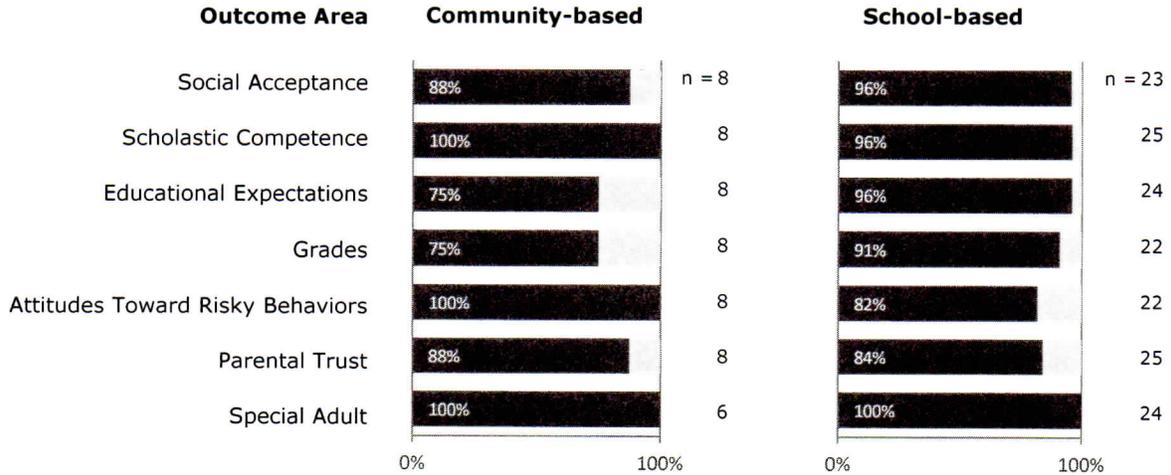
Attitudes towards risk are associated with actual risky behaviors which are linked to **negative outcomes later in life**.

Parental trust is associated with positive parental relationships which are linked to **decreased risky behavior and better school performance**.

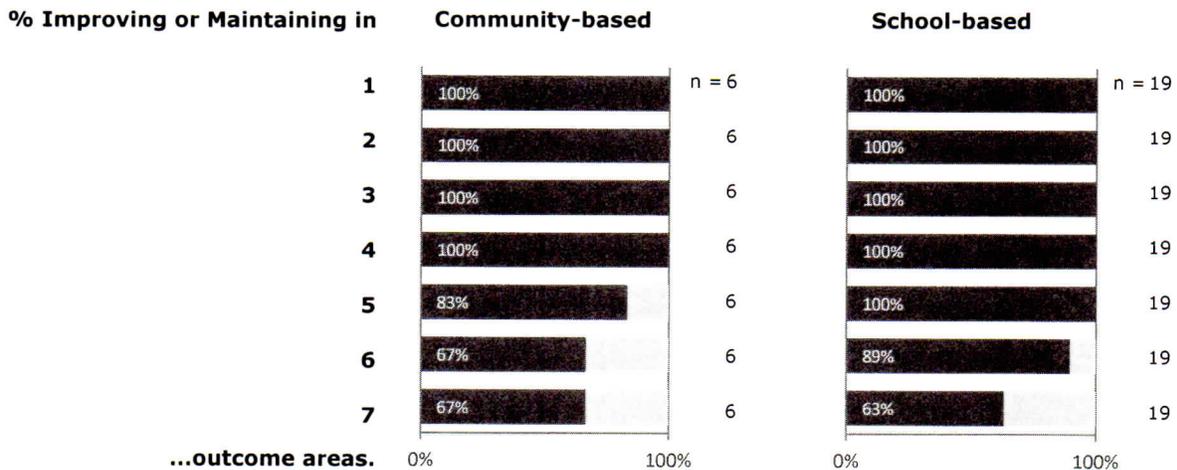
Having a **special adult** in a child's life who is not a parent is associated with improved school attendance, attitudes toward school and parent trust which are linked to **improved grades and decreased delinquency**.



% Improving or Maintaining from Baseline to Followup*



% of Youth Showing Improvement or Maintenance in Number of Outcome Areas*

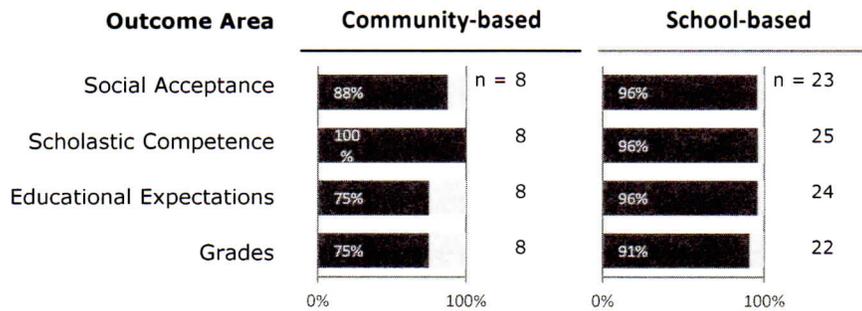


*These calculations show the percentage of youth reliably changing or showing no discernible change (maintaining), thus accounting for the measurement error present in each of the YOS scales. For more information on reliable change calculations, see Jacobson, Follette & Revenstorf (1984) and Christensen & Mendoza (1986).



Educational Success

% Improving or Maintaining from Baseline to Followup



Significant difference between baseline and followup surveys in one year (or school year)

	Community-based	School-based	p values
Social Acceptance	☆ (n = 8)	☆ (n = 23)	☆ Significant improvement
Scholastic Competence	☆☆ (n = 8)	☆☆ (n = 25)	☆☆ Trending toward significant improvement
Educational Expectations	☆☆ (n = 8)	☆☆ (n = 24)	☆☆ Trending toward significant improvement
Grades	☆☆ (n = 8)	☆☆ (n = 22)	☆☆ No significant improvement

Effect sizes between baseline and followup surveys in one year (or school year)

	Community-based	School-based	Effect Size
Social Acceptance	■ ■ ■ (n = 8)	■ ■ ■ (n = 23)	■ ■ ■ Med.-Large
Scholastic Competence	■ ■ ■ (n = 8)	■ ■ ■ (n = 25)	■ ■ ■ Small-Med.
Educational Expectations	■ ■ ■ (n = 8)	■ ■ ■ (n = 24)	■ ■ ■ Small
Grades	■ ■ ■ (n = 8)	■ ■ ■ (n = 22)	■ ■ ■ No Effect



Big Brothers Big Sisters

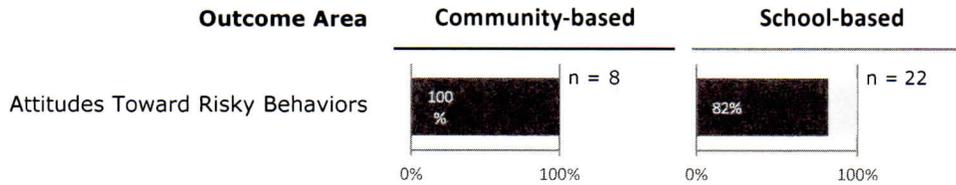
BBBS of Mercer, Auglaize, & Van Wert Counties

2014 Data

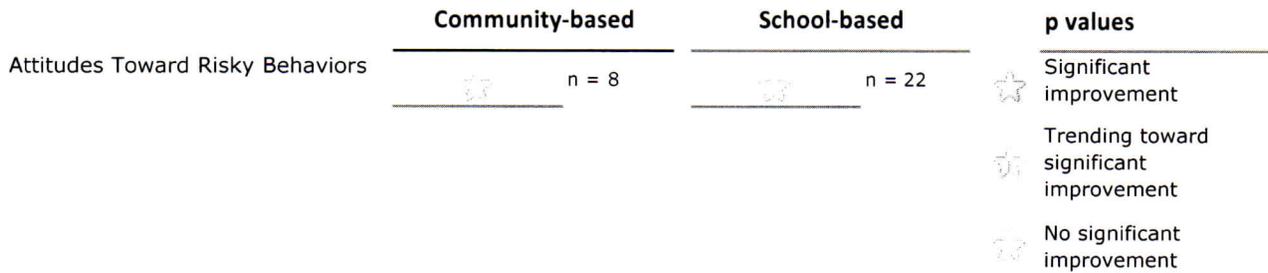


Risk Behaviors Avoided/Reduced

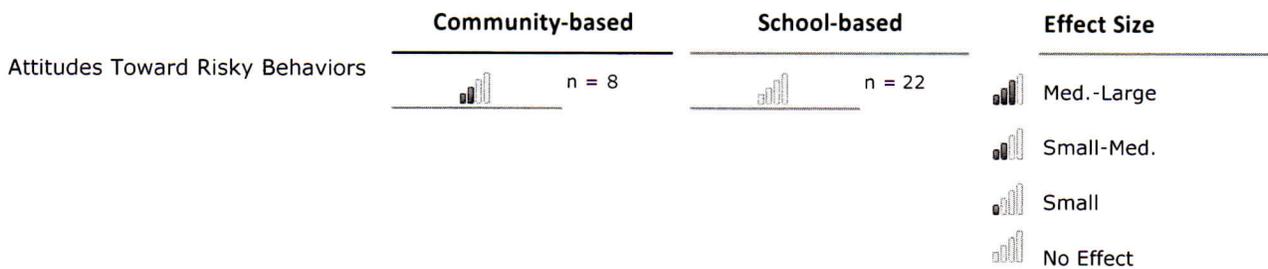
% Improving or Maintaining from Baseline to Follow-up



Significant difference between baseline and followup surveys in one year (or school year)



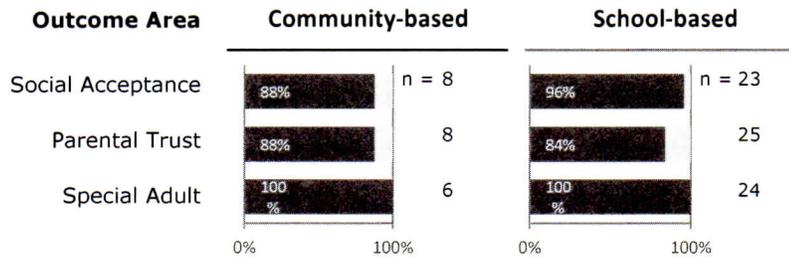
Effect sizes between baseline and followup surveys in one year (or school year)





Socio-emotional Competency

% Improving or Maintaining from Baseline to Followup



Significant difference between baseline and followup surveys in one year (or school year)

	Community-based	School-based	p values
Social Acceptance	 n = 8	 n = 23	 Significant improvement
Parental Trust	 8	 25	 Trending toward significant improvement
Special Adult	 6	 24	 No significant improvement

Effect sizes between baseline and followup surveys in one year (or school year)

	Community-based	School-based	Effect Size
Social Acceptance	 n = 8	 n = 23	 Med.-Large
Parental Trust	 8	 25	 Small-Med.
Special Adult	 #DIV/0! 6	 24	 Small
			 Non Significance