

Big Brothers Big Sisters' mentoring positively impacts negative effects of poverty and violence and is backed by independently proven youth outcomes – educational success; higher aspirations and improved confidence; and avoidance of risky, delinquent behaviors. Our program models have been demonstrated in rigorous, large-scale studies to provide measurable benefits to participating youth. Our programs appear on numerous lists of model and effective prevention programs, including, for example the American Youth Policy Forum, the Model Program Guide of the Office of Juvenile Justice and Delinquency Prevention, and the Blueprints for Violence Prevention.

[Public Private Ventures Big Brothers Big Sisters Impact Study](#): “The research ... 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.”

[The role of program-supported relationships in promoting youth mental health, behavioral and developmental outcomes](#): “After adjusting for potential confounders known to influence the development of mentoring relationships and positive youth outcomes (i.e., personal and environmental factors), **youths in mentoring relationships lasting 12 or more months experienced health and social benefits compared to never-mentored youths.**”

2002 Child Trends study, [Mentoring: A promising strategy for youth development](#): “participants of Big Brothers Big Sisters felt that they trusted their parents more and communicated better with them. Participants also felt they had better emotional support from their friends than youth who were not involved in the program. This latter finding was especially true for minority males.” Additionally, the study found “**overall, youth participating in mentoring relationships experience positive academic returns such as better attendance, better chance of going on to higher education, and better attitudes towards school.**”

[Civic Enterprises - 2009 Study](#): “**Littles said working hard in school and pursuing post-secondary education were an integral part of becoming successful adults.** Nearly all Littles said that working hard in school (97 percent), going to school and getting a good education (95 percent), and graduating from college (94) were very important to helping them achieve their goals later in life.

[Harris Interactive - 2009 Adult Little Survey](#): “Large majorities of Adult Littles reported important benefits associated with participation in Big Brothers Big Sisters, as evidenced by their descriptions of the influence program participation had on their lives and their perceived success compared to peers not in the program. More specifically, alumni report that **having a Big played an important role in who they are today** by positively influencing their self-confidence, providing stability, changing their perspective on life and pushing them to set higher goals than they would have.”

[The economic case for mentoring disadvantaged youth](#): “The difference may be that community-based programs tend to offer much more consistent face time between mentor and young person with less focus on academic tutoring. **The prototype for all this – and the model from which Levine suggests building – is Big Brothers Big Sisters of America, which provides mentors to about 200,000 adolescents nationwide.** Young people in this program show improvement in academic performance across several measures, including a small but significant increase in pivotal grade-point average. The program’s mentors undergo background checks and extensive training and are supervised.” Levine is the author of *Designing Effective Mentoring Programs for Disadvantaged Youth* as part of The Hamilton Project.

[2017 study Three principles to Improve Outcomes for Children and Families](#) by The Center on the Developing Child at Harvard University: “the science of child development and the core capabilities of adults point to a set of “design principles” that policymakers and practitioners in many different sectors can use to improve outcomes (notably healthy development and educational achievement) for children and families. That is, to be maximally effective, policies and services should: 1) Support responsive relationships for children and adults; 2) Strengthen core life skills; 3) Reduce sources of stress in the lives of children and families.” BBBS Mentoring focuses on all three of these program design principles, with an intentional focus on building relationships to nurture academic achievement and fostering better peer-to-peer and familial relationships in a youth’s life.