

# Youth Outcomes In Various School Settings

## Big Brothers Big Sisters Analysis of 2022 matches

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#### Introduction

Big Brothers Big Sisters of Eastern Massachusetts (BBBSEM) is a mentoring agency for children seeking support. The mission of this organization is to work with under-resourced families to provide transformational, one-on-one professionally supported relationships with adult caring mentors so children will thrive.

- BBBSEM has several programs which include community-based, school (site), campus-based, and a big futures mentoring program for high school students.
- Site based programs are with local schools and include after school programs and external organizations in Massachusetts to help under-resourced families.
- Youth outcomes expected from this program are to improve caring, character, confidence, connection, curiosity and competency (social and emotional) which is referred to as the 6 C's in the BBBSEM program. (BBBSEM, 2022, p. 1)

#### Internship Project Objectives

- To explore the results of successful matches to see if this organization is able to create positive development relationships. Analyze differences of improvement in youth character
- To compare differences in improvement of youth character development in two different school settings

#### Related Literature

- "Eighty-four percent of our community identifies as BIPOC and a very high number, close to 80%, also identifies as low socioeconomic status, so positive mentors and role models really make a difference for these kids" (Aitkens, 2022, p. 1)
- It has been found that youth show improvements with their mental and psychological well being, social competence and academic performance when supported in a mentoring relationship. This leads to a reduction in problematic and risky behavior. BBBSEM estimates between 30,000 and 35,000 youth are waiting to be matched annually, with some youth waiting as long as six months to be matched with a mentor after enrollment (Scafe, 2022, p. 4)

Key thoughts/comments: It is important to address the barriers within an organization that may be due to implicit biases. The main objective of Big Brothers Big Sisters is to help the disadvantaged but in order to do so, one must understand the population that they are working with (BBBSEM, 2022, p.1)

#### Acknowledgements

Grace Tillotson - Senior Program Service Coordinator at Big Brothers Big Sisters of Eastern Massachusetts  
Site Supervisor

Dr. Amy Everitt - Chairman of Healthcare Studies  
Professor

#### Materials and Methods

- Obtained information on youth and volunteer families that are currently in place with documents such as the Pre-Interview Socio-Emotional Learning Survey (SEL), Learning about Youth documents, ACE's Score and progress checks completed by volunteers from a database company called Salesforce
- Interviews at the Thomas Edison K-8 School were conducted during lunch/recess for approximately 45 minutes. 2-3 interviews were conducted twice per week on a biweekly basis
- Created and updated excel sheet logging the youth and volunteer assessments over a 13 week period
- Documented the common themes found at the beginning, middle and end of a match with youth and volunteer
- Informed the Site Supervisor of findings from 2022 matches to implement new strategies and update current ones for a successful matching pair

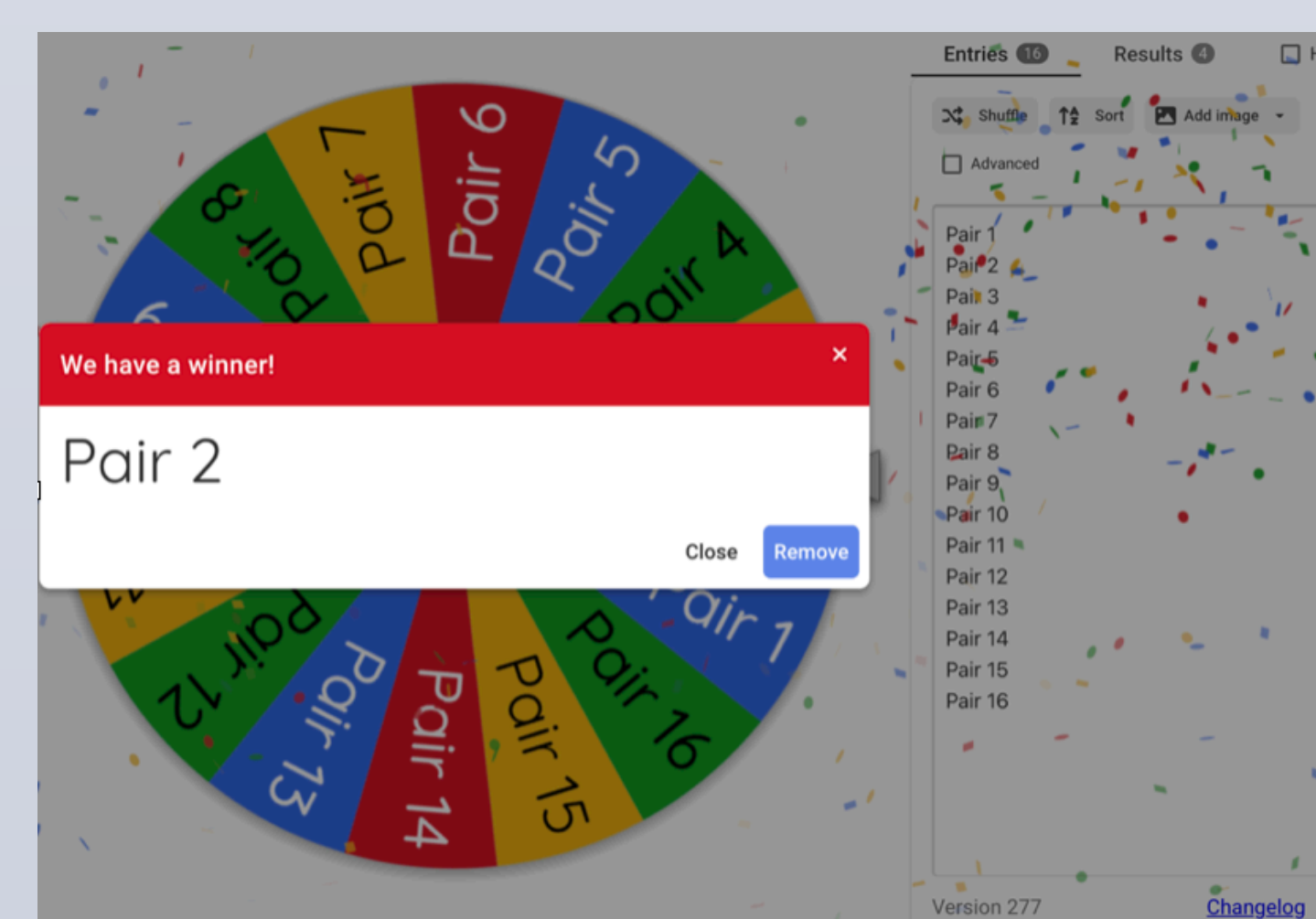
Schools included in this assessment:

- Sacred Heart Charter Public School which specializes in STEM curriculum, Roslindale, Massachusetts
- Thomas Edison K-8 Public School. Brighton, Massachusetts

- Edison School Roster 2022 matches: 16 total

- Sacred Heart School Roster 2022 matches: 4 total
- 6 matches were created from Nov-Dec of 2022. November contained the most matches (4 total)
- 9 matches were created from Jan-March of 2023. March contained the most matches (6 total)

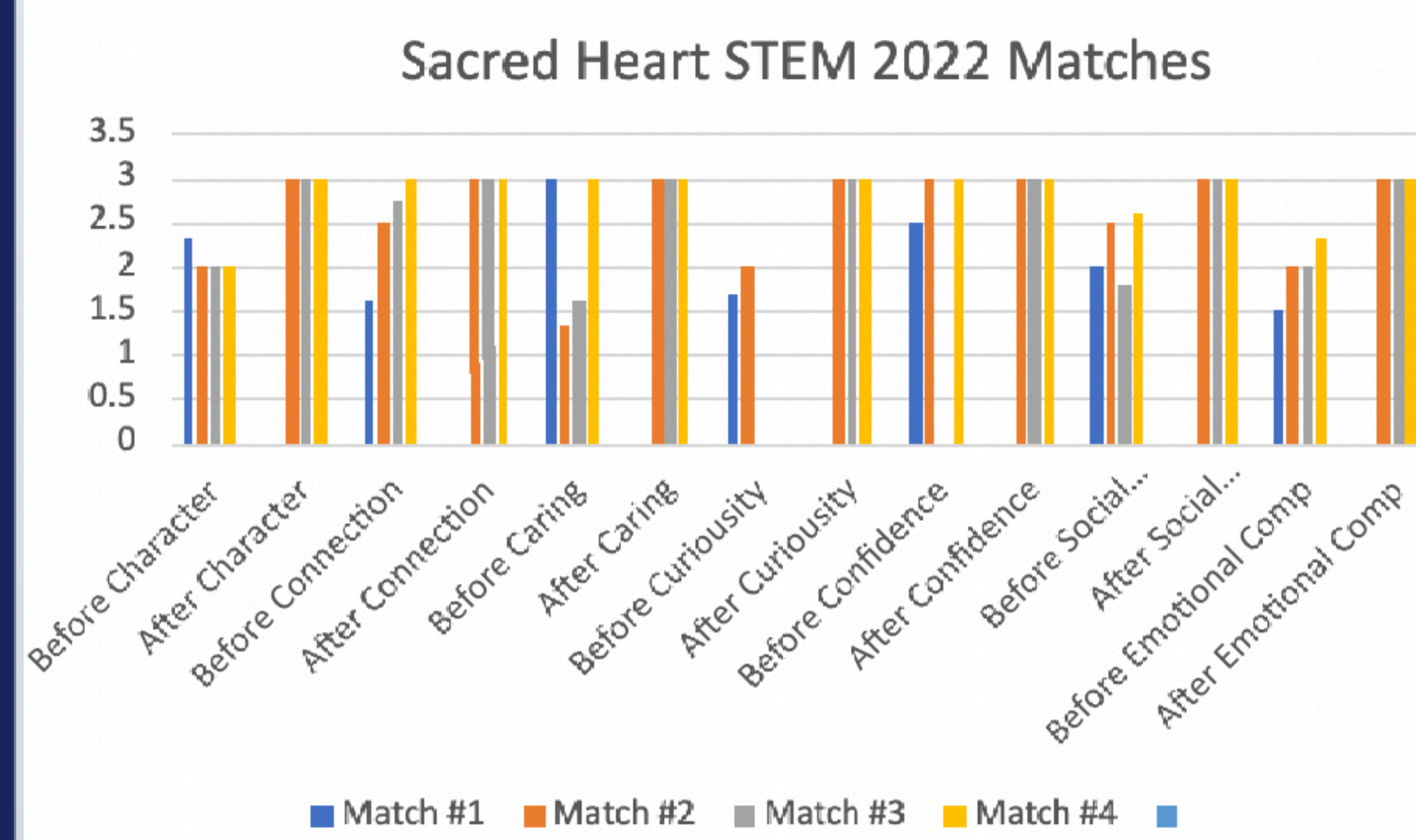
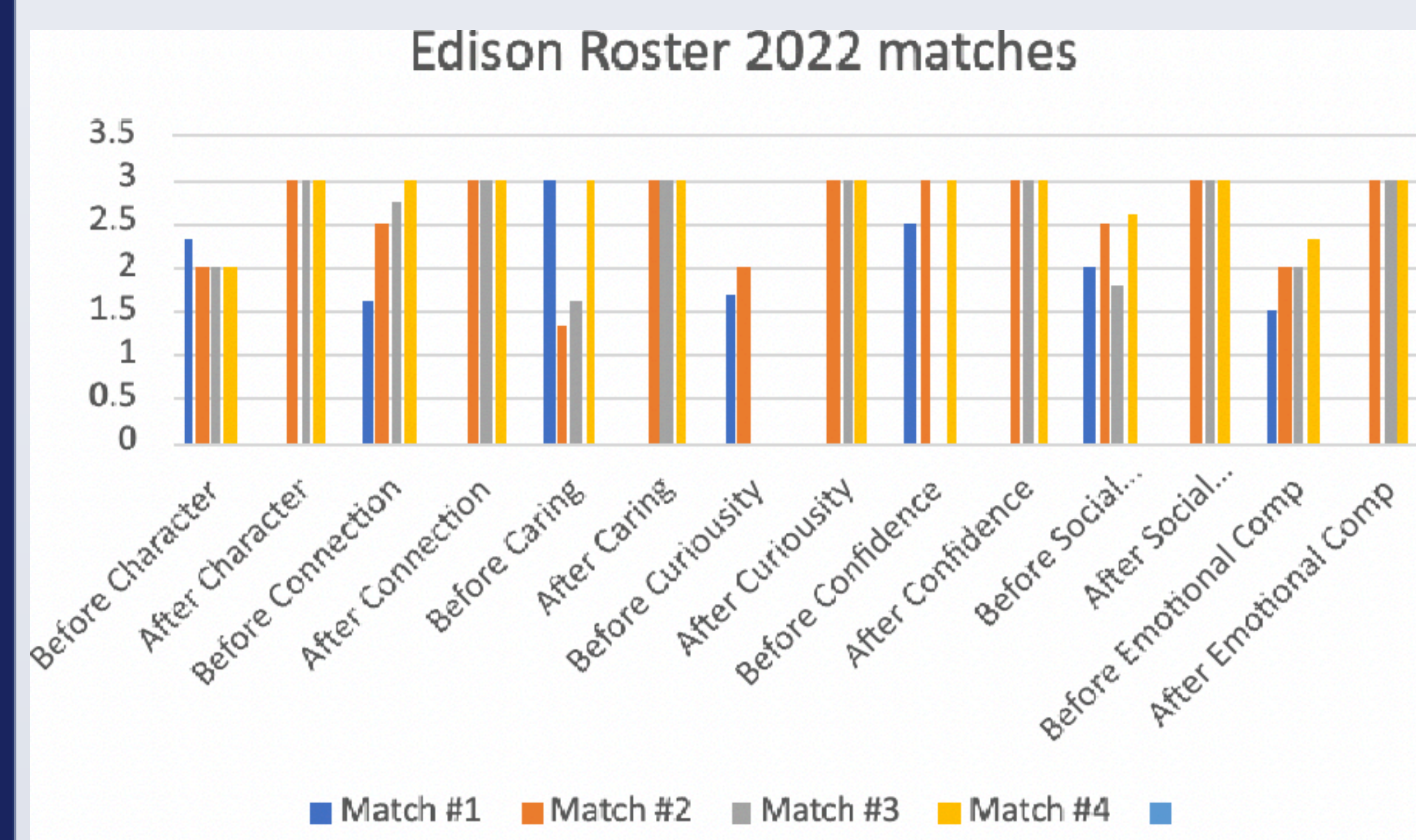
- A randomized name generator was used to select youth from each school to view SEL surveys of existing matches. Four matches of the 16 total were selected to view. Since there was a total of 4 matches with the Thomas Edison K-8 results, there was no need for a randomized name generator to be used.



#### Data & Observations

Below is the data from a survey administered to this Little's guardian based on their youth development

- 0 - 0.99:** This is an area that needs immediate attention and intentionality. You should work with our agency and the guardian to make a plan to address this area.
- 1 - 1.99:** At times, this Little shows strength in this area, but it is not yet a core strength. You should be intentional to look for ways to role model, respond, and provide opportunities for development in this area.
- 2 - 3:** This is an area of current strength for this Little. You should continue to look for ways to foster their development in this area.



Observations: Each youth contact had a different amount of files included in their evaluations which reveals that relationships depend on the involvement of volunteers and guardians. Only one file did not contain after results.

#### Conclusions

This information suggests that Littles are able to grow in their mentoring relationship with their volunteers within six months. With one exception, there was information logging the progress of matches. Some files had SEL results from Littles, guardians and volunteers. There were also strength of relationship (SOR) evaluations. SOR allows volunteers to reflect on their performance with their Little. Of course not all categories are going to be a 3 after being in a relationship within a period of time but it does reveal that volunteers can make an impact with consistency by half a year. There is information from the Little guardian and volunteers perspective that support this claim. There are currently 26 matches this year at the Thomas Edison School which suggests that this program is successful and more students want to be paired with a volunteer.

In terms of public versus charter schooling it is shown that youth in both school settings are able to be positively impacted within 6 months which is a result of the extensive matching process before pairing youth and a volunteer.

#### Implications of the Study

Limitations found in this study:

- One fourth (4) of youth at the Thomas Edison School identify as female, and the remainder as males. However, 63% of volunteers identify as male, which corresponds with the 75% of male identifying youth. There is a 12% difference for male volunteers and bigs, which is relatively low considering male volunteers are a limitation.
- Sacred Hearts data appeared to have more of an even gender balance between volunteers and bigs.
- There was not 100% completion rate of the SEL surveys for each child and guardians throughout the duration of their child's match.
- A cross compare between schools could be made, but potentially not over time as many of the active matches at these sites were made in the last 6-12 months.

#### References

- Aitkens, Madeleine. "Big Brothers Big Sisters of Eastern Massachusetts Hoping to Serve 4,000 Kids This Year." *Boston.Com*, The Boston Globe, 27 Dec. 2022, [www.boston.com/news/local-news/2022/12/27/big-brothers-big-sisters-of-eastern-massachusetts-hoping-to-serve-4000-kids-this-year/](http://www.boston.com/news/local-news/2022/12/27/big-brothers-big-sisters-of-eastern-massachusetts-hoping-to-serve-4000-kids-this-year/).
- Scafe, (2022) Meredith J. "Collaborating with Big Brothers Big Sisters and Parents to Develop ..." *Collaborating with Big Brothers Big Sisters and Parents to Develop CareGiver-Initiated Mentoring*, University of Arkansas ProQuest Dissertations Publishing, 2022, [scholarworks.uark.edu/cgi/viewcontent.cgi?article=6183&context=etd](http://scholarworks.uark.edu/cgi/viewcontent.cgi?article=6183&context=etd).
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