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PACIFIC INSTITUTE FOR RESEARCH AND EVALUATION

# *Assessing the Impact of Parental Characteristics, Parental Attitudes, and Parental Engagement on Mentoring Relationship Outcomes*

## **FINAL REPORT**

July 2017

(OJJDP Award 2013-JU-FX-0010)

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## **ABSTRACT**

In October 2013, the Pacific Institute for Research and Evaluation (PIRE), in partnership with Big Brothers Big Sisters of Kentuckiana (BBBS-KY), was funded under OJJDP Award 2013-JU-FX-0010 to assess the impact of three types of parent/guardian factors—parent-child dynamics, family dynamics, and parent/guardian involvement in mentoring matches--influenced match length, the strength of relationships between volunteer mentors and youth, and youth outcomes. The project utilized an intervention-only pre-post design in which the BBBS community-based and site-based programs were the intervention. Quantitative and qualitative data were collected from youth, mentors, and parent-guardians in the BBBS-KY program at match and 12-months after match. These data were complemented by school record data from 16 area school districts and from data from the BBBS-KY AIM database.

We found that parental-youth relationship dynamics and parenting styles had a direct impact on youth attitudes toward risky behaviors. For youth in site-based matches, these factors also were related to academic performance, unexcused school absences, and school suspensions. We also found that while parent/guardian involvement in match relationships influences strength of relationship ratings, it does not appear to influence youth/program outcomes directly. However, relationships between parents/guardians and volunteers influence both the strength of mentoring relationships developed and two key youth outcomes—attitudes toward risky behaviors and academic performance.

## EXECUTIVE SUMMARY

### Project Overview

In October 2013, the Pacific Institute for Research and Evaluation (PIRE), in partnership with Big Brothers Big Sisters of Kentuckiana (BBBS-KY), was funded under OJJDP 2013-JU-FX-0010 to implement a Mentoring Research Best Practices project that explored whether three types of parent/guardian level variables (psychosocial parent/family characteristics, parent engagement in the mentoring match, and parenting style) influence match quality, match length, and youth outcomes. This study was designed not only to describe these factors, but to investigate how these factors impact match length, match strength, and youth program outcomes.

Data to inform both objectives was collected using a longitudinal multimode approach with youth, mentors and parents in the BBBS-KY program in the metro Louisville area. In addition, data from 16 local school districts provided measures of academic performance, school attendance, and disciplinary suspensions.

This Executive Summary presents the results from our study. Sections below highlight our guiding research questions, instruments and measures, and details of our findings. Finally, we discuss the implications of our findings related to program best practices and identify areas for additional research in the future.

### Research Questions

The research on the impact of parent/guardian factors was designed to answer the following four research questions and in doing so, help both BBBS-KY and the larger mentoring field understand the impact of parent/guardian factors on both match and youth outcomes.

#### **Research Question 1: What are the dynamics of relationships between parents/guardians and youth?**

RQ1.1: What are the dynamics of relationships between parents/guardians and youth?

RQ1.2: Did youth-parent relationship dynamics change over the 12-month study period?

RQ1.3: Do youth-parent relationship dynamics vary across community-based and site-based matches?

#### **Research Question 2: What are the expected and actual levels of parental involvement in study matches?**

RQ2.1: What are the expected and actual levels of parental involvement in study matches, including communication frequency and modalities?

RQ2.2: How do the expected and actual levels of parental involvement in study matches differ by the type of match?

#### **Research Question 3: Are parent/guardian factors and parental involvement in the match are related to match length or match strength**

RQ3.1: Are parent/family characteristics, dynamics of relationships between parents/guardians and youth, volunteers, and levels of parental involvement in BBBS-KY matches, related to the length of matches made by BBBS-KY?

RQ3.2: Are parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers, and levels of parental involvement in BBBS-KY matches related to the reported strength of relationship between youth and volunteers?

RQ3.3: Does the impact of these factors on match length and strength vary by match type?

**Research Question 4: Assess whether parent/guardian factors and parental involvement in the match are related to mentoring program outcomes for youth?**

RQ4.1: Are parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers, and levels of parental involvement in BBBS-KY matches related to youth outcomes?

RQ4.2: Does the impact of these factors on youth outcomes vary by program type?

## **Data Sources and Measures**

To inform the project's research questions, data were collected at multiple time points from youth, volunteer mentors, parents/guardians.

BBBS-KY follows the BBBS-America standard protocols, which includes the completion of surveys for youth and mentors that were designed by the national office for use by BBBS chapters. These instruments include a Youth Outcomes Survey (YOS) and Strength of Relationship Surveys for both youth (YSOR) and volunteer mentors (MSOR). The YOS is completed by the youth prior to matching with a volunteer and again 12 months after the match is activated. At the 3-month post-match mark, Strength of Relationship Surveys are conducted with both the mentor (MSOR) and the youth (YSOR). These surveys are conducted again after the match has reached the 12-month mark (or at the end of the school year for site based matches). Responses to these mentor and youth surveys are entered into the BBBS-KY AIM database system. The AIM database also includes background data collected during the application, screening, and interviewing processes for the youth, his/her primary guardian, and the potential volunteer. PIRE supplemented the standard BBBS data collection efforts with project-specific baseline volunteer mentor survey and a number of formative and outcome based inserts to supplement the data that was regularly collected from youth and mentors. For volunteers, key measures included strength of relationship constructs such as compatibility, competence (lack of frustration and confidence), closeness, and centeredness of the match on youth's developmental needs. The project-designed MSOR insert measured the frequency of meetings with both youth and parents/guardians, communication with parents/guardians and youth, cancelled outings, match activities, amount and quality of time spent with the youth, confidence in handling cultural and ethnic differences, compatibility, closeness, and distance, along with perceptions of parent/guardian support, program support and match satisfaction. For youth, key measures included social acceptance by peers, scholastic/academic competence, educational expectations, grades, attitudes toward risk, parental trust, truancy/school attendance, presence of a special adult in the youth's life, and whether the youth was ever arrested. The project-designed YOS insert measured self-esteem, antisocial behavior, alcohol and tobacco use, and academic self-efficacy. The YSOR measured developmental needs, conflict, competence, centrality, and closeness. The YSOR insert was designed to measure amount of time spent together with Big, communication frequency, perceptions of relationship

dynamics between parents/guardians and volunteers, cancelled outings, match activities, satisfaction with time spent together and with match activities, relational satisfaction, intimacy, and dissatisfaction.

The PIRE and BBBS-KY teams also created a project-specific parent/guardian survey to better understand the impact of parental factors on match dynamics and youth mentoring program outcomes. Due to low literacy levels of parents/guardians, this survey was administered as a mixed-mode, audio-computer assisted interview (ACASI) at baseline and again at 12-months. Key constructs included on the parent survey were (a) expectations for the match; (b) communication with the volunteer; (c) child physical and behavioral health; (d) parenting style; (e) expected role in the match; and (f) family closeness.

In addition to the survey data, the project research questions were informed by record data provided by 16 area school districts and by case review data in which the BBBS data collection coordinator retrospectively reviewed match case records in AIM for each of the 350 matches that participated in the project. Among the elements extracted from this review were agency records of parent/guardian participation in BBBS-KY match and/or family engagement activities.

The accompanying report, along with a measures table in Appendix A, provide further details on the instruments, databases, measures, and relevant outcomes for the data included in our analyses.

## **Key Findings**

Overall, the study found that parenting styles, relationship dynamics, and involvement in mentoring matches can influence match length, match strength, and youth program outcomes, particularly youth attitudes toward risky behaviors. However, the results of the study were complex and varied across the BBBS-KY community-based and site-based programs. Key results from the study are summarized below.

### ***Research Question #1: What are the dynamics of relationships between parents/guardians and youth?***

Research Question 1 has three parts. Question 1.1 focuses on assessing the parent-youth relationship dynamics. Question 1.2. focuses on whether those parent-youth relationship dynamics varied across the BBBS-KY community-based and site-based programs. Question 1.3 assesses whether parent-youth relationship dynamics varied systematically between the baseline and 12-month surveys.

Research Question 1.1: What are the dynamics of relationships between parents/guardians and youth?

Research Question 1.2: Did youth-parent relationship dynamics change over the 12-month study period?

Key results for Research Questions 1.1 and 1.2 include:

- Parents/guardians reported that their families ate meals together 4.9 times per week.



- Parent/guardians reported high levels of family cohesion, with scales scores averaging 4.2 out of 5 at baseline and 4.1 out of 5 12-months later. This suggests that parents/guardians felt that their family members were close to each other, did things as a family, asked each other for help, and were available to talk when needed.
- Parent/guardian reports of bonding with their child were generally high at both baseline and 12-months later, averaging 4.8 on a 7-point scale. This scale, which includes measures of affection and of how parents/guardians and children interact, suggests that parents/guardians and youth generally felt that they had close, positive relationships.
- Parent/guardian reports of their parenting styles were slightly less positive with scale scores of 4.2 at baseline and 4.8 12-months later. This scale measures how parents rate their parenting skills and parenting styles and uses measures of both positive and negative valence such as, “your child is out with friends you don’t know,” and “you let your child know when he/she is doing a good job,” measures how parents rate their parenting skills and styles.
- Approximately two thirds of parents/guardians (66% at baseline and 71% 12-months later) felt that their child would graduate from college.
- Youth reported high levels of trust in their parent/guardian, with mean scale scores of 3.5 out of 4 at baseline and 3.6 out of 4 at 12-months.

***Research Question 1.3: Did youth-parent relationship dynamics vary between community-based and site-based matches?***

This question compared youth-parent relationship dynamics by match type.

- There generally were no differences in youth-parent relationship dynamics between site and community-based matches.
- There was a small but statistically significant increase in parental trust as reported by youth in site-based matches from baseline to 12-months.

***Research Question #2: What are the expected and actual levels of parental involvement in study matches?***

Research Question 2 has two parts. Question 2.1 assesses expected and actual levels of parental involvement in study matches. Question 2.2 assesses how expected and actual levels of parental involvement in study matches differed by the type of match.

***Research Question 2.1: What are the expected and actual levels of parental involvement in study matches, including communication frequency and modalities?***

Key results for Research Question #2.1 include:

- Volunteers and parents/guardians expected that youth would spend approximately 5 hours per month with the volunteer on match activities. Parents/guardians reported that on average, youth spent 3.67 hours per month on match activities with the volunteer, while volunteers reported that they spent 4.54 hours per month with youth.

- At baseline parents/guardians expected to communicate with the volunteer 1.46 times per month on average and expected to see the volunteer 1.03 times per month. At wave 2 they reported actually communicating with the volunteer 1.35 times per month on average and reported actually seeing the volunteer 0.52 times per month.
- At baseline volunteers expected to communicate with parents/guardians 1.3 times per month on average and expected to see parents/guardians 1.03 times per month on average. At wave 2 they reported communicating with parents/guardians 0.63 times per month on average and seeing parents/guardians 2.40 times per month.
- Parent/guardian expectations of how frequently youth would see the volunteer (2.89 times per month) were similar to those of volunteers (2.61 times per month). At wave 2, both parents/guardians and volunteers reported that match activities were occurring twice a month on average.
- Parent/guardians reported communicating with volunteers about a wide variety of topics. Key topics included:
  - Scheduling match meetings.
  - How mentoring could help their child.
  - Household rules.
  - How parents/guardians can support the mentoring relationship.
  - Health or behavior challenges youth were experiencing.
  - Family values and culture.
- There were two notable findings in the data about topics of conversation between parents and volunteers.
  - Parents/guardians and volunteers talked about a wider range of topics than they thought they would at baseline.
  - Parents/guardians were more likely than volunteers to talk about activity coordination and how the match could help the child.
- Parents/guardians expected that their support would be “very important” to the match’s success. Volunteers expected that parent/guardian support would be “somewhat important.”
- At wave 2, On a 1-4 scale about actual parent/guardian support of the match, both parents/guardians and volunteers reported that parents/guardians provided support to the match “sometimes.” This suggests that baseline expectations of the importance of parent/guardian support were higher than the actual levels of parent/guardian support provided.

Research Question 2.2: *How do the expected and actual levels of parental involvement in study matches differ by the type of match?*

- On most indicators of engagement, parent/guardians and volunteers were similar across both the BBBS-KY community-based and site-based mentoring programs.

- The largest difference between community- and site-based matches was that site-based match volunteers had much lower levels of expected interaction with parents and lower levels of expected parental involvement in matches.
- Although volunteers in the full sample of matches reported parents canceling match activities more frequently than youth reported parents canceling match meetings, a comparison of the two programs found that this difference existed for community-based matches but not for site-based matches. This likely is a program design effect because site-based matches meet primarily through meetings at the youth's school or the volunteer's workplace and not through match activities.
- On a 1-4 scale about the importance of parent/guardian support for the match, parents/guardians in both the community-based and site-based programs expected that their support would be "very important" to the match's success. Volunteers in both community-based and site-based programs expected that parent/guardian support would be "somewhat important."
- At wave 2, both parents/guardians and volunteers in the community-based program reported that, on average, parent/guardians engaged in match support behaviors 3-5 times over the past 12 months. However, parents/guardians and volunteers in the site-based program reported that they engaged in match support behaviors only once or twice over the past 12 months.
- Site-based volunteers were less likely than community-based volunteers to think family values and culture would be a topic of conversation with parents/guardians; however, this difference was not statistically significant.

***Research Question #3: Are parent/guardian factors and parental involvement in the match related to match strength or match length?***

This research question asks whether parental factors and parental involvement are related to volunteer-youth strength of relationship and acceleration to match closure. Research Question 3 has three parts. Question 3.1 focuses on whether parent-guardian factors and levels of involvement are related to the length of matches made by BBBS-KY. Question 3.2. focuses on whether parent-guardian factors and levels of involvement are related to the length of matches made by BBBS-KY. Question 3.3 explores whether the impacts of these factors on match strength and length vary by the type of match.

It should be noted that there was a small but statistically significant decrease in youth strength of relationship ratings over the course of the 12-month study period and a corresponding decrease in volunteer strength of relationship ratings over the course of the 12-month study period. It should be noted that this decrease in volunteer strength of relationship was statistically significant only in one of the three models run as part of the project analyses. Change over time in strength of relationship ratings differed by community- and site-based matches, with both youth and volunteer strength of relationship ratings having a statistically significant decrease over time for community-based matches. However, youth and volunteer

strength of relationship ratings did not have a statistically significant decrease for site-based matches

Research Question 3.1: *Are parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers, and levels of parental involvement in BBBS-KY matches related to the length of matches made by BBBS-KY?*

- Generally, parent/family characteristics, dynamics of parent/volunteer relationships, and levels of parental involvement in matches did not predict match length or acceleration to closure.
- Site-based parents/guardians who reported attending one or more BBBS parent or family events were less likely to have their child's mentoring relationship close before 12-months.

Research Question 3.2: *Are parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers, and levels of parental involvement in BBBS-KY matches related to youth or volunteer strength of relationship ratings?*

- Parent-volunteer dynamics predicted overall match strength ratings at 3 and 12-months and changes over time in match strength.
  - Matches in which the parent/guardian had higher levels of match satisfaction also tended to have higher volunteer and youth strength of relationship scores at 3 and 12-months. This effect was strongest for community-based matches.
  - Youth who reported that the relationship between the volunteer and parent/guardian was of lower quality were more likely to report reductions in their overall strength of relationship ratings from 3 to 12-months in the match. However, youth who reported high quality/strong relationships between the volunteer and parent/guardian did not report any change in the strength of relationship between 3 and 12-months.
  - Volunteer strength of relationship ratings at 3 and 12-months were lower for matches in which parents/guardians expected to have a larger/more important role on the match relationship. However, the actual level of parent/guardian involvement in the match was not significantly related to volunteer strength of relationship ratings.

Research Question 3.3: *Does the impact of parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers, and levels of parental involvement in BBBS-KY matches vary by match type?*

- Generally, the relationships noted for Research Questions 3.1 and 3.2 held for the full sample of 350 matches and for our sample of community-based matches. However, we generally did not see these relationships in our sample of site-based matches.
- The finding that parents/guardians who reported attending one or more BBBS parent or family events were less likely to have their child's mentoring relationship close before 12-months was found for site-based matches but not for community-based matches.

- The finding that volunteer strength of relationship ratings at 3 and 12-months were lower for matches in which parents/guardians expected to have a larger/more important role on the match relationship held for the overall sample and for site-based matches, but was marginally significant for community-based matches.

Volunteer/youth dynamics and overall match dynamics had a stronger direct impact on match strength and length than parent/guardian factors and parental involvement in BBBS-KY matches. The accompanying report details these relationships.

***Research Question #4: Are parent/guardian factors and parental involvement in the match related to mentoring program outcomes?***

Research Question 4 has two parts. Question 4.1 focuses on whether parent-guardian factors and parent/guardian involvement in the match are related to youth outcomes. Question 4.2. explores how any impacts of parental factors and parent involvement in the match on youth outcomes may vary by the type of match.

***Research Question 4.1: Are parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers, and levels of parental involvement in BBBS-KY matches related to youth outcomes?***

- Youth whose parents/guardians had a positive parenting style (i.e., offered praise, knew the child's friends) had less positive attitudes towards substance use and other risky behaviors.
- Youth whose parents/guardians had a positive parenting style were less likely to have been suspended from school.
- Youth whose parents/guardians had a positive parenting style were less likely to have unexcused absences from school.
- Youth whose parents/guardians had a positive parenting style tended to have a higher GPA than those whose parents/guardians had less positive parenting styles.
- Youth with stronger Volunteer-Parent Relationships (as reported by the volunteer) had higher self-reported Grades (YOS) at both baseline and 12-months.
- Youth with stronger Volunteer-Parent Relationships (as reported by the volunteer) had less positive attitudes at both baseline and 12-months toward risky behaviors such as substance use.
- Parents who held higher expectations for the match having a positive impact on youth were more likely to have children with an increased likelihood of being suspended. However, the likelihood of suspension did not increase between baseline and 12-months for parents/guardians who had lower expectations for the match. This finding may be associated with the baseline level of risk of the youth—with parents who have youth at higher levels of risk holding higher expectations for the match.
- Youth who reported less strong (or less positive) relationships between their parent/guardian and the volunteer had self-reported Grades (via the YOS survey) that

decreased between baseline and 12-months. However, youth who reported stronger and more positive relationships between their parent/guardian and the volunteer had self-reported Grades (YOS) that increased. Notably, this finding was not observed for GPA, which was based on school record data.

Research Question 4.2: *Does the impact of these parent/guardian factors vary by type of match?*

- The results for positive parenting styles on youth outcomes (less positive attitudes toward risk, reduced likelihood of suspensions and unexcused absences, and higher GPAs) were observed for site-based matches but not for community-based matches.
- The results for parent-volunteer dynamics on youth outcomes (self-reported grades, likelihood of suspension) were observed for community-based matches but not for site-based matches.

As with Research Question 3, the models for Research Question 4 also included a significant number of measures of volunteer-youth dynamics and general match dynamics. Volunteer-youth dynamics and general match dynamics generally were weakly and inconsistently related to youth program outcomes. The accompanying report provides further details on these factors and their relationships to youth program outcomes.

## **Conclusions**

The study found that parent/family characteristics, dynamics of parent/volunteer relationships, and levels of parental involvement in matches did not appear to be related to match length. However, site-based parents/guardians who reported attending one or more BBBS parent or family events were less likely to have their child's mentoring relationship close before 12-months. In addition, we found that parent-volunteer dynamics predicted volunteer and youth match strength ratings at 3 and 12-months as well as changes over time in match strength. Higher levels of parent/guardian satisfaction with the match satisfaction were associated with higher volunteer and youth strength of relationship scores at 3 and 12-months. In addition, while youth who reported that the relationship between the volunteer and parent/guardian was of lower quality were more likely to report reductions in their overall strength of relationship ratings from 3 to 12-months in the match. However, youth who reported high quality/strong relationships between the volunteer and parent/guardian did not report any change in the strength of relationship between 3 and 12-months. Finally, volunteer strength of relationship ratings at 3 and 12-months were lower for matches in which parents/guardians expected to have a larger/more important role in the match relationship.

The study also found that parent/guardian factors and match involvement were related to some program outcomes for youth. Although these relationships were not found for all match types or for all youth outcome measures, our findings provide empirical evidence of the important role that parents/guardians play in the mentoring relationship. Key findings suggest that youth whose parents/guardians had a positive parenting style had less positive attitudes towards substance use and other risky behaviors, were less likely to be suspended from school or to have unexcused absences, and had higher GPAs. Youth whose volunteers reported having



strong relationships with parents/guardians had less positive attitudes at both baseline and 12-months toward risky behaviors such as substance use. Finally, parents/guardians who held higher expectations for the match having a positive impact on youth were more likely to have children who reported being suspended.

## **Study Recommendations and Implications**

Our experience and study findings lead to a number of practical and methodological recommendations, along with directions for future research. These include:

### ***Program Practice Recommendations***

- Tailor parental engagement efforts to program design. Evidence from this study suggests that parent/guardian factors and parental involvement in the match can impact match length, mentor and youth strength of relationship ratings, and youth outcomes. This evidence supports program-level investments in continuing to engage parents. However, because the impact of parental factors seems to vary based on program type, efforts to better engage parents/guardians make sense to the extent that they fit with program design and program objectives. In this study, parental involvement in the match was associated with higher GPAs in site-based matches and less favorable attitudes toward risky behaviors among community-based. Because site-based and workplace mentoring matches typically offer few opportunities for parent/guardian involvement in the match, site-based matches offer a special opportunity for additional parental engagement.
- Support the development of strong, positive relationships between parents/guardians and volunteers. Our study found that higher levels of parental satisfaction with the match were associated with higher strength of relationship ratings, particularly in community-based matches. We also found that youth who perceived relationships between their parents/guardians and volunteers to be less strong experienced declining strength of relationships as the match developed and aged. Programs should explore practical ways to support the establishment and maintenance of healthy relationships between volunteers and parents/guardians.
- Prioritize parental engagement in site-based matches. BBBS-KY site-based matches are more likely to close prematurely than community. Our finding that site-based matches were less likely to close if parents/guardians attended one or more parental engagement or family sessions supports additional program efforts to increase engagement in site-based matches.
- Seek to better understand and align match expectations between parents/guardians, volunteers, and agency staff. Additional work by programs is needed to better understand and align roles and match expectations of parents/guardians, volunteers, and program staff. Our study found a notable mismatch between expectations for communication, interaction, and parental support and what happened in practice during the mentoring match. Although this may be a natural function of volunteers and parents/guardians beginning the relationship process with little understanding of how a mentoring relationship operates and then learning about the relationship as it develops,

programs can actively work during recruitment and the matching process to help develop a shared understanding of what mentoring is and the role that each party plays in the process. This work also can emphasize that although parents/guardians, mentors, and agency staff all have different perspectives, all share the same goal of supporting healthy youth development. This work also can help shift common agency mindsets of seeking to manage and structure parent/guardian involvement in matches to avoid low and high extremes of parent/guardian match involvement.

### ***Methodological Recommendations and Directions for Future Research***

- Explore impacts on matches if systematic efforts are made to increase parent engagement, improve parenting skills, and/or to change other parent/family variables. This study was an exploration of parent/guardian factors and levels of parental involvement in existing BBBS community-based and site-based mentoring programs. Although we worked hard to understand parental engagement efforts by BBBS-KY in their community-based and site-based mentoring programs, as well as to measure the parent/guardian factors of interest, we did not seek to change those variables. Simply, our study was not designed as an empirical test of how systematic increases in parental engagement (or systematic work to change parental attitudes or increase parenting skills) could impact match length, strength, or youth outcomes. Additional research should explore the costs and benefits of increasing parental engagement and of improving parenting skills on match length, relationship strength, and youth outcomes.
- Explore the impacts of parent engagement and parent/guardian factors on other mentoring program models. This research focused on community-based and site-based programs of a single BBBS chapter. In addition, both BBBS-KY program models offered one-on-one, in-person mentoring. It is possible that the impact of these variables on proximal match outcomes and on youth outcomes may vary based on the program design and on whether mentoring is delivered online or in-person. In addition, it is possible that the impact of these factors may operate very differently in programs that have different objectives (for example, college/career readiness). Additional research should look at these effects across a broader cross-section of mentoring models and mentoring programs.
- Explore how the baseline level of risk of the youth and other family characteristics may interact with parent/guardian factors to impact match and youth outcomes. One of our surprising findings was that parents/guardians with higher expectations for mentoring matches were more likely to have youth who had been suspended from school. We suspect that this finding may have resulted from youth who were entering the BBBS-KY community-based and site-based programs with higher levels of risk. It also is reasonable to assume that parents/guardians may be responding dynamically to the needs of their children and to the needs of the family and that these parental responses may mediate how the factors we explored impact matches and youth outcomes. Additional research that further explores both of these factors will help researchers and practitioners better understand the impact of parenting styles, parent-child dynamics, and parent/guardian involvement in the match.





## INTRODUCTION

In October 2013, the Pacific Institute for Research and Evaluation (PIRE), in partnership with Big Brothers Big Sisters of Kentuckiana (BBBS-KY), was funded under OJJDP 2013-JU-FX-0010 to implement a Mentoring Research Best Practices project that explored the role of parental characteristics, parental attitudes, and parent engagement in mentoring program outcomes. The project's core research question is: "How do three types of parent/guardian level variables (psychosocial parent/family characteristics, parent engagement in the mentoring match, and parenting style) influence match quality, match length, and youth outcomes?" The focus of this study was to assess the impact of these parental factors as moderators of program effectiveness. Two objectives guided our work to investigate this research question.

**Objective 1:** To assess parental/family characteristics, dynamics of relationships between parents/guardians and youth, levels of parental involvement in BBBS-KY matches, and the dynamics of parental involvement in matches.

**Objective 2:** To assess the impact of parental/family characteristics, dynamics of relationships between parents/guardians and youth, levels of parental involvement in BBBS-KY matches, and the dynamics of parental involvement in matches on match length and strength and on youth outcomes.

Data to inform both objectives was collected using a longitudinal multimode approach with youth, mentors and parents in the BBBS-KY program in the metro Louisville area. In addition, data from 16 local school districts provided measures of academic performance, school attendance, and disciplinary suspensions.

The sections below also include a review of the theoretical framework undergirding mentoring as a positive youth development intervention, and of current research around mentoring and the impact of parental factors on mentoring program outcomes.

## BACKGROUND

Over the last 20 years, mentoring programs that pair a youth with a supportive non-parental adult have become increasingly common in the United States. Although there is no formal definition of what mentoring is, mentoring relationships generally seek to promote the growth and development of youth by providing support, guidance, and instruction from more experienced non-parental adults (Dubois & Karcher, 2005). A 2006 survey estimated that there are 5,000 operational mentoring programs in the United States serving approximately three million youth per year (MENTOR/National Mentoring Partnership, 2006) and by 2014, the number of at-risk youth served by mentoring programs was estimated to have increased to around 4.5 million (MENTOR/National Mentoring Partnership, 2014).

A convergence of structural, social, and political factors has driven the growth of mentoring programs. Public and government officials have been increasingly concerned about how youth from disadvantaged backgrounds are at higher risk for substance use, delinquency, and involvement in the juvenile justice system (Dubois et al., 2011). This interest has been coupled with ongoing social changes—such as a growing number of single-parent families—that have further increased the risk profiles of youth (Sterrett, Jones, McKee, & Kincaid, 2011). Finally, a

primary driver among these factors has been a growing body of research showing that mentoring programs can serve as an effective prevention strategy by reducing risk factors, increasing protective factors, reducing the prevalence of drug and alcohol use and antisocial behavior, and reducing the likelihood of involvement with the criminal justice system (Dubois, et al., 2011; Tolan et al., 2008).

However, positive results depend on the development of a long and lasting relationship between a mentor and mentee (Grossman & Johnson, 1998; Grossman & Rhodes, 2002; Rhodes, 2002; Herrera et al., 2007). Average lengths of match vary substantially, but Rhodes (2002) found that approximately half of mentoring relationships last six months or less, though many programs strive for matches of at least a year. This rate of early closures is even higher for programs serving high-risk or system-involved youth (Grossman & Rhodes, 2002). These findings related to match length are especially problematic because research has found that when relationships end within three months of the match, the mentoring relationship may harm the youth (Herrera, 2007; Grossman & Rhodes, 2002; Darling, 2005; Karcher, Nakkula, & Harris, 2005; Spencer, 2007). In response to these concerns, mentoring programs such as Big Brothers/Big Sisters continue to explore strategies (e.g., improved recruiting and matching processes, mentor training, engaging parents/guardians, etc.) that aim to increase match length, strength, and satisfaction and ultimately positively impact youth outcomes.

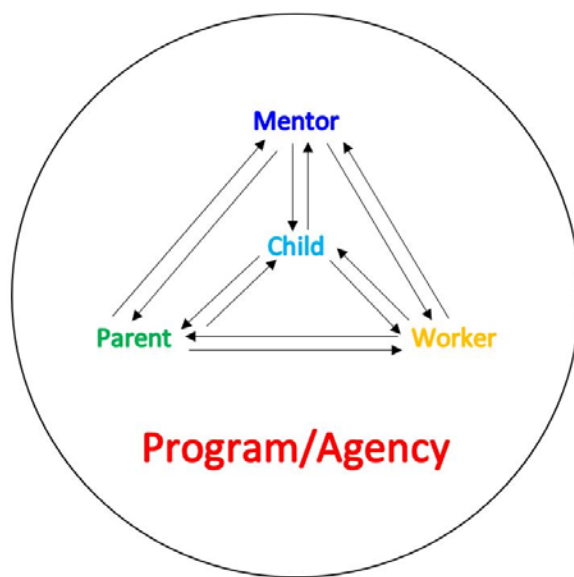
Although many factors can contribute to the success of a mentoring program, some early research suggested that family support of the mentoring relationship was positively associated with youth outcomes (Grossman & Rhodes, 2002). Subsequently, a meta-analysis of mentoring program evaluation research conducted by Dubois et al, 2002 found that parental involvement may be associated with positive youth outcomes. However, a later meta-analysis (Dubois et al, 2011) did not find it to be a significant factor.

Drawing from research and theories rooted in the field of family systems and child development, the idea of parental engagement as a factor in a mentoring relationship rests on the assumption that parents play a key role in the lives of children and that a mentor becomes part of an interrelated family system in which the relationship a mentor develops with the child cannot be viewed in isolation (Kerr and Bowen, 1988; Keller, 2005). More recent research shows that the quality of the relationship between mentor and parent is also important to the success of the match, and that clear communication between mentors and parents regarding expectations is an important component of a high-quality relationship (Basualdo-Delmonico, 2016).

Rhodes's conceptual model of mentoring (2002, 2005) illustrates the pathways through which the dynamics of the interrelationships between parents, peers, and mentors are mediated by elements of mutual empathy and trust, social and emotional development, cognitive development, and identity development and ultimately impact youth outcomes. These models are explored in greater detail below.

Theoretical frameworks. Both Keller's Systemic Model of the Youth Mentoring Intervention (2005) and Rhodes' Conceptual Model of Youth Mentoring (2002) provided theoretical guidance for our examination of the role of parental engagement and involvement in the

mentoring relationship. Keller's theoretical model, which views the mentoring relationship from ecological and family systems perspectives, provides macro-level guidance on how a mentoring relationship can be part of a network of other relationships that either reinforce or inhibit positive youth development. Keller's work illustrates how communication between adults in a child's network, whether parents/guardians, mentors or caseworkers, can help or hinder the mentoring relationship, and in doing so can either support or undermine mentoring program outcomes (Keller, 2005). In Figure 1 (below), Keller's model proposes that the mentoring relationship consists of various interconnected combinations of dyads between the mentor, child, parent/guardian and caseworker (within the BBBS program model, the latter would be the staff person referred to as the Match Support Specialist, or MSS). The arrows illustrate that each dyad is reciprocal in that interactions may occur in both directions as well as transitive triadic interactions between the Parent, Mentor, and Child (e.g., Parent→Mentor→Child) representing an indirect or second order pathway.



**Figure 1. Keller's (2005) Model of Mentoring Relationship Dynamics**

Keller's theoretical framework posits that the mentoring intervention operates within the context of the specific mentoring program's policies and practices. Through recruitment materials and agency contacts, programmatic information is provided to participants to establish the goals, operational procedures, expectations, and policies as well as specific rules and suggestions for how parents, mentors, youth, and agency support staff (MSS) will interact to ensure a common understanding regarding the program and its components and objectives. These materials and communications provide the programmatic structure within which the interactions occur between the key participants of mentoring relationships.

In Keller's framework, parents/guardians have multiple ways of facilitating positive relationship development between their child and an adult mentor. For example, the parent/guardian can communicate relevant information about the child's challenges and circumstances, health, and personality. The parent/guardian can discuss the family's values and

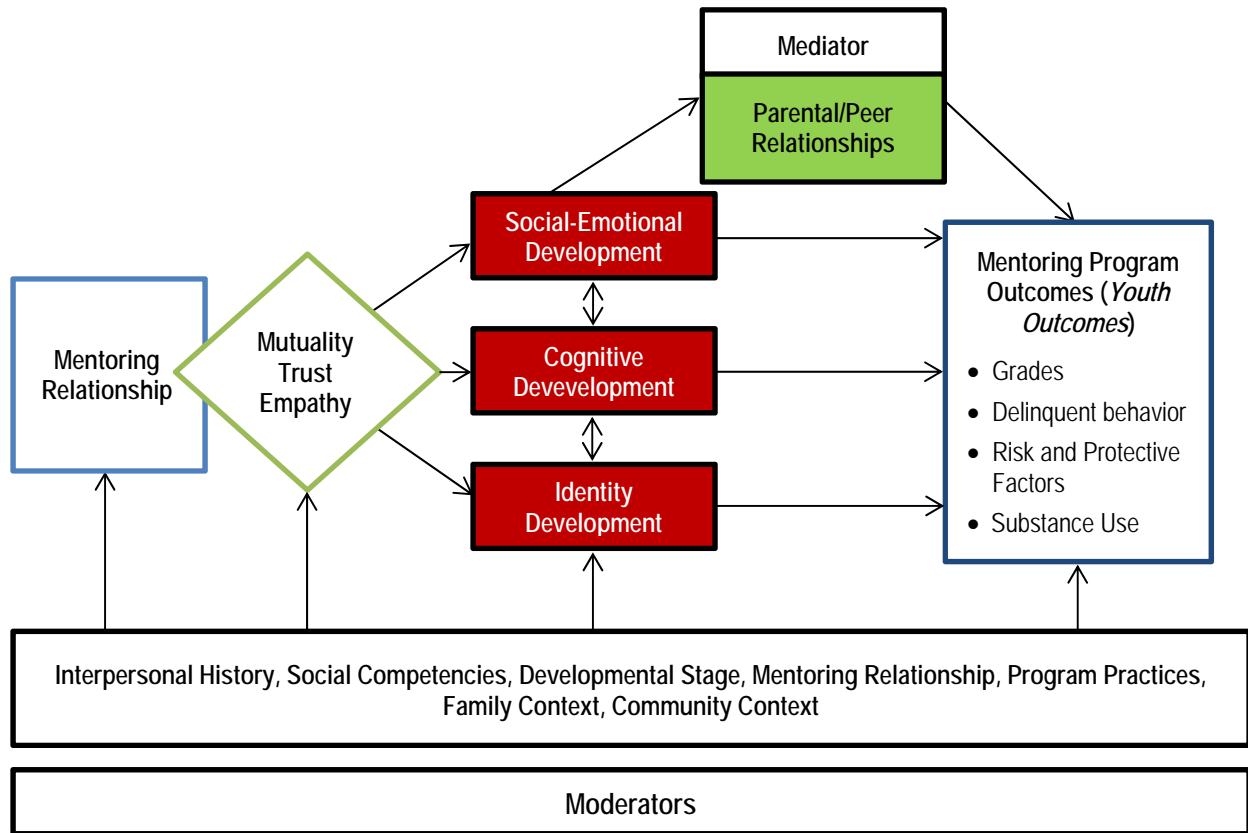
priorities for the child, which can be reinforced by the mentor when views are compatible or prevent the mentor from inadvertently undermining the parent when the mentor disagrees with the perspective. Parents/guardians may also increase the mentor's commitment and motivation by expressing appreciation and encouragement.

The fourth key participant in Keller's framework, the worker (or in the case of the BBBS program model, the Match Support Specialist), plays an important role in helping parents/guardians and mentors resolve relationship challenges, can provide information to the mentor on the child's circumstances, and can help guide the mentor on how to respond to problems or situations that emerge in the mentoring relationship.

Although Keller's framework provides guidance on the role of parents/guardians within the larger/macro-level mentoring relationship, his framework does not specify the precise theoretical pathways for how parents/guardians can influence mentoring relationships and positive youth outcomes. The conceptual model of Rhodes (2002, 2005) and Rhodes et al., (2006), provides this micro-level theoretical guidance by proposing that mentoring interventions impact youth through three interrelated psycho-social mechanisms: (1) enhancing the social relationships and emotional well-being of youth, (2) improving the cognitive skills of youth through interaction, joint activities, and/or guided instruction, and (3) promoting positive identity development through mentor role modeling. While mechanisms (1) and (2) are assumed to be short to intermediate term effects, mechanism (3) is a longer-term effect that occurs as the mentoring relationship interacts with normal youth maturation and development. Furthermore, the effectiveness of each of these three processes and of mentoring as an intervention is moderated by a variety of factors, including interpersonal relationships, developmental stages, program practices such as training and support, match quality and length, and family and community context (Rhodes et al., 2006).

As with Keller's framework, the Rhodes conceptual model views the relationship between the youth and parents or other primary caregivers as one of many factors external to the match relationship (e.g., peers, teachers, family structure and resources, etc.) that can influence youth outcomes. Consistent with child development, attachment and parental acceptance theories (Bowlby, 1969; Noam, Malti, & Karcher, 2014), the model assumes that regardless of the quality of the match relationship, factors such as parental attachment, closeness, parenting style, etc. can impact a child's emotional development and behavior. Satisfactory experiences between a child and their parent or caregiver can serve to encourage a youth to be open to an adult role model or confidant; unsatisfactory experiences may prompt a child to be less open to an adult mentor or conversely, seek an emotional bond with a mentor as a substitute. As Rhodes and colleagues (2006) explain, "In either case, the nature and outcomes of mentoring relationships may be shaped, in part, by youths' relational histories." (p. 6).

Figure 2. Conceptual Model of Mentoring (Adapted from Rhodes, 2002)



*Linking parental engagement and involvement to mentoring program effectiveness.* The theoretical models above demonstrate that mentoring relationships are created through a complex network of interactions that involve the mentor, the youth, and the youth's family within the context of a program structure that provides support for the match. While the mentoring relationship (through mutuality, trust, and empathy) is assumed to have positive impact on the social-emotional, cognitive, and identity development of the youth, parent and peer relationships also mediate the impact on youth outcomes. This system of interdependent relationships contains multiple potential pathways of influence on factors that may contribute to the overall functioning of the relationship and the impact of the mentoring relationship on youth.

Understanding the impact of parenting styles, the parent-volunteer relationship, and parent involvement in the mentor-youth long has been important to researchers as they seek to understand when and how mentoring relationships can be effective. Existing research in this area is mixed with some researchers arguing that parental involvement, encouragement and consistency in communication between parents and stakeholders in a child's life is essential for positive youth development (Harris & Wimer; Henderson & Mapp, 2002; Taylor & Porcellini, 2014), while others suggest that family involvement can be very challenging and can ultimately undermine the mentoring relationship in various ways (Miller, 2007; Philip, Shucksmith, & King, 2004; Morrow & Styles, 1995; Taylor et al, 1999).

Taylor and Porcellini (2014) present three important questions that must be considered in determining how parental involvement and engagement impacts the mentoring match and youth outcomes: (1) Does the presence of a mentor facilitate improvement in family experiences and communication between parents and children? (2) Does the involvement of parents in the mentoring relationship increase the quality of the youth's mentoring experience? And most challenging to answer: (3) Is it possible that positive relationships between family involvement and youth outcomes is really a result of a higher quality family environment to begin with? Specifically, perceived social support by parents and secure parent-child attachments have shown to be correlated with longer duration of the match relationship (Dewitt 2014). Unfortunately, this latter question, though very important to increasing our understanding of the role that parent and family characteristics play in the success of a mentoring intervention, would require a study design far beyond the scope of this project.

Other research has suggested that the likelihood of a positive and effective mentoring relationship may be greater when there is an alliance between the parent and mentor regarding expectations and a strong relationship based on mutual support and understanding (Meissen & Lounsbury, 1981; Sipe, 2002; Grossman & Rhodes, 2002). However, the involvement of parents in mentoring relationships also has been found to pose challenges for some matches. As an example, the mentor-youth relationship can be sabotaged when parents expect the mentor to become more of a co-parent in regulating the child's behavior or when a youth is reluctant to share confidences with a mentor because the mentor is seen as being too closely aligned with the parent (Styles & Morrow, 1992; Morrow & Styles, 1995; Miller, 2007; Taylor et al., 1999).

Some research has found positive effects of programs that focus on family advocacy and offer access to resources (Hess, Barr and Hunt, 2009; DuBois et al, 2011). Barron, McKeagney, Woody, & D'Souza (2002) found that parents and youth in a family mentoring program benefitted from advocacy, educational services and resources that enhanced their quality of life. However, this study did not provide evidence on how participation in parent education programs may moderate youth program outcomes.

When comparing a multi-component program that combined community-based mentoring with consultation for parents and teachers and problem-solving skills training for children (Prime Time) to a weekly youth-mentoring-only program provided by college student mentors, Hughs et al., (2005) initially found no differences between the two types of program approaches with respect to short-term treatment effects. However, differences were found at the one-year follow up, but these effects favored the less intensive weekly (Lunch Buddy) program. Additionally, interaction effects were found between treatment condition and school adversity for aggression level with the Lunch Buddy program being particularly effective for aggressive children in impoverished schools with high family mobility. The multi-component program (Prime Time) was more effective for youth in schools with low levels of adversity. As Taylor and Porcellini (2014) suggest "one interpretation of these findings is that mentoring plus parent interventions may be less effective when youth are aggressive, poor, and highly mobile. This finding suggests that for some parents and youth, parent involvement may be *less* helpful." (p. 462).



Although some programs have a primary focus on the youth and youth mentoring but also include family activities, few programs collect data on attitudinal or behavioral changes in the youth's parents. Wheeler & Dubois (2009) conducted a study of agency practices for community-based Big Brothers/Big Sisters mentoring programs and found positive correlations on three measures of parent engagement practices: (1) parent engagement in the mentoring process, (2) inviting parents to agency events, and (3) presence of a parent/family liaison on staff. However, the researchers also found negative associations or poorer outcomes associated with some practices such as inviting parents to "waitlist" activities and providing parents with specific activities or recommendations on how they can support the matches.

Other mentoring programs that have involved parents and/or family members in social or recreational activities include the Cross-Age Mentoring Program (CAMP) that offers Super Saturday events several times a year (Karcher 2008, 2012) and the Across Ages (Taylor, 2000), a comprehensive intergenerational program designed to reduce adolescent drug use. The CAMP program was found to have a statistically significant association with improvements in measures of youths' connectedness to parents. Youth-parent connectedness also mediated improvement in academic achievement when compared to youth in a control group (Karcher et al., 2002).

An evaluation of Across Ages randomly assigned youth to two programmatic conditions: family involvement, life skills training, community service (PS), family involvement, life skills training, community service and mentoring (MPS) or to a comparison group (LoSciuto, Rajala, Townsend & Taylor, 1996). The researchers found that parents whose youth participated in the full treatment group (MPS), were more likely to express satisfaction with the program when the youth's mentor reached out to encourage participation or to offer assistance (e.g., with transportation). The mentors also reported higher levels of satisfaction when they had opportunities to communicate with parents and to share the child's successes and challenges. The study also found that families of mentored youth reported increased participation and engagement in school-related activities and engagement in social/recreational activities and more positive strategies for communicating with their children.

Similarly, Spencer, Basualdo-Delmonico & Lewis, (2011), interviewed 13 parents and found that overall, parents felt better about the mentor-youth relationship if they had a connection with the mentor and tended to be more anxious and uncertain about it if they did not, which supports Keller's (2005) assertion that an alliance of sorts between parent and mentor may be preferable than keeping parents at a distance.

A qualitative study of family involvement in the youth mentoring process was conducted by Spencer and Basualdo-Delmonico (2014) with BBBS national agency staff. Their objectives were to gain a better understanding of how they engage families, to understand roles staff have observed parents playing in the mentoring process, and to better understand what agency staff do to encourage parents to be active participants in their child's mentoring relationship. Semi-structured interviews with agency staff identified three approaches to parent engagement: (a) involving, (b) engaging and serving, and (c) collaborating. The "involving" approach emphasized efforts to improve communication with parents and to increase parent participation in agency practices, and the engaging and serving approach focused on providing direct services or



referring to other community resources. The authors noted that both approaches reflected deficit thinking on the part of agency staff. That is, agency staff assumed families sought out a mentoring relationship to compensate for weaknesses in the parent-child relationship. In contrast, agencies employing a collaborating approach described a strengths-based view of families and worked with the intention of using parental assets to improve the mentoring relationship (Spencer & Basualdo-Delmonico, 2014). Although we found no studies that compared the effect of these three approaches on youth outcomes, a 2014 evaluation of a parent engagement model that included various parent/family outreach and training strategies that most closely fit the “involving” approach described by Spencer et al., found no significant difference in outcomes between the intervention group and the waitlist controls (Kaye 2014).

More recent research highlights some of the challenges related to understanding the impact of parental involvement and parental factors on mentoring match outcomes. In their comprehensive review of the current literature on family involvement in mentoring programs, Taylor and Porcellini (2014) found that although there is some evidence that parental involvement in mentoring has a positive impact on program outcomes, “no studies have been able to separate the possible effects of parental involvement from other program elements. Therefore, no hard evidence indicates that parental involvement alone in and of the three program models described above, is directly related to program outcomes.” (p 436). Further, they propose that while the research seems to support Spenser et al.’s (2011) suggestion that a parent’s connection to the mentor enhances positive feelings about the relationship and the program, additional research is needed to better understand the best ways to involve families and how that involvement impacts change, particularly in youth outcomes.

*Expectations and parent/guardian involvement.* A recent study suggested that mentors and parents/guardians have very different perceptions and expectations about parental involvement in mentoring relationships. Research by Basualdo-Delmonica & Spencer (2016) found a “mismatch” in role expectations for parent/guardian involvement in mentoring matches between parents/guardians, mentors, and program staff. This study found that mentors and program staff are generally in agreement that a balanced level of parental involvement is vital to the success of the match and feel that low levels of parental involvement and very high levels of parental involvement contribute to match failure. Parents, however, endorse a wide variety of strategies and levels of involvement to support their child’s match, ranging from a hands-off approach to including the mentor as an extension of their family. For parents/guardians, their levels of involvement in the match often was determined dynamically as a match developed and in response to perceived support needs of the child. In addition, both studies noted that mentors often are coached by program staff to be on alert for signs of inappropriate behavior by parents, further contributing to the likelihood of misunderstandings about parents’ motivations and priorities. The authors attributed these differences in role expectations to variations in norms and values across race and class. Mentors and program staff tended to be white and middle class, while youth and parents were often families of color and nearly always low income.

*Family Involvement Program Models.* Most of the research on family engagement approaches that are incorporated into youth mentoring programs is qualitative in nature and

includes perspectives primarily from agency staff, mentors and youth. Another significant factor to consider in studying the link between parental involvement and youth outcomes is the program model itself and how parents/guardians are involved in mentoring relationships. Taylor and Porcellini (2014) recommend that program practitioners consider strategies to: (a) provide a better understanding of the program's goals and mentor roles, (2) build trust between mentors and parents, (3) enhance parents' skills and confidence, and (4) connect families to community resources (Taylor and Porcellini, pp 465-466). Their systematic review of the limited number of studies to date led them to propose a number of best practices for family involvement in mentoring programs. Three major types of family engagement approaches are described by Taylor and Porcellini (2014):

- (a) Youth and family mentoring (programs that target the entire family and provide mentoring, family support, and access to community resources)
- (b) Youth-only mentoring plus skill building for families (programs that provide mentoring and support to identified youth but also engage family members in strategies to strengthen parents' skills in working with their children)
- (c) Youth-only mentoring plus family activities (programs that provide youth with one-on-one mentoring and engage families in some of the program activities)

While some mentoring programs may implement only one of these family involvement approaches, many others such as the Big Brothers/Big Sisters-KY implement programs that use a combination of these approaches.

### **BBBS Program Models and BBBS-KY Parent Engagement Approaches**

**BBBS Program Models:** The Big Brothers Big Sisters mentoring program is an evidence-based prevention intervention that is listed as a "Legacy" program on SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP). The BBBS mentoring program model is designed to help at-risk children between 6 and 18 years of age who need a supportive non-parental adult in their lives to be a role model and to establish a healthy one-to-one relationship. The BBBS program model focuses on positive youth development through a one-on-one mentoring relationship in which a Big acts as a role model for an at-risk youth, provides guidance and support, and helps engage the youth in positive activities that support his/her development. The BBBS model is not designed to target specific problems, but rather to have a general positive impact on mentored youth (Grossman and Tierney, 1998). Many of the youth who participate in BBBS mentoring programs have significant risk factors, including living in single parent homes, growing up in poverty, and coping with parents who may be incarcerated or deployed overseas. Potential mentors must provide personal references, participate in an in-person interview with a BBBS Enrollment and Matching Specialist (EMS), undergo a criminal background check, and attend an orientation session before a match with a youth is activated. Volunteers can choose to mentor a youth in a site-based program or the community-based program based on their interests, schedule, and desired time commitment.

**BBBS Community-based Mentoring Program (CB):** In the BBBS CB program, an at-risk youth is matched with an adult volunteer from the community. Match meetings and outings occur at

various locations within the local community in which the Big and Little live. Typically, the Big picks the Little up at his/her home for activities. Because of the community focus of this program, volunteers must be at least 18 years old, have a valid driver's license, and access to a car. They are asked to make a twelve-month commitment to develop and maintain a mentoring relationship with their matched youth. BBBS encourages CB volunteers to participate in 2 to 4 low-cost or free activity outings per month with the youth. Two volunteers (e.g., spouses or friends) can participate in a "Team Match" involving two volunteers who team up and work with one matched child.

*BBBS Site-Based Mentoring Program (SB):* In the BBBS SB program, an at-risk youth is matched with a volunteer (typically high school students or adults) who meet with their assigned youth at one site such as a school or youth organization. As with the CB program, SB volunteers are asked to make a twelve-month commitment to develop and maintain a mentoring relationship with their matched youth. During summer months when school is not in session, the match may become pen pals or meet at an after-school site. BBBS encourages SB volunteers to spend one hour per week at the site with their youth, with 30 minutes spent on academics and 30 minutes spent on activities that build social skills. If both the volunteer and youth are interested, a site-based match can eventually transition to the community-based program.

*BBBS School-to-Work Mentoring Program (StW):* The BBBS StW program is a variant of the BBBS SB program in which an at-risk youth is matched with a volunteer (typically high school students or adults) who meet with their assigned youth at the Big's place of employment. StW volunteers are asked to make a twelve-month commitment to develop and maintain a mentoring relationship with their matched youth. StW matches meet at the Big's place of employment for three-hour match sessions. In addition, there are 3 reverse site visits of 45 minutes each at the Little's school. Both group and 1-1 activities are included. Group activities typically focus on skill-building, career exploration, and college readiness. Individual activities focus on bonding between the Big and Little and include unstructured time for relationship development.

### ***Current BBBS-KY Parent Engagement/Involvement Approaches***

*BBBS-KY Family Involvement Program Approach.* BBBS-KY has been working for years to increasingly engage parents/guardians, and caregivers in matches in a healthy, positive way. To better understand how BBBS-KY works to involve parents/guardians and other caregivers in matches, in March 2015 we conducted a survey of 17 BBBS-KY program staff which was followed by an internal review of responses and group discussion. The first part of the survey asked program staff to consider the three major types of family engagement approaches described by Taylor and Porcellini (2014) and to indicate which of the following strategies most accurately describe the BBBS-KY practices aimed at involving parents. These approaches include:

- (1) Youth and family mentoring (programs that target the entire family and provide mentoring, family support, and access to community resources for the entire family unit);

- (2) Youth-only mentoring plus skill building for families (programs that provide mentoring and support to identified youth but also engage family members in strategies to strengthen parents' skills in working with their children); and
- (3) Youth-only mentoring plus family activities (programs that provide youth with one-on-one mentoring and engage families in some of the program activities).

A majority of BBBS-KY staff indicated that the program approach to parent engagement that is most commonly used in BBBS-KY Community Based and Site Based matches is youth-only mentoring plus skill building for families. However, a few staff members noted that the other two family engagement models (#1 and #3 above) could also apply because on occasion, the program hosts family engagement activities and during "match support" interactions with parents, staff may recommend some community resources that parents could access (approach #1).

We also asked the staff to indicate whether BBBS-KY community-based and/or site-based mentoring programs implement any of the various strategies recommended by Taylor and Porcellini. The fourteen practitioner strategies Taylor and Porcellini recommend were operationalized into a survey questionnaire (included in Appendix B) that was administered with the 17 BBBS-KY staff members. A qualitative synthesis of the results is presented in Table 1 below.

**Table 1. BBBS-KY Parent Engagement/Involvement Objectives and Practitioner Strategies**

Recommended Parent Engagement Strategies	Strategies as Implemented by BBBS-KY
<b>Objective 1: Understanding the program's goals and mentor roles</b>	
a. Conduct intensive outreach to parents to engage them in orientation sessions and to address barriers that might prevent their participation (e.g., transportation, language, feelings of intimidation).	<b>This intensive outreach strategy is implemented with Community-Based Matches but not with Site-Based Matches.</b>
b. Provide opportunities in orientation sessions and one-on-one conversations with program staff for parents and youth to articulate expectations for the mentoring relationship	<b>This engagement strategy is implemented with Community-Based Matches but rarely with Site-Based Matches. Some parents take advantage of opportunities to interact with program staff but Match Support staff do not actively reach out to parents of Site-Based youth.</b>
c. Include, in an orientation session, a reflection for parents on a mentoring relationship they may have had as a way to identify and clarify mentor roles.	<b>This type of "reflection" is not included in the scripts for enrollment staff who conduct the orientation sessions for Community-Based Matches. Parents do not attend an orientation for Site-Based Matches.</b>
d. Encourage communication between program staff and parents by providing intentional opportunities for dialogue.	<b>Match Support staff routinely encourage this kind of communication between program staff and parents with Community-Based matches and often with Site-Based matches when possible.</b>
<b>Objective 2: Building trust between mentors and parents</b>	
a. Assist mentors and parents in appreciating their mutual interest in and responsibility to the youth	<b>Match Support staff routinely assist mentors and parents in appreciating their mutual interests with Community-Based matches and offer similar opportunities to Site-Based matches but not many parents respond or engage with Match Support staff.</b>

**Table 1 (cont.). BBBS-KY Parent Engagement/Involvement Objectives and Practitioner Strategies**

Recommended Parent Engagement Strategies	Strategies as Implemented by BBBS-KY
<b>Objective 2: Building trust between mentors and parents</b>	
b. Train mentors in effective communication and provide specific strategies for gaining the parent's confidence while respecting boundaries	Match Support staff routinely train mentors on effective communication strategies for both Community and Site-based volunteers, however, staff were split on how to respond regarding Site-Based matches because parents aren't as involved in these matches.
c. Explore and address fears and challenges that mentors and parents may anticipate or experience in working together	Match Support staff routinely explore fears and challenges that mentors and parents may anticipate for both Community and Site-based volunteers, however, staff were split on how to respond regarding Site-based volunteers because parents and mentors don't typically work together for these matches.
d. Educate mentors in working with the families of special populations, including immigrant youth and those with incarcerated parents.	Match Support staff routinely educate mentors in working with the families of special populations for both Community-Based and Site-Based matches.
<b>Objective 3: Enhancing parents' skills and confidence</b>	
a. Provide opportunities for parents to participate in workshops that increase their knowledge and skills in areas such as parenting, communication, health topics, and resume writing.	Match Support staff provide these kinds of workshops for Community-Based parents but participation can be limited due to parents without transportation. These opportunities may be offered to Site-Based parents but again participation by parents is rare.
b. Conduct orientation for parents and mentors together to facilitate interaction and shared knowledge.	Orientation for parents and mentors is not conducted at the same time for either program type.
c. Engage parents in training that will help them deal more effectively with their children's challenging behavior	All Community-Based and Site-Based parents are invited to attend topical trainings.
d. Provide home visiting coaching and counseling.	Home visiting coaching and counseling is provided only to Community-Based matches, not to Site-Based Matches. Counseling is only related to the match, not family counseling.
<b>Objective 4. Connecting families to resources</b>	
a Identify available community resources needed by families	Match Support Staff help identify community resources for both Community-Based and Site-Based matches but less so for the latter since parent involvement is not common.
b. Connect families to case managers or family counselors	Match Support Staff help connect families to case managers or family counselors by providing them with the information they need to reach out to services. For Site-Based Matches, staff were split because referrals are provided as needed. For example, in School to Work, staff will notify a school counselor if students have expressed any needs.



Table 1 highlights that the BBBS-KY community-based program offers more opportunities for match support staff to interact with and engage parents than site-based programs (including StW). Twelve out of the fourteen parent engagement/involvement strategies that are recommended by Taylor and Porcellini (2014) are currently being routinely implemented for BBBS-KY community-based matches. Although some of the strategies (seven out of fourteen) are utilized at times by BBBS-KY match support staff when reaching out to parents/guardians of site-based and School to Work youth, staff report that those parents are less likely to respond or participate in those opportunities. In addition to the strategies synthesized above, BBBS-KY sponsors a number of other opportunities for parents to participate in activities that involve youth and their mentors. These opportunities are designed to increase parental engagement in the match and include:

- **Family Nights.** Family Nights began in 2013 as a result of funding BBBS-KY received for Project SOFT (Strengthening Our Families Together). SOFT provides supplemental services to BBBS-KY families in addition to the one-to-one mentoring youth receive. Family night sessions include a meal and help parents strengthen and enhance their parenting capacity through family group activities, training sessions and resource information distribution. Family nights are open to anyone in the family who would like to attend.
- **Rico's Roundtable.** Rico's Roundtable is a collaborative effort to increase black male achievement through an initiative named after an African-American Little Brother whose success he attributes to his Big Brother. Rico's Roundtable includes several community partners and serves as a clearinghouse by matching the needs of students to the skills of partner organizations and the volunteers and resources they provide. Rico's Academies occur on the 2<sup>nd</sup> Saturday of each month. The academy sessions are attended by Big Brothers and Big Sisters, their Littles, and parents/guardians as they are available. Rico's Roundtable sessions focus on modeling, self-awareness, parenting skills, health promotion, and the environment. Organizational members include all of the African-American fraternities and sororities, 100 Black Men of Louisville, Links, our local school system, and individual experts.
- **Parent Advisory Committee.** The BBBS-KY Parent Advisory Committee meets quarterly to provide advice on agency programming strategies, policies, and special programs. It functions as a mechanism for BBBS-KY to receive input directly from parents/guardians and helps parents/guardians network, share experiences, and brainstorm parenting challenges. Anyone with experience being a parent/guardian in BBBS-KY programming is welcome to participate. Typically, parent advisory committee meetings are small, with 3-5 parents/guardians attending most meetings.
- **Monthly BBBS match activities for parents/guardians.** Each month, BBBS-KY hosts activities for parents/guardians. Past sessions have included skill-building sessions on healthy relationships (for Littles and their parents/guardians), pool parties, skating parties, a forest day, and an annual aviation day. Activities vary and depend in part on the needs of matches and the time of year.

- **Using tickets donated to BBBS with their kids.** BBBS-KY frequently is the recipient of many kinds of tickets. Individual donors as well as corporate donors will often provide tickets to events happening around town so that BBBS can pass them on to matches. Usually, these tickets are utilized by Bigs who are taking their Littles on an outing, but there are parents who use the opportunity to treat their child(ren) to a fun activity.
- **Bowl For Kids Sake.** Bowl For Kids' Sake is Big Brothers Big Sisters' main fundraising event. BBBS families are welcome and encouraged to participate. Parents/guardians bowl at a discounted rate, and Littles always bowl for free. Traditionally, few parents/guardians participate, but as BBBS-KY has placed more emphasis on engaging parents/guardians in the matches they make, they are finding that an increased number of parents/guardians are participating.
- **Board Meetings.** BBBS-KY occasionally asks a parent/guardian of a matched Little to come speak about their experiences at an agency Board of Directors meetings. This is not an opportunity that is available for every match – usually, the BBBS-KY staff first will ask if the parent/guardian is willing to share his/her story, and then ask if the parent/guardian is able to be present at BBBS at the board meeting.

## RESEARCH QUESTIONS

As noted above, the design and implementation of this project was guided by two Objectives: (1) to assess parental/family characteristics, dynamics of parent-youth relationships, and the levels and dynamics of parental involvement in BBBS-KY matches; and (2) to assess the impact of parental/family characteristics, dynamics of parent-youth relationships, levels of parental involvement in BBBS-KY matches, and the dynamics of parental involvement in matches on (a) match length and strength and (b) on youth program outcomes. In order to guide analysis and reporting efforts, these objectives were further refined into four research questions. Those questions (and associated sub questions) follow below.

### **Research Question 1: What are the dynamics of relationships between parents/guardians and youth?**

RQ1.1: What are the dynamics of relationships between parents/guardians and youth?

RQ1.2: Did youth-parent relationship dynamics change over the 12-month study period?

RQ1.3: Do youth-parent relationship dynamics vary across community-based and site-based matches?

### **Research Question 2: What are the expected and actual levels of parental involvement in study matches?**

RQ2.1: What are the expected and actual levels of parental involvement in study matches, including communication frequency and modalities?

RQ2.2: How do the expected and actual levels of parental involvement in study matches differ by the type of match?

**Research Question 3: Are parent/guardian factors and parental involvement in the match are related to match length or match strength**

RQ3.1: Are parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers, and levels of parental involvement in BBBS-KY matches, related to the length of matches made by BBBS-KY?

RQ3.2: Are parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers and levels of parental involvement in BBBS-KY matches related to the reported strength of relationship between youth and volunteers?

RQ3.3: Does the impact of these factors on match length and strength vary by match type?

**Research Question 4: Assess whether parent/guardian factors and parental involvement in the match are related to mentoring program outcomes for youth?**

RQ4.1: Are parent/family characteristics, dynamics of relationships between parents/guardians, youth, volunteers, and levels of parental involvement in BBBS-KY matches related to youth outcomes?

RQ4.2: Does the impact of these factors on youth outcomes vary by program type?

## **METHODOLOGY**

*Research Setting.* The study was conducted within the service area of Big Brothers Big The study was conducted within the service area of Big Brothers Big Sisters of Kentuckiana (BBBS-KY), a local affiliate of Big Brothers Big Sisters of America, which serves youth in 9 Kentucky counties and 3 Southern Indiana counties in close proximity to the agency's Louisville, Kentucky chapter headquarters. BBBS-KY is a non-profit organization in the Louisville metro area that has provided one-to-one mentoring services to at-risk youth since 1967. BBBS-KY has a staff of 32 full-time and 8 part-time professionals who have at least a bachelor's degree in either social work or human services fields and one year's experience in their field. BBBS-KY has served over 5,200 children and youth over the past 5 years and focuses on ensuring that longer, stronger match relationships are developed between at-risk youth and supportive non-parental adults.

*Research Subjects.* Study subjects included 350 volunteer mentors and 350 matched youths between the ages of 8 and 17 who were recruited into the program between February 2014 and November 2015. Volunteers were recruited through BBBS-KY outreach activities that included public media advertising, individual and business networking or referrals through BBBS-KY partners, and various community agencies. Youth were recruited from two primary sources: referrals by school staff (e.g., counselors or teachers) and community sources, which most often are parents or guardians but can be other youth organizations or community mental health professionals who have been working with a family. Those youth referred through a youth organization or local school system participated in the BBBS site-based program and those who were referred by parents or community sources participated in the BBBS community-based program.



Most of the volunteers who participated in the study contacted BBBS-KY through a web-based online application process or initiated a phone call inquiry, which was followed up by a BBBS staff member who provided additional information about the program. Volunteers then completed an application and background check and following that, an interview with BBBS-KY enrollment staff. For the youth who participated in the study, in most cases their parents/guardians applied for a mentor for their child by completing an application form provided by the agency. Both volunteers and youth were placed on a waiting list until an appropriate match could be made based on the preferences and needs expressed by both volunteers and youth. Once volunteers and youth completed the administrative phase of the application process and were assigned to a match, they officially entered either the site-based or community-based BBBS programs and were then recruited to participate in the study. The sections below describe the project research design, consent procedures, instruments, and key measures.

*Research Design.* Because this study sought to understand parental involvement and other parental factors as they currently exist in BBBS-KY programs, an intervention group only, pre-post design was utilized.

*Human Subjects Protection.* Prior to collecting any data, all project instruments, consent forms, and protocols were reviewed and approved by PIRE's Institutional Review Board (IRB). PIRE's IRB conducted regular renewal reviews annually and interim modification reviews of any changes to instruments, protocols, or consent forms proposed by the project team. In addition, the study team applied for and received a privacy certificate in October 2013.

*Consent Procedures.* Our study used a rigorous, multi-step process to obtain consent from volunteer mentors and parents/guardians, to ensure youth had parental consent to participate, and to obtain youth assent to participate. Because our project essentially layered a research design on top of the standard operational procedures used by BBBS-KY, there were two levels of consent: the standard consent process used by BBBS and a supplemental consent process developed by PIRE that accompanied the standard procedures. Both processes obtained written consent to participate from volunteer mentors and parents/guardians, written consent for youth from parents/guardians, and verbal assent to participate from youth.

## **Study Instruments and Data Sources**

*Overview.* Before data collection began, the PIRE team met with the BBBS-KY team to discuss possible strategies for collecting measures required to answer the study's research questions. It was important for the PIRE team to understand BBBS standard operating practices, the process by which BBBS recruits volunteers and matches them to youth, BBBS-KY parental engagement processes, as well as the information that is routinely collected and used to monitor and improve program practices and youth outcomes.

The BBBS-KY chapter follows the BBBS-America standard protocols for collecting and entering certain information obtained from volunteers, youth, and parents/guardians into their AIM database system. The AIM system includes background data collected during the application and screening process as well as surveys that are conducted with volunteers and

youth after the match is activated, at three months post-match, and at twelve months post-match. Initially, during pre-match interviews with prospective volunteers and youth, BBBS Enrollment and Matching Specialists (EMS) collect background characteristics about the youth, their family and the potential volunteer. This information includes the reason the youth was referred to BBBS, the parent/guardian's mentoring goals for the youth, and preferences for the match. The EMS then enters much of the interview information into the AIM system.

The BBBS-America standard protocols also include a number of surveys designed by the national office for use by BBBS chapters including a Youth Outcomes Survey and Strength of Relationship Surveys for both youth and volunteer mentors. The Youth Outcome Survey (YOS) was developed by BBBSA in partnership with Public Private Ventures and Dr. Jean Rhodes to assess the BBBS program's effects on participating youth. The YOS is completed by the youth prior to matching with a volunteer and again 12-months after the match is activated. At the 3-month post-match mark, Strength of Relationship Surveys are conducted with both the mentor (MSOR) and the youth (YSOR). These surveys are conducted again after the match has reached the 12-month mark (or at the end of the school year for site-based matches). Responses to these mentor and youth surveys are entered into the BBBS-KY AIM system.

After considering these various standard program data collection activities, PIRE and BBBS determined that the best approach was to access/extract relevant background, program, and survey data elements from the AIM system and to the extent possible, integrate the collection of additional data needed for the current study into existing BBBS-KY program data collection processes. Our goal in developing and implementing the following data collection strategies was to avoid duplication and to minimize overburdening the BBBS match support team, while also limiting the number of questions to avoid youth and volunteer survey fatigue. A training manual was developed by PIRE as a reference tool for the BBBS team to use as a guide in collecting and providing the following research data to the PIRE team.

*Instrument Development Process.* In addition to the standard BBBS instruments, the study required that inserts to the standard surveys and new instruments be developed. A structured and iterative process was used to develop each of the new survey inserts and instruments used on the project. In step 1, constructs to be measured were identified based on study objectives and the research questions guiding the study. In step 2, interview questions were mapped onto each construct. Where possible, validated survey items were used or questions were drawn from other, successfully-completed mentoring evaluations. In step 3, an item construct dictionary (ICD), which grouped questions by construct, was developed for each of the project collection instruments. These ICDs were then reviewed by the PIRE team and BBBS-KY staff. In step 4, revised versions of each ICD were created, incorporating the feedback from step 3. In step 5, each ICD was turned into a survey questionnaire or insert and reviewed again by the PIRE and BBBS-KY teams.

*Survey Instruments and Inserts.* The sections below describe the data sources, standard BBBS survey instruments, and project-specific inserts and surveys used as part of our project. Following the description of the data sources and instruments, a detailed measures table lists key variables of interest and their coding.

AIM Database. Developed by BBBS-A, this program information system captures background information from mentors and youth through interviews conducted at intake and is updated monthly when EMS staff contact volunteers and youth to check in on match progress. Data elements exported to PIRE for this study includes: (a) youth, parent/guardian, and volunteer demographics (e.g., age, ethnicity, education, etc.); (b) length of match; and (c) reason for match closure.

BBBS Youth Outcome Survey (YOS): This survey, developed by BBBS-America asks questions of youth 9 years and older aimed at measuring the youth's perceptions regarding key outcome variables and includes the following constructs: (a) social acceptance by peers; (b) scholastic/academic competence; (c) educational expectations; (d) grades; (e) attitudes toward risk/peer norms, (f) parental trust; (g) truancy/school attendance; (h) special adult in life; and (i) ever arrested. This survey is typically administered by the EMS over the phone or as an in-person interview at baseline and 12-months. For the project, YOS surveys were administered at match closure if that occurred before 12-months. In addition, YOS surveys were administered with youth as young as 8 years of age. In addition,

Youth Outcome Survey-I (YOS insert): This supplement to the standard YOS questionnaire was administered at the same time the YOS was completed by the youth. The insert was developed to include additional measures of interest to the study. These included: (a) alcohol and tobacco use; (b) self-esteem; (c) anti-social behavior; (d) parent/child bonding; (e) family involvement; and (f) academic self-efficacy. Because the insert included sensitive measures of alcohol and tobacco use, it was completed by the youth and then sealed in an envelope so that BBBS staff would not see youth responses. The YOS insert was completed at the same time as the YOS. PIRE was unable to obtain IRB approval to contact youth who had exited the BBBS program through match closure, and therefore all surveying of Little's was the responsibility of BBBS-KY.

BBBS Youth Strength of Relationship Survey (YSOR Standard version): This survey, developed by BBBS-A, is completed by youth 3 months after the match is activated and again at the 12-month mark. It is designed to assess the youth's perceptions regarding his/her relationship with the volunteer and includes questions intended to measure how the youth feels about the match in the context of the following constructs: (a) youth's development needs; (b) conflict; (c) competence; (d) centrality; and (e) closeness. Both the 3-month and 12-month surveys were administered at match meetings, in person, when possible. For the project, surveys were also administered at match closure if that occurred before 12-months. Surveys were completed over the phone if an in-person meeting with the youth was not possible.

Youth Strength of Relationship Survey-I (YSOR Insert): The PIRE supplement to the YOS survey was developed to capture additional constructs that can be important factors that impact the strength of the relationship between the youth and the mentor. The insert includes the following constructs: (a) amount of time spent with mentor; (b) meeting frequency and quality; (c) satisfaction with amount of time of time with mentor; (d) relational satisfaction; (e) intimacy; and (f) parent/guardian involvement in the match. It was administered at the same time the standard YSOR survey is conducted. PIRE was unable to obtain IRB approval to contact

youth who had exited the BBBS program through match closure, and therefore all surveying of Little's was the responsibility of BBBS-KY.

**BBBS Mentor Strength of Relationship Survey (MSOR Standard version):** This is an existing instrument developed by BBBS-America that is currently being used by BBBS-KY. This survey measures the volunteer's perceptions of their emotional relationship with their youth and whether the match focuses on growth and development of the youth. The survey includes the following constructs: (a) compatibility; (b) competence – lack of frustration; (c) competence – confidence; (d) closeness; and (e) centeredness on youth's developmental needs. Both the 3-month and 12-month surveys are administered at match meetings, in person, when possible. For the project, surveys were also administered at match closure if that occurred before 12-months. Surveys were completed over the phone if an in-person meeting with the mentor was not possible.

**Mentor Strength of Relationship Survey (MSOR Insert):** PIRE developed an insert as a supplement to the MSOR survey. The insert was fielded as a supplemental survey and asked additional questions about the strength of relationship between the volunteer and the youth and questions on volunteer satisfaction with BBBS, Match Support, and the Match Support Specialists. The insert includes the following constructs: (a) amount and quality of time spent with Little; (b) communication/interaction with parents/guardians; (c) parent/guardian involvement in the match; (d) motivation to volunteer; (e) closeness; (f) distance; and (g) match satisfaction. The survey was fielded by BBBS at the 3-month and 12-month match periods or at match closure, if the match closed after 3 months. When volunteers left the BBBS-KY program prior to completing surveys, PIRE completed the survey as a phone interview or mailed a survey to the volunteer.

**Parent/guardian Survey:** This survey was administered at baseline and again at 12-months (or at match closure if before 12-months). The parent survey included the following constructs: (a) demographic variables; (b) employment status; (c) expectations for the match; (d) communication with the volunteer; (e) child physical and behavioral health; (f) parenting style; (g) expected role in the match; (h) family closeness; and (i) parent-child bonding. The survey was fielded as a mixed mode (tablet/telephone) survey. Due to low literacy levels of parents/guardians, the tablet versions of the survey included audio computer-assisted interviewing (ACASI). For parents/guardians who BBBS could not reach, PIRE completed the survey as a phone interview or mailed a survey to the parent/guardians.

**Case Review data:** Case review data were compiled by the BBBS data collection coordinator retrospectively by reviewing match case records in AIM for each of the 350 matches that participated in the project. Among the elements extracted from this review was parent/guardian participation in BBBS-KY match and/or family engagement activities.

**Volunteer Survey at Match:** This survey was administered at baseline by BBBS staff with the 350 volunteers who participated in the project. The Volunteer Survey at Match included the following constructs: (a) meeting frequency and expectations; (b) communication with the Little; (c) communication and interaction with parents/guardians; (d) parent/guardian involvement in the match; and (e) values and family cultural practices.

Youth academic performance data: To obtain academic data for youth, the PIRE and BBBS-KY teams worked closely with officials of the local school districts serving the counties where the BBBS-KY program operates. The largest school district, Jefferson County Public Schools (JCPS), changed their academic information system early in the study which meant that BBBS no longer had direct access to school level data such as attendance, grades, achievement test scores, and disciplinary infractions. However, due to the district's support of the project, PIRE was able to obtain an exported data file that contained (a) days present at school; (b) number of unexcused absences from school; (c) number of excused absences from school; (d) number of days suspended from school; (e) number of days expelled from school; (f) GPA for the school year (for grades receiving A-F grades); (g) indications that there was an in-school system transfer (usually indicative of a serious disciplinary problem); and (h) whether the student dropped out of school. As the latter two (i.e., g and h) and (e) expulsions primarily apply to only older students and they were uncommon in our data, they were not considered further. We obtained these data elements from JCPS, as well as from 15 other districts in the BBBS-KY service area. We obtained multiple years of data for all students, so that we could select the school year closest to their baseline and the school year closest to their one-year follow-up for their pre-test and post-test data. To assure equivalence across schools (e.g., JCPS and other districts had a different number of school days in their year), we calculated percentages of total days for (1) unexcused absences, (2) excused absences, and (3) suspensions and we transformed (4) grades to a 0-4 (F-A, respectively) grading scale. Standardized test scores were examined on an ordinal scale ranging from 1-4 (novice to distinguished, respectively) for (5) language mechanics, (6) math, (7) reading, (8) science, (9) social studies, and (10) writing.

Table 2 (below) presents a summary of the percentage of matches that completed each data collection activity at each wave. Data were not available from all data sources for all participants, but were available for a vast majority of the 350 matches for most of the data sources. A full measures table is included in Appendix A.

**Table 2. Percentage of Project Participants with Data at Each Wave by Data Source**

<b>Data Source</b>	<b>Months into Match Data Collected</b>	<b>% Matches with Wave 1 Data</b>	<b>% Matches with Wave 2 Data</b>
Case Review	3 & 12	97%	97%
Match History Detail	12	-	100%
Parent Survey	1 & 12	95%	87%
School Data	1 & 12	92%	92%
Volunteer at Match Survey	1	99%	-
Volunteer Strength of Relationship Insert Survey	3 & 12	93%	79%
Volunteer Strength of Relationship Survey	3 & 12	94%	84%
Youth Outcomes Insert Survey	1 & 12	100%	88%
Youth Outcomes Survey	1 & 12	100%	91%
Youth Strength of Relationship Insert Survey	3 & 12	96%	85%
Youth Strength of Relationship Survey	3 & 12	96%	89%



## MATCH AND PARTICIPANT CHARACTERISTICS

A total of 350 BBBS-KY matches participated in this study across the BBBS-KY community-based and site-based programs. The majority of matches were community-based matches (66%) and the balance (34%) were either traditional site-based or school-to-work matches. Table 3 presents demographic characteristics of youth, parents/guardians, and volunteers who participated in the project. On average, parents age category was 40 indicating that they were most likely between 36-44 years old (see category distribution in Table 3), youth were nearly 12, and volunteers just over 30. Most youth were in 7<sup>th</sup> grade at the start of the match. The Youth behavioral and physical health scale is a validated 6-item scale on which parents/guardians rated their children's health as excellent (4) to poor (1). The mean score of 3.3 for this sample represents an average rating of good to excellent. Study matches lasted just over a year (16 months) on average with some ending after the first month and others lasting nearly 3 years.

**Table 3. Demographic Characteristics of Study Participants**

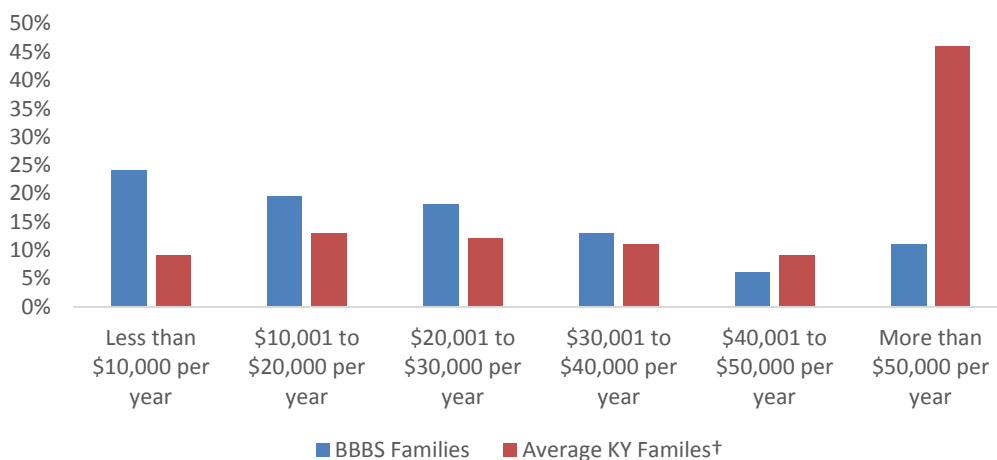
Characteristic	N	Minimum	Maximum	Mean	Std. Deviation	C.I. High	C.I. Low
<b>Physical Characteristics</b>							
Parent age category	329	21	65	40.5	10.8	41.7	39.4
21-25	3	-	-	-	-	-	-
25-35	103	-	-	-	-	-	-
36-44	117	-	-	-	-	-	-
45-54	58	-	-	-	-	-	-
55-64	35	-	-	-	-	-	-
65+	7	-	-	-	-	-	-
Volunteer Age	350	14	68	30.8	11.8	32.1	29.6
Youth Grade	349	1	12	7.3	2.7	7.6	7.0
Youth Age	350	8	18	11.7	2.6	12.0	11.4
Youth behavioral and physical health scale	334	2	4	3.3	0.5	3.3	3.2
<b>Household Composition</b>							
Number of youth siblings	333	0	6	1.5	1.5	1.7	1.3
How many people are supported by income?	328	0	6	3.4	1.5	3.6	3.3
<b>Match Characteristics</b>							
Match Count (Volunteer report)	350	1	6	1.2	0.6	1.2	1.1
Match Count (Youth report)	350	1	5	1.6	0.8	1.7	1.5
Match Length	350	1	35	16.0	8.2	16.9	15.1

**Note:** Parent age was collected as a categorical variable whereas volunteer and youth age were collected as continuous variables.

In addition, most youth who participated in the project had 1-2 siblings and parents/guardians reported 3-4 people being supported by the household income (distribution

reported below). As Figure 3 highlights, the income distribution for these families was lower than the statewide norm for KY (City Data, 2015). The average income of these families was between \$10,000-\$30,000 per year whereas the median income for KY overall was \$43,740 (U.S. Census Bureau, 2011-2015).

**Figure 3. Household Income**



Because a number of descriptive variables were categorical, data for these background characteristics are listed in Table 4. Over three-quarters of youth in the study received free or reduced price lunch and almost half of families were receiving public assistance. 62% of the parent sample reported being employed.

**Table 4. Additional Sample Characteristics**

Characteristic	Percent Responding (responses/350)	Percent Responding 'YES'	C.I. High	C.I. Low
<b>Family Characteristics</b>				
Youth receives free or reduce price lunch	95.1%	81.4%	90.9%	72.0%
Family receives public assistance	94.9%	45.4%	52.5%	38.4%
Youth has diabetes, high cholesterol, high BP	95.4%	4.9%	7.2%	2.5%
Youth has seen mental health provider	95.1%	38.3%	44.8%	31.8%
Parent employed	94.3%	62.0%	70.2%	53.8%
Youth lives with other relatives	95.4%	11.7%	15.3%	8.1%
Youth lives only with mother	95.4%	48.9%	56.2%	41.5%
Youth lives with both parents	95.4%	17.4%	21.8%	13.1%
Youth Male	100.0%	44.0%	50.9%	37.1%

*Table continues...*

**Table 4 (cont.). Additional Sample Characteristics**

Characteristic	Percent Responding (responses/350)	Percent Responding 'YES'	C.I. High	C.I. Low
<b>Parent Characteristics</b>				
Female	94.0%	85.1%	94.8%	75.5%
Divorced	95.4%	25.1%	30.4%	19.9%
Married/Cohabiting	95.4%	25.4%	30.7%	20.1%
Single	95.4%	39.4%	46.0%	32.9%
Bachelor's degree	94.3%	14.3%	18.2%	10.3%
H.S. Diploma	94.3%	75.4%	84.5%	66.3%
Deployed (youth report)	100.0%	0.9%	1.8%	-0.1%
Military (youth report)	100.0%	1.1%	2.3%	0.0%
Incarcerated (youth report)	100.0%	26.9%	32.3%	21.4%
<b>Match / Volunteer Characteristics</b>				
Volunteer was Male	100.0%	36.0%	42.3%	29.7%
Match Closed Before 12 months	100.0%	36.0%	73.6%	56.7%
Volunteer Employed	100.0%	96.0%	106.3%	85.7%
Volunteer Married/cohabiting	97.7%	34.9%	41.0%	28.7%
H.S. Diploma	97.0%	2.0%	-	-
Bachelor's Degree	97.0%	35.0%	-	-
Masters/Graduate Degree	97.0%	25.0%	-	-
Couple Match	100.0%	1.4%	2.7%	0.2%

Most parents rated their child's health as "good" or "excellent" and very few reported being told that their child had a serious health condition (diabetes, high blood pressure, high cholesterol). However, over a third of parents said that their child had seen a mental health provider.

### ***Family Dynamics***

Parents reporting information for this study tended to be female (85%) while only slightly less than half of youth in the study were male. In nearly half of households, youth lived only with their mothers and lived with both parents in fewer than 20% of households. Approximately 25% of parents/guardians reported being divorced and 25% reported being married. Nearly 40% of households were maintained by single parents. Fewer than 15% of parents reported having a bachelor's degree. Only a small portion of the sample (1.1%) reported having parents in the military, but nearly 27% reported having a parent who was incarcerated at some point during the youth's life. Parents and youth were predominantly African American.

### ***Volunteer/Match Characteristics***

Volunteers also tended to be female, although to a slightly lesser extent (74%). Contrastingly, volunteers were predominantly white (see Figure 4). Nearly all the volunteers in the study were employed and slightly over a third reported a marital status of "married/cohabiting." In contrast to parents/guardians, 60% of volunteers reported having a bachelor's or graduate degree. Over the course of the study 36% of the matches closed before



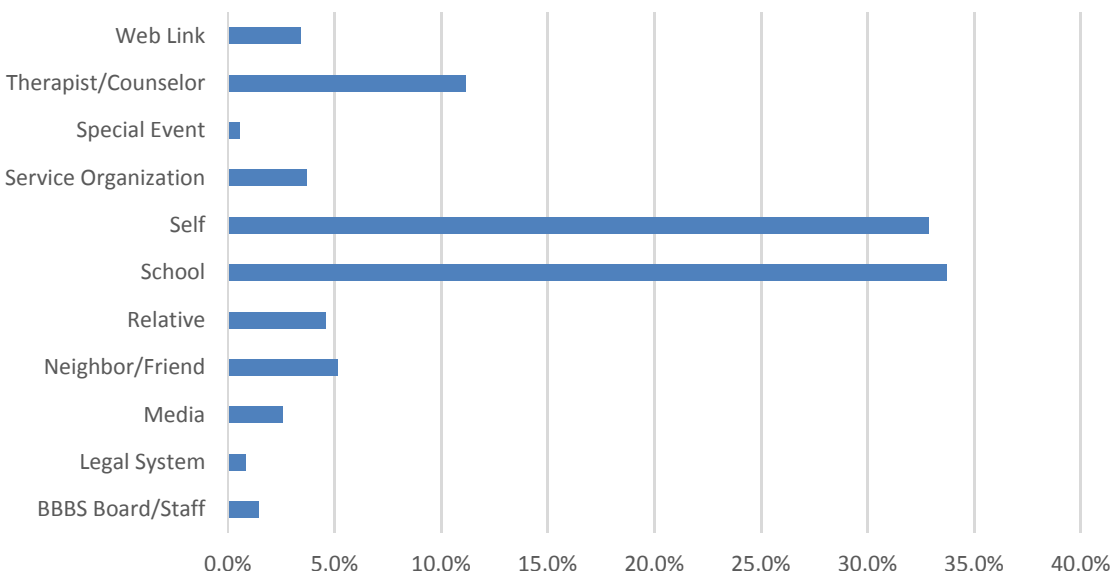
12-months. When examining early closures by match type, 46% of site-based and 29% of community-based matches closed prior to 12 months.

By the end of the three-year study, 65% of matches made as part of the project had closed. As can be seen in Figure 5, the predominant referral source for youth was school followed closely by self-referrals from a youth or parent/guardian. The greatest volunteer-reported motivation for becoming a mentor was ‘to make a difference’ followed closely by ‘wanted to give something back (See Figure 6).

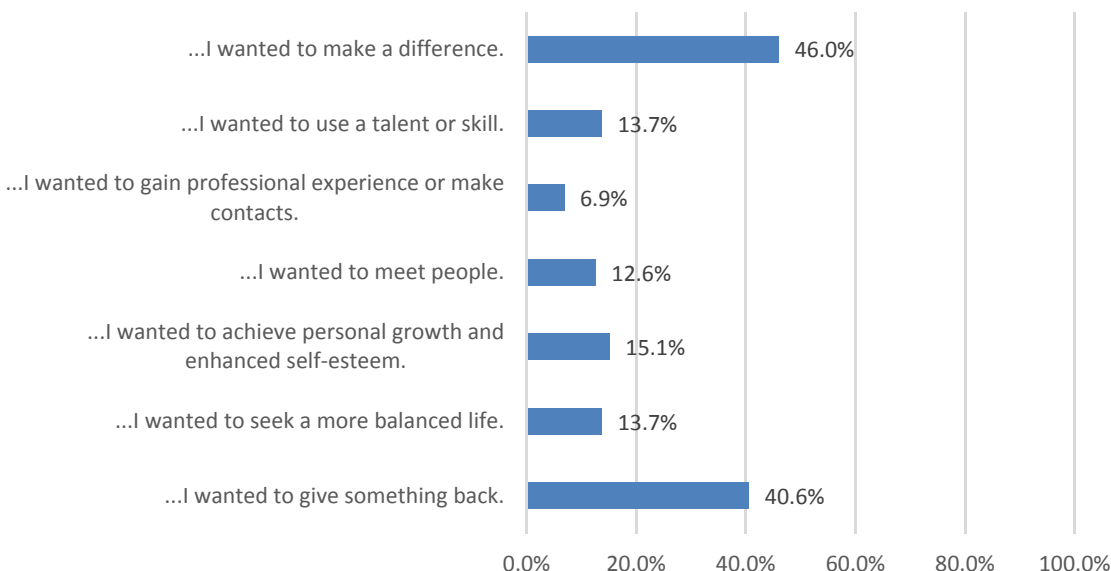
**Figure 4. Race/Ethnicity Distributions for Study Parents, Youth, and Volunteers**



**Figure 5. Youth Referral Source**



**Figure 6. Motivation to Volunteer as a Big**



## Comparing Community-based and Site-based Matches

To better understand differences between site-based and community-based matches in our sample, we examined demographic characteristics separately for site and community-based matches. We found significant differences between the community-based and site-based programs for youth age, the number of people/household, match count (youth report), match length, volunteer education level, youth referral source, household income, and some components of parent, family, and match/volunteer characteristics (see Tables 5 and 6). There

were no differences for motivation to volunteer, or parent, youth, or volunteer race by match type. Youth in site-based matches were slightly older and had more people supported by their household income. Our comparison also showed that household incomes were also differently distributed such that site-based matches had fewer families falling in the lower incoming levels ( $\chi^2 = 31.3$ ,  $p < .005$ ). Finally, youth in site-based matches reported seeing their volunteers fewer times per month and over the course of the study, community-based matches lasted, on average, 3 months more than site-based matches (Table 5).

**Table 5. Comparisons of Site-based and Community-based Demographics**

Characteristic	Site		Community		t	p
	N	Mean	N	Mean		
Physical Characteristics						
Parent age category	101	40.4	228	40.6	6.32	-
21-25	1	-	2	-	-	-
25-35	32	-	71	-	-	-
36-44	41	-	76	-	-	-
45-54	17	-	41	-	-	-
55-64	6	-	29	-	-	-
65+	4	-	3	-	-	-
Volunteer Age	118	31.6	232	30.5	2.97	-
Youth Grade	118	7.7	231	7.1	3.11	-
Youth Age	118	12.4	232	11.3	5.87	*
Youth behavioral and physical health scale	103	3.4	231	3.3	1.95	-
Household Makeup						
Number of youth siblings	102	1.7	231	1.4	1.75	-
How many people are supported by income?	99	3.9	229	3.2	4.63	*
Match Characteristics						
# Previous Matches (Volunteer report)	118	1.3	232	1.1	2.15	-
# Previous Matches (Youth report)	118	1.3	232	1.7	-4.36	*
Avg. Match Length (Mo.)	118	14.0	232	17.0	-.946	*

**Note:** Parent age was collected as a categorical variable whereas volunteer and youth age were collected as continuous variables, therefore, parent age category was run as a chi square test.

Significantly more youth in community-based lived only with their mother whereas significantly more youth in site-based matches lived with both parents (see Table 6). Similarly, more parents in site-based matches were married or cohabitating. Parents in site-based matches reported higher levels of education such that significantly more site-based parents had bachelor's degrees and significantly more community-based parents reported having only a high-school diploma. Youth in community-based matches were more likely to report having had at least one parent incarcerated in their lifetime as well.

**Table 6. Comparisons of Additional Sample Characteristics**

Characteristic	Percent Responding 'YES'		x <sup>2</sup>	p
	Site	Community		
Family Characteristics				
Youth receives free or reduce price lunch	72%	86%	0.75	-
Family receives public assistance	42%	47%	0.15	-
Youth has diabetes, high cholesterol, high BP	7%	4%	4.75	-
Youth has seen mental health provider	28%	44%	4.92	-
Parent employed	65%	60%	5.11	-
Youth lives with other relatives	5%	15%	6.15	-
Youth lives only with mother	38%	54%	11.32	*
Youth lives with both parents	26%	13%	30.77	*
Youth Male	38%	86%	0.27	-
Parent Characteristics				
Female	76%	90%	0.61	-
Divorced	20%	28%	0.12	-
Married/Cohabiting	32%	22%	0.22	*
Single	33%	43%	0.23	-
Bachelor's Degree	20%	11%	0.12	*
H.S. Diploma	59%	84%	0.45	*
Deployed (youth report)	1%	1%	0.00	-
Military (youth report)	1%	1%	0.28	-
Incarcerated (youth report)	12%	34%	40.74	*
Match/Volunteer Characteristics				
Male	31%	38%	0.21	-
Match Closed During Study	66%	65%	0.51	-
Volunteer Employed	97%	95%	0.80	-
Volunteer	42%	31%	0.31	-
Married/Cohabiting				
H.S. Diploma	2%	2%	123.85	*
Bachelor's Degree	29%	38%	-	-
Masters/Graduate Degree	25%	25%	-	-
Couple Match	0%	2%	0.00	-

\*Denotes significance at p<.05

Community-based volunteers were significantly more educated than site-based volunteers with 9% more reporting having obtained a bachelor's degree. Referral source differed significantly by match type as well with youth in site-based matches having been almost entirely referred to BBBS-KY by school staff and youth in community-based matches being referred predominantly from self-referrals ( $\chi^2 = 431.9$ ,  $p < .005$ ).

## DATA ANALYSIS

The data analysis methods for our four research questions are presented below. Because each of the research questions is multi-faceted, the analysis methods are presented by research question.

**Research Question 1:** Because a key objective of this research is to understand the characteristics of parents/guardians, volunteers, and youth, variables related to the demographic and socioeconomic questions of parents/guardians, youth, and volunteers were analyzed using descriptive techniques. For each continuous background demographic variable, we report:

1. Sample size for the variable (number of respondents for which we have valid data)
2. The range of responses (minimum and maximum)
3. The mean of all responses
4. The standard deviation of all responses
5. The 95% confidence interval (a measure detailing the range around the mean that we can be 95% confident the population mean for this sample falls).

These descriptive statistics were reported for the sample as a whole and separately for community-based and site-based matches. There were also many categorical outcomes for which the frequency of each response and total response rate are reported. The 95% confidence intervals were also calculated for frequency variables. To determine if there were differences between site and community-based matches, we conducted independent samples t-tests for continuous variables and Pearson's chi square tests for categorical variables. We interpreted results as significant at the  $p < .005$  level to compensate for alpha inflation.

Research Question 1 also examines relationships between parents and youth in the study. This was assessed by combining multiple single-item questions from various parent and youth survey instruments (see measurement table for full details) into scales of bonding and relationships. The following measures were used to assess each type of relationship across time (from baseline to closure/12-months) and across match type (site-based or community-based):

### ***(1) Parent-Youth / Family Dynamics***

- Parent reports of number of times family eats meals together
- Parent reports of family cohesion
- Parent reports of parent-child bonding
- Parent reports of positive parenting style
- Parent thinks child will graduate high school
- Parent thinks child will graduate college

***(2) Youth Reports of Parental Trust***

For each variable or scale, we report:

1. Sample size (number of respondents with valid scale data)
2. Mean variable or scale scores at baseline
3. Mean variable or scale scores at closure/12-months

To determine if there were differences from baseline to match closure and between community and site-based matches, we conducted paired sample t-tests within each match type over time. Due to the number of hypothesis tests and alpha inflation, we only interpreted results significant at the  $p < .01$  level. T statistics and significance levels are also reported. Note that parent reports of the likelihood of their child graduating high school or college are simply frequency counts of 'yes' responses. For these variables, rather than reporting means, we report percentages and instead of Student's t-test, we analyzed differences across time using Person's Chi squared tests.

**Research Question 2:** Research Question 2 involved comparing observations across waves (expected and actual) and included reports from parents, volunteers, and youth for a possible  $2 \times 3 = 6$  possible discrete reports. Due to the primary focus of the study being parents and their relationships with volunteers, not all measures asked of volunteers and parents/guardians were collected from youth. Further, we did not ask about expectations for some measures about which it would be difficult for participants to speculate at baseline (e.g., times parent would cancel a match meeting). All measures were converted to the same underlying metric where necessary to facilitate comparisons. More specifically, due to literacy issues, some of the response categories for common constructs on the youth and parent/guardian surveys differed. These measures on different response scales were made similar through interpolation; items measured on interval scales were converted to the middle of the response point range (e.g., 2-4 times per month was converted to 3 times per month); and likelihood of talking about a topic was compared to actually talking about a topic. Omnibus comparisons for continuous measures were made using repeated measures ANOVAs and omnibus comparisons for dichotomous measures were made using Cochran's Q test. All pairwise comparisons were made using Fisher LSD tests and Cochran's Q tests, respectively. All analyses were performed for the full sample and also performed separately for community and site-based matches.

**Research Questions 3 & 4:** Analyses examining predictors of match strength and youth outcomes used a nearly identical analysis strategy, so the analysis methods for research questions 4 and 5 are presented concurrently. Three analyses were run for each dependent measure examining (1) Parent-Youth / Family Dynamics, (2) Parent-Volunteer Dynamics, and (3) Volunteer-Youth and General Match Dynamics as predictors in separate models. More specifically, the following predictors were included in each of these three sets of independent constructs.

***(1) Parent-Youth / Family Dynamics***

- Positive Parenting Style Scale
- Parent-Child Bonding Scale



- Family Cohesion Scale

***(2) Parent-Volunteer Dynamics***

- Number of Times Parents Saw the Volunteer
- Parent Expected Importance Parental Role
- Parent Actual Importance Parental Role
- Parent Expected of Match
- Parent Match Satisfaction
- Parent Satisfaction Meeting Goals
- Parent BBBS Events Attended
- Volunteer/Parent Communication
- Volunteer/Parent Interaction
- Expected Volunteer/Parent Involvement
- Volunteer Reports that Parent Cancels Meetings
- Volunteer-Parent Communication
- Volunteer-Parent Involvement
- Volunteer/Parent Relationship Quality
- Youth-Parent Relationship Quality

***(3) Volunteer-Youth and General Match Dynamics***

- Number of Times the Parent Reports the Youth Saw Volunteer
- Volunteer Expected Hours with Youth
- Volunteer Expected Time with Youth
- Volunteer-Youth Expected Communication Frequency
- Volunteer-Youth Actual Communication Frequency
- Volunteer Reports Parent Often Cancels Meetings
- Volunteer Reports Youth Would Like to See Me More
- Volunteer Reports He/She Would Like to See Youth More
- Volunteer Disappointed by Meeting Cancellations
- Volunteer Program Support Sought
- Volunteer Satisfaction With Amount of Time Spent
- Volunteer Relationship Satisfaction
- Youth Reported Number of Match Meeting Times per Month
- Youth Reports Parent Often Cancels Meetings
- Youth Satisfaction with Match Relationship
- Youth Dissatisfaction with Match Relationship

- Youth Intimacy
- Youth Communication Frequency

The specific dependent measures examined in our analyses for Research Questions 4 and 5 were as follows.

***Research Question 4: Match Strength and Length***

- Youth Strength of Relationship
- Volunteer Strength of Relationship
- Acceleration to Closure (match closure and match length)

***Research Question 5: Youth Outcomes***

- Social Acceptance
- School Completion
- Educational Expectations
- Grades (YOS)
- Risk Attitudes
- Truancy (YOS)
- Special Adult
- Justice System Involvement
- Any Suspensions
- % Days Excused Absences
- % Days Unexcused Absences
- Cumulative GPA

Random intercept mixed model regressions were used to analyze all dependent measures, except acceleration to match closure. The intercept was posed as a random effect in these models to adjust estimates for variability due to repeated observations. Each model regressed the dependent measure on a correction for selectivity, a contrast representing time, the predictors in one of the three predictor sets discussed previously, and the orthogonal interactions between the predictor sets and time. The latter two sets of variables represent (a) the averaged effect of the predictor at both times and (b) the degree to which the independent measure predicts change in the dependent measure, respectively. These models were fit using the R foundation for statistical computing (Ihaka & Gentleman, 1996). Models for continuous dependent measures were fit as linear models using the nlme library (nlme, 2017) and models for dichotomous outcomes were fit as generalized linear models assuming a binomial distribution with a logit link function using the lme4 library (lme4, 2017). Using this approach confers the benefit of being able to use data from cases without all repeated measures (e.g., not possible with ANOVA; Raudenbush & Bryk 2002), which is consistent with an intent-to-treat approach. Effect sizes ( $r$  and odds ratios) were calculated from model coefficients and test-statistics using the formulas reported by Cohen (1988). We examined

acceleration to match failure using a Cox proportional hazards regression model, where we performed the analysis separately for each predictor set, regressing match closure status on our correction for selectivity and the previously mentioned predictors, assuming match duration in months. Due to the number of hypothesis tests and alpha inflation, we only interpreted results significant at the  $p < .01$  level.

One potential alternative explanation for putative findings is that changes over time (and consequently, predictors of change over time) are observed due to those who remain in the sample to participate at wave two, as opposed to true relationships in the population to which we wish to generalize. This possibility was addressed in our research question four and five analyses in two ways. First, we chose an analysis strategy that used all available data at pre-test and post-test and second, we examined this bias by conducting a selectivity analysis (Heckman 1976). This analysis was conducted by regressing parent data absence at wave two on match background characteristics (i.e., those presented in Table 5 and 6, except those that yielded linear dependencies) using a probit regression model. The Expectation Maximization (EM: Dempster, Laird, & Rubin, 1977) algorithm was used to impute missing background characteristics only for this model. Whereas youth and volunteers could also have missing data at wave 2, we reasoned that (a) parents serve as the primary party of interest in these analyses and (b) due to the nature of the data collected, there were no volunteers or youth with no data at wave two. A significant omnibus model test suggested that these variables indeed accounted for variance in parent study attrition,  $\chi^2(41) = 70.73$ ,  $p = .003$ . Considering the significant predictors of parent study attrition, parents having a bachelor's degree, older children, children in lower grades, and children in site-based matches were more likely to drop out of the study. As such, an inverse Mill's ratio was calculated from these models and entered as a predictor in all models to partially mitigate biases due to study attrition.

## RESULTS

The results that follow below are organized by Research Question and present the findings from the study.

### ***Research Question #1: What are the dynamics of relationships between parents/guardians and youth?***

As noted above, Research Question 1 has three parts. Question 1.1 focuses on assessing the parent-youth relationship dynamics. Question 1.2 focuses on whether those parent-youth relationship dynamics varied across the BBBS-KY community-based and site-based programs. Question 1.3 assesses whether parent-youth relationship dynamics varied systematically between baseline and 12-months.

#### **Research Question 1.1: *What are the dynamics of relationships between parents/guardians and youth?***

#### **Research Question 1.2: *Did youth-parent relationship dynamics change over the 12-month study period?***

Table 7 presents data on parent-youth relationship dynamics and changes (RQ 1.1) in those dynamics over the 12-month study period (RQ 1.2).

**Table 7. Parent-Youth Relationship Dynamics**

Parent-Youth / Family Dynamics	N	Mean Baseline	Mean 12 mo.	t	p
Parent reports of times family eats meals together	290	4.9	4.7	1.70	-
Parent reports of family cohesion	291	4.2	4.1	0.84	-
Parent reports of parent-child bonding	290	4.8	4.8	-0.15	-
Parent reports of positive parenting style	290	4.2	4.7	-1.44	-
Parent thinks child will graduate h.s. <sup>a</sup>	326	100%	100%	.004	-
Parent thinks child will graduate college <sup>a</sup>	326	66%	71%	1.78	-
Youth reports of parental trust	348	3.5	3.6	-3.20	*

<sup>a</sup> **Note:** These are percentages and as such the percentage responding ‘yes’ to each question is tabulated rather than the mean and a  $\chi^2$  is reported rather than a t statistic.

Key results for Research Questions 1.1 and 1.2 include:

- Parents/guardians reported that their families ate meals together 4.9 times per week.
- Parent/guardians reported high levels of family cohesion, with scales scores averaging 4.2 out of 5 at baseline and 4.1 out of 5 12-months later. This suggests that parents/guardians felt that their family members were close to each other, did things as a family, asked each other for help, and were available to talk when needed.
- Parent/guardian reports of bonding with their child were generally high at both baseline and 12-months later, averaging 4.8 on a 7-point scale. This scale, which includes measures of affection and of how parents/guardians and children interact, suggests that parents/guardians and youth generally felt that they had close, positive relationships.
- Parent/guardian reports of their parenting styles were slightly less positive with scale scores of 4.2 (on a 7-point scale) at baseline and 4.8 12-months later. This scale, which includes measures of both positive and negative valence such as, “your child is out with friends you don’t know,” and “you let your child know when he/she is doing a good job,” measures how parents rate their parenting skills and styles.
- 100% of parents/guardians at both baseline and 12-months later felt that their child would graduate from high school.
- Approximately two thirds of parents/guardians (66% at baseline and 71% 12-months later) felt that their child would graduate from college.
- Youth reported high levels of trust in their parent/guardian, with mean scale scores of 3.5 out of 4 at baseline and 3.6 out of 4 at 12-months. This scale includes measures of how well youth feel parent/guardians respects their feelings, accept them as they are, and how well parents try to be understanding when youth are angry.
- There was a statistically significant increase in parental trust as reported by youth from baseline to 12-months. However, the practical increase in magnitude was small, with the baseline mean scale score of 3.5 increasing to 3.6 12-months later.

**Research Question 1.3: Did youth-parent relationship dynamics vary between community-based and site-based matches?**

Next, we compared youth-parent relationship dynamics by match type. Table 8 shows that there only one significant difference between site and community-based matches for any of the parent- youth dynamics.

- There was a statistically significant increase in parental trust as reported by youth in site-based matches from baseline to 12-months. However, the practical increase in magnitude was small, with the baseline mean scale score of 3.51 increasing to 3.63 12-months later.

**Table 8. Comparison of Parent-Youth Dynamics by Match Type**

Parent-Youth / Family Dynamics	Site-based				Community-based			
	Mean Baseline	Mean 12 mo.	t	p	Mean Baseline	Mean 12 mo.	t	p
Parent reports of times family eats meals together	5.03	4.91	.29	-	4.90	4.60	1.8	-
Parent reports of family cohesion	4.31	4.29	.19	-	4.09	4.04	.88	-
Parent reports of parent-child bonding	4.97	4.97	.05	-	4.77	4.79	-.20	-
Parent reports of positive parenting style	4.28	4.30	-.34	-	4.15	4.21	-1.5	-
Parent thinks child will graduate h.s. <sup>a</sup>	100%	100%	0	-	100%	100%	0	-
Parent thinks child will graduate college <sup>a</sup>	72.2%	84%	1.9	-	64%	67%	.67	-
Youth reports of parental trust	3.53	3.64	-1.9	-	3.51	3.63	-2.6	*

<sup>a</sup> **Note:** These are percentages and as such the percentage responding 'yes' to each question is tabulated rather than the mean and a  $\chi^2$  is reported rather than a t statistic.

<sup>b</sup> **Note:** These t-tests were conducted between site and community-based matches rather than over time for each match type separately.

**Research Question #2: What are the expected and actual levels of parental involvement in study matches?**

Research Question 2 has two parts. Question 2.1 assesses expected and actual levels of parental involvement in study matches. Question 2.2 assesses how expected and actual levels of parental involvement in study matches differed by the type of match.

**Research Question 2.1: What are the expected and actual levels of parental involvement in study matches, including communication frequency and modalities?**

Table 9 presents actual and expected levels of parental engagement in BBBS-KY matches. Significant pairwise differences are indicated with columns having letters indicating the columns from which they differ significantly ( $p < .05$ ). As can be seen in the table, there were substantial differences between reports, as all omnibus tests were statistically significant ( $p < .005$ ), indicating at least one difference from what would be expected by chance.

Considering aspects of parental engagement related to time commitment and relationships, the general trend in the data suggested that (a) expectations for parent-guardian involvement in the match were higher than actual levels of involvement; and (b) although there were some differences between parents and volunteers in their expectations of involvement, the differences were generally not significant.

Key results for Research Question 2.1 include:

- Volunteers and parents/guardians expected that youth would spend approximately 5 hours per month with the volunteer on match activities. Parents/guardians reported that on average, youth spent 3.67 hours per month on match activities with the volunteer, while volunteers reported that they spent 4.54 hours per month with youth. These differences were statistically significant.
- At baseline parents/guardians expected to communicate with the volunteer 1.46 times per month on average and expected to see the volunteer 1.03 times per month. At wave 2 they reported actually communicating with the volunteer 1.35 times per month on average and reported actually seeing the volunteer 0.52 times per month.
- At baseline volunteers expected to communicate with parents/guardians 1.3 times per month on average and expected to see parents/guardians 1.03 times per month on average. At wave 2 they reported communicating with parents/guardians 0.63 times per month on average and seeing parents/guardians 2.40 times per month.
- The differences between parents/guardians and volunteer in their reports of actual communication frequency and actual in-person meetings were statistically significant.
- Parent/guardian expectations of how frequently youth would see the volunteer (2.89 times per month) were similar to those of volunteers (2.61 times per month). At wave 2, both parents/guardians and volunteers reported that match activities were occurring twice a month on average.
- Volunteers reported that parents/guardians cancelled match meetings more often than youth reported that parents/guardians cancelled match meetings.
- There were two notable findings in the data about topics of conversation between parents and volunteers.
  - Parents/guardians and volunteers talked about a wider range of topics than they thought they would at baseline.
  - Parents/guardians were more likely than volunteers to talk about activity coordination and how and in what way the match could help the child.
- Parent/guardians reported communicating with volunteers about a wide variety of topics.
  - 91% of parents/guardians reported talking with volunteers about scheduling match meetings.
  - 89% of parents/guardians reported talking with volunteers about how mentoring could help their child.
  - 88% of parents/guardians reported talking with volunteers about household rules.



- 84% of parents/guardians reported talking with volunteers about how they can support the mentoring relationship.
- 82% of parents/guardians reported talking with volunteers about health or behavior challenges youth were experiencing.
- 81% of parents/guardians reported talking with volunteers about family values and culture.
- On a 1-4 scale about the importance of parent/guardian support for the match, parents/guardians expected that their support would be “very important” to the match’s success. Volunteers expected that parent/guardian support would be “somewhat important.”
- At wave 2, on a 1-4 scale about actual parent/guardian support of the match, both parents/guardians and volunteers reported that parents/guardians provided support to the match “sometimes.” This suggests that baseline expectations of the importance of parent/guardian support were higher than the actual levels of parent/guardian support provided.

Table 10 presents the individual item scores for the five items that comprise the parent/guardian match support scale. These individual item scores provide additional information about what parents/guardians and volunteers see as the most important ways parents/guardians can support mentoring matches.

- Parents/guardians and volunteers felt that the most important ways that parents/guardians could support the match were to make the volunteer feel welcome; to ensure that there was enough time for the volunteer and the youth to meet; and to respect and trust the volunteer’s views on how to improve the youth’s life.
- Although parents/guardians and volunteers expected that other support strategies, such as suggesting activities, offering advice on activities, and providing words of encouragement would be important, in the Wave 2 data both parents/guardians and volunteers indicated that in practice these support strategies were not as important to the success of the match.

**Table 9. Comparison between actual and expected match dynamics, as reported by parents, volunteers, and youth with all pairwise comparisons.**

	Omnibus Test			Means and Percentages with Pairwise Comparisons								
	Test	df	p	a. Parent Actual		b. Parent Expected		c. Volunteer Actual		d. Volunteer Expected		e. Youth Actual
Parent Engagement Time Commitment												
Hrs. Youth & Vol. See Each Other in Month	31.73	3, 663	<.001	3.67	bcd	4.91	ad	4.54	ad	5.29	abc	
Times Parent & Vol. Communicated per Mo.	26.75	3, 663	<.001	1.35	c	1.46	c	.63	abd	1.30	c	-
Times Parent & Vol. See Each Other per Mo.	183.96	3, 630	<.001	.52	bcd	1.03	acd	2.40	abd	1.10	ac	-
Times Youth & Vol. See Each Other per Mo.	72.16	3, 645	<.001	2.01	bd	2.89	acd	1.99	bd	2.61	abc	-
Meetings Often Cancelled by Parent	8.33	1	.004			-		4%	e		-	1%
Parent Engagement Relationships												
Parent-Vol. Relationship	57.81	1, 231	<.001-			-		3.09	e -			3.65
Parent Support of Match	263.81	3, 612	<.001	2.40	bd	3.65	acd	2.48	bd	3.37	abc	-
Vol. & Parent Talk about (or very likely to)...			-						-			
family's values or culture	159.90	2	<.001	81%	bd	33%	a	-		32%	a	-
health or behavior challenges	75.31	2	<.001	82%	bd	53%	a			50%	a	-
household rules	139.22	2	<.001	88%	bd	47%	a	-		41%	a	-
how mentoring can help child	108.39	2	<.001	89%	bd	67%	ad -			48%	ab -	-
scheduling match meetings	98.07	2	<.001	91%	bd	64%	ad	-		55%	ab	-
what you can do to support efforts	134.91	2	<.001	84%	bd	69%	ad -			38%	ab -	-

**Note:** Tests for continuous variables are repeated measures ANOVAs with Fisher LSD tests. All comparisons for dichotomous variables use Cochran's Q test. Subscripts indicate that a column differs significantly from the column identified by letter (p<.05).

**Table 10. Comparison between actual and expected parent/guardian match support, as reported by parents/guardians and volunteers, with all pairwise comparisons.**

<b>Importance of specific match support strategies by parents/guardians (W1); Frequency of strategies (W2)</b>	<b>Parent Reported Frequency</b>	<b>Parent Expected Importance</b>	<b>Volunteer Reported Frequency</b>	<b>Volunteer Expected Importance</b>
Suggest activities that you and your Little might do together	1.66	3.15	1.54	3.09
Make you feel welcome	2.93	3.93	3.23	3.45
Offer advice to make the match relationship work better	1.79	3.60	1.79	3.40
Provide words of encouragement to you as a Big Brother/Big Sister	2.14	3.69	2.22	2.98
Ensure that there is enough time for meetings Little to meet	2.64	3.77	3.01	3.62
Respect and trust views on ways to improve your Little's life	2.59	3.81	3.05	3.39

**Note:** Parent data were collected at pre-test using a 1=Not At All Important, 2=Not Very Important, 3=Somewhat Important, and 4=Very Important response scale and at post-test using a 1=Never, 2=Once or twice, 3=3-5 times, 4=6-10 times, and 5=More than 10 times response scale. Post-test data were interpolated to a 1 to 4 scale, such that 1=Never, 1.75=Once or twice, 2.5=3-5 times, 3.25=6-10 times, and 4=More than 10 times. Volunteer data were collected using a 1=Not at all important, 2=Somewhat important, 3=Not very important, and 4=Very important response scale at pre-test and 1=Never, 2=Sometimes, 3=Most of the time, and 4=Always response scale at post-test.

**Research Question 2.2: How do the expected and actual levels of parental involvement in study matches differ by the type of match?**

- On most indicators of engagement, parent/guardians and volunteers were similar across both the BBBS-KY community-based and site-based programs.
- The largest difference between community- and site-based matches was that site-based match volunteers had much lower levels of expected interaction with parents and lower levels of expected parental involvement in matches compared to community-based matches.
- Although volunteers in the full sample reported parents canceling match activities more frequently than youth reported parents canceling match meetings, a comparison of the two programs found that this difference existed for community-based matches but not for site-based matches. This likely is a program design effect because site-based matches meet primarily through meetings at the youth's school or the volunteer's workplace and not through match activities.
- On a 1-4 scale about the importance of parent/guardian support for the match, parents/guardians in both the community-based and site-based programs expected that their support would be "very important" to the match's success. Volunteers in both

community-based and site-based programs expected that parent/guardian support would be “somewhat important.”

- At wave 2, both parents/guardians and volunteers in the community-based program reported that, on average, parent/guardians engaged in match support behaviors 3-5 times over the past 12 months. However, parents/guardians and volunteers in the site-based program reported that they engaged in match support behaviors only once or twice over the past 12 months.
- Site-based volunteers were less likely than community-based volunteers to think family values and culture would be a topic of conversation with parents/guardians.

**Table 11. Comparison between actual and expected match dynamics, as reported by parents, volunteers, and youth with all pairwise comparison by match type.**

	Omnibus Test			Means and Percentages with Pairwise Comparisons									
	Test	df	p	a. Parent Actual		b. Parent Expected		c. Volunteer Actual		d. Volunteer Expected		e. Youth Actual	
Community-Based Matches													
Parent Engagement Time Commitment													
Hrs. Youth & Vol. See Each Other in Month	29.01	3, 486	<.001	3.81	bcd	4.92	ad	4.94	ad	5.68	abc		
Times Parent & Vol. Communicated per Mo.	19.38	3, 489	<.001	1.67	c	1.50	c	.83	abd	1.49	c	-	
Times Parent & Vol. See Each Other per Mo.	157.40	3, 471	<.001	.62	bcd	1.20	ac	2.76	abd	1.26	ac		
Times Youth & Vol. See Each Other per Mo.	73.08	3, 477	<.001	1.81	bd	2.73	ac	1.85	bd	2.56	ac	-	
Meetings Often Cancelled by Parent	9.00	1	.003			-		4%	e		-	0%	c
Parent Engagement Relationships													
Parent-Vol. Relationship	2.43	1, 165	.121 -			-		3.54	-			3.63	
Parent Support of Match	193.10	3, 477	<.001	2.61	bd	3.71	acd	2.72	bd	3.42	abc	-	
Vol. & Parent Talk about (or very likely to)...			-										
family's values or culture	88.72	2	<.001	75%	bd	33%	a	-		36%	a	-	
health or behavior challenges	30.94	2	<.001	78%	bd	57%	a			54%	a		
household rules	71.28	2	<.001	85%	bd	48%	a	-		50%	a	-	
how mentoring can help child	51.80	2	<.001	86%	bd	70%	ad			53%	ab		
scheduling match meetings	41.96	2	<.001	90%	b	72%	ad	-		64%	b	-	
what you can do to support efforts	75.62	2	<.001	80%	bd	73%	ad			41%	ab		

*Table continues...*

**Table 11 (cont.). Comparison between actual and expected match dynamics, as reported by parents, volunteers, and youth with all pairwise comparison by match type.**

	Omnibus Test			Means and Percentages with Pairwise Comparisons									
	Test	df	p	a. Parent Actual		b. Parent Expected		c. Volunteer Actual		d. Volunteer Expected		e. Youth Actual	
Site-Based Matches													
Parent Engagement Time Commitment													
Hrs. Youth & Vol. See Each Other in Month	10.31	3, 174	<.001	3.27	bd	4.86	ac	3.43	bd	4.21	ac		
Times Parent & Vol. Communicated per Mo.	16.03	3, 171	<.001	.43	bc	1.33	acd	.07	abd	.77	bc	-	
Times Parent & Vol. See Each Other per Mo.	39.23	3, 156	<.001	.22	bcd	.50	ac	1.32	abd	.59	ac	-	
Times Youth & Vol. See Each Other per Mo.	11.53	3, 165	<.001	2.57	b	3.38	acd	2.38	bd	2.75	bc	-	
Meetings Often Cancelled by Parent	.33	1	.564			-		2%			-	1%	
Parent Engagement Relationships													
Parent-Vol. Relationship	172.79	1, 65	<.001-			-		1.95	e			3.72	c
Parent Support of Match	108.18	3, 132	<.001	1.65	bd	3.47	ac	1.60	bd	3.19	ac	-	
Vol. & Parent Talk about (or very likely to)...			-						-				
family's values or culture	77.51	2	<.001	95%	bd	35%	ad	-		23%	ab	-	
health or behavior challenges	53.52	2	<.001	94%	bd	44%	a			38%	a		
household rules	80.00	2	<.001	96%	bd	44%	ad	-		18%	ab	-	
how mentoring can help child	63.70	2	<.001	97%	bd	57%	ad	-		32%	ab	-	
scheduling match meetings	62.06	2	<.001	95%	b	42%	ad	-		33%	b	-	
what you can do to support efforts	70.07	2	<.001	96%	bd	60%	ad	-		29%	ab	-	

**Note:** Tests for continuous variables are repeated measures ANOVAs with Fisher LSD tests. All comparisons for dichotomous variables use Cochran's Q test. Subscripts indicate that a column differs significantly from the column identified by letter (p<.05).



***Research Question #3: Are parent/guardian factors and parental involvement in the match related to match strength or match length?***

Research Question 3 has three parts. Question 3.1 focuses on whether parent-guardian factors and levels of involvement (i.e., aspects of the parent-youth and parent-volunteer relationship), as well as aspects of the youth-volunteer relationship, are related to the length of matches made by BBBS-KY. Question 3.2. focuses on whether parent-guardian factors and levels of involvement are related to the strength of matches. Question 3.3 explores whether the impacts of these factors on match strength and length vary by the type of match.

More specifically, this research question asks whether parental factors and parental involvement are related to volunteer-youth strength of relationship and acceleration to match closure. We are interested in whether match strength changed over time, whether match dynamics predicted match strength and acceleration to closure, and whether match dynamics predicted change over time in match strength. We also examined these questions separately for community- and site-based matches. Both time invariant (i.e., effect of predictor on match strength ignoring time) and time variant (i.e., if predictor determined change over time in match strength using interaction terms) relationships were examined for match strength.

It should be noted that for the full sample of 350 matches, there was a small decrease in youth and volunteer strength of relationship ratings over the course of the 12-month study period. This decrease was statistically significant for youth in all three analytic models, but only was significant for volunteers in one of the three models. Change over time in strength of relationship ratings differed by community- and site-based matches, with both youth and volunteer strength of relationship ratings having a statistically significant decrease over time for community-based matches. However, youth and volunteer strength of relationship ratings did not have a statistically significant decrease for site-based matches.

The results for Research Question 3 follow below and are listed by Research Question.

***Research Question 3.1: Are parent/family characteristics, dynamics of relationships between parents/guardians, volunteers, youth, and levels of parental involvement in BBBS-KY matches related to the length of matches made by BBBS-KY?***

- Generally, parent/family characteristics, dynamics of parent/volunteer relationships, and levels of parental involvement in matches did not predict match length or acceleration to closure.
- Site-based parents/guardians who reported attending one or more BBBS parent or family events were less likely to have their child's mentoring relationship close before 12-months.

***Research Question 3.2: Are parent/family characteristics, dynamics of relationships between parents/guardians and volunteers, and levels of parental involvement in BBBS-KY matches related to youth or volunteer strength of relationship ratings?***

- Parent-volunteer dynamics predicted overall match strength ratings at 3 and 12-months and changes over time in match strength.

- Matches in which the parent/guardian had higher levels of match satisfaction also tended to have higher volunteer and youth strength of relationship scores at 3 and 12-months.
- Youth who reported that the relationship between the volunteer and parent/guardian was of lower quality were more likely to report reductions in their overall strength of relationship ratings from 3 to 12-months in the match. However, youth who reported high quality/strong relationships between the volunteer and parent/guardian did not report any change in the strength of relationship between 3 and 12-months.
- Volunteer strength of relationship ratings at 3 and 12-months were lower for matches in which parents/guardians expected to have a larger/more important role on the match relationship. However, the actual level of parent/guardian involvement in the match was not significantly related to volunteer strength of relationship ratings.

Research Question 3.3: *Does the impact of parent/family characteristics, dynamics of relationships between parents/guardians, volunteers, youth, and levels of parental involvement in BBBS-KY matches vary by match type?*

- Generally, the relationships noted for Research Questions 3.1 and 3.2 held for the full sample of 350 matches and for our sample of community-based matches. However, we generally did not see these relationships in our sample of site-based matches.
- Site-based parents/guardians who reported attending one or more BBBS parent or family events were more likely to have matches that did not end prematurely; however, this pattern was not found for community-based matches.
- The finding that volunteer strength of relationship ratings at 3 and 12-months were lower for matches in which parents/guardians expected to have a larger/more important role on the match relationship was statistically significant ( $p < .05$ ) for the overall sample and for site-based matches, but was marginally significant ( $p < .10$ ) for community-based matches. This suggests that this effect of parental expectations on match strength of relationship ratings was strongest for site-based matches and less evident in community-based matches (where parents/guardians tend to have higher levels of involvement/engagement with the volunteer and with match activities).

Volunteer/youth dynamics and overall match dynamics had a stronger direct impact on match strength and length than parent/guardian factors and parental involvement in BBBS-KY matches. Key results related to the impact of volunteer/youth dynamics and overall match dynamics on match length and strength included:

- Youth and volunteer strength of relationship ratings increased for both community-based and site-based matches as the number of times the youth and volunteer met per month increased.
- In both community-based and site-based matches, higher youth match satisfaction ratings predicted higher youth strength of relationship ratings. Youth reporting lower match satisfaction ratings were more likely than youth with higher levels of satisfaction to have their strength of relationship ratings decrease between 3 and 12-months.

- Similarly, youth with lower levels of dissatisfaction about aspects of their matches (e.g., dissatisfaction that the volunteer “gets on their case”) reported higher strength of relationship ratings.
- Youth reporting higher levels of intimacy with their volunteers had stronger strength of match ratings at both 3 and 12-months.
- Volunteers in community-based matches reporting higher satisfaction with the amount of time spent with their youth had higher strength of relationship ratings.
- Volunteers in community-based matches who did not express a desire to see their youth more often (i.e., those who were satisfied with the amount of time spent with their youth) had higher strength of relationship ratings than those who wanted to see their youth more often.
- Community-based matches in which the volunteer (a) expected to spend more time (hours) with the youth than they were spending and (b) had lower expectations for communicating with the youth were less likely to close before 12-months.

**Table 12. Parent-Youth Dynamics and Family Dynamics as predictors of match strength and length.**

	Overall			Community			Site-Based		
	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure
<b>Intercept</b>	9.93*** (.50)	11.14*** (.55)	-	9.26*** (.54)	7.81*** (.48)	-	4.32*** (.43)	5.91*** (.55)	-
<b>Selectivity Correction</b>	2.16* (.13)	-2.09* (-0.12)	1.11 (.38)	.30 (.02)	-1.34 (-.09)	.00 (1.07)	.01 (.00)	-.77 (-.09)	.50 (2.77)
<b>Time</b>	-2.96** (-.18)	-1.80+ (-.11)	-	-3.34** (-.24)	-2.51* (-0.19)	-	.49 (.06)	.29 (.03)	-
<b>Positive Parenting Style Scale</b>	.28 (.02)	.93 (.06)	2.65 (.75)	1.21 (.08)	1.02 (.07)	3.04+ (.69)	-1.00 (-.11)	.26 (.03)	.09 (.91)
<b>Parent-Child Bonding Scale</b>	.30 (.02)	.38 (.02)	1.15 (1.15)	-.76 (-.05)	.47 (.03)	1.36 (1.19)	1.56 (.17)	-.27 (-.03)	.08 (.93)
<b>Family Cohesion Scale</b>	.75 (.04)	.25 (.01)	.00 (1.00)	1.29 (.09)	.04 (.00)	1.09 (.87)	.20 (.02)	.33 (.04)	2.10 (1.46)
<b>Time X Positive Parenting Style Scale</b>	1.58 (.10)	-.08 (-.01)	-	1.51 (.11)	.29 (.02)	-	.50 (.06)	-.63 (-.07)	-
<b>Time X Parent-Child Bonding Scale</b>	.24 (.01)	.24 (.02)	-	-.32 (-.02)	-.38 (-.03)	-	1.25 (.14)	.92 (.11)	-
<b>Time X Family Cohesion Scale</b>	1.10 (.07)	1.01 (.06)	-	1.50 (.11)	.43 (.03)	-	-1.45 (-.16)	1.01 (.12)	-

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 13. Parent-Volunteer Dynamics predictors of match strength and length.**

	Overall			Community			Site-Based		
	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure
<b>Intercept</b>	4.57*** (.33)	7.70*** (.51)	-	7.17*** (.54)	2.70** (.23)	-	.49 (.10)	2.96** (.52)	-
<b>Selectivity Correction</b>	1.13 (.09)	-2.07* (-0.16)	.20 (.47)	.87 (.08)	-.02 (.00)	.03 (.62)	-.12 (-.02)	-.77 (-.16)	1.67 (.02)
<b>Time</b>	-2.24* (-0.17)	-2.63** (-.20)	-	-3.25** (-.28)	-2.46* (-0.21)	-	.32 (.07)	.72 (.14)	-
<b>Parent Times Seen Vol.</b>	1.01 (.08)	1.30 (.10)	1.93 (.81)	1.28 (.11)	1.38 (.12)	1.70 (.80)	.42 (.09)	.34 (.07)	.07 (.88)
<b>Parent Expected Imp. Parental Role</b>	-1.40 (-.11)	-3.99*** (-.30)	.02 (1.04)	-2.27* (0.20)	-1.81+ (-0.16)	.17 (.83)	-.97 (-.20)	-2.93** (-.52)	1.90 (3.24)
<b>Parent Actual Match Role</b>	-.28 (-.02)	-1.16 (-.09)	.70 (.89)	-.07 (-.01)	-1.61 (-.14)	.19 (.93)	-1.97+ (-0.38)	.60 (.12)	2.17 (1.72)
<b>Parent Expected of Match</b>	.53 (.04)	.52 (.04)	1.87 (.71)	1.68+ (.15)	-.05 (.00)	1.63 (.68)	-.96 (-.20)	.26 (.05)	1.64 (.37)
<b>Parent Match Satisfaction</b>	2.94** (.22)	3.20** (.24)	.35 (.84)	2.15* (.19)	3.97*** (.33)	.48 (.77)	1.67 (.33)	-.71 (-.15)	.24 (.61)
<b>Parent Satisfaction Meeting Goals</b>	-.28 (-.02)	-.81 (-.06)	1.60 (.70)	-.51 (-.05)	-.93 (-.08)	.35 (.82)	.16 (.03)	1.16 (.24)	.28 (.56)
<b>Parent BBBS Events Attended</b>	.16 (.01)	-.27 (-.02)	2.40 (1.14)	-.06 (-.01)	-.16 (-.01)	.58 (1.08)	.13 (.03)	-.37 (-.08)	8.46** (3.22)
<b>Vol. Parent Communication</b>	-.15 (-.01)	1.93+ (.15)	1.52 (.80)	.14 (.01)	1.99* (.18)	.00 (.99)	.05 (.01)	.34 (.07)	2.12 (.50)
<b>Vol. Parent Interaction</b>	-.01 (.00)	-.96 (-.07)	.48 (1.16)	-1.93+ (-0.17)	.66 (.06)	.89 (1.33)	-.43 (-.09)	-.25 (-.05)	.18 (1.25)

*Table continues...*

**Table 13 (cont.). Parent-Volunteer Dynamics predictors of match strength and length.**

	Overall			Community			Site-Based		
	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure
<b>Vol. Parent Involve Expected</b>	1.47 (.11)	-.96 (-.07)	2.41 (1.41)	-.65 (-.06)	-.73 (-.07)	2.35 (1.60)	1.73+ (.34)	-.76 (-.16)	1.61 (1.75)
<b>Vol. Parent Cancels Meetings</b>	-.15 (-.01)	1.48 (.11)	.57 (.92)	1.26 (.11)	.36 (.03)	2.30 (.79)	-.62 (-.13)	.36 (.08)	2.39 (.57)
<b>Vol.-Parent Communication</b>	1.20 (.09)	.79 (.06)	.62 (1.14)	.76 (.07)	.15 (.01)	1.96 (1.31)	1.05 (.21)	.90 (.18)	1.76 (.26)
<b>Vol. Parent Involve</b>	.55 (.04)	.81 (.06)	3.19+ (.62)	.19 (.02)	-.03 (.00)	.27 (.85)	.24 (.05)	.79 (.16)	4.06* (.08)
<b>Vol.-Parent Relationship</b>	.69 (.05)	1.07 (.08)	.03 (.96)	.87 (.08)	3.34** (.29)	2.53 (.57)	-.58 (-.12)	-.89 (-.18)	6.02* (5.91)
<b>Youth-Parent Relationship</b>	1.75+ (.14)	1.81+ (.14)	.64 (.89)	1.69+ (.15)	.67 (.06)	2.33 (.77)	1.50 (.30)	1.19 (.24)	.72 (.60)
<b>Time X Parent Times Seen Vol.</b>	.34 (.03)	-.29 (-.02)	-	.27 (.02)	-.24 (-.02)	-	1.13 (.22)	-.77 (-.15)	-
<b>Time X Parent Expected Imp. Parental Role</b>	-.45 (-.04)	1.17 (.09)	-	-.56 (-.05)	1.65 (.15)	-	-.39 (-.08)	.05 (.01)	-
<b>Time X Parent Actual Match Parental Role</b>	.88 (.07)	-.63 (-.05)	-	1.79+ (.16)	-.90 (-.08)	-	-1.06 (-.21)	1.30 (.26)	-
<b>Time X Parent Expected of Match</b>	-2.14* (-0.16)	1.74+ (.13)	-	-2.23* (-0.19)	1.46 (.13)	-	-1.52 (-.30)	1.07 (.21)	-
<b>Time X Parent Match Satisfaction</b>	1.69+ (.13)	.65 (.05)	-	2.55* (.22)	1.07 (.09)	-	.44 (.09)	-.56 (-.11)	-
<b>Time X Parent Satisfaction Meeting Goals</b>	.59 (.05)	-.78 (-.06)	-	.78 (.07)	-1.36 (-.12)	-	.15 (.03)	.78 (.16)	-



**Table 13 (cont.). Parent-Volunteer Dynamics predictors of match strength and length.**

	Overall			Community			Site-Based		
	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure
<b>Time X Parent BBBS Events Attended</b>	-1.26 (-.10)	-1.10 (-.09)	-	-1.21 (-.11)	-.80 (-.07)	-	-.48 (-.10)	-1.53 (-.30)	-
<b>Time X Vol. Parent Communication</b>	1.58 (.12)	-.02 (.00)	-	1.00 (.09)	-.84 (-.07)	-	.60 (.12)	1.89+ (.36)	-
<b>Time X Vol. Parent Interaction</b>	-2.24* (-.017)	-.68 (-.05)	-	-.80 (-.07)	-.13 (-.01)	-	-1.35 (-.27)	-.97 (-.19)	-
<b>Time X Vol. Parent Involve Expected</b>	-.10 (-.01)	-.07 (-.01)	-	-.78 (-.07)	-.53 (-.05)	-	.57 (.12)	-.25 (-.05)	-
<b>Time X Vol. Parent Cancels Meetings</b>	-.60 (-.05)	.14 (.01)	-	-1.16 (-.10)	-.27 (-.02)	-	-.74 (-.15)	.86 (.17)	-
<b>Time X Vol.-Parent Communication</b>	.09 (.01)	-1.03 (-.08)	-	-.73 (-.07)	-.63 (-.06)	-	1.42 (.28)	.10 (.02)	-
<b>Time X Vol.-Parent Involve</b>	1.65 (.13)	1.32 (.10)	-	1.43 (.13)	1.28 (.11)	-	-.11 (-.02)	.69 (.14)	-
<b>Time X Vol. Parent Relationship</b>	-2.10* (-.016)	.01 (.00)	-	-.08 (-.01)	.99 (.09)	-	-.74 (-.15)	-.59 (-.12)	-
<b>Time X Youth-Parent Relationship</b>	4.21*** (.31)	1.00 (.08)	-	4.07*** (.34)	.78 (.07)	-	.62 (.12)	.98 (.20)	-

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 14. Volunteer-Youth and General Match Dynamics predictors of match strength and length.**

	Overall			Community			Site-Based		
	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure
<b>Intercept</b>	5.40*** (.38)	4.46*** (.32)	-	6.00*** (.48)	2.94** (.26)	-	3.41** (.52)	1.83+ (.31)	-
<b>Selectivity Correction</b>	-1.57 (-.12)	-2.80** (-.21)	5.67* (63.04)	-2.06* (-0.18)	-2.01* (-0.18)	2.03 (45.80)	-1.08 (-.19)	-1.04 (-.18)	2.92+ (436.60)
<b>Time</b>	-2.13* (-.016)	-.95 (-.07)	-	-3.54*** (-.30)	-1.24 (-.11)	-	.30 (.05)	.90 (.16)	-
<b>Parent Times Youth Seen Vol.</b>	1.81+ (.14)	1.90+ (.14)	.20 (.94)	.26 (.02)	1.36 (.12)	.02 (.97)	1.56 (.27)	.83 (.15)	.12 (.90)
<b>Vol. Expected Hours with Youth</b>	-1.16 (-.09)	1.16 (.09)	14.65*** (1.77)	-.81 (-.07)	.15 (.01)	5.63* (1.72)	-.01 (.00)	1.56 (.27)	5.85* (2.24)
<b>Vol. Expected Time with Youth</b>	1.44 (.11)	-.77 (-.06)	4.19* (.73)	1.56 (.14)	.28 (.03)	1.97 (.76)	-1.18 (-.21)	-.96 (-.17)	1.32 (.53)
<b>Vol.-Youth Expected Communication</b>	.70 (.05)	.70 (.05)	14.47*** (.62)	.83 (.08)	1.22 (.11)	2.88+ (.68)	-1.06 (-.19)	-.22 (-.04)	5.35* (.56)
<b>Vol.-Youth Actual Communication</b>	-.46 (-.03)	2.24* (.17)	.11 (.95)	-1.21 (-.11)	1.89+ (.17)	.06 (.95)	-.37 (-.07)	.96 (.17)	.12 (.84)
<b>Vol. Parent Often Cancels Meetings</b>	2.04* (.15)	1.26 (.10)	.02 (.98)	2.66** (.23)	.48 (.04)	.02 (1.03)	.77 (.14)	1.49 (.26)	.14 (.83)
<b>Vol. Youth Would Like to See Me More</b>	-.99 (-.08)	-.26 (-.02)	.01 (.98)	-.22 (-.02)	-.29 (-.03)	.00 (1.01)	-1.68 (-.29)	.25 (.04)	.07 (1.32)
<b>Vol. I Would Like to See Youth More</b>	.09 (.01)	-2.94** (-.22)	3.03+ (1.53)	.28 (.03)	-3.37** (-.29)	2.48 (1.57)	-.26 (-.05)	.26 (.05)	.59 (1.96)
<b>Vol. Disappointed by Meeting Cancellations</b>	1.40 (.11)	-.29 (-.02)	.29 (.91)	1.63 (.15)	-.30 (-.03)	.69 (.85)	-.23 (-.04)	.48 (.09)	.18 (1.48)

**Table 14 (cont.). Volunteer-Youth and General Match Dynamics predictors of match strength and length.**

	Overall			Community			Site-Based		
	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Volunteer Strength of Relationship	Acceleration to Closure
<b>Vol. Program Support Sought</b>	.12 (.01)	1.72+ (.13)	.01 (1.03)	-.59 (-.05)	.98 (.09)	.01 (.98)	-.51 (-.09)	.97 (.17)	.03 (1.11)
<b>Vol. Satisfaction Amount of Time</b>	-.58 (-.04)	5.03*** (.36)	2.11 (1.31)	.61 (.06)	4.03*** (.34)	3.01+ (1.49)	-1.51 (-.26)	1.31 (.23)	.45 (.72)
<b>Vol. Relationship Satisfaction</b>	-1.11 (-.08)	2.93** (.22)	5.16* (.34)	-.77 (-.07)	2.91** (.25)	2.52 (.40)	.66 (.12)	-.01 (.00)	.66 (.13)
<b>Youth Times per Month Meet</b>	2.81** (.21)	.51 (.04)	.53 (.91)	2.60* (.23)	.42 (.04)	.47 (.89)	1.99+ (.34)	.29 (.05)	.11 (.91)
<b>Youth Parent Often Cancels Meetings</b>	.98 (.07)	-.94 (-.07)	.58 (1.18)	.53 (.05)	-.65 (-.06)	.20 (1.12)	.29 (.05)	-.97 (-.17)	.67 (1.66)
<b>Youth Satisfaction</b>	11.15*** (.65)	2.45* (.18)	5.55* (.68)	5.78*** (.46)	1.96+ (.17)	2.60 (.66)	5.48*** (.70)	1.29 (.23)	.15 (.85)
<b>Youth Dissatisfaction</b>	2.18* (.16)	-.47 (-.04)	.15 (1.07)	.02 (.00)	-.41 (-.04)	.01 (1.02)	.67 (.12)	.44 (.08)	5.40* (3.08)
<b>Youth Intimacy</b>	6.60*** (.45)	2.23* (.17)	6.59* (.70)	4.56*** (.38)	1.64 (.15)	1.87 (.78)	2.68* (.43)	.75 (.13)	1.13 (.70)
<b>Youth Communication Frequency</b>	1.08 (.08)	.37 (.03)	.00 (1.00)	.75 (.07)	.69 (.06)	.06 (.95)	-.08 (-.01)	-.62 (-.11)	.81 (4.17)
<b>Time X Parent Times Youth Seen Vol.</b>	-1.93+ (-.015)	1.17 (.09)	-	-.94 (-.08)	.15 (.01)	-	-2.21* (-.037)	.12 (.02)	-
<b>Time X Vol. Expected Hours with Youth</b>	-.26 (-.02)	-1.06 (-.08)	-	-.89 (-.08)	-1.49 (-.13)	-	.13 (.02)	-.48 (-.09)	-
<b>Time X Vol. Expected Time with Youth</b>	-1.58 (-.12)	.38 (.03)	-	.28 (.03)	.99 (.09)	-	-.83 (-.15)	.38 (.07)	-

Table 14 (cont.). Volunteer-Youth and General Match Dynamics predictors of match strength and length.

	Youth Strength of Relationship	Overall Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Community Volunteer Strength of Relationship	Acceleration to Closure	Youth Strength of Relationship	Site-Based Volunteer Strength of Relationship	Acceleration to Closure
Time X Vol.-Youth Expected Communication	-1.08 (-.08)	-.50 (-.04)	-	-.24 (-.02)	-1.22 (-.11)	-	.09 (.02)	2.07* (.35)	-
Time X Vol.-Youth Actual Communication	-.17 (-.01)	-.20 (-.02)	-	.33 (.03)	.45 (.04)	-	1.12 (.20)	-.39 (-.07)	-
Time X Vol. Parent Often Cancels Meetings	-.31 (-.02)	1.90+ (.14)	-	.01 (.00)	1.29 (.12)	-	-.13 (-.02)	1.27 (.22)	-
Time X Vol. Youth Would Like to See Me More	-2.16* (-0.16)	.53 (.04)	-	-1.73+ (-0.15)	-.01 (.00)	-	-.98 (-.17)	.70 (.13)	-
Time X Vol. I Would Like to See Youth More	-1.59 (-.12)	-1.08 (-.08)	-	-.29 (-.03)	-.39 (-.03)	-	-1.32 (-.23)	-2.22* (-0.37)	-
Time X Vol. Disappointed by Meeting Cancellations	-3.39*** (-.25)	.70 (.05)	-	-2.70** (-.24)	.38 (.03)	-	-1.36 (-.24)	.29 (.05)	-
Time X Vol. Program Support Sought	-1.26 (-.10)	1.59 (.12)	-	-1.93+ (-0.17)	1.02 (.09)	-	-.61 (-.11)	.24 (.04)	-
Time X Vol. Satisfaction Amount of Time	.31 (.02)	-.75 (-.06)	-	.53 (.05)	-.93 (-.08)	-	.06 (.01)	.69 (.12)	-
Time X Vol. Relationship Satisfaction	3.47*** (.26)	.47 (.04)	-	2.39* (.21)	.68 (.06)	-	1.30 (.23)	.27 (.05)	-
Time X Youth Times per Month Meet	.20 (.02)	-.91 (-.07)	-	2.24* (.20)	-.87 (-.08)	-	-1.09 (-.19)	-.40 (-.07)	-
Time X Youth Parent Often Cancels Meetings	.21 (.02)	-1.22 (-.09)	-	-.26 (-.02)	-1.36 (-.12)	-	.64 (.11)	-.34 (-.06)	-
Time X Youth Satisfaction	6.93*** (.47)	2.28* (.17)	-	4.01*** (.34)	1.21 (.11)	-	4.19*** (.60)	1.21 (.21)	-
Time X Youth Dissatisfaction	.04 (.00)	.50 (.04)	-	.27 (.02)	-.16 (-.01)	-	-.51 (-.09)	1.19 (.21)	-
Time X Youth Intimacy	-2.54* (-0.19)	-.11 (-.01)	-	-.25 (-.02)	-.06 (-.01)	-	-2.57* (-0.42)	1.00 (.18)	-
Time X Youth Communication Frequency	-.98 (-.07)	-.79 (-.06)	-	-.98 (-.09)	-.48 (-.04)	-	-.53 (-.09)	.09 (.02)	-

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

***Research Question #4: Are parent/guardian factors and parental involvement in the match related to mentoring program outcomes?***

Research Question 4 has two parts. Question 4.1 focuses on whether parent-guardian factors and levels of involvement are related to youth outcomes. Question 4.2. explores how any impacts of parental factors and parent involvement in the match on youth outcomes may vary by the type of match.

Results related to the impact of parent-guardian factors and parental involvement in the match on youth outcomes are presented below in Tables 15-22 and summary bullets are organized by Research Question. Some of the multivariate models for Research Question 4 could not be run for site-based matches, due to low base rates for juvenile justice system involvement and any suspensions.

***Research Question 4.1: Are parent/family characteristics, dynamics of relationships between parents/guardians, volunteers, youth, and levels of parental involvement in BBBS-KY matches related to youth outcomes?***

- Youth whose parents/guardians had a positive parenting style (i.e., offered praise, knew the child's friends) had less positive attitudes towards substance use and other risky behaviors at both baseline and 12 months.
- Youth whose parents/guardians had a positive parenting style were less likely to have been suspended from school at both baseline and 12 months.
- Youth whose parents/guardians had a positive parenting style were less likely to have unexcused absences from school at both baseline and 12 months.
- Youth whose parents/guardians had a positive parenting style tended to have a higher GPA than those whose parents/guardians had less positive parenting styles.
- Youth with stronger Volunteer-Parent Relationships (as reported by the volunteer) had higher self-reported Grades (YOS) at both baseline and 12-months.
- Youth with stronger Volunteer-Parent Relationships (as reported by the volunteer) had less positive attitudes at both baseline and 12-months toward risky behaviors such as substance use.
- Parents who held higher expectations for the match having a positive impact on youth were more likely to have children with an increased likelihood of being suspended. However, the likelihood of suspension did not increase between baseline and 12-months for parents/guardians who had lower expectations for the match. This finding may be associated with the baseline level of risk of the youth—with parents who have youth at higher levels of risk holding higher expectations for the match.
- Youth who reported less strong (or less positive) relationships between their parent/guardian and the volunteer had self-reported Grades (via the YOS survey) that decreased between baseline and 12-months. However, youth who reported stronger and more positive relationships between their parent/guardian and the volunteer had self-

reported Grades (YOS) that increased. Notably, this finding was not observed for GPA, which was based on school record data.

**Research Question 4.2:** *Does the impact of these parent/guardian factors vary by type of match?*

- The results for positive parenting styles on youth outcomes (less positive attitudes toward risk, reduced likelihood of suspensions and unexcused absences, and higher GPAs) were observed for site-based matches but not for community-based matches.
- The results for parent-volunteer dynamics on youth outcomes (self-reported grades, likelihood of suspension) were observed for community-based matches but not for site-based matches.

As with Research Question 3, the models for Research Question 4 also included a significant number of measures of volunteer-youth dynamics and general match dynamics. Similar to the models examining Parent-Volunteer Dynamics, some models could not be run due to low base rates for juvenile justice system involvement and any suspensions. Tables 21- 23 shows that volunteer-youth dynamics and general match dynamics generally were weakly and inconsistently related to youth program outcomes. However, a few relationships were significant.

- Youth whose volunteers expected to spend more time with them (i.e., a larger number of hours) had fewer unexcused absences than youth whose volunteers expected to spend a smaller number of hours with them.
- Youth with volunteers who would like to see them more often than they were able to reported higher levels of social acceptance than youth whose volunteers did not report wanting to see their youth more.
- Another effect suggested that volunteers with lower levels of disappointment when match meetings were cancelled had youth whose cumulative GPAs decreased between the baseline and 12-month measurement points. Volunteers who reported higher levels of disappointment when match meetings were cancelled had youth whose GPAs tended to stay constant between the baseline and 12-month measurement points.
- Some findings for general match dynamics and for youth-volunteer dynamic varied based on the type of mentoring program. Tables 22 and 23 present these relationships for community-based and site-based matches.
  - For community-based matches, parents/guardians who reported seeing the volunteer more had children who had more excused absences.
  - Youth in community-based matches who reported higher levels of match satisfaction were more likely than other youth to report that they had a special person in their life.
  - For site-based matches, youth whose volunteers expected to spend a larger number of hours with the youth had fewer unexcused absences.

- Site-based volunteers with lower levels of satisfaction with the match were likely to have youth report more positive attitudes toward risky behaviors at 12-months, while site-based youth whose volunteers had higher levels of match satisfaction reported attitudes toward risky behaviors that were constant between baseline and 12-months,
- Site-based youth who reported fewer meetings per month had a larger increase in unexcused absences between baseline and 12-months than their counterparts who met more frequently.



**Table 15. Parent-Youth and Family Dynamics as predictors of youth outcomes.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	4.76*** (.27)	4.04*** (.23)	7.13*** (.38)	4.25*** (.24)	18.20*** (.73)	3.30** (.19)	.00*** (.00)	.05+ (891.85)	.41 (6.74)	.46 (.03)	3.06** (.18)	1.76+ (.16)
<b>Selectivity Correction</b>	1.15 (.07)	2.03* (.12)	.51 (.03)	2.07* (.12)	1.01 (.06)	.84 (.05)	.00** (115.16)	.03* (.00)	.74 (.49)	1.10 (.07)	-.75 (-.05)	-1.71+ (-.016)
<b>Time</b>	3.31** (.19)	2.06* (.12)	3.11** (.18)	1.19 (.07)	1.12 (.07)	-.61 (-.04)	.00*** (2.56)	.39 (.52)	.66 (1.13)	-.45 (-.03)	3.56*** (.22)	-1.07 (-.12)
<b>Positive Parenting Style Scale</b>	-.12 (-.01)	-.68 (-.04)	.75 (.04)	1.78+ (.10)	3.63*** (.21)	1.77+ (.10)	.14 (1.56)	.12 (.35)	.00** (.25)	-.33 (-.02)	-4.00*** (-.23)	2.76** (.25)
<b>Parent-Child Bonding Scale</b>	.43 (.03)	2.01* (.12)	.96 (.06)	.41 (.02)	-.24 (-.01)	.43 (.03)	.54 (.88)	.71 (.83)	.55 (.84)	-.14 (-.01)	1.02 (.06)	.59 (.05)
<b>Family Cohesion Scale</b>	.90 (.05)	1.22 (.07)	.18 (.01)	-.26 (-.02)	-.41 (-.02)	-.66 (-.04)	.03* (1.55)	.82 (.90)	.02* (2.04)	-.38 (-.02)	1.21 (.07)	-1.20 (-.11)
<b>Time X Positive Parenting Style Scale</b>	.45 (.03)	1.43 (.09)	-.17 (-.01)	-.34 (-.02)	.11 (.01)	-.36 (-.02)	.37 (1.29)	.59 (.70)	.03* (.48)	.26 (.02)	-2.41* (-.15)	-1.78+ (-.02)
<b>Time X Parent-Child Bonding Scale</b>	-.39 (-.02)	1.54 (.09)	-.41 (-.02)	.41 (.02)	.77 (.05)	1.98* (.12)	.89 (1.03)	.09+ (.42)	.75 (1.08)	.37 (.02)	-.74 (-.05)	1.56 (.17)
<b>Time X Family Cohesion Scale</b>	-.84 (-.05)	-.38 (-.02)	-.03 (.00)	-.40 (-.02)	-.62 (-.04)	-1.04 (-.06)	.89 (.98)	.36 (1.52)	.05+ (1.65)	-.34 (-.02)	1.13 (.07)	.38 (.04)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 16. Parent-Youth and Family Dynamics as predictors of youth outcomes for community-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	3.29** (.22)	2.03* (.14)	4.14*** (.28)	3.71*** (.25)	13.48*** (.68)	3.30** (.22)	.01** (.01)	.05* (4116.77)	.02* (1858.30)	.35 (.02)	1.90+ (.13)	.97 (.11)
<b>Selectivity Correction</b>	.75 (.05)	1.94+ (.13)	1.02 (.07)	.32 (.02)	.88 (.06)	-.80 (-.06)	.02* (238.73)	.01** (.00)	.03* (.00)	.37 (.03)	-.76 (-.05)	-.24 (-.03)
<b>Time</b>	2.73** (.19)	.86 (.06)	1.62 (.12)	.40 (.03)	1.63 (.12)	-.63 (-.05)	.00** (2.73)	.75 (.72)	.22 (1.52)	-.60 (-.04)	3.21** (.23)	-1.28 (-.21)
<b>Positive Parenting Style Scale</b>	.23 (.02)	-.19 (-.01)	.54 (.04)	1.39 (.10)	1.94+ (.13)	1.13 (.08)	.61 (1.20)	.35 (.43)	.05* (.37)	-.51 (-.04)	-1.65 (-.12)	1.52 (.18)
<b>Parent-Child Bonding Scale</b>	.25 (.02)	1.22 (.08)	.90 (.06)	.13 (.01)	1.11 (.08)	1.38 (.09)	.91 (1.03)	.99 (1.01)	.48 (.78)	.38 (.03)	-.36 (-.03)	.40 (.05)
<b>Family Cohesion Scale</b>	.32 (.02)	1.18 (.08)	.29 (.02)	.67 (.05)	-.52 (-.04)	-.40 (-.03)	.14 (1.38)	.90 (.94)	.21 (1.56)	-.24 (-.02)	1.37 (.10)	-.96 (-.11)
<b>Time X Positive Parenting Style Scale</b>	.54 (.04)	1.59 (.11)	.57 (.04)	-.29 (-.02)	-.38 (-.03)	.11 (.01)	.85 (1.07)	.48 (.52)	.06+ (.45)	-.23 (-.02)	-1.24 (-.09)	-1.65 (-.26)
<b>Time X Parent-Child Bonding Scale</b>	.31 (.02)	1.26 (.09)	-.46 (-.03)	1.10 (.08)	1.54 (.11)	.81 (.06)	.32 (1.28)	.12 (.36)	.82 (1.07)	.52 (.04)	-.73 (-.05)	1.20 (.19)
<b>Time X Family Cohesion Scale</b>	-1.35 (-.10)	-.88 (-.06)	-.53 (-.04)	-1.06 (-.08)	-1.14 (-.08)	-.76 (-.05)	.93 (1.02)	.25 (1.79)	.05* (1.79)	-.22 (-.02)	1.32 (.10)	-.44 (-.07)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 17. Parent-Youth and Family Dynamics as predictors of youth outcomes for site-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	2.35* (.25)	2.99** (.32)	4.49*** (.45)	2.53* (.27)	8.19*** (.67)	1.64 (.18)	.03* (.00)	.80 (6.82)	.28 (.00)	1.88+ (.22)	2.10* (.24)	.45 (.07)
<b>Selectivity Correction</b>	.29 (.03)	.39 (.04)	.38 (.04)	.45 (.05)	.39 (.04)	.64 (.07)	.13 (73.58)	.69 (.09)	.13 (527.80)	-.21 (-.02)	.50 (.06)	-.64 (-.10)
<b>Time</b>	1.60 (.18)	2.23* (.24)	3.61*** (.38)	1.61 (.18)	-.72 (-.08)	-.32 (-.04)	.03* (2.89)	.38 (.31)	.44 (.60)	.90 (.11)	1.88+ (.22)	-.87 (-.14)
<b>Positive Parenting Style Scale</b>	-.64 (-.07)	-1.21 (-.13)	.55 (.06)	1.02 (.11)	3.43** (.36)	1.54 (.17)	.17 (2.42)	.46 (.37)	.02* (.14)	.30 (.03)	-3.89*** (-.42)	2.82** (.41)
<b>Parent-Child Bonding Scale</b>	.37 (.04)	1.86+ (.20)	.18 (.02)	.97 (.11)	-1.98+ (-.021)	-1.09 (-.12)	.36 (.64)	.98 (.97)	.64 (1.34)	-2.21* (-.025)	1.68+ (.19)	.29 (.05)
<b>Family Cohesion Scale</b>	1.36 (.15)	-.02 (.00)	-.71 (-.08)	-1.32 (-.14)	.26 (.03)	-.12 (-.01)	.05* (2.96)	.89 (1.18)	.04* (4.22)	.00 (.00)	-.16 (-.02)	-.72 (-.11)
<b>Time X Positive Parenting Style Scale</b>	-.02 (.00)	.19 (.02)	-1.66 (-.18)	-.19 (-.02)	.74 (.08)	-.92 (-.10)	.27 (1.82)	.99 (1.01)	.69 (.78)	2.57* (.30)	-2.28* (-.026)	-.98 (-.16)
<b>Time X Parent-Child Bonding Scale</b>	-1.75+ (-.019)	.60 (.07)	-.26 (-.03)	-1.42 (-.16)	-1.02 (-.11)	2.60* (.28)	.25 (.61)	.95 (.93)	.91 (1.06)	-.63 (-.08)	-.42 (-.05)	.96 (.16)
<b>Time X Family Cohesion Scale</b>	1.17 (.13)	.43 (.05)	.58 (.07)	.98 (.11)	1.33 (.15)	-.85 (-.10)	.67 (.83)	.79 (1.37)	.94 (1.04)	-1.11 (-.13)	-.04 (.00)	1.88+ (.30)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 18. Parent-Volunteer Dynamics as predictors of youth outcomes.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	3.47*** (.26)	2.83** (.22)	4.95*** (.36)	2.52* (.19)	12.14*** (.69)	4.09*** (.30)	.10 (.01)	1.00 (.00)	.70 (.19)	.25 (.02)	2.61** (.21)	2.89** (.34)
<b>Selectivity Correction</b>	1.42 (.11)	1.28 (.10)	.18 (.01)	.24 (.02)	-.23 (-.02)	-.89 (-.07)	.07+ (133.18)	.54 (.00)	.49 (13.69)	.93 (.07)	-.05 (.00)	-1.48 (-.18)
<b>Time</b>	3.68*** (.28)	1.53 (.12)	2.10* (.16)	1.39 (.11)	1.57 (.12)	-1.48 (-.12)	.00** (3.66)	1.00 (.00)	.24 (1.82)	-.19 (-.02)	2.12* (.17)	-.79 (-.13)
<b>Parent Times Seen Vol.</b>	.12 (.01)	1.12 (.09)	-.14 (-.01)	.64 (.05)	-1.02 (-.08)	-1.8+ (-0.14)	.48 (1.15)	.94 (.94)	.20 (1.38)	2.20* (.17)	2.55* (.20)	.59 (.07)
<b>Parent Expected Imp. Parental Role</b>	-.40 (-.03)	-1.30 (-.10)	-.74 (-.06)	-1.47 (-.11)	.47 (.04)	-1.06 (-.08)	.82 (.90)	.98 (.93)	.49 (1.67)	-.89 (-.07)	-1.19 (-.09)	-1.02 (-.13)
<b>Parent Actual Match Parental Role</b>	-1.86+ (-0.14)	.15 (.01)	-1.7+ (-0.13)	1.55 (.12)	-1.24 (-.10)	.03 (.00)	.35 (1.25)	.30 (2.76)	.27 (.70)	-.90 (-.07)	-2.15* (-0.17)	1.27 (.16)
<b>Parent Expected of Match</b>	-.59 (-.05)	-1.85+ (-0.14)	-.22 (-.02)	-1.26 (-.10)	1.99* (.15)	-.25 (-.02)	.32 (.63)	.03* (.03)	.06+ (.33)	.00 (.00)	.08 (.01)	-.16 (-.02)
<b>Parent Match Satisfaction</b>	.54 (.04)	.76 (.06)	.04 (.00)	.70 (.05)	-.72 (-.06)	-.21 (-.02)	.20 (2.29)	1.00 (1.60E+04)	.03* (5.24)	-.78 (-.06)	-.26 (-.02)	.37 (.05)
<b>Parent Satisfaction Meeting Goals</b>	-.27 (-.02)	.19 (.02)	-.08 (-.01)	.30 (.02)	-.59 (-.05)	.54 (.04)	.50 (.66)	1.00 (4.90E+04)	.43 (.60)	.98 (.08)	.57 (.05)	-.67 (-.09)
<b>Parent BBBS Events Attended</b>	-2.22* (-0.17)	-.77 (-.06)	.73 (.06)	-.99 (-.08)	1.03 (.08)	.82 (.06)	.80 (.96)	.52 (1.56)	.03* (1.53)	-.02 (.00)	1.55 (.12)	-.32 (-.04)
<b>Vol. Parent Communication</b>	-.07 (-.01)	-.27 (-.02)	.86 (.07)	.00 (.00)	.28 (.02)	1.78+ (.14)	.42 (1.28)	.27 (8.10)	.96 (.98)	-.41 (-.03)	-.39 (-.03)	1.34 (.17)
<b>Vol. Parent Interaction</b>	.14 (.01)	-.16 (-.01)	-.97 (-.08)	-.68 (-.05)	.45 (.04)	.27 (.02)	.26 (.68)	.94 (.91)	.52 (1.36)	.87 (.07)	.09 (.01)	-2.51* (-0.3)
<b>Vol. Parent Involve Expected</b>	.58 (.04)	.22 (.02)	-1.02 (-.08)	.08 (.01)	-1.48 (-.11)	-2.04* (-0.16)	.20 (1.59)	.49 (.31)	.06+ (.39)	-.98 (-.08)	-1.06 (-.08)	-.40 (-.05)

Table continues...

**Table 18 (cont.). Parent-Volunteer Dynamics as predictors of youth outcomes.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Vol. Parent Cancels Meetings</b>	-1.84+ (-.014)	-.52 (-.04)	-.62 (-.05)	1.37 (.11)	1.38 (.11)	-.82 (-.06)	.32 (.80)	.29 (.31)	.59 (.86)	.06 (.00)	-.87 (-.07)	.61 (.08)
<b>Vol.-Parent Communication</b>	.61 (.05)	.36 (.03)	-.54 (-.04)	1.54 (.12)	.32 (.02)	-.40 (-.03)	.87 (1.05)	.94 (.92)	.33 (1.45)	-.04 (.00)	-.20 (-.02)	-.17 (-.02)
<b>Vol.-Parent Involve</b>	-.43 (-.03)	.20 (.02)	1.06 (.08)	-.59 (-.05)	-.83 (-.06)	-.40 (-.03)	.75 (1.17)	.18 (9.73)	.08+ (2.99)	1.26 (.10)	1.77+ (.14)	-1.82+ (-.023)
<b>Vol. Parent Relationship</b>	.72 (.06)	-.10 (-.01)	-.19 (-.02)	.95 (.07)	1.17 (.09)	.92 (.07)	.95 (1.02)	.19 (.12)	.02* (.26)	-1.08 (-.09)	-1.46 (-.12)	1.35 (.17)
<b>Youth-Parent Relationship</b>	-1.09 (-.08)	2.08* (.16)	2.23* (.17)	3.16** (.24)	3.66*** (.27)	1.42 (.11)	.36 (1.25)	.20 (.32)	.07+ (.57)	.52 (.04)	-1.78+ (-0.14)	1.69+ (.21)
<b>Time X Parent Times Seen Vol.</b>	1.95+ (.15)	-.10 (-.01)	.20 (.02)	1.31 (.10)	.70 (.06)	-1.42 (-.11)	.06+ (.69)	.45 (1.80)	.65 (.90)	-.03 (.00)	1.86+ (.15)	-1.32 (-.21)
<b>Time X Parent Expected Imp. Parental Role</b>	-.87 (-.07)	.03 (.00)	.16 (.01)	-.42 (-.03)	-.14 (-.01)	-.96 (-.07)	.56 (.76)	.19 (28.67)	.29 (.48)	1.35 (.11)	-1.04 (-.08)	2.00+ (.31)
<b>Time X Parent Actual Match Role</b>	1.78+ (.14)	.21 (.02)	1.12 (.09)	.07 (.01)	.14 (.01)	-1.01 (-.08)	.39 (1.22)	.43 (.47)	.45 (.81)	.31 (.03)	-.76 (-.06)	-.47 (-.08)
<b>Time X Parent Expected of Match</b>	-1.68+ (-0.13)	.85 (.07)	.30 (.02)	-.45 (-.04)	-.76 (-.06)	-.70 (-.06)	.17 (.54)	.92 (.86)	.01** (4.04)	-.22 (-.02)	-1.41 (-.11)	1.09 (.18)
<b>Time X Parent Match Satisfaction</b>	-1.11 (-.09)	-1.66+ (-0.13)	-1.22 (-.10)	-1.60 (-.12)	-.19 (-.02)	.82 (.06)	.12 (2.70)	1.00 (1128.90)	.44 (.61)	-.42 (-.03)	-1.50 (-.12)	-.50 (-.08)
<b>Time X Parent Satisfaction Meeting Goals</b>	1.50 (.12)	1.29 (.10)	1.42 (.11)	1.42 (.11)	.31 (.02)	.14 (.01)	.60 (.72)	1.00 (1260.17)	.44 (.65)	.21 (.02)	2.20* (.18)	-.13 (-.02)
<b>Time X Parent BBBS Events Attended</b>	.76 (.06)	-.66 (-.05)	-1.35 (-.11)	.09 (.01)	.83 (.07)	1.14 (.09)	.98 (1.00)	.10+ (.31)	.04* (.71)	.16 (.01)	-.28 (-.02)	.62 (.10)
<b>Time X Vol. Parent Communication</b>	.27 (.02)	.56 (.04)	.12 (.01)	-.67 (-.05)	1.45 (.11)	-.63 (-.05)	.27 (1.38)	.09+ (.04)	.17 (.62)	.27 (.02)	-1.30 (-.11)	-.71 (-.12)

Table continues...

**Table 18 (cont.). Parent-Volunteer Dynamics as predictors of youth outcomes.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Time X Vol. Parent Interaction</b>	.01 (.00)	-.80 (-.06)	-.69 (-.05)	.51 (.04)	.94 (.07)	.20 (.02)	.18 (.64)	.76 (1.47)	.13 (1.94)	-.79 (-.06)	.39 (.03)	-.22 (-.04)
<b>Time X Vol. Parent Involve Expected</b>	-.73 (-.06)	-1.74+ (-0.13)	.60 (.05)	-.49 (-.04)	-1.60 (-.12)	1.32 (.10)	.22 (1.54)	.12 (14.70)	.64 (1.22)	.75 (.06)	.10 (.01)	.68 (.11)
<b>Time X Vol. Parent Cancels Meetings</b>	-.54 (-.04)	.42 (.03)	.83 (.06)	-.03 (.00)	-.97 (-.08)	-.55 (-.04)	.10 (.70)	.10 (6.37)	.38 (1.25)	-.91 (-.07)	.12 (.01)	1.51 (.24)
<b>Time X Vol.-Parent Communication</b>	.65 (.05)	.64 (.05)	-.51 (-.04)	.16 (.01)	-.30 (-.02)	1.12 (.09)	.20 (.70)	.68 (1.60)	.97 (1.01)	-.25 (-.02)	-.44 (-.04)	1.49 (.24)
<b>Time X Vol.-Parent Involve</b>	-.33 (-.03)	-1.28 (-.10)	-1.29 (-.10)	-.71 (-.06)	.33 (.03)	.22 (.02)	.28 (1.64)	.23 (.13)	.58 (.74)	-.62 (-.05)	.63 (.05)	-.04 (-.01)
<b>Time X Vol. Parent Relationship</b>	.26 (.02)	.42 (.03)	1.04 (.08)	-.05 (.00)	-1.19 (-.09)	-.35 (-.03)	.94 (1.03)	.28 (5.77)	.15 (2.05)	.82 (.07)	.74 (.06)	-.51 (-.08)
<b>Time X Youth-Parent Relationship</b>	.39 (.03)	.76 (.06)	1.21 (.09)	2.85** (.22)	-.40 (-.03)	-.40 (-.03)	.04* (1.65)	.71 (1.39)	.61 (1.14)	-.49 (-.04)	-1.00 (-.08)	.11 (.02)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 19. Parent-Volunteer Dynamics as predictors of youth outcomes for community-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	2.20* (.19)	.83 (.07)	2.22* (.19)	.35 (.03)	6.37*** (.49)	2.63** (.23)	.01* (.00)	1.00 (3.50+49)	.66 (17.52)	1.33 (.12)	1.17 (.11)	1.24 (.19)
<b>Selectivity Correction</b>	.97 (.09)	1.75+ (.15)	.78 (.07)	1.17 (.10)	.01 (.00)	-1.33 (-.12)	.01** (7.78E+04)	.06+ (.00)	.96 (.78)	.15 (.01)	.60 (.05)	-.68 (-.11)
<b>Time</b>	2.33* (.20)	.42 (.04)	.81 (.07)	.95 (.08)	2.10* (.19)	-1.26 (-.11)	.02* (6.16)	1.00 (3.37E+04)	.04* (6.39)	-1.76+ (-0.16)	.68 (.06)	1.69 (.38)
<b>Parent Times Seen Vol.</b>	-.07 (-.01)	1.28 (.11)	-.11 (-.01)	.82 (.07)	-.79 (-.07)	-1.42 (-.13)	.23 (1.34)	.26 (.01)	.08+ (1.73)	1.76+ (.16)	2.53* (.23)	.24 (.04)
<b>Parent Expected Imp. Parental Role</b>	-.15 (-.01)	-.67 (-.06)	-.61 (-.05)	-.67 (-.06)	.94 (.08)	.29 (.03)	.37 (1.76)	.12 (.00)	1.00 (1.00)	-1.34 (-.12)	-.68 (-.06)	-.70 (-.11)
<b>Parent Actual Match Role</b>	-1.59 (-.14)	.65 (.06)	-1.87+ (-0.16)	2.35* (.21)	-1.31 (-.12)	.07 (.01)	.29 (1.33)	.08+ (589.93)	.88 (.94)	-1.07 (-.10)	-1.86+ (-0.17)	1.07 (.16)
<b>Parent Expected of Match</b>	-.94 (-.08)	-1.85+ (-0.16)	.12 (.01)	-1.39 (-.12)	2.04* (.18)	.13 (.01)	.07+ (.35)	.12 (.00)	.05+ (.24)	.33 (.03)	-.87 (-.08)	-.27 (-.04)
<b>Parent Match Satisfaction</b>	.26 (.02)	1.01 (.09)	-.52 (-.05)	.86 (.08)	-1.09 (-.10)	.47 (.04)	.53 (1.56)	1.00 (2.27E+10)	.05+ (6.85)	-.75 (-.07)	.30 (.03)	.47 (.07)
<b>Parent Satisfaction Meeting Goals</b>	-.26 (-.02)	.20 (.02)	.21 (.02)	.57 (.05)	-.39 (-.03)	-.32 (-.03)	.80 (1.19)	1.00 (5.97E+04)	.70 (.74)	.73 (.07)	.47 (.04)	-.03 (.00)
<b>Parent BBBS Events Attended</b>	-2.54* (-0.22)	-.52 (-.05)	.86 (.08)	-.63 (-.06)	1.12 (.10)	.62 (.06)	.72 (1.06)	.21 (.01)	.09+ (1.47)	-.01 (.00)	1.69+ (.15)	.40 (.06)
<b>Vol. Parent Communication</b>	-1.05 (-.09)	-.65 (-.06)	.74 (.07)	.78 (.07)	.96 (.09)	1.42 (.13)	.44 (1.37)	.35 (2748.47)	.68 (1.22)	-.89 (-.08)	-.82 (-.07)	.88 (.14)
<b>Vol. Parent Interaction</b>	.72 (.06)	1.54 (.14)	.40 (.04)	.86 (.08)	.24 (.02)	.71 (.06)	.35 (.64)	.10+ (.00)	.56 (1.41)	-.07 (-.01)	.14 (.01)	-2.04* (-0.3)
<b>Vol. Parent Involve Expected</b>	1.25 (.11)	-.07 (-.01)	-.67 (-.06)	-.42 (-.04)	-1.43 (-.13)	-1.67+ (-0.15)	.91 (.94)	.40 (9.91E+04)	.04* (.21)	-.59 (-.05)	-.94 (-.09)	-.50 (-.08)

Table continues...



**Table 19 (cont.). Parent-Volunteer Dynamics as predictors of youth outcomes for community-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Vol. Parent Cancels Meetings</b>	-2.50* (-.22)	-1.51 (-.13)	-.97 (-.09)	.38 (.03)	1.18 (.11)	-.36 (-.03)	.72 (.90)	.30 (.06)	.85 (.93)	.76 (.07)	-.96 (-.09)	1.44 (.22)
<b>Vol.-Parent Communication</b>	.12 (.01)	-.04 (.00)	-.73 (-.07)	1.48 (.13)	.45 (.04)	.01 (.00)	.78 (1.10)	.88 (2.15)	.58 (1.29)	-.18 (-.02)	-.33 (-.03)	.24 (.04)
<b>Vol.-Parent Involve</b>	.24 (.02)	.38 (.03)	.24 (.02)	-.68 (-.06)	-1.42 (-.13)	-.52 (-.05)	.86 (1.10)	.08+ (1.37E+07)	.07+ (3.99)	.99 (.09)	1.56 (.14)	-2.05* (-.03)
<b>Vol. Parent Relationship</b>	.62 (.05)	.07 (.01)	1.11 (.10)	.48 (.04)	2.44* (.21)	.01 (.00)	.43 (1.59)	.07+ (.00)	.03* (.14)	-1.44 (-.13)	-.82 (-.08)	1.18 (.18)
<b>Youth-Parent Relationship</b>	-.82 (-.07)	1.67+ (.15)	2.44* (.21)	2.83** (.25)	3.02** (.26)	1.43 (.13)	.25 (1.38)	.58 (.11)	.10+ (.52)	.83 (.08)	-1.33 (-.12)	1.27 (.20)
<b>Time X Parent Times Seen Vol.</b>	1.96+ (.17)	.18 (.02)	.30 (.03)	1.20 (.11)	.60 (.05)	-.83 (-.07)	.08+ (.66)	.24 (149.02)	.62 (.88)	-.02 (.00)	1.91+ (.18)	-.56 (-.13)
<b>Time X Parent Expected Imp. Parental Role</b>	.00 (.00)	-.14 (-.01)	-.13 (-.01)	.15 (.01)	-.13 (-.01)	-1.22 (-.11)	.48 (.64)	.42 (176.18)	.57 (.64)	1.15 (.11)	-.69 (-.06)	2.32* (.49)
<b>Time X Parent Actual Match Role</b>	.88 (.08)	.75 (.07)	1.25 (.11)	-.09 (-.01)	-.68 (-.06)	-.35 (-.03)	.38 (1.26)	.41 (.10)	.46 (.77)	.59 (.06)	-.12 (-.01)	.05 (.01)
<b>Time X Parent Expected of Match</b>	-1.20 (-.11)	.36 (.03)	-.15 (-.01)	-.51 (-.05)	-.67 (-.06)	-.52 (-.05)	.23 (.50)	.65 (.09)	.04* (3.61)	-.37 (-.03)	-2.06* (-.019)	1.49 (.34)
<b>Time X Parent Match Satisfaction</b>	-.95 (-.09)	-.85 (-.08)	-.60 (-.05)	-1.12 (-.10)	-.62 (-.06)	.92 (.08)	.29 (2.13)	1.00 (1.19E+04)	.13 (.28)	-.41 (-.04)	-.68 (-.06)	-1.18 (-.27)
<b>Time X Parent Satisfaction Meeting Goals</b>	1.20 (.11)	1.36 (.12)	1.20 (.11)	1.74+ (.15)	.87 (.08)	.29 (.03)	.82 (1.16)	1.00 (.13)	.76 (.82)	.35 (.03)	2.02* (.19)	-1.02 (-.24)
<b>Time X Parent BBBS Events Attended</b>	.53 (.05)	-.82 (-.07)	-1.23 (-.11)	.05 (.00)	.56 (.05)	1.04 (.09)	.84 (.97)	.09+ (.00)	.04* (.67)	.17 (.02)	-.30 (-.03)	-.03 (-.01)
<b>Time X Vol. Parent Communication</b>	-.10 (-.01)	.22 (.02)	.19 (.02)	-.12 (-.01)	1.58 (.14)	.18 (.02)	.42 (1.39)	.17 (.00)	.10+ (.48)	.31 (.03)	-1.42 (-.13)	-.39 (-.09)

Table continues...

**Table 19 (cont.). Parent-Volunteer Dynamics as predictors of youth outcomes for community-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Time X Vol. Parent Interaction</b>	-.39 (-.04)	-.67 (-.06)	-.78 (-.07)	.51 (.05)	.58 (.05)	.92 (.08)	.06+ (.41)	.13 (.00)	.42 (1.50)	.08 (.01)	.54 (.05)	-.44 (-.11)
<b>Time X Vol. Parent Involve Expected</b>	-.79 (-.07)	-1.72+ (-0.15)	.43 (.04)	-1.58 (-.14)	-1.22 (-.11)	.23 (.02)	.84 (1.11)	.18 (3.16E+10)	.63 (1.34)	1.27 (.12)	.15 (.01)	.35 (.08)
<b>Time X Vol. Parent Cancels Meetings</b>	.04 (.00)	.16 (.01)	.87 (.08)	.23 (.02)	-1.07 (-.10)	-.90 (-.08)	.09+ (.60)	.05+ (3.75E+04)	.10+ (1.69)	-1.44 (-.13)	.34 (.03)	1.41 (.32)
<b>Time X Vol.-Parent Communication</b>	.32 (.03)	.57 (.05)	-.66 (-.06)	.22 (.02)	-.57 (-.05)	.93 (.08)	.04* (.50)	.96 (1.27)	.75 (.88)	-.34 (-.03)	-.73 (-.07)	1.23 (.29)
<b>Time X Vol.-Parent Involve</b>	-.52 (-.05)	-1.04 (-.09)	-1.06 (-.10)	-.67 (-.06)	.42 (.04)	-.41 (-.04)	.19 (2.10)	.81 (3.19)	.95 (1.04)	-.70 (-.07)	.51 (.05)	.63 (.15)
<b>Time X Vol. Parent Relationship</b>	.42 (.04)	.20 (.02)	.92 (.08)	-.57 (-.05)	-1.64 (-.15)	-.17 (-.01)	.72 (1.24)	.42 (.00)	.64 (1.39)	1.80+ (.17)	.89 (.08)	-1.84+ (-0.41)
<b>Time X Youth-Parent Relationship</b>	.47 (.04)	.42 (.04)	1.31 (.12)	2.48* (.22)	.24 (.02)	-1.16 (-.10)	.02* (1.93)	.29 (.00)	.58 (1.18)	-.42 (-.04)	-1.05 (-.10)	.73 (.17)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 20. Parent-Volunteer Dynamics as predictors of youth outcomes for site-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	1.46 (.29)	1.82+ (.35)	3.24** (.55)	2.91** (.51)	7.73*** (.84)	1.45 (.29)	1.00 (1.89E+12)	-	-	1.56 (.33)	3.05** (.56)	1.67 (.64)
<b>Selectivity Correction</b>	.01 (.00)	-.51 (-.11)	-1.10 (-.22)	-1.42 (-.28)	1.01 (.21)	-.02 (.00)	1.00 (.36)	-	-	-.80 (-.18)	-2.34* (-.046)	-1.47 (-.59)
<b>Time</b>	.92 (.19)	1.02 (.20)	.41 (.08)	-1.11 (-.22)	-1.53 (-.30)	-1.02 (-.21)	1.00 (3.40E+10 7)	-	-	.73 (.16)	.37 (.08)	.96 (.43)
<b>Parent Times Seen Vol.</b>	.12 (.02)	.12 (.02)	-.57 (-.12)	.35 (.07)	-1.8+ (-.035)	-1.22 (-.25)	1.00 (9.38E+16)	-	-	2.27* (.45)	-1.08 (-.24)	-.49 (-.24)
<b>Parent Expected Imp. Parental Role</b>	-1.16 (-.23)	-1.48 (-.29)	-1.03 (-.21)	-1.48 (-.30)	.08 (.02)	-1.23 (-.25)	1.00 (4.16E+10 6)	-	-	-.43 (-.10)	-1.71 (-.36)	-.97 (-.44)
<b>Parent Actual Match Role</b>	-1.61 (-.32)	-1.35 (-.27)	-.45 (-.09)	-1.40 (-.28)	.68 (.14)	.32 (.07)	1.00 (.00)	-	-	-.17 (-.04)	-1.27 (-.27)	1.07 (.47)
<b>Parent Expected of Match</b>	-.04 (-.01)	-1.37 (-.27)	-.74 (-.15)	-.79 (-.16)	.50 (.10)	.14 (.03)	1.00 (.00)	-	-	-.95 (-.21)	3.24** (.59)	.87 (.40)
<b>Parent Match Satisfaction</b>	.63 (.13)	.27 (.06)	.72 (.15)	.11 (.02)	.40 (.08)	-.81 (-.17)	1.00 (2.31E+17)	-	-	-.47 (-.10)	-1.44 (-.31)	-1.12 (-.49)
<b>Parent Satisfaction Meeting Goals</b>	.00 (.00)	.81 (.17)	-.12 (-.02)	.53 (.11)	-.84 (-.17)	.75 (.16)	1.00 (3.47E+41)	-	-	.70 (.15)	.39 (.09)	1.04 (.46)
<b>Parent BBBS Events Attended</b>	-.17 (-.04)	-.34 (-.07)	.47 (.10)	.81 (.17)	1.00 (.20)	.90 (.18)	1.00 (1.43E+40)	-	-	-.97 (-.21)	1.48 (.31)	-.76 (-.36)
<b>Vol. Parent Communication</b>	1.21 (.24)	1.00 (.20)	.47 (.10)	-.29 (-.06)	-1.00 (-.20)	1.40 (.28)	1.00 (.00)	-	-	.04 (.01)	.19 (.04)	-1.19 (-.51)
<b>Vol. Parent Interaction</b>	-1.03 (-.21)	-2.22* (-.042)	-1.8+ (-.035)	-1.83+ (-.036)	1.40 (.28)	-.48 (-.10)	1.00 (.00)	-	-	-.15 (-.03)	-.43 (-.10)	-1.38 (-.57)
<b>Vol. Parent Involve Expected</b>	.08 (.02)	1.08 (.22)	.46 (.10)	1.55 (.31)	-.32 (-.07)	-.97 (-.20)	1.00 (2.39E+49)	-	-	-.97 (-.21)	.96 (.21)	1.20 (.51)

Table continues...

**Table 20 (cont.). Parent-Volunteer Dynamics as predictors of youth outcomes for site-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Vol. Parent Cancels Meetings</b>	-.01 (.00)	-.33 (-.07)	-.58 (-.12)	-.58 (-.12)	.30 (.06)	-.44 (-.09)	1.00 (.00)	-	-	-1.30 (-.28)	-.27 (-.06)	-1.55 (-.61)
<b>Vol.-Parent Communication</b>	.44 (.09)	.85 (.17)	-.15 (-.03)	-.33 (-.07)	-1.41 (-.28)	-.91 (-.19)	1.00 (6.48E+128)	-	-	.59 (.13)	-1.45 (-.31)	-.52 (-.25)
<b>Vol.-Parent Involve</b>	-.54 (-.11)	-.90 (-.19)	.24 (.05)	-1.02 (-.21)	.84 (.17)	.46 (.10)	1.00 (.00)	-	-	-.32 (-.07)	.80 (.18)	-1.38 (-.57)
<b>Vol. Parent Relationship</b>	.67 (.14)	.91 (.19)	-.09 (-.02)	1.71 (.34)	-1.16 (-.24)	.25 (.05)	1.00 (3320.93)	-	-	.12 (.03)	.07 (.02)	1.30 (.55)
<b>Youth-Parent Relationship</b>	-.44 (-.09)	.27 (.06)	-.79 (-.16)	-.19 (-.04)	1.84+ (.36)	.61 (.13)	1.00 (.00)	-	-	-.37 (-.08)	-2.44* (-0.48)	-1.21 (-.52)
<b>Time X Parent Times Seen Vol.</b>	-1.30 (-.26)	-1.28 (-.25)	-.03 (-.01)	.29 (.06)	-1.75+ (-0.34)	-2.71* (-0.49)	1.00 (.00)	-	-	.53 (.12)	.64 (.14)	-1.26 (-.53)
<b>Time X Parent Expected Imp. Parental Role</b>	-1.42 (-.28)	.25 (.05)	.82 (.17)	-.42 (-.09)	.39 (.08)	.37 (.08)	1.00 (.00)	-	-	.34 (.08)	-1.46 (-.31)	.61 (.29)
<b>Time X Parent Actual Match Role</b>	1.71 (.33)	-.83 (-.17)	-.37 (-.07)	.49 (.10)	1.36 (.27)	-1.19 (-.24)	1.00 (1.69E+41)	-	-	-.43 (-.10)	-1.81+ (-0.37)	.87 (.40)
<b>Time X Parent Expected of Match</b>	-.92 (-.19)	1.88+ (.36)	1.15 (.23)	.55 (.11)	.65 (.13)	.69 (.14)	1.00 (3.04E+112)	-	-	-.69 (-.15)	1.53 (.32)	-.39 (-.19)
<b>Time X Parent Match Satisfaction</b>	-.24 (-.05)	-.03 (-.01)	-2.07* (-0.39)	-.05 (-.01)	.85 (.17)	1.00 (.20)	1.00 (.00)	-	-	.92 (.20)	-1.92+ (-0.39)	.44 (.21)
<b>Time X Parent Satisfaction Meeting Goals</b>	.23 (.05)	-1.59 (-.31)	1.18 (.23)	-1.43 (-.28)	-1.69 (-.33)	-1.22 (-.25)	1.00 (.00)	-	-	-.81 (-.18)	.96 (.21)	.14 (.07)
<b>Time X Parent BBBS Events Attended</b>	1.19 (.24)	1.64 (.32)	.36 (.07)	2.47* (.45)	2.31* (.43)	1.61 (.32)	1.00 (.00)	-	-	-.30 (-.07)	.44 (.10)	-1.04 (-.46)
<b>Time X Vol. Parent Communication</b>	.23 (.05)	.68 (.14)	-2+ (-0.38)	-.61 (-.12)	-.67 (-.13)	.20 (.04)	1.00 (8.32E+39)	-	-	1.35 (.29)	-.39 (-.09)	.37 (.18)

*Table continues...*

**Table 20 (cont.). Parent-Volunteer Dynamics as predictors of youth outcomes for site-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Time X Vol. Parent Interaction</b>	.37 (.07)	.95 (.19)	.77 (.16)	.02 (.00)	.91 (.18)	.39 (.08)	1.00 (4.53E+23)	-	-	-.81 (-.18)	.40 (.09)	-.40 (-.20)
<b>Time X Vol. Parent Involve Expected</b>	-.35 (-.07)	-1.69 (-.33)	1.27 (.25)	1.04 (.21)	-.28 (-.06)	1.17 (.24)	1.00 (.00)	-	-	-2.15* (-.043)	.24 (.05)	-.02 (-.01)
<b>Time X Vol. Parent Cancels Meetings</b>	-.36 (-.07)	1.65 (.32)	-.42 (-.09)	-.94 (-.19)	.66 (.13)	1.67 (.33)	1.00 (2.11E+17)	-	-	1.00 (.22)	-1.14 (-.25)	.38 (.19)
<b>Time X Vol.-Parent Communication</b>	.01 (.00)	-.83 (-.17)	.20 (.04)	-2.31* (-0.43)	-2.22* (-0.41)	-1.37 (-.27)	1.00 (.00)	-	-	.31 (.07)	-.09 (-.02)	.62 (.30)
<b>Time X Vol.-Parent Involve</b>	.70 (.14)	1.35 (.27)	-1.36 (-.27)	.44 (.09)	.46 (.09)	2.78* (.50)	1.00 (4.27E+30)	-	-	.89 (.20)	.50 (.11)	.27 (.14)
<b>Time X Vol. Parent Relationship</b>	-.92 (-.18)	-.72 (-.15)	1.52 (.30)	.11 (.02)	-.19 (-.04)	-2.22* (-0.42)	1.00 (1.11E+21)	-	-	-1.17 (-.25)	.30 (.07)	-.31 (-.15)
<b>Time X Youth-Parent Relationship</b>	-.12 (-.02)	.52 (.11)	-1.58 (-.31)	.36 (.07)	-2.31* (-0.43)	2.16* (.41)	1.00 (2.85E+28)	-	-	-.08 (-.02)	-.79 (-.17)	.57 (.28)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 21. Volunteer-Youth and General Match Dynamics as predictors of youth outcomes.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	2.22* (.17)	2.97** (.22)	3.86*** (.28)	1.66+ (.12)	12.98*** (.70)	3.26** (.24)	.06+ (.01)	-	.43 (.02)	.33 (.03)	2.26* (.18)	.88 (.11)
<b>Selectivity Correction</b>	.83 (.06)	.79 (.06)	.42 (.03)	.98 (.07)	1.23 (.09)	.30 (.02)	.02* (120.94)	-	.43 (31.90)	.83 (.07)	-.47 (-.04)	-.26 (-.03)
<b>Time</b>	4.01*** (.29)	1.79+ (.13)	3.38*** (.25)	1.16 (.09)	1.65+ (.13)	-.83 (-.06)	.00*** (4.55)	-	.78 (1.20)	-.26 (-.02)	2.43* (.19)	-2.50* (-.38)
<b>Parent Times Youth Seen Vol.</b>	-.13 (-.01)	-1.10 (-.08)	.80 (.06)	-.12 (-.01)	.01 (.00)	1.06 (.08)	.40 (1.18)	-	.76 (.89)	1.73+ (.14)	1.99* (.16)	.91 (.11)
<b>Vol. Expected Hours with Youth</b>	.43 (.03)	-.03 (.00)	-.42 (-.03)	-.33 (-.03)	1.00 (.08)	.38 (.03)	.44 (.84)	-	.14 (.50)	-.27 (-.02)	-3.37*** (-.26)	-.21 (-.03)
<b>Vol. Expected Time with Youth</b>	.95 (.07)	.59 (.04)	.18 (.01)	2.28* (.17)	-.95 (-.07)	-1.62 (-.12)	.89 (1.04)	-	.58 (1.31)	-1.14 (-.09)	.21 (.02)	-.52 (-.06)
<b>Vol.-Youth Expected Communication</b>	-1.56 (-.12)	-1.04 (-.08)	-.71 (-.05)	-.90 (-.07)	-1.65 (-.12)	.65 (.05)	.77 (.95)	-	.73 (1.14)	.52 (.04)	.91 (.07)	-.87 (-.11)
<b>Vol.-Youth Actual Communication</b>	.99 (.07)	.61 (.05)	-1.00 (-.08)	.02 (.00)	-.28 (-.02)	-.81 (-.06)	.35 (.83)	-	.48 (1.30)	1.82+ (.14)	1.35 (.11)	-.23 (-.03)
<b>Vol. Parent Often Cancels Meetings</b>	1.40 (.11)	.75 (.06)	.99 (.08)	.48 (.04)	-.78 (-.06)	.51 (.04)	.99 (1.00)	-	.16 (.49)	-.32 (-.03)	-.34 (-.03)	.59 (.07)
<b>Vol. Youth Would Like to See Me More</b>	2.85** (.21)	1.12 (.08)	.24 (.02)	.38 (.03)	-1.37 (-.10)	.05 (.00)	.89 (.96)	-	.43 (1.49)	-.45 (-.04)	.07 (.01)	1.49 (.18)
<b>Vol. I Would Like to See Youth More</b>	-.67 (-.05)	-2.16* (-.016)	-.23 (-.02)	-1.21 (-.09)	-.62 (-.05)	-.80 (-.06)	.45 (1.29)	-	.22 (.45)	1.11 (.09)	.21 (.02)	1.22 (.15)
<b>Vol. Disappointed by Meeting Cancellations</b>	-.57 (-.04)	-.91 (-.07)	-.64 (-.05)	-.17 (-.01)	-.69 (-.05)	-1.26 (-.10)	.64 (.88)	-	.84 (1.11)	.67 (.05)	1.35 (.11)	.88 (.11)
<b>Vol. Program Support Sought</b>	.63 (.05)	.24 (.02)	.03 (.00)	-.06 (.00)	1.75+ (.13)	-.29 (-.02)	.27 (1.41)	-	.55 (.69)	-.52 (-.04)	-.41 (-.03)	.18 (.02)

Table continues...

**Table 21 (cont.). Volunteer-Youth and General Match Dynamics as predictors of youth outcomes.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Vol. Satisfaction Amount of Time</b>	.41 (.03)	.07 (.01)	.79 (.06)	.16 (.01)	.12 (.01)	.78 (.06)	.96 (.98)	-	.23 (.51)	-.57 (-.04)	-.44 (-.03)	.69 (.09)
<b>Vol. Relationship Satisfaction</b>	-.84 (-.06)	.80 (.06)	.54 (.04)	1.14 (.09)	1.53 (.12)	.87 (.07)	.38 (.51)	-	.30 (4.69)	-.97 (-.08)	-1.23 (-.10)	-.69 (-.09)
<b>Youth Times per Month Meet</b>	-.28 (-.02)	.76 (.06)	.54 (.04)	1.03 (.08)	-1.03 (-.08)	1.40 (.11)	.64 (.92)	-	.35 (1.43)	-.47 (-.04)	-.76 (-.06)	-.79 (-.10)
<b>Youth Parent Often Cancels Meetings</b>	-.49 (-.04)	1.08 (.08)	.29 (.02)	1.14 (.09)	-.13 (-.01)	-.68 (-.05)	.54 (1.23)	-	.81 (1.16)	.22 (.02)	1.18 (.09)	-.45 (-.06)
<b>Youth Satisfaction</b>	.84 (.06)	-1.12 (-.08)	-1.84+ (-0.14)	.19 (.01)	.34 (.03)	-1.33 (-.10)	.02* (1.87)	-	.16 (.49)	.00 (.00)	-1.47 (-.12)	1.39 (.17)
<b>Youth Dissatisfaction</b>	-.27 (-.02)	-.97 (-.07)	-.10 (-.01)	.10 (.01)	-.47 (-.04)	-.97 (-.07)	.69 (1.10)	-	.89 (1.06)	-1.06 (-.08)	-1.45 (-.11)	-.78 (-.10)
<b>Youth Intimacy</b>	1.54 (.12)	1.93+ (.14)	1.86+ (.14)	.99 (.08)	.33 (.03)	.05 (.00)	.27 (1.26)	-	.26 (1.67)	1.40 (.11)	.98 (.08)	-.68 (-.08)
<b>Youth Communication Frequency</b>	-1.19 (-.09)	.20 (.02)	1.69+ (.13)	.27 (.02)	.45 (.03)	2.05* (.15)	.78 (.94)	-	.52 (.75)	-1.22 (-.10)	-1.72+ (-0.13)	1.11 (.14)
<b>Time X Parent Times Youth Seen Vol.</b>	-.25 (-.02)	-.42 (-.03)	-2.00* (-.15)	-1.36 (-.10)	-.40 (-.03)	.98 (.07)	.28 (.81)	-	.98 (1.01)	-2.26* (-0.18)	1.00 (.08)	.26 (.04)
<b>Time X Vol. Expected Hours with Youth</b>	-.96 (-.07)	.74 (.06)	-.28 (-.02)	-.29 (-.02)	-.69 (-.05)	.54 (.04)	.24 (1.29)	-	.75 (.88)	.50 (.04)	-2.27* (-0.18)	-1.19 (-.19)
<b>Time X Vol. Expected Time with Youth</b>	.24 (.02)	-1.14 (-.09)	.77 (.06)	.29 (.02)	.37 (.03)	1.22 (.09)	.48 (.84)	-	.91 (1.05)	.91 (.07)	-.14 (-.01)	-.34 (-.06)
<b>Time X Vol.-Youth Expected Communication</b>	1.07 (.08)	.16 (.01)	-1.05 (-.08)	-.56 (-.04)	2.43* (.18)	-1.02 (-.08)	.76 (.94)	-	.84 (.94)	-1.49 (-.12)	.67 (.06)	.14 (.02)
<b>Time X Vol.-Youth Actual Communication</b>	-.95 (-.07)	-1.64 (-.12)	-2.48* (-0.19)	-1.18 (-.09)	-.66 (-.05)	1.47 (.11)	.67 (.92)	-	.93 (1.03)	-1.88+ (-0.15)	.44 (.04)	1.79+ (.28)

Table continues...



**Table 21 (cont.). Volunteer-Youth and General Match Dynamics as predictors of youth outcomes.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
Time X Vol. Parent Often Cancels Meetings	.14 (.01)	1.44 (.11)	-.44 (-.03)	.79 (.06)	.56 (.04)	.04 (.00)	.64 (.89)	-	.18 (.57)	.59 (.05)	-1.34 (-.11)	.97 (.16)
Time X Vol. Youth Would Like to See Me More	1.50 (.11)	.74 (.06)	-.60 (-.05)	.25 (.02)	1.50 (.11)	1.02 (.08)	.91 (1.03)	-	.86 (.93)	.49 (.04)	-.06 (-.01)	1.71+ (.27)
Time X Vol. I Would Like to See Youth More	1.12 (.09)	-.03 (.00)	-.07 (-.01)	.00 (.00)	.27 (.02)	-.57 (-.04)	.66 (1.16)	-	.12 (2.36)	-1.51 (-.12)	.41 (.03)	-.02 (.00)
Time X Vol. Disappointed by Meeting Cancellations	-.01 (.00)	.76 (.06)	.30 (.02)	-.95 (-.07)	-.37 (-.03)	.89 (.07)	.29 (.74)	-	.09+ (2.26)	-1.91+ (-.015)	1.26 (.10)	2.82** (.42)
Time X Vol. Program Support Sought	.53 (.04)	-.07 (-.01)	.13 (.01)	-.78 (-.06)	-1.00 (-.08)	.50 (.04)	.60 (1.18)	-	.60 (1.30)	.78 (.06)	1.10 (.09)	1.064
Time X Vol. Satisfaction Amount of Time	1.28 (.10)	.34 (.03)	-.07 (-.01)	-.23 (-.02)	1.72+ (.13)	-.75 (-.06)	.30 (1.36)	-	.96 (.98)	.25 (.02)	-.12 (-.01)	-.82 (-.13)
Time X Vol. Relationship Satisfaction	-1.10 (-.08)	-.41 (-.03)	.19 (.01)	-.19 (-.01)	-.99 (-.08)	.25 (.02)	.99 (1.01)	-	.20 (.20)	1.98* (.16)	-1.38 (-.11)	-1.48 (-.24)
Time X Youth Times per Month Meet	.54 (.04)	.12 (.01)	-.58 (-.04)	1.47 (.11)	.98 (.07)	-.34 (-.03)	.82 (.96)	-	.15 (1.68)	.47 (.04)	-.60 (-.05)	-.82 (-.13)
Time X Youth Parent Often Cancels Meetings	.39 (.03)	-.85 (-.06)	-1.04 (-.08)	-.73 (-.06)	.67 (.05)	-1.38 (-.11)	.65 (1.16)	-	.07+ (2.74)	-1.29 (-.11)	1.65 (.13)	-.84 (-.14)
Time X Youth Satisfaction	-.58 (-.04)	-.16 (-.01)	1.97* (.15)	-.74 (-.06)	-1.78+ (-.013)	.51 (.04)	.41 (1.23)	-	.55 (1.28)	.32 (.03)	-.78 (-.06)	-.63 (-.10)
Time X Youth Dissatisfaction	-1.31 (-.10)	.48 (.04)	1.75+ (.13)	-1.02 (-.08)	.68 (.05)	-.77 (-.06)	.79 (.94)	-	.08+ (2.02)	.95 (.08)	-.68 (-.06)	-.15 (-.02)
Time X Youth Intimacy	.11 (.01)	1.04 (.08)	-.81 (-.06)	-.39 (-.03)	1.90+ (.14)	.34 (.03)	.02* (1.63)	-	.64 (1.20)	-.16 (-.01)	.66 (.05)	.26 (.04)
Time X Youth Communication Frequency	1.09 (.08)	-.53 (-.04)	-.10 (-.01)	-.82 (-.06)	-1.36 (-.10)	-1.56 (-.12)	.22 (.76)	-	.39 (1.35)	1.75+ (.14)	-1.00 (-.08)	-.97 (-.16)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 22. Volunteer-Youth and General Match Dynamics predictors of youth outcomes for community-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	1.00 (.09)	.68 (.06)	.83 (.07)	.24 (.02)	7.24*** (.55)	2.48* (.22)	.00** (.00)	-	.67 (30.10)	.49 (.05)	.83 (.08)	-.15 (-.02)
<b>Selectivity Correction</b>	1.78+ (.16)	1.05 (.09)	1.74+ (.16)	.42 (.04)	.64 (.06)	-.74 (-.07)	.02* (3627.96)	-	.77 (9.21)	.39 (.04)	.20 (.02)	-.25 (-.04)
<b>Time</b>	2.69** (.24)	1.88+ (.17)	2.50* (.22)	.95 (.09)	.60 (.05)	-1.63 (-.15)	.00** (13.83)	-	.40 (2.29)	-.73 (-.07)	1.79+ (.17)	-1.34 (-.37)
<b>Parent Times Youth Seen Vol.</b>	1.86+ (.17)	-.30 (-.03)	1.40 (.13)	.25 (.02)	.41 (.04)	.29 (.03)	.29 (.67)	-	.98 (1.01)	2.83** (.26)	2.28* (.21)	.08 (.01)
<b>Vol. Expected Hours with Youth</b>	.03 (.00)	.15 (.01)	-.61 (-.06)	.57 (.05)	1.46 (.13)	.68 (.06)	.12 (.52)	-	.78 (.82)	-.01 (.00)	-.50 (-.05)	.10 (.02)
<b>Vol. Expected Time with Youth</b>	.01 (.00)	.26 (.02)	.12 (.01)	1.47 (.13)	-2.08* (-.019)	-1.29 (-.12)	.78 (.90)	-	.71 (1.25)	-1.59 (-.15)	-.84 (-.08)	.48 (.08)
<b>Vol.-Youth Expected Communication</b>	-1.75+ (-.016)	-.94 (-.08)	.42 (.04)	-.04 (.00)	-1.11 (-.10)	.83 (.07)	.83 (.91)	-	.54 (.64)	.64 (.06)	.03 (.00)	-.22 (-.04)
<b>Vol.-Youth Actual Communication</b>	1.86+ (.17)	.64 (.06)	.56 (.05)	-.40 (-.04)	-.32 (-.03)	-1.14 (-.10)	.22 (.68)	-	.15 (2.25)	1.06 (.10)	1.46 (.14)	-.30 (-.05)
<b>Vol. Parent Often Cancels Meetings</b>	1.52 (.14)	.98 (.09)	.90 (.08)	.58 (.05)	-.17 (-.02)	.19 (.02)	.38 (1.45)	-	.08+ (.26)	-.59 (-.06)	-1.30 (-.12)	.15 (.02)
<b>Vol. Youth Would Like to See Me More</b>	2.56* (.23)	1.32 (.12)	.70 (.06)	.34 (.03)	-.75 (-.07)	.98 (.09)	.35 (.66)	-	.44 (1.58)	-.50 (-.05)	.42 (.04)	1.35 (.22)
<b>Vol. I Would Like to See Youth More</b>	.36 (.03)	-1.11 (-.10)	-.21 (-.02)	-.48 (-.04)	-.58 (-.05)	-1.48 (-.13)	.25 (1.76)	-	.16 (.26)	1.08 (.10)	.38 (.04)	.06 (.01)
<b>Vol. Disappointed by Meeting Cancellations</b>	-.84 (-.08)	-1.43 (-.13)	-.49 (-.04)	-.14 (-.01)	-.27 (-.02)	-.97 (-.09)	.13 (.51)	-	.63 (1.37)	.72 (.07)	1.25 (.12)	.64 (.11)
<b>Vol. Program Support Sought</b>	1.17 (.10)	1.46 (.13)	.05 (.00)	.74 (.07)	2.48* (.22)	-.72 (-.07)	.06+ (2.53)	-	.12 (.28)	-.58 (-.05)	.19 (.02)	-.51 (-.08)

Table continues...

**Table 22 (cont.). Volunteer-Youth and General Match Dynamics predictors of youth outcomes for community-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Vol. Satisfaction Amount of Time</b>	.93 (.08)	.69 (.06)	.36 (.03)	.33 (.03)	.04 (.00)	.23 (.02)	.89 (.94)	-	.47 (.60)	-.63 (-.06)	-.29 (-.03)	.61 (.10)
<b>Vol. Relationship Satisfaction</b>	-1.88+ (-.017)	-.07 (-.01)	-.22 (-.02)	.36 (.03)	1.03 (.09)	.81 (.07)	1.00 (1.00)	-	.30 (7.65)	-1.43 (-.13)	-1.51 (-.14)	-.29 (-.05)
<b>Youth Times per Month Meet</b>	-2.06* (-.018)	.43 (.04)	-.27 (-.02)	1.06 (.10)	-.82 (-.07)	.86 (.08)	.98 (.99)	-	.48 (1.49)	-.45 (-.04)	-.54 (-.05)	-.65 (-.11)
<b>Youth Parent Often Cancels Meetings</b>	-.36 (-.03)	.84 (.08)	1.40 (.13)	.78 (.07)	-.03 (.00)	-.30 (-.03)	.12 (2.17)	-	.71 (.74)	.66 (.06)	1.19 (.11)	-.09 (-.02)
<b>Youth Satisfaction</b>	.42 (.04)	.20 (.02)	-.71 (-.06)	1.35 (.12)	1.21 (.11)	.06 (.01)	.01** (5.37)	-	.30 (.40)	.13 (.01)	-.46 (-.04)	1.85+ (.29)
<b>Youth Dissatisfaction</b>	.04 (.00)	.39 (.04)	.38 (.03)	.98 (.09)	.28 (.03)	-.68 (-.06)	.02* (3.66)	-	.80 (.87)	-.67 (-.06)	-.68 (-.06)	.44 (.07)
<b>Youth Intimacy</b>	2.37* (.21)	1.77+ (.16)	1.96+ (.17)	1.06 (.10)	.79 (.07)	.42 (.04)	.12 (1.65)	-	.95 (.96)	1.12 (.11)	.92 (.09)	-.01 (.00)
<b>Youth Communication Frequency</b>	-1.29 (-.12)	.37 (.03)	1.73+ (.15)	-.06 (-.01)	.35 (.03)	1.81+ (.16)	.88 (.96)	-	.21 (.53)	-1.37 (-.13)	-2.06* (-.019)	.74 (.12)
<b>Time X Parent Times Youth Seen Vol.</b>	-1.01 (-.09)	.53 (.05)	-1.9+ (-.017)	-.50 (-.05)	-.42 (-.04)	.05 (.00)	.06+ (.49)	-	.82 (1.13)	-3.04** (-.28)	1.91+ (.18)	-1.02 (-.29)
<b>Time X Vol. Expected Hours with Youth</b>	-.61 (-.06)	.36 (.03)	.37 (.03)	-.63 (-.06)	-1.85+ (-.017)	.14 (.01)	.34 (.67)	-	.67 (.78)	.13 (.01)	-1.42 (-.14)	-1.44 (-.40)
<b>Time X Vol. Expected Time with Youth</b>	.18 (.02)	-1.22 (-.11)	.42 (.04)	.31 (.03)	.67 (.06)	.91 (.08)	.70 (.87)	-	1.00 (1.00)	1.11 (.11)	-.01 (.00)	-1.28 (-.36)
<b>Time X Vol.-Youth Expected Communication</b>	.33 (.03)	-.85 (-.08)	-.61 (-.06)	-.64 (-.06)	2.37* (.21)	.63 (.06)	.70 (1.17)	-	.96 (.97)	-1.12 (-.11)	.44 (.04)	-.24 (-.07)
<b>Time X Vol.-Youth Actual Communication</b>	-1.03 (-.09)	-1.7+ (-.015)	-3.23** (-.28)	-1.33 (-.12)	-.14 (-.01)	1.26 (.11)	.40 (.77)	-	.51 (.75)	-1.41 (-.14)	.28 (.03)	1.94+ (.51)

Table continues...

**Table 22 (cont.). Volunteer-Youth and General Match Dynamics predictors of youth outcomes for community-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
Time X Vol. Parent Often Cancels Meetings	.23 (.02)	1.08 (.10)	-.80 (-.07)	.67 (.06)	1.09 (.10)	-.16 (-.01)	.59 (1.26)	-	.38 (.61)	.57 (.05)	-1.35 (-.13)	.89 (.26)
Time X Vol. Youth Would Like to See Me More	1.23 (.11)	.65 (.06)	-1.26 (-.11)	-.15 (-.01)	.79 (.07)	.89 (.08)	.52 (.75)	-	.51 (.72)	.48 (.05)	.10 (.01)	.99 (.29)
Time X Vol. I Would Like to See Youth More	1.37 (.12)	.04 (.00)	.27 (.02)	.07 (.01)	-.13 (-.01)	-.49 (-.04)	.57 (1.32)	-	.06+ (5.14)	-1.37 (-.13)	.39 (.04)	.36 (.11)
Time X Vol. Disappointed by Meeting Cancellations	.78 (.07)	.33 (.03)	.30 (.03)	-.89 (-.08)	-1.07 (-.10)	.52 (.05)	.04* (.42)	-	.13 (2.40)	-1.89+ (-.018)	1.00 (.10)	1.49 (.41)
Time X Vol. Program Support Sought	-.23 (-.02)	-.11 (-.01)	.10 (.01)	-1.34 (-.12)	-1.48 (-.13)	.27 (.02)	.36 (1.56)	-	.48 (1.54)	.85 (.08)	.77 (.07)	-.33 (-.10)
Time X Vol. Satisfaction Amount of Time	1.37 (.12)	.48 (.04)	-.01 (.00)	-.27 (-.03)	1.08 (.10)	-1.07 (-.10)	.73 (1.17)	-	.52 (1.48)	.19 (.02)	.22 (.02)	-.11 (-.03)
Time X Vol. Relationship Satisfaction	-1.18 (-.11)	-.62 (-.06)	.56 (.05)	.13 (.01)	-.14 (-.01)	.63 (.06)	.58 (1.77)	-	.24 (.16)	2.31* (.22)	-1.55 (-.15)	-.39 (-.12)
Time X Youth Times per Month Meet	1.55 (.14)	1.33 (.12)	-.19 (-.02)	1.95+ (.18)	.99 (.09)	.35 (.03)	.51 (1.21)	-	.25 (1.80)	.52 (.05)	-1.57 (-.15)	-.90 (-.26)
Time X Youth Parent Often Cancels Meetings	.35 (.03)	-.87 (-.08)	-1.56 (-.14)	-.28 (-.03)	.85 (.08)	-.97 (-.09)	.19 (1.92)	-	.05* (4.52)	-1.67+ (-.016)	1.98* (.19)	-1.16 (-.33)
Time X Youth Satisfaction	-.59 (-.05)	.21 (.02)	1.67+ (.15)	-.82 (-.07)	-1.73+ (-.016)	-.46 (-.04)	.06+ (3.31)	-	.92 (.94)	.00 (.00)	.45 (.04)	-1.53 (-.42)
Time X Youth Dissatisfaction	-1.64 (-.15)	.68 (.06)	1.61 (.15)	-1.18 (-.11)	.12 (.01)	-1.13 (-.10)	.22 (1.95)	-	.15 (1.97)	.53 (.05)	.15 (.01)	-1.11 (-.32)
Time X Youth Intimacy	.14 (.01)	1.19 (.11)	-.52 (-.05)	-.26 (-.02)	.19 (.02)	.03 (.00)	.16 (1.56)	-	.63 (1.29)	.01 (.00)	.81 (.08)	-1.12 (-.32)
Time X Youth Communication Frequency	.49 (.04)	-.81 (-.07)	-.12 (-.01)	-.75 (-.07)	-.92 (-.08)	-.92 (-.08)	.36 (.77)	-	.35 (1.47)	1.67+ (.16)	-1.23 (-.12)	.03 (.01)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10

**Table 23. Volunteer-Youth and General Match Dynamics predictors of youth outcomes for site-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Intercept</b>	.54 (.10)	2.21* (.36)	2.16* (.36)	1.61 (.27)	9.59*** (.86)	1.38 (.24)	.91 (.00)	-	-	-.20 (-.04)	2.10* (.38)	1.15 (.40)
<b>Selectivity Correction</b>	.42 (.08)	.45 (.08)	.20 (.04)	.45 (.08)	.03 (.01)	.34 (.06)	.84 (.10)	-	-	.24 (.05)	-.71 (-.14)	-1.20 (-.41)
<b>Time</b>	-.12 (-.02)	.81 (.14)	-.72 (-.13)	1.73+ (.29)	-.81 (-.14)	.00 (.00)	.93 (2.14E+21)	-	-	.38 (.07)	-.64 (-.13)	.23 (.09)
<b>Parent Times Youth Seen Vol.</b>	-1.48 (-.26)	-1.26 (-.22)	-.59 (-.11)	-.63 (-.11)	-.51 (-.09)	1.70+ (.29)	.28 (43.94)	-	-	-1.23 (-.23)	.15 (.03)	2.75* (.72)
<b>Vol. Expected Hours with Youth</b>	-.39 (-.07)	.20 (.04)	-.22 (-.04)	-.51 (-.09)	-1.01 (-.18)	-.01 (.00)	.94 (1.31)	-	-	-.14 (-.03)	-2.90** (-.49)	-.93 (-.33)
<b>Vol. Expected Time with Youth</b>	1.41 (.25)	-.71 (-.13)	.02 (.00)	-.50 (-.09)	1.65 (.28)	-.19 (-.03)	.35 (559.49)	-	-	-.44 (-.08)	.01 (.00)	-.20 (-.07)
<b>Vol.-Youth Expected Communication</b>	-.39 (-.07)	.04 (.01)	-.34 (-.06)	-.71 (-.13)	-1.61 (-.28)	-.83 (-.15)	.49 (6.17)	-	-	.06 (.01)	.54 (.10)	-1.84 (-.57)
<b>Vol.-Youth Actual Communication</b>	.25 (.05)	.52 (.09)	-2.23* (-.037)	-.52 (-.09)	.21 (.04)	.32 (.06)	.91 (1.34)	-	-	-.32 (-.06)	-1.55 (-.29)	.14 (.05)
<b>Vol. Parent Often Cancels Meetings</b>	.44 (.08)	.22 (.04)	.52 (.09)	-.36 (-.06)	-1.24 (-.22)	.24 (.04)	.80 (2.23)	-	-	-.23 (-.04)	1.23 (.23)	1.12 (.39)
<b>Vol. Youth Would Like to See Me More</b>	.77 (.14)	-.40 (-.07)	-1.93+ (-.033)	.33 (.06)	-.60 (-.11)	-1.58 (-.27)	.74 (3.63)	-	-	.02 (.00)	-.55 (-.11)	-.47 (-.17)
<b>Vol. I Would Like to See Youth More</b>	-1.64 (-.28)	-1.86+ (-.032)	-.28 (-.05)	-1.29 (-.23)	-.38 (-.07)	1.04 (.18)	.39 (113.58)	-	-	-1.01 (-.19)	-.89 (-.17)	2.15+ (.63)
<b>Vol. Disappointed by Meeting Cancellations</b>	-.30 (-.05)	-.28 (-.05)	-1.25 (-.22)	-.05 (-.01)	-1.19 (-.21)	-.55 (-.10)	1.00 (1.02)	-	-	-.86 (-.16)	.21 (.04)	.58 (.21)
<b>Vol. Program Support Sought</b>	-.03 (-.01)	-1.46 (-.25)	.12 (.02)	-1.13 (-.20)	.22 (.04)	1.37 (.24)	.47 (32.08)	-	-	-.95 (-.18)	-1.18 (-.22)	.78 (.28)

Table continues...

**Table 23 (cont.). Volunteer-Youth and General Match Dynamics predictors of youth outcomes for site-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
<b>Vol. Satisfaction Amount of Time</b>	-.43 (-.08)	-.78 (-.14)	.84 (.15)	.20 (.04)	.73 (.13)	.26 (.05)	.85 (.48)	-	-	.84 (.16)	.17 (.03)	.73 (.27)
<b>Vol. Relationship Satisfaction</b>	.60 (.11)	1.15 (.20)	1.74+ (.30)	.49 (.09)	.47 (.08)	.54 (.10)	.53 (.00)	-	-	.65 (.12)	.08 (.01)	-1.11 (-.39)
<b>Youth Times per Month Meet</b>	1.29 (.23)	1.15 (.20)	1.67 (.29)	1.19 (.21)	-1.00 (-.18)	.70 (.12)	.27 (.01)	-	-	.80 (.15)	.77 (.15)	.22 (.08)
<b>Youth Parent Often Cancels Meetings</b>	.08 (.01)	.70 (.12)	-1.99+ (-0.34)	1.12 (.20)	.86 (.15)	-.88 (-.16)	.58 (.02)	-	-	-.66 (-.13)	.39 (.08)	-.71 (-.26)
<b>Youth Satisfaction</b>	1.05 (.19)	-1.21 (-.21)	-2.18* (-0.36)	-1.00 (-.18)	-.25 (-.04)	-1.41 (-.25)	.27 (993.69)	-	-	-.06 (-.01)	-1.94+ (-0.35)	1.11 (.39)
<b>Youth Dissatisfaction</b>	-.17 (-.03)	-.96 (-.17)	.21 (.04)	.38 (.07)	-1.08 (-.19)	-.45 (-.08)	.23 (.00)	-	-	-.11 (-.02)	-.43 (-.08)	-1.83 (-.57)
<b>Youth Intimacy</b>	-.02 (.00)	1.17 (.21)	.88 (.16)	.88 (.16)	-.61 (-.11)	-1.06 (-.19)	.40 (.09)	-	-	.93 (.18)	.36 (.07)	-1.47 (-.49)
<b>Youth Communication Frequency</b>	-.38 (-.07)	.18 (.03)	1.88+ (.32)	.75 (.13)	-.90 (-.16)	-.37 (-.07)	.94 (1.18E+14)	-	-	2.24* (.40)	.51 (.10)	-1.61 (-.52)
<b>Time X Parent Times Youth Seen Vol.</b>	1.38 (.24)	.24 (.04)	-.37 (-.07)	-.47 (-.08)	1.10 (.19)	1.72+ (.30)	.48 (3.19)	-	-	-.23 (-.05)	-1.53 (-.29)	.04 (.02)
<b>Time X Vol. Expected Hours with Youth</b>	.68 (.12)	1.33 (.23)	-.94 (-.16)	.32 (.06)	-.14 (-.02)	-.62 (-.11)	.26 (53.55)	-	-	1.10 (.21)	.36 (.07)	-.67 (-.24)
<b>Time X Vol. Expected Time with Youth</b>	-.51 (-.09)	.51 (.09)	.76 (.13)	1.20 (.21)	1.09 (.19)	2.41* (.40)	.71 (.29)	-	-	.78 (.15)	-2.20* (-.40)	1.16 (.40)
<b>Time X Vol.-Youth Expected Communication</b>	.11 (.02)	.39 (.07)	-1.64 (-.28)	.36 (.06)	.70 (.12)	-1.09 (-.19)	.40 (8.60)	-	-	-1.78+ (-0.33)	-.83 (-.16)	-.42 (-.16)
<b>Time X Vol.-Youth Actual Communication</b>	-.83 (-.15)	.11 (.02)	1.13 (.20)	.22 (.04)	-1.83+ (-0.31)	.99 (.17)	.98 (1.05)	-	-	.03 (.01)	-.18 (-.04)	-.20 (-.08)

*Table continues...*

**Table 23 (cont.). Volunteer-Youth and General Match Dynamics predictors of youth outcomes for site-based matches.**

	Social Accept.	School Comp.	Educ. Expect.	Grades (YOS)	Risk Att.	Truancy (YOS)	Special Adult	Justice Sys. Involv.	Any Suspensions	% Days Exc. Absences	% Days Unexc. Absences	Cumm. GPA
Time X Vol. Parent Often Cancels Meetings	.64 (.11)	.34 (.06)	.13 (.02)	-.43 (-.08)	-.04 (-.01)	.15 (.03)	.61 (.26)	-	-	1.75+ (.33)	2.32* (.42)	.67 (.24)
Time X Vol. Youth Would Like to See Me More	.67 (.12)	1.11 (.19)	2.74** (.44)	1.84+ (.31)	2.68* (.43)	1.66 (.29)	.39 (50.04)	-	-	-.41 (-.08)	-1.68 (-.32)	1.04 (.37)
Time X Vol. I Would Like to See Youth More	.48 (.08)	1.25 (.22)	-.20 (-.03)	1.13 (.20)	2.05* (.34)	1.09 (.19)	.49 (12.76)	-	-	.36 (.07)	-.99 (-.19)	-.31 (-.12)
Time X Vol. Disappointed by Meeting Cancellations	-.73 (-.13)	1.55 (.26)	1.26 (.22)	1.16 (.20)	2.47* (.40)	1.90+ (.32)	.42 (413.01)	-	-	.34 (.07)	-.68 (-.13)	-.49 (-.18)
Time X Vol. Program Support Sought	.88 (.15)	1.10 (.19)	.17 (.03)	1.28 (.22)	1.66 (.28)	1.39 (.24)	.36 (40.71)	-	-	.94 (.19)	.10 (.02)	-1.01 (-.36)
Time X Vol. Satisfaction Amount of Time	.54 (.09)	-.27 (-.05)	-.08 (-.01)	.03 (.00)	1.33 (.23)	-.35 (-.06)	.97 (1.16)	-	-	-.71 (-.14)	-2.10* (-.39)	-.27 (-.10)
Time X Vol. Relationship Satisfaction	.00 (.00)	-1.16 (-.20)	-1.97+ (-.033)	-1.74+ (-.029)	-2.88** (-.45)	-1.73+ (-.03)	.47 (.00)	-	-	.17 (.03)	.74 (.15)	-.67 (-.24)
Time X Youth Times per Month Meet	-1.15 (-.20)	-2.27* (-.037)	-1.10 (-.19)	-1.24 (-.21)	-.96 (-.17)	-1.57 (-.27)	.19 (.02)	-	-	-.85 (-.17)	3.33** (.55)	-.34 (-.13)
Time X Youth Parent Often Cancels Meetings	-1.12 (-.19)	.29 (.05)	1.20 (.21)	-.48 (-.08)	-.03 (-.01)	-.93 (-.16)	.94 (1.35)	-	-	-.23 (-.05)	-.52 (-.10)	.11 (.04)
Time X Youth Satisfaction	.12 (.02)	.62 (.11)	2.11* (.35)	.54 (.09)	-.42 (-.07)	1.86+ (.32)	.72 (2.41)	-	-	.22 (.04)	-1.94+ (-.036)	-.01 (.00)
Time X Youth Dissatisfaction	1.20 (.21)	.77 (.14)	.68 (.12)	1.02 (.18)	1.38 (.24)	.14 (.03)	.34 (14.76)	-	-	.17 (.03)	-1.26 (-.25)	-.27 (-.10)
Time X Youth Intimacy	-.51 (-.09)	.47 (.08)	-1.29 (-.22)	.16 (.03)	2.33* (.38)	-.43 (-.08)	.20 (52.41)	-	-	-.24 (-.05)	-.78 (-.15)	.36 (.13)
Time X Youth Communication Frequency	.17 (.03)	-.05 (-.01)	-1.94+ (-.032)	.45 (.08)	-.82 (-.14)	-1.18 (-.21)	.94 (1.32E+13)	-	-	.44 (.09)	-.12 (-.02)	-.23 (-.09)

\*\*\* p < .001, \*\* p < .01, \* p < .05, + p < .10



## CONCLUSIONS

This study investigated whether three types of parent/guardian level variables (psychosocial parent/family characteristics, parent engagement in the mentoring match, and parenting style) influence match quality, match length, and youth outcomes. In doing so, the study sought to better describe patterns of parent-child and family dynamics, and levels of parent/guardian engagement in matches and to investigate the impact of these factors on match metrics and youth outcomes. Both the descriptive and inferential aspects of this project add to extant knowledge about the dynamics of mentoring relationships and the correlates of mentoring program effectiveness.

Descriptively, the study found that families in BBBS-KY matches reported generally high levels of parent-child bonding and family cohesion; parents/guardians also reported engaging in a high level of positive parenting practices. Other key descriptive results suggest that parent/guardian expectations of the match—including the amount of time mentors and youth spend together, the role of parents/guardians in supporting the match, and the frequency of communication with volunteers—were greater than what actually happened in practice. This finding is consistent with the recent work of Basualdo & Delmonico (2016) on expectations and role mismatches between parents/guardians, volunteers, and mentoring agencies.

Inferentially, the study found that parent/family characteristics, dynamics of parent/volunteer relationships, and levels of parental involvement in matches did not appear to be related to match length. However, site-based parents/guardians who reported attending one or more BBBS parent or family events were less likely to have their child's mentoring relationship close before 12-months. In addition, we found that parent-volunteer dynamics predicted volunteer and youth match strength ratings at 3 and 12-months as well as changes over time in match strength. Higher levels of parent/guardian satisfaction with the match satisfaction were associated with higher volunteer and youth strength of relationship scores at 3 and 12-months. In addition, while youth who reported that the relationship between the volunteer and parent/guardian was of lower quality were more likely to report reductions in their overall strength of relationship ratings from 3 to 12-months in the match. However, youth who reported high quality/strong relationships between the volunteer and parent/guardian did not report any change in the strength of relationship between 3 and 12-months. Finally, volunteer strength of relationship ratings at 3 and 12-months were lower for matches in which parents/guardians expected to have a larger/more important role in the match relationship.

The study also found that parent/guardian factors and match involvement were related to some program outcomes for youth. Although these relationships were not found for all match types or for all youth outcome measures, our findings provide empirical evidence of the important role that parents/guardians play in the mentoring relationship. Key findings suggest that youth whose parents/guardians had a positive parenting style had less positive attitudes towards substance use and other risky behaviors, were less likely to be suspended from school or to have unexcused absences, and had higher GPAs. Youth whose volunteers reported having strong relationships with parents/guardians had less positive attitudes at both baseline and 12-months toward risky behaviors such as substance use. Finally, parents/guardians who

held higher expectations for the match having a positive impact on youth were more likely to have children who reported being suspended.

## **Study Recommendations and Implications**

Our experience and study findings lead to a number of practical and methodological recommendations, along with directions for future research. These include:

### ***Program Practice Recommendations***

- Tailor parental engagement efforts to program design. Evidence from this study suggests that parent/guardian factors and parental involvement in the match can impact match length, mentor and youth strength of relationship ratings, and youth outcomes. This evidence supports program-level investments in continuing to engage parents. However, because the impact of parental factors seems to vary based on program type, efforts to better engage parents/guardians make sense to the extent that they fit with program design and program objectives. In this study, parental involvement in the match was associated with higher GPAs in site-based matches and less favorable attitudes toward risky behaviors among community-based. Because site-based and workplace mentoring matches typically offer few opportunities for parent/guardian involvement in the match, site-based matches offer a special opportunity for additional parental engagement.
- Support the development of strong, positive relationships between parents/guardians and volunteers. Our study found that higher levels of parental satisfaction with the match were associated with higher strength of relationship ratings, particularly in community-based matches. We also found that youth who perceived relationships between their parents/guardians and volunteers to be less strong experienced declining strength of relationships as the match developed and aged. Programs should explore practical ways to support the establishment and maintenance of healthy relationships between volunteers and parents/guardians.
- Prioritize parental engagement in site-based matches. BBBS-KY site-based matches are more likely to close prematurely than community. Our finding that site-based matches were less likely to close if parents/guardians attended one or more parental engagement or family sessions supports additional program efforts to increase engagement in site-based matches.
- Seek to better understand and align match expectations between parents/guardians, volunteers, and agency staff. Additional work by programs is needed to better understand and align roles and match expectations of parents/guardians, volunteers, and program staff. Our study found a notable mismatch between expectations for communication, interaction, and parental support and what happened in practice during the mentoring match. Although this may be a natural function of volunteers and parents/guardians beginning the relationship process with little understanding of how a mentoring relationship operates and then learning about the relationship as it develops, programs can actively work during recruitment and the matching process to help develop a shared understanding of what mentoring is and the role that each party plays in the process. This

work also can emphasize that although parents/guardians, mentors, and agency staff all have different perspectives, all share the same goal of supporting healthy youth development. This work also can help shift common agency mindsets of seeking to manage and structure parent/guardian involvement in matches to avoid low and high extremes of parent/guardian match involvement.

### ***Methodological Recommendations and Directions for Future Research***

- Explore impacts on matches if systematic efforts are made to increase parent engagement, improve parenting skills, and/or to change other parent/family variables. This study was an exploration of parent/guardian factors and levels of parental involvement in existing BBBS community-based and site-based mentoring programs. Although we worked hard to understand parental engagement efforts by BBBS-KY in their community-based and site-based mentoring programs, as well as to measure the parent/guardian factors of interest, we did not seek to change those variables. Simply, our study was not designed as an empirical test of how systematic increases in parental engagement (or systematic work to change parental attitudes or increase parenting skills) could impact match length, strength, or youth outcomes. Additional research should explore the costs and benefits of increasing parental engagement and of improving parenting skills on match length, relationship strength, and youth outcomes.
- Explore the impacts of parent engagement and parent/guardian factors on other mentoring program models. This research focused on community-based and site-based programs of a single BBBS chapter. In addition, both BBBS-KY program models offered one-on-one, in-person mentoring. It is possible that the impact of these variables on proximal match outcomes and on youth outcomes may vary based on the program design and on whether mentoring is delivered online or in-person. In addition, it is possible that the impact of these factors may operate very differently in programs that have different objectives or different mentoring modalities (for example, programs that focus on college/career readiness or which focus on e-mentoring). Additional research should look at these effects across a broader cross-section of mentoring models and mentoring programs.
- Explore how the baseline level of risk of the youth and other family characteristics may interact with parent/guardian factors to impact match and youth outcomes. One of our surprising findings was that parents/guardians with higher expectations for mentoring matches were more likely to have youth who had been suspended from school. We suspect that this finding may have resulted from youth who were entering the BBBS-KY community-based and site-based programs with higher levels of risk. It also is reasonable to assume that parents/guardians may be responding dynamically to the needs of their children and to the needs of the family and that these parental responses may mediate how the factors we explored impact matches and youth outcomes. Additional research that further explores both of these factors will help researchers and practitioners better understand the impact of parenting styles, parent-child dynamics, and parent/guardian involvement in the match.

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## **APPENDIX A: Sample & Measures Table**

Data for this study were collected from volunteers, youth, and parents, as well as through other available data sources. Each of the data sources is discussed. The *Match History Detail* data came from the Agency Information Management (AIM) database housed by BBBS and reflect ongoing information about the match. The BBBS-designed Volunteer Strength of Relationship, Youth Strength of Relationship, and Youth Outcomes Surveys are also housed in the AIM database. The strength of relationship instruments are administered at three months and 12-months in the match relationship and youth outcomes are measured at one and 12-months in the match relationship, as well as match closure. When matches closed prior to 12-months, these data were collected at match closure and are used as wave two data. *Insert* instruments were also created by PIRE and administered at the same time points as the strength of relationship and youth outcomes surveys. Another survey was administered to *Volunteers at Survey Match* (VSM). The insert surveys and VSM data were collected using paper and pencil survey forms, which were entered into a spreadsheet for later analysis. The parent data were collected using both Audio Computer Assisted Self-Interviewing (ACASI) on Android Tablets and paper and pencil survey forms. ACASI was used when the match support specialist could meet with the parent in their home to conduct the survey. *Case Review* data were completed by BBBS match support specialists retrospectively by reviewing match case records for each of the matches. School data were collected through obtaining standardized data from the school district attended by most students and paper data request forms were sent to the balance of schools for specific students. There are two things to note about the school data. First, data for the 2016-17 school year were only available for the first half of the school year at the time data were collected. Second, as school years do not correspond cleanly to varying match start dates, school data for wave one was defined as the school year ending prior to match start and wave two data were defined as the school year one year later.

Data were not available from all data sources for all participants, but data were available for most of the 350 matches for most of the data sources. The following table provides the percentage of the 350 participants with data at each wave. As can be seen in Table 1, the great majority of participants had all data sources at both waves.

**Table 1. Percentage of participants with data at each wave by data source.**

<b>Data Source</b>	<b>Months into Match Data Collected</b>	<b>% Matches with Wave 1 Data</b>	<b>% Matches with Wave 2 Data</b>
Case Review	3 & 12	97%	97%
Match History Detail	12	-	100%
Parent Survey	1 & 12	95%	87%
School Data	1 & 12	92%	92%
Volunteer at Match Survey	1	99%	-
Volunteer Strength of Relationship Insert Survey	3 & 12	93%	79%
Volunteer Strength of Relationship Survey	3 & 12	94%	84%
Youth Outcomes Insert Survey	1 & 12	100%	88%
Youth Outcomes Survey	1 & 12	100%	91%
Youth Strength of Relationship Insert Survey	3 & 12	96%	85%
Youth Strength of Relationship Survey	3 & 12	96%	89%

The measures used to address the research questions of our study appear in Table 2. This table provides (a) the data source, (b) the waves the data were collected, (c) coefficient alpha if relevant, (d) the number of items comprising the measure, (e) the response metric of the measure, and (f) a sample item or the item used for the measure. All scales were calculated by taking the mean across all items comprising a scale. We examined the internal consistency of items thought to form a scale by calculating Cronbach's alpha. As can be seen in Table 2, almost all scales had high internal consistency (or at least  $\alpha \geq .70$ ). Many of these exceptions were in the BBBS Strength of Relationship and Youth Outcomes Surveys, which use very few items to measure the underlying constructs of the scales, likely reducing  $\alpha$ . All indexes were calculated by counting the number of yes responses to item groups. Following the creation of scales and indexes, all data sources collected were merged into a master analysis file for the analyses reported here. The data were merged together using the BBBS unique match identifier (or match key) and the time of data collection (i.e., time 1 or 2). All data were inspected for out of range values prior to analysis by examining descriptive statistics for the data files.

**Table 2. Measures used to address Research Questions.**

Instrument	Measure	Waves	Alpha*	Items	Response Scale	Sample Item
Match History Detail	Match Length in Months	2	n/a	1	0 - ∞	n/a
	Match Count Youth	2	n/a	1	0 - ∞	n/a
	Match Count Vol.	2	n/a	1	0 - ∞	n/a
	Youth Age	2	n/a	1	0 - 18	n/a
	Youth Grade	2	n/a	1	1-12	n/a
	Vol. Age	2	n/a	1	0 - ∞	n/a
	Community Match	2	n/a	1	0=Site-Based, 1=Community-Based	n/a
	Couple Match	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Male	2	n/a	1	0=Female, 1=Male	n/a
	Youth: Race	2	n/a	1	0=No & 1=Yes	n/a
	Youth: White	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Black	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Hispanic	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Parent Incarcerated	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Income	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Military Parent	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Military Parent Deployed	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Family Receives Assistance	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Free/Red. Lunch	2	n/a	1	0=No & 1=Yes	n/a
	Youth: Referred From	2	n/a	1	0=No & 1=Yes	n/a
	Vol. Male	2	n/a	1	0=Female, 1=Male	n/a
	Vol. Race	2	n/a	1	0=No & 1=Yes	n/a
	Vol. White	2	n/a	1	0=No & 1=Yes	n/a
	Vol. Black	2	n/a	1	0=No & 1=Yes	n/a
	Vol. Hispanic	2	n/a	1	0=No & 1=Yes	n/a
	Vol. Education	2	n/a	1	0=No & 1=Yes	n/a
	Vol. Married or Cohabiting	2	n/a	1	0=No & 1=Yes	n/a
	Vol. Has Job / In School	2	n/a	1	0=No & 1=Yes	n/a
	Match Closed	2	n/a	1	0=No & 1=Yes	n/a
YOS	Social Acceptance	1 & 2	.72	6	1=Not At All True, 2=Not Very True, 3=Sort Of True, & 4=Very True	I have a lot of friends.
	School Completion	1 & 2	.73	6	1=Not At All True, 2=Not Very True, 3=Sort Of True, & 4=Very True	I am very good at my schoolwork.
	Educational Expect.	1 & 2	.84	3	1=Not At All Sure, 2=Not Very Sure, 3=Sort Of Sure, & 4=Very Sure	How sure are you that you will go to college?

Instrument	Measure	Waves	Alpha*	Items	Response Scale	Sample Item
	Grades (YOS)	1 & 2	.67	4	1=Not Good At All (F), 2=Not So Good (D), 3=Good (C), 4=Very Good (B), & 5=Excellent (A)	Thinking about the grades and marks you are getting in school, please circle how you are doing [in] Mathematics
	Risk Attitudes	1 & 2	.58	7	1=It's not okay, 2=It's sort of okay, 3=It's mostly okay, & 4=It's perfectly okay	What do you think about kids your age using tobacco?
	Parental Trust	1 & 2	.80	3	1=Hardly Ever, 2=Not Very Often, 3=Sometimes, 4=Pretty Often	My parents accept me as I am.
	Truancy (YOS)	1 & 2	.53	2	1=Never, 2=I have done this, but not in the last 30 days, 3=I did it 1-2 times in the last 30 days, 4=I did it 3 or more times in the last 30 days	How often, in the past 30 days have you been absent from school?
	Special Adult	1 & 2	n/a	1	0=No & 1=Yes	Right now in your life, is there a special adult (not your parent or guardian) who you often spend time with?
	Justice System Involvement	1 & 2	n/a	1	1=Never, 2=Yes, 1 to 2 times, 3=Yes, 3 to 4 times, 4=Yes, more than 5 times -- recoded to 0=No & 1=Yes	In the last 12-months, have you been arrested for a crime, offense, and/or a violation?
YSOR	YSOR Coping	1 & 2	.71	3	1=Never True, 2=Hardly Ever True, 3=Sometimes True, 4=Most of the Time True, & 5=Always True	My Big has lots of good ideas about how to solve a problem.
	YSOR Disappointment	1 & 2	.50	4	1=Never True, 2=Hardly Ever True, 3=Sometimes True, 4=Most of the Time True, & 5=Always True	When I'm with my Big, I feel disappointed.
	YSOR Safety	1 & 2	n/a	1	1=Never True, 2=Hardly Ever True, 3=Sometimes True, 4=Most of the Time True, & 5=Always True	When I am with my Big, I feel safe.

Instrument	Measure	Waves	Alpha*	Items	Response Scale	Sample Item
	YSOR Importance	1 & 2	n/a	1	1=Never True, 2=Hardly Ever True, 3=Sometimes True, 4=Most of the Time True, & 5=Always True	My relationship with my Big is very important to me.
	YSOR Closeness	1 & 2	n/a	1	1=Never True, 2=Hardly Ever True, 3=Sometimes True, 4=Most of the Time True, & 5=Always True	I feel close to my Big.
	YSOR Overall	1 & 2	.81	5	1=Never True, 2=Hardly Ever True, 3=Sometimes True, 4=Most of the Time True, & 5=Always True	n/a
VSOR	VSOR Connected	1 & 2	.67	5	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, & 5=Strongly Agree	My Little and I are interested in the same things.
	VSOR Frustration	1 & 2	.62	4	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, & 5=Strongly Agree	I feel overwhelmed by my Little's family difficulties.
	VSOR Confidence	1 & 2	.71	4	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, & 5=Strongly Agree	I feel confident handling the challenges of being a mentor.
	VSOR Closeness	1 & 2	n/a	1	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, & 5=Strongly Agree	I feel close to my Little.
	VSOR Overall	1 & 2	.78	4	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, & 5=Strongly Agree	n/a
School Data	% Days Excused Absences (year one is school year ending prior to match start and year two is next year)	1 & 2	n/a	1	0-1	n/a
	% Days Unexcused Absences (year one is school year ending prior to match start and year two is next year)	1 & 2	n/a	1	0-1	n/a

Instrument	Measure	Waves	Alpha*	Items	Response Scale	Sample Item
	Any Suspension (year one is school year ending prior to match start and year two is next year)	1 & 2	n/a	1	0=No & 1=Yes	n/a
	Cumulative GPA (year one is school year ending prior to match start and year two is next year)	1 & 2	n/a	1	0-4	n/a
Parent Survey Data	Household Yearly Income	1 & 2	n/a	1	1=Less than \$10,000 per year, 2=\$10,001 to \$20,000 per year, 3=\$20,001 to \$30,000 per year, 4=\$30,001 to \$40,000 per year, 5=\$40,001 to \$50,000 per year, & 6=More than \$50,000 per year	What is the total yearly income of your household? Pick the option that best fits your house
	People Supported by Income	1 & 2	n/a	1	0=None, 1=1, 2=2, 3=3, 4=4, 5=5, & 6=6 or more	How many people are supported by this income?
	Receiving Public Assistance	1 & 2	n/a	1	0=No & 1=Yes	Are you receiving public assistance?
	Child Receives Free/Red. Lunch	1 & 2	n/a	1	0=No & 1=Yes	Does your child receive free or reduced price lunch at school?
	Age Category	1	n/a	1	14=Under 15, 16=15 to 17, 19=18 to 20, 23=21 to 25, 30=25 to 35, 40=36 to 44, 49.5=45 to 54, 59.5=55 to 64, & 65=65 and over	Please select which category best describes your age:
	Female	1	n/a	1	0=Male & 1=Female	Are you:
	Latino Ethnicity	1	n/a	1	0=No & 1=Yes	Are you Hispanic or Latino?
	Alaska Native Race	1	n/a	1	0=No & 1=Yes	Do you consider yourself to be... Alaska Native
	American Indian Race	1	n/a	1	0=No & 1=Yes	Do you consider yourself to be... American Indian
	Asian American Race	1	n/a	1	0=No & 1=Yes	Do you consider yourself to be... Asian American
	Black Race	1	n/a	1	0=No & 1=Yes	Do you consider yourself to be... Black or African American
	Pacific Islander Race	1	n/a	1	0=No & 1=Yes	Do you consider yourself to be... Native Hawaiian or Other Pacific Islander
	White Race	1	n/a	1	0=No & 1=Yes	Do you consider yourself to be... White
	Other Race	1	n/a	1	0=No & 1=Yes	Do you consider yourself to be... Some other race

<b>Instrument</b>	<b>Measure</b>	<b>Waves</b>	<b>Alpha*</b>	<b>Items</b>	<b>Response Scale</b>	<b>Sample Item</b>
	High School Education	1	n/a	1	0=No & 1=Yes	What is the highest level of education that you have completed?
	Bachelors Education	1	n/a	1	0=No & 1=Yes	What is the highest level of education that you have completed?
	Single Never Married	1 & 2	n/a	1	0=No & 1=Yes	What is your current relationship status?
	Married Or Cohabiting	1 & 2	n/a	1	0=No & 1=Yes	What is your current relationship status?
	Divorced Or Separated	1 & 2	n/a	1	0=No & 1=Yes	What is your current relationship status?
	Child Lives With Both Parents	1 & 2	n/a	1	0=No & 1=Yes	Does your child live with:
	Child Lives With Mother Only	1 & 2	n/a	1	0=No & 1=Yes	Does your child live with:
	Child Lives With Other Relatives	1 & 2	n/a	1	0=No & 1=Yes	Does your child live with:
	Number Siblings Live With	1 & 2	n/a	1	0-6	How many siblings, including stepbrothers and stepsisters live with your child?
	Percentage Older Siblings	1 & 2	n/a	2	0-1	How many siblings are older than your child?
	Currently Employed	1 & 2	n/a	1	0=No & 1=Yes	Which of the following describes your current work situation?
	Very Likely Talk about Health Or Behavior Challenges	1	n/a	1	0=No & 1=Yes	How likely will you be to talk with your child's Big Brother/Big Sister about: Health or behavior challenges the Big Brother/Big Sister might encounter during their match with your child?
	Very Likely Talk about Family's Values And Culture	1	n/a	1	0=No & 1=Yes	How likely will you be to talk with your child's Big Brother/Big Sister about: Your family's values and cultural practices with your child's Big Brother/Big Sister?
	Very Likely Talk about Household Rules	1	n/a	1	0=No & 1=Yes	How likely will you be to talk with your child's Big Brother/Big Sister about: Your household's rules and priorities with your child's Big Brother/Big Sister?
	Very Likely Talk about How Mentoring Can Help Child	1	n/a	1	0=No & 1=Yes	How likely will you be to talk with your child's Big Brother/Big Sister about: How mentoring from the Big Brother/Big Sister can help your child?



Instrument	Measure	Waves	Alpha*	Items	Response Scale	Sample Item
	Very Likely Talk about What You Can Do To Support Efforts	1	n/a	1	0=No & 1=Yes	How likely will you be to talk with your child's Big Brother/Big Sister about: What you can do to support the efforts of the Big Brother/Big Sister to mentor you child?
	Very Likely Talk about Scheduling Match Meetings	1	n/a	1	0=No & 1=Yes	How likely will you be to talk with your child's Big Brother/Big Sister about: Scheduling match meetings and outings with your child?
	Talked about Health Or Behavior Challenges	2	n/a	1	0=No & 1=Yes	Have you talked with your child's Big Brother/Big Sister about: Health or behavior challenges the Big Brother/Big Sister might encounter during their match with your child?
	Talked about Family's Values And Culture	2	n/a	1	0=No & 1=Yes	Have you talked with your child's Big Brother/Big Sister about: Your family's values and cultural practices with your child's Big Brother/Big Sister?
	Talked about Household Rules	2	n/a	1	0=No & 1=Yes	Have you talked with your child's Big Brother/Big Sister about: Your households rules and priorities with your child's Big Brother/Big Sister?
	Talked about How Mentoring Can Help Child	2	n/a	1	0=No & 1=Yes	Have you talked with your child's Big Brother/Big Sister about: How mentoring from the Big Brother/Big Sister can help your child?
	Talked about What You Can Do To Support Efforts	2	n/a	1	0=No & 1=Yes	Have you talked with your child's Big Brother/Big Sister about: What you can do to support the efforts of the Big Brother/Big Sister to mentor you child?
	Talked about Scheduling Match Meetings	2	n/a	1	0=No & 1=Yes	Have you talked with your child's Big Brother/Big Sister about: Scheduling match meetings and outings with your child?
	Youth Behavioral And Physical Health Scale	1 & 2	.78	6	1=Excellent, 2=Good, 3=Fair, & 4=Poor (reflected to 4 = better health)	How would you rate his/her feelings about him/herself?

<b>Instrument</b>	<b>Measure</b>	<b>Waves</b>	<b>Alpha*</b>	<b>Items</b>	<b>Response Scale</b>	<b>Sample Item</b>
	Child Seen Behavioral Health Provider	1 & 2	n/a	1	0=No & 1=Yes	During the past 12-months, has your child seen a psychiatrist, psychologist, or counselor about any behavioral, emotional, or mental problem?
	Child Told Has Diabetes, High Chol., or High BP	1 & 2	n/a	1	0=No & 1=Yes	Has a doctor or nurse ever advised you that your child may have one of the following health issues: high blood pressure, high cholesterol, or type 2 diabetes?
	Number Times Youth Seen Volunteer per Month	1 & 2	n/a	1	1-5 or more	First, think about how much time the Big has spent with your child over the last 12-months. On average, how many times per month does the Big Brother/Big Sister see your child?
	Hours Youth Seen Volunteer per Month	1 & 2	n/a	1	1=1 hour per month, 2.5=2 - 3 hours per month, 4.5=4 - 5 hours per month, 7=6 - 8 hours per month, & 9=More than 9 hours per month	On average, how many hours does the Big Brother/Big Sister spend per month with your child?
	Times Talks with Volunteer per Month	1 & 2	n/a	1	0=Never, .5=Less than once per month, 1=Once per month, 2.5=Two or three times per month, 4.4=Once a week, & 8.8=More than once a week	Since your child's match began, how often have you communicated with your child's Big Brother/Big Sister?
	Times Seen Volunteer per Month	1 & 2	n/a	1	0=Never, .5=Less than once per month, 1=Once per month, 2.5=Two or three times per month, 4.4=Once a week, & 8.8=More than once a week	How often do you and your child's Big Brother/Big Sister communicate besides speaking before and after regular match outings?
	Importance of Parental Role in Match Scale	1	.72	6	1=Not At All Important, 2=Not Very Important, 3=Somewhat Important, & 4=Very Important	How important do you think it will be to make the Big Brother/Big Sister feel welcome?

<b>Instrument</b>	<b>Measure</b>	<b>Waves</b>	<b>Alpha*</b>	<b>Items</b>	<b>Response Scale</b>	<b>Sample Item</b>
	Actual Parental Role in Match Scale	2	.84	6	1=Never, 2=Once or twice, 3=3-5 times, 4=6-10 times, & 5=More than 10 times	How often have you made the Big Brother/Big Sister feel welcome?
	Positive Parenting Style Scale	1 & 2	.67	9	1=Never, 2=Almost Never, 3=Sometimes, 4=Often, & 5=Always	You praise your child if he/she behaves well.
	Parent Child Bonding Scale	1 & 2	.76	7	1=Never, 2=Almost Never, 3=Not Too Often, 4=About Half the Time, 5=Fairly Often, 6=Almost Always, & 7=Always	During the past month, when you and your child spent time talking or doing things together, how often did you let this child know you really care about him/her?
	Family Cohesion Scale	1 & 2	.84	6	1=Never True, 2=Rarely True, 3=True about Half of the Time, 4=Usually True, & 5=Always True	Family members feel very close to each other.
	Times Eat Meal Together in Week	1 & 2	n/a	1	0=Never, 1.5=1-2 times, 3.5=3-4 times, 5.5=5-6 times, 7=7 times, & 8=More than 7 times	During the past 7 days, how many times did all or most of your family living in your house eat a meal together?
	Thinks Child will Graduate High School	1 & 2	n/a	1	0=No & 1=Yes	Looking ahead, how far do you think your child will go in school? Will he/she mostly likely:
	Thinks Child will Graduate College	1 & 2	n/a	1	0=No & 1=Yes	Looking ahead, how far do you think your child will go in school? Will he/she mostly likely:
	Times Parent Talked with Volunteer per Month Since Match	2	n/a	1	0=Never, .5=Less than once per month, 1=Once per month, 2.5=Two or three times per month, 4.4=Once a week, & 8.8=More than once a week	Since your child's match began, how often have you communicated with your child's Big Brother/Big Sister?
	Expected of Match	2	n/a	1	1=Worse than expected, 2=About what I expected, & 3=Better than expected	Since your child's match began, would you say that the relationship your child has developed with his/her Big Brother/Big Sister is better than you had expected, worse than you expected or just

Instrument	Measure	Waves	Alpha*	Items	Response Scale	Sample Item
	General Match Satisfaction	2	n/a	1	1=Very dissatisfied, 2=Somewhat dissatisfied, 3=Somewhat satisfied, & 4=Very satisfied	about what you had expected?  Thinking about your child's match in general, how satisfied would you say you are with it?
	Satisfaction for Match Meeting Goals	2	n/a	1	1=Very dissatisfied, 2=Somewhat dissatisfied, 3=Somewhat satisfied, & 4=Very satisfied	How satisfied are you with the progress your child and his/her Big Brother/Big Sister have made toward achieving the goals you had in mind for your child?
	Number BBBS Events Attended Index	2	n/a	6	0-6 event types	Since your child's match began, how many times have you participated in a Big Brothers/Big Sisters event or match activity for parents/guardians? These events may include family nights, Ricos Roundtable, Bowl for Kids Sake, and other agency activities...
Case Review	Parent Discomfort with Vol. Behavior	1 & 2	n/a	1	0=No & 1=Yes	n/a
	Youth Reports Meetings Often Canceled by Parent	1 & 2	n/a	1	0=No & 1=Yes	n/a
	Vol. Reports Meetings Often Canceled by Parent	1 & 2	n/a	1	0=No & 1=Yes	n/a
Volunteer Survey at Match	Times per Month Would Like to See Youth	1	n/a	1	1=One time per month, 2=Two times per month, 3=Three times per month, 4=Four times per month, & 5=More than four times per month	On average, how many times per month would you like to see your Little?
	Hours per Month Would Like to See Youth	1	n/a	1	1=About 1 hour per month or less, 2=2-3 hours per month, 3= 4-5 hours per month, 4=6-8 hours per month, & 5=More than 9 hours per month	On average, how many hours do you think you will spend per month with your Little?

<b>Instrument</b>	<b>Measure</b>	<b>Waves</b>	<b>Alpha*</b>	<b>Items</b>	<b>Response Scale</b>	<b>Sample Item</b>
	Times Think Will Communicate with Youth	1	n/a	1	1=Never, 2=Only occasionally or less than once per month, 3=Once or twice per month, 4=Weekly, 5=More than once a week,	Besides your match outings, how often do you think that you and your Little will communicate?
	Times Think Will Communicate with Parent	1	n/a	1	1=Never, 2=Only occasionally or less than once per month, 3=Once or twice per month, 4=Weekly, 5=More than once a week,	Besides talking with your Little's parent/guardian about specific match outings, how often do you think that you and the primary parent/guardian of your Little will communicate?
	Times Think Will See Parent	1	n/a	1	1=Never, 2=Only occasionally or less than once per month, 3=Once or twice per month, 4=Weekly, 5=More than once a week,	How often do you think you will see the primary parent/guardian of your Little?
	Discuss Health/Beh. Challenges with Parent	1	n/a	1	1=Not at all likely, 2=Not too likely, 3=Somewhat likely, & 4=Very likely	How likely are you to discuss health or behavior challenges that you might encounter during your match with your Little's primary parent/guardian?
	Discuss Family Values with Parent	1	n/a	1	1=Not at all likely, 2=Not too likely, 3=Somewhat likely, & 4=Very likely	How likely are you to discuss your Little's family values with your Little's primary parent/guardian?
	Discuss Family Cultural Practices with Parent	1	n/a	1	1=Not at all likely, 2=Not too likely, 3=Somewhat likely, & 4=Very likely	How likely are you to discuss your Little's family cultural practices with your Little's primary parent/guardian?
	Discuss Household Rules with Parent	1	n/a	1	1=Not at all likely, 2=Not too likely, 3=Somewhat likely, & 4=Very likely	How likely are you to discuss your Little's household rules and priorities with your Little's primary parent/guardian?
	Discuss How Mentoring Could Help Youth with Parent	1	n/a	1	1=Not at all likely, 2=Not too likely, 3=Somewhat likely, & 4=Very likely	How likely are you to talk with your Little's primary parent/guardian about how your mentoring could help your Little?
	Discuss How to Support Mentoring Efforts with Parent	1	n/a	1	1=Not at all likely, 2=Not too likely, 3=Somewhat likely, & 4=Very likely	How likely are you to ask your Little's primary parent/guardian to help support you in your efforts to mentor his/her child?

<b>Instrument</b>	<b>Measure</b>	<b>Waves</b>	<b>Alpha*</b>	<b>Items</b>	<b>Response Scale</b>	<b>Sample Item</b>
	Discuss Scheduling Match Meetings with Parent	1	n/a	1	1=Not at all likely, 2=Not too likely, 3=Somewhat likely, & 4=Very likely	How likely are you to request help from your Little's primary parent/guardian in scheduling match meetings/outings?
	Parental Involvement Expectations	1	.85	6	1=Not at all important, 2=Somewhat important, 3=Not very important, & 4=Very important	How important do you think it will be for your Little's primary parent/guardian to suggest activities that you and your Little might do together?
Volunteer SOR Insert	Times per Month See Youth	1 & 2	n/a	1	1=One time per month, 2=Two times per month, 3=Three times per month, 4=Four times per month, & 5=More than four times per month	Some Bigs are available to do something with their Littles several times a month, while others have less time available to spend with their Littles. On average, how many times per month do you usually see your Little?
	Hours per Month See Youth	1 & 2	n/a	1	1=About 1 hour per month or less, 2=2-3 hours per month, 3=4-5 hours per month, 4=6-8 hours per month, & 5=More than 9 hours per month	On average, how many hours do you spend per month with your Little?
	Times Communicate with Youth	1 & 2	n/a	1	1=Never, 2=Only occasionally or less than once per month, 3=Once or twice per month, 4=Weekly, & 5=More than once per week	Besides your match outings, how often do you and your Little communicate?
	Match Meetings Canceled Due to Vol.	2	n/a	1	1=Often, 2=Sometimes, 3=Rarely, & 4=Never	How often have activities that you and your Little planned been cancelled or postponed due to changes in your circumstances or schedule?
	Match Meetings Canceled by Parent	2	n/a	1	1=Often, 2=Sometimes, 3=Rarely, & 4=Never	How often have activities that you and your Little planned been cancelled or postponed due to reasons related to school, or due to your Little or his/her parent/guardian?

Instrument	Measure	Waves	Alpha*	Items	Response Scale	Sample Item
	Youth Would Like to Spend More Time with Vol.	2	n/a	1	1=Strongly agree, 2=Somewhat agree, 3=Somewhat disagree, & 4=Strongly disagree	My Little would like for me to spend more time with him/her.
	Wish Could Spend More Time with Youth	2	n/a	1	1=Strongly agree, 2=Somewhat agree, 3=Somewhat disagree, & 4=Strongly disagree	I wish I could spend more time with my Little.
	Disappointed by Parent Match Meeting Cancellations	2	n/a	1	1=Strongly agree, 2=Somewhat agree, 3=Somewhat disagree, & 4=Strongly disagree	I have been disappointed by the number of times plans have been cancelled or postponed due to issues relating to my Little or his/her family.
	Times Communicate with Parent	1 & 2	n/a	1	1=Never, 2=Only occasionally or less than once per month, 3=Once or twice per month, 4=Weekly, & 5=More than once per week	Besides talking with your Little's parent/guardian about specific match outings, how often do you and the primary parent/guardian of your Little communicate?
	Parent Involvement	1 & 2	.82	5	1=Never, 2=Sometimes, 3=Most of the time, & 4=Always	How often does the primary parent/guardian of your Little make you feel welcome?
	Parent Relationship	1 & 2	.93	5	1=Strongly disagree, 2=Somewhat disagree, 3=Somewhat agree, & 4=Strongly agree	I have a warm and friendly relationship with my Little's primary parent/guardian.
	Program Support	2	.89	7	1=Strongly disagree, 2=Somewhat disagree, 3=Somewhat agree, & 4=Strongly agree	I have received training from BBBS that helps me become a better Big.
	Satisfaction	2	-	6	1=Never true, 2=Hardly ever true, 3=Sometimes true, 4=Most of the time true, & 5=Always true	My Big makes me feel special.
	Relationship Satisfaction	2	.61	5	1=Strongly disagree, 2=Somewhat disagree, 3=Somewhat agree, & 4=Strongly agree	In general, I think I spend enough time with my Little.



Instrument	Measure	Waves	Alpha*	Items	Response Scale	Sample Item
	What motivated you to volunteer as a Big Brother/Big Sister? Please check all that apply...I wanted to make a difference.	1	n/a	1	0=No & 1=Yes	What motivated you to volunteer as a Big Brother/Big Sister? Please check all that apply...I wanted to make a difference.
	...I wanted to use a talent or skill.	1	n/a	1	0=No & 1=Yes	...I wanted to use a talent or skill.
	...I wanted to gain professional experience or make contacts.	1	n/a	1	0=No & 1=Yes	...I wanted to gain professional experience or make contacts.
	...I wanted to meet people.	1	n/a	1	0=No & 1=Yes	...I wanted to meet people.
	...I wanted to achieve personal growth and enhanced self-esteem.	1	n/a	1	0=No & 1=Yes	...I wanted to achieve personal growth and enhanced self-esteem.
	...I wanted to seek a more balanced life.	1	n/a	1	0=No & 1=Yes	...I wanted to seek a more balanced life.
	...I wanted to give something back.	1	n/a	1	0=No & 1=Yes	...I wanted to give something back.
Youth SOR Insert	Times per Month See Vol.	1 & 2	n/a	1	1=Never or hardly ever (less than one time per month), 2=Not very often (about once a month), 3=Sometimes (every other week or 2-3 times per month), 4=Fairly often (once a week or about 4 times per month), & 5=Very often (more than 4 times per month)	How many times per month do you usually see your Big?
	Match Meetings Canceled	1 & 2	n/a	1	1=Yes & 2=No	Since you were matched with your Big, have activities that you and your Big planned been cancelled or postponed for any reason?
	Parent Relationship	1 & 2	.90	5	1=Never true, 2=Hardly ever true, 3=Sometimes true, 4=Most of the time true, & 5=Always true	We have a trusting relationship.
	Satisfaction	1 & 2	.93	6	1=Never true, 2=Hardly ever true, 3=Sometimes true, 4=Most of the time true, & 5=Always true	My Big makes me feel special.

<b>Instrument</b>	<b>Measure</b>	<b>Waves</b>	<b>Alpha*</b>	<b>Items</b>	<b>Response Scale</b>	<b>Sample Item</b>
	Dissatisfaction	1 & 2	n/a	2	1=Never true, 2=Hardly ever true, 3=Sometimes true, 4=Most of the time true, & 5=Always true	I wish my Big would not get on my case so much.
	Intimacy	1 & 2	.81	4	1=Never true, 2=Hardly ever true, 3=Sometimes true, 4=Most of the time true, & 5=Always true	My Big and I like to talk about the same things.
	Communication Frequency	1 & 2	.61	3	1=Never, 2=Less than once per month, 3=Once or twice per month, 4=Once or twice per week, 5=Several times per week, & 6=Every day	How often do you and your Big text each other?

\* Alpha was calculated for unique participants at the first available measurement point for the measure.

## **APPENDIX B: Study Instruments**



# Big Brothers Big Sisters of Kentuckiana

Match ID#: \_\_\_\_\_

Date: \_\_\_\_\_

## YOUTH OUTCOME SURVEY INSERT

For each of the sentences below, **decide how you feel about each statement**. Then, fill in a circle for the response that fits best.

	Not At All True	Not Very True	Sort of True	Very True
1. I am happy with the way I can do most things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I sometimes think I am a failure (a "loser").	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am happy with myself as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am the kind of person I want to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I often feel ashamed of myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I like being just the way I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am a good person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I wish I had more to be proud of.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions ask how you feel about your family and home life.	Not At All	Somewhat	Quite A Bit	Very Much
9. How much do you feel your parent or guardian that you live with cares about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you feel you can talk to your parent or guardian that you live with about your problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you share your thoughts and feelings with your parent or guardian that you live with?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Do you agree or disagree with the following statements?	NO!	No	Yes	YES!
12. People in my family often insult or yell at each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. People in my family have serious arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. We argue about the same things in my family over and over.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My parents give me lots of chances to do fun things with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My parents ask me what I think before most family decisions affecting me are made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. If I had a personal problem, I could ask my parent for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you think that the following things happen?	Never	Rarely	Sometimes	Often	Always
18. My parents ask if I've gotten my homework done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My parents help me with my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My parents know if I do not come home on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. When I am not at home, one of my parents knows where I am and who I am with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The rules in my family are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My family has clear rules about drug and alcohol use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you do the following things?	Never	Rarely	Sometimes	Often	Always
24. Do what feels good no matter what.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Do something dangerous because someone dared you to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Do crazy things even if they are a little dangerous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Do the opposite of what people tell you, just to get them mad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Ignore rules that get in your way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. See how much you can get away with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**30. How many times (if any) have you had a drink of alcohol during your lifetime?**

- ☐ 0 / None
- ☐ 1-2 times
- ☐ 3-5 times
- ☐ 6-10 times
- ☐ More than 10 times

**31. How many times (if any) have you smoked cigarettes during your lifetime?**

- ☐ 0 / None
- ☐ 1-2 times
- ☐ 3-5 times
- ☐ 6-10 times
- ☐ More than 10 times

Students have many different ideas about school and homework. Please tell us how true each of the following ideas are for you. There are no right or wrong answers.

	Not at all True	Not Very True	Sort of True	Very True
32. I can do even the hardest homework if I try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I can learn the things taught in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I can figure out difficult homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***You're finished!***

***Thank you for completing this survey!***



**Big Brothers Big Sisters**  
of Kentuckiana

Match ID#: \_\_\_\_\_

Date: \_\_\_\_\_

## YOUTH SOR INSERT (3 AND 12 MONTH)

These questions will help us understand your mentoring relationship. There are no right or wrong answers to these questions.

**1. How many times per month do you usually see your Big?**

- ☐ Never or hardly ever (less than one time per month)
- ☐ Not very often (about once a month)
- ☐ Sometimes (every other week or 2-3 times per month)
- ☐ Fairly often (once a week or about 4 times per month)
- ☐ Very often (more than 4 times per month)

**2. Since you were matched with your Big, have activities that you and your Big planned been cancelled or postponed for any reason?**

- ☐ Yes (If yes, answer #3 and #4)
- ☐ No (If no, skip to #5)

**3. Has this happened a lot?**

- ☐ It has happened a lot
- ☐ It has happened a couple of times
- ☐ It has only happened once or twice
- ☐ It has never happened

**4. How do you feel when plans with your Big are cancelled or postponed?**

- ☐ I feel very disappointed
- ☐ I feel somewhat disappointed
- ☐ I feel a little disappointed
- ☐ I don't feel disappointed at all





How often do you and your Big...	Never	Less than Once Per Month	Once or Twice Per Month	Once or Twice Per Week	Several Times Per Week	Every Day
5. Talk on the phone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Text each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Email each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In the future, would you like to spend more time, less time, or about the same amount of time with your Big?

- ☐ More time
- ☐ Less time
- ☐ About the same amount of time

9. Do you think your Big would like to spend more time, less time, or about the same amount of time with you?

- ☐ More time
- ☐ Less time
- ☐ About the same amount of time

The next questions ask about how you feel about your Big and also how you feel about the time you spend together. For each question, please tell me whether it is Always True, Most of the Time True, Sometimes True, Hardly Ever True, or Never True.

	Always True	Most of the Time True	Sometimes True	Hardly Ever True	Never True
10. I like how my Big and I spend our time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My Big and I follow through on plans we make.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My Big makes me happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My Big and I hit it off right away (liked each other quickly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My Big and I are very close (very good friends).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My Big makes me feel special.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My Big is a good match for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My Big really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about things your parent/guardian might do to help your match.

How often does your parent/guardian...	Always	Most of the Time	Sometimes	Never
18. Suggest activities that you and your Big might do together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Give you advice to make your match work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Make sure that there is enough time for you and your Big to meet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we would like to know more about the relationship you have with the parent/guardian you live with most of the time. For each question, please tell me whether it is Always True, Most of the Time True, Sometimes True, Hardly Ever True, or Never True.

	Always True	Most of the Time True	Sometimes True	Hardly Ever True	Never True
21. We have a trusting relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. We have a warm and affectionate relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I feel close to my parent/guardian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. We have a happy relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. We are respectful of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Finally, we would like to know more about the relationship you have with your Big. For each question, please tell me whether it is Always True, Most of The Time True, Sometimes True, Hardly Ever True, or Never True.

	Always True	Most of the Time True	Sometimes True	Hardly Ever True	Never True
26. I wish my Big would not try so hard to get me to talk about things I don't want to talk about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I wish my Big would not get on my case so much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I know a lot about my Big (his/her family, job, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. My Big and I like to do the same things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. My Big and I like to talk about the same things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. My Big knows what is going on in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***You're finished! Thank you for completing this survey!***



# Big Brothers Big Sisters of Kentuckiana

Match ID#: \_\_\_\_\_

Date: \_\_\_\_\_

## VOLUNTEER SURVEY (AT MATCH)

*As you begin your match, we and the researchers at PIRE have a few questions that will help BBBS support you as a volunteer and will help the researchers better understand mentoring relationships. There are no right or wrong answers to these questions.*

**1. Some Bigs are available to do something with their Littles several times a month, while others have less time available to spend with their Littles. On average, how many times per month would you like to see your Little?**

- ☐ One time per month
- ☐ Two times per month
- ☐ Three times per month
- ☐ Four times per month
- ☐ More than four times per month

**2. On average, how many hours do you think you will spend per month with your Little?**

- ☐ About 1 hour per month or less
- ☐ 2-3 hours per month
- ☐ 4-5 hours per month
- ☐ 6-8 hours per month
- ☐ More than 9 hours per month

**3. Besides your match outings, how often do you think that you and your Little will communicate?**

- ☐ Never
- ☐ Only occasionally or less than once per month
- ☐ Once or twice per month
- ☐ Weekly
- ☐ More than once per week

**4. Besides talking with your Little's parent/guardian about specific match outings, how often do you think that you and the primary parent/guardian of your Little will communicate?**

- ☐ Never
- ☐ Only occasionally or less than once per month
- ☐ Once or twice per month
- ☐ Weekly
- ☐ More than once per week

*Please  
flip over...*



**5. How often do you think you will see the primary parent/guardian of your Little?**

- ☐ Never
- ☐ Only occasionally or less than once per month
- ☐ Once or twice per month
- ☐ Weekly
- ☐ More than once per week

*Next, the following questions are about things your Little's parent/guardian might do to help your match.*

<b><i>How important do you think it will be for your Little's primary parent/guardian to...</i></b>	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
6. Suggest activities that you and your Little might do together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Make you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Offer advice to make the match relationship work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Provide words of encouragement to you as a Big Brother/Big Sister?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Ensure that there is enough time for you and your Little to meet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Respect and trust your views on ways to improve your Little's life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Finally, the following topics are ones that volunteers sometimes discuss with their Little's parent/guardian during the match. For each one, please indicate how likely you are to talk about this with your Little's parent/guardian.*

<b><i>How likely are you to...</i></b>	<b>Very Likely</b>	<b>Somewhat Likely</b>	<b>Not Too Likely</b>	<b>Not At All Likely</b>
12. Discuss health or behavior challenges that you might encounter during your match with your Little's primary parent/guardian?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Discuss your Little's family <u>values</u> with your Little's primary parent/guardian?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Discuss your Little's family <u>cultural practices</u> with your Little's primary parent/guardian?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Discuss your Little's household rules and priorities with your Little's primary parent/guardian?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Talk with your Little's primary parent/guardian about how your mentoring could help your Little?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Ask your Little's primary parent/guardian to help support you in your efforts to mentor his/her child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Request help from your Little's primary parent/guardian in scheduling match meetings/outings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***You're finished! Thank you for completing this survey!***



# Big Brothers Big Sisters of Kentuckiana

Match ID#: \_\_\_\_\_

Date: \_\_\_\_\_

## MSOR INSERT (3 MONTH)

*The following questions will help us and the researchers at PIRE better understand your mentoring relationship. There are no right or wrong answers to these questions.*

**1. Thinking back, what motivated you to volunteer as a Big Brother/Sister? Please check all that apply.**

- ☐ I wanted to make a difference.
- ☐ I wanted to use a talent or skill.
- ☐ I wanted to gain professional experience or make contacts.
- ☐ I wanted to meet people.
- ☐ I wanted to achieve personal growth and enhanced self-esteem.
- ☐ I wanted to seek a more balanced life.
- ☐ I wanted to give something back.
- ☐ Other – Please specify. \_\_\_\_\_

**2. Some Bigs are available to do something with their Littles several times a month, while others have less time available to spend with their Littles. On average, how many times per month do you usually see your Little?**

- ☐ One time per month
- ☐ Two times per month
- ☐ Three times per month
- ☐ Four times per month
- ☐ More than four times per month

**3. On average, how many hours do you spend per month with your Little?**

- ☐ About 1 hour per month or less
- ☐ 2-3 hours per month
- ☐ 4-5 hours per month
- ☐ 6-8 hours per month
- ☐ More than 9 hours per month

**4. Besides your match outings, how often do you and your Little communicate?**

- ☐ Never
- ☐ Only occasionally or less than once a month
- ☐ Once or twice a month
- ☐ Weekly
- ☐ More than once per week

**5. Besides talking with your Little's parent/guardian about specific match outings, how often do you and the primary parent/guardian of your Little communicate?**

- ☐ Never
- ☐ Only occasionally or less than once a month
- ☐ Once or twice a month
- ☐ Weekly
- ☐ More than once per week



**6. How often do you see the primary parent/guardian of your Little?**

- ☐ Never
- ☐ Only occasionally or less than once a month
- ☐ Once or twice a month
- ☐ Weekly
- ☐ More than once per week

**7. How often does the primary parent/guardian of your Little participate in match activities with you?**

- ☐ Never
- ☐ Only occasionally or less than once a month
- ☐ Once or twice a month
- ☐ Weekly
- ☐ More than once per week

*The next questions are about things your Little's parent/guardian might do to help your match.*

<b>How often does the primary parent/guardian of your Little...</b>	<b>Always</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>
8. Suggest activities that you and your Little might do together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Make you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Offer advice to make the match relationship work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Provide words of encouragement to you as a Big Brother/Big Sister?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Ensure that there is enough time for you and Little to meet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Respect and trust your views on ways to improve your Little's life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Finally, we would like to better understand the relationship you have with the primary parent/guardian of your Little. Please indicate how much you agree or disagree with each statement.*

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
14. I have a trusting relationship with my Little's primary parent/guardian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I have a warm and friendly relationship with my Little's primary parent/guardian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I feel close to my Little's primary parent/guardian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My Little's primary parent/guardian and I respect each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***You're finished! Thank you for completing this survey!***



**Big Brothers Big Sisters**  
of Kentuckiana

Match ID#: \_\_\_\_\_

Date: \_\_\_\_\_

## MSOR INSERT (12 MONTH)

*The following questions will help us and the researchers at PIRE better understand your mentoring relationship. There are no right or wrong answers to these questions.*

*First, we want to understand more about your match with your Little.*

**1. Some Bigs are available to do something with their Littles several times a month, while others have less time available to spend with their Littles. On average, over the last 12 months how many times per month have you seen your Little?**

- ☐ One time per month
- ☐ Two times per month
- ☐ Three times per month
- ☐ Four times per month
- ☐ More than four times per month

**2. On average, over the last 12 months how many hours have you spent per month with your Little?**

- ☐ About 1 hour per month or less
- ☐ 2-3 hours per month
- ☐ 4-5 hours per month
- ☐ 6-8 hours per month
- ☐ More than 9 hours per month

**3. Besides your match outings, how often have you and your Little communicated over the last 12 months?**

- ☐ Never
- ☐ Only occasionally or less than once per month
- ☐ Once or twice per month
- ☐ Weekly
- ☐ More than once per week



4. Over the last 12 months, how have you communicated with your Little in between match outings? *(Please mark all that apply.)*

- ☐ Phone
- ☐ Text message
- ☐ Using social media (e.g., Facebook, Twitter)
- ☐ Other (please specify) \_\_\_\_\_

Over the last 12 months....	Often	Sometimes	Rarely	Never
5. How often have activities that you and your Little planned been cancelled or postponed due to changes in your circumstances or schedule?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How often have activities that you and your Little planned been cancelled or postponed due to reasons related to school, or due to your Little or his/her parent/guardian?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Over the last 12 months, which of the following activities have you and your Little usually done during the time you spend together? *(Please mark all that apply.)*


- ☐ We talk about things.
- ☐ We review Little's homework.
- ☐ We go somewhere special like a movie, bowling, or a ball game.
- ☐ We read books.
- ☐ We draw/do art activities.
- ☐ We play video games.
- ☐ We play sports.
- ☐ We spend time outdoors at a park or a playground.
- ☐ Other (please specify) \_\_\_\_\_


Over the last 12 months...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
8. In general, I think I have spent enough time with my Little.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My Little would have liked me to spend more time with him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I wish I could have spent more time with my Little.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Over the last 12 months...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
11. I usually met the BBBS expectation for the amount of time I spent with my Little.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I have been disappointed by the number of times plans have been cancelled or postponed due to issues relating to my Little or his/her family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am satisfied with how my Little and I spent our time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The next questions focus on communication between you and the primary parent/guardian of your Little over the last 12 months.*

**14. Since beginning your match, have you had any contact at all with your Little's parent/guardian?**

☐ Yes  If Yes, please continue to question 15.

☐ No  If No, please skip to question 36.

**15. Besides talking with your Little's parent/guardian about specific match outings, how often have you and the primary parent/guardian of your Little communicated over the last 12 months?**

- ☐ Never
- ☐ Only occasionally or less than once per month
- ☐ Once or twice per month
- ☐ Weekly
- ☐ More than once per week

**16. Over the last 12 months, how have you communicated with your Little's parent/guardian in between match outings? (Please mark all that apply.)**

- ☐ Phone
- ☐ Text message
- ☐ Using social media (e.g., Facebook, Twitter)
- ☐ Other (please specify) \_\_\_\_\_

**17. Over the last 12 months, how often have you seen the primary parent/guardian of your Little?**

- ☐ Never
- ☐ Only occasionally or less than once per month
- ☐ Once or twice per month
- ☐ Weekly
- ☐ More than once per week



**18. Over the last 12 months, how often has the primary parent/guardian of your Little participated in match activities with you?**

- ☐ Never
- ☐ Only occasionally or less than once per month
- ☐ Once or twice per month
- ☐ Weekly
- ☐ More than once per week

*Next, the following statements are about things your Little's primary parent/guardian may have done over the last 12 months to help your match.*

Over the last 12 months, how often has the primary parent/guardian of your Little...	Always	Most of the Time	Sometimes	Never
<b>19. Suggested activities that you and your Little might do together?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>20. Made you feel welcome?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>21. Offered advice to make the match relationship work better?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>22. Provided words of encouragement to you as a Big Brother/Big Sister?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>23. Ensured that there is enough time for you and your Little to meet?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>24. Respected and trusted your views on ways to improve your Little's life?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The following topics are ones that volunteers sometimes discuss with their Little's parent/guardian during the match. For each one, please indicate whether you have done this during the last 12 months.*

Over the last 12 months, have you...	Yes	No
<b>25. Discussed health or behavior challenges that you encountered during your match with your Little's primary parent/guardian?</b>	<input type="radio"/>	<input type="radio"/>
<b>26. Discussed your Little's family values with your Little's primary parent/guardian?</b>	<input type="radio"/>	<input type="radio"/>
<b>27. Discussed your Little's family cultural practices with your Little's primary parent/guardian?</b>	<input type="radio"/>	<input type="radio"/>
<b>28. Discussed your Little's household rules and priorities with your Little's primary parent/guardian?</b>	<input type="radio"/>	<input type="radio"/>
<b>29. Talked with your Little's primary parent/guardian about how your mentoring could help your Little?</b>	<input type="radio"/>	<input type="radio"/>

Over the last 12 months, have you...	Yes	No
30. Asked your Little's primary parent/guardian what she/he can do to support your efforts to mentor your Little?	<input type="radio"/>	<input type="radio"/>
31. Requested help from your Little's primary parent/guardian in scheduling match meetings/outings?	<input type="radio"/>	<input type="radio"/>

*We also would like to better understand the relationship you have developed with the primary parent/guardian of your Little. For each statement, please indicate how much you agree or disagree with it.*

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
32. I have a trusting relationship with my Little's primary parent/guardian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I have a warm and friendly relationship with my Little's primary parent/guardian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I feel close to my Little's primary parent/guardian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. My Little's primary parent/guardian and I respect each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Next, we would like to get your ratings of the support you have received from BBBS over the last 12 months. For each statement, please indicate how much you agree or disagree with it.*

Over the last 12 months...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
36. BBBS staff members have helped me improve my skills as a Big.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I feel better able to handle problems or issues that may come up with my Little than when I first became a Big.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I have received training from BBBS that helps me become a better Big.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I get regular guidance, support, and coaching from staff at BBBS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. The support I get from BBBS makes me a better Big.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. The support I get from BBBS has helped me work through problems and challenges with my Little.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. The support I get from BBBS has helped me work through challenges with my Little's parents/guardians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***You're finished!***  
***Thank you for completing this survey!***



**Big Brothers Big Sisters**  
of Kentuckiana

Match ID#: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Parent/Guardian Survey***

*First, we'd like to ask you some questions about yourself...*

**1. What is your age?**

**2. Are you:**

Male      Female

☐☐

**3. Are you Hispanic or Latino?**

No      Yes

☐☐

**4. What do you consider yourself to be? (*Select one or more.*)**

- |   |   |
|---|---|
| <input type="radio"/> Alaska Native                 | <input type="radio"/> Black or African American                 |
| <input type="radio"/> American Indian               | <input type="radio"/> Native Hawaiian or Other Pacific Islander |
| <input type="radio"/> Asian American                | <input type="radio"/> White                                     |
| <input type="radio"/> Other (please specify): _____ |   |

**5. What is the highest level of education that you have completed?**

- ☐ High School Diploma or GED
- ☐ Technical School or Vocational training
- ☐ Associate Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Other (please specify): \_\_\_\_\_

**6. What is your current relationship status?**

- ☐ Single (never married)
- ☐ Informally married or living with a permanent partner
- ☐ Legally married
- ☐ Separated
- ☐ Divorced or broken up from an informal marriage
- ☐ Widowed

**7. Does your child live with:**

- ☐ Both parents
- ☐ Mother only
- ☐ Father only
- ☐ Mother and stepfather
- ☐ Father and stepmother
- ☐ Other family members (Aunts, Uncles, Grandparents)
- ☐ Other (please specify): \_\_\_\_\_

**8. How many siblings, including stepbrothers and stepsisters live with your child?**

- ☐ None → Skip to Question 9.
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 or more

**8a. How many siblings are older than your child?**

**9. Which of the following describes your current work situation?**

- ☐ Work full time
- ☐ Work part time
- ☐ Do not currently have a job/looking for a job
- ☐ Retired

**10. The next several questions are about your child. Think now about how things are going in general in your child's life. Please rate each of the following parts of [his/her] life as Excellent, Good, Fair, or Poor.**

<i>Please mark one circle for each item.</i>	Excellent	Good	Fair	Poor
a. First, how would you rate your child's overall health?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How would you rate his/her friendships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How would you rate his/her relationship with you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. How would you rate his/her feelings about him/herself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How would you rate his/her chances for success for the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. How would you rate his/her relationship with brothers, sisters or other children he/she lives with?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. During the past 12 months, has your child seen a psychiatrist, psychologist, or counselor about any behavioral, emotional, or mental problem?**

No      Yes  
☐      ☐

**12. Does your child have any kind of emotional, developmental, or behavioral problem for which he/she needs treatment or counseling?**

No      Yes  
☐      ☐

**13. Has a doctor or nurse ever advised you that your child may have one of the following health issues: high blood pressure, high cholesterol, OR type 2 diabetes?**

No      Yes  
☐      ☐

*The next several questions are about the relationship your child will have with his or her assigned Big Brother or Big Sister.*

**14. First, think about how much time you think the volunteer will be spending with your child. On average, how many times per month would you like the volunteer to see your child?**

- ☐ One time per month
- ☐ Two times per month
- ☐ Three times per month
- ☐ Four times per month
- ☐ More than four times per month

**15. On average, how many hours do you think the volunteer will spend per month with your child?**

- ☐ 1 hour per month
- ☐ 2 - 3 hours per month
- ☐ 4 - 5 hours per month
- ☐ 6 - 8 hours per month
- ☐ More than 9 hours per month

**16. Which of the following activities do you think would benefit your child most during the time he/she spends with the BBBS volunteer? (*Mark all that apply.*)**

- ☐ Talking about things
- ☐ Reviewing homework
- ☐ Going someplace special like a movie, bowling, or a ball game
- ☐ Reading books
- ☐ Drawing or doing other art activities
- ☐ Playing video games together
- ☐ Playing sports together
- ☐ Spending time outdoors for example at a playground or park
- ☐ Other (please specify): \_\_\_\_\_

**17. How often do you think you will communicate with your child's Big Brother/Big Sister?**

- ☐ Less than once per month
- ☐ Once per month
- ☐ Two to three times per month
- ☐ Once or twice a week

**18. Would you prefer to communicate with your child's Big Brother/Big Sister by phone, email, texting, or via a social network such as Facebook or Twitter? (*Mark all that apply.*)**

- ☐ Phone
- ☐ Email
- ☐ Texting
- ☐ Social network such as Facebook or Twitter



**19. How often do you think that you and your child's Big Brother/Big Sister will communicate besides speaking before and after regular match outings?**

- ☐ Never
- ☐ Less than once per month
- ☐ Once per month
- ☐ Two or three times per month
- ☐ Once a week
- ☐ More than once a week

**20. How often do you think you will see your child's Big Brother/Big Sister besides during match outings?**

- ☐ Never
- ☐ Less than once per month
- ☐ Once per month
- ☐ Two or three times per month
- ☐ Once a week
- ☐ More than once a week

**21. Please indicate how important you think doing each of the following will be to your child's match.**

<i><b>How important do you think it will be for you to...</b></i>	<b>Not At All Important</b>	<b>Not Very Important</b>	<b>Somewhat Important</b>	<b>Very Important</b>
a. Suggest activities that the Big Brother/Big Sister and your child might do together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Make the Big Brother/Big Sister feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Offer advice to the Big Brother/Big Sister to make the match relationship work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provide words of encouragement to the Big Brother/Big Sister?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ensure that there is enough time for the Big Brother/Big Sister to meet with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Respect and trust the Big Brother/Big Sister's views on ways to improve your child's life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please continue...*

*Almost done!*



**22. Next, thinking about things you might talk about with your child's Big Brother/Big Sister, how likely are you to:**

	Not At All Likely	Not Too Likely	Somewhat Likely	Very Likely
a. Discuss health or behavior challenges the Big Brother/Big Sister might encounter during their match with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discuss your family's values and cultural practices with your child's Big Brother/Big Sister?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Discuss your household's rules and priorities with your child's Big Brother/Big Sister?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Talk with the Big Brother/Big Sister about how their mentoring could help your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ask the Big Brother/Big Sister what you can do to support their efforts to mentor you child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Help to schedule match meetings and outings with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**23. The following are a number of statements about your family. Please rate each item as to how often it typically occurs in your home.**

	Never	Almost Never	Sometimes	Often	Always
a. You let your child know when he/she is doing a good job with something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. You threaten to punish your child and then do not actually punish him or her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your child fails to leave a note or to let you know where he/she is going.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your child talks you out of being punished after he/she has done something wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your child stays out in the evening after the time he/she is supposed to be home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. You compliment your child after he/she has done something well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. You praise your child if he/she behaves well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your child is out with friends you don't know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. You let your child out of a punishment early (like lift restrictions earlier than you originally said).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24. During the past month, when you and your child spent time talking or doing things together...**

<i>How often did you...</i>	Never	Almost Never	Not Too Often	About Half the Time	Fairly Often	Almost Always	Always
a. Get angry at him/her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Let this child know you really care about him/her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Shout or yell at this child because you were mad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Act loving and affectionate toward him/her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Let this child know that you appreciate him/her, his/her ideas, things he/she does?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Yell, insult, swear at him/her when you disagreed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Lose your temper and yell at him/her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**25. Next, think about how you and the other people in your family express what you are thinking and feeling. For each of the following statements, please mark whether it is Never True, Rarely True, True about half of the time, Usually True, or Always True.**

	Never True	Rarely True	True about half of the Time	Usually True	Always True
a. I'm available when others in the family want to talk with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I listen to what other family members have to say, even when I disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Family members ask each other for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family members like to spend free time with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Family members feel very close to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. We can easily think of things to do together as a family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**26. During the past 7 days, how many times did all or most of your family living in your house eat a meal together?**

- ☐ Never
- ☐ 1-2 times
- ☐ 3-4 times
- ☐ 5-6 times
- ☐ 7 times
- ☐ More than 7 times

**27. Looking ahead, how far do you think your child will go in school? Will he/she mostly likely:**

- ☐ Leave high school before graduation
- ☐ Graduate from high school
- ☐ Get some college or other training
- ☐ Graduate from college
- ☐ Take further training after college
- ☐ Do something else? (Explain \_\_\_\_\_)

*The following questions are optional and are used for statistical and grant purposes only. Your answers do not affect eligibility and will be kept confidential.*

**28. What is the total yearly income of your household? Pick the option that best fits your household income.**

- ☐ Less than \$10,000 per year
- ☐ \$10,001 to \$20,000 per year
- ☐ \$20,001 to \$30,000 per year
- ☐ \$30,001 to \$40,000 per year
- ☐ \$40,001 to \$50,000 per year
- ☐ More than \$50,000 per year

**29. How many people are supported by this income?**

**30. Are you receiving public assistance?**

- |                       |                       |
|-----------------------|-----------------------|
| No                    | Yes                   |
| <input type="radio"/> | <input type="radio"/> |

**31. Does your child receive free or reduced price lunch at school?**

- |                       |                       |
|-----------------------|-----------------------|
| No                    | Yes                   |
| <input type="radio"/> | <input type="radio"/> |

***You're finished! Thank you for completing this survey!***



**Big Brothers Big Sisters**  
of Kentuckiana

Match ID#: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Parent/Guardian Survey: Wave 2***

*First, we'd like to ask you some background questions about yourself and your child...*

**1. Does your child live with:**

- ☐ Both parents
- ☐ Mother only
- ☐ Father only
- ☐ Mother and stepfather
- ☐ Father and stepmother
- ☐ Other family members (Aunts, Uncles, Grandparents)
- ☐ Other (please specify): \_\_\_\_\_

**2. How many children, including stepbrothers and stepsisters, live in the household with your child?**

- ☐ None → Skip to Question 3
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 or more

**2a. How many of these children are older than your child?**

**3. Which of the following describes your current work situation?**

- ☐ Work full time
- ☐ Work part time
- ☐ Do not currently have a job/looking for a job
- ☐ Retired
- ☐ Disabled

**4. What is your current relationship status?**

- ☐ Single (never married)
- ☐ Informally married or living with a permanent partner
- ☐ Legally married
- ☐ Separated
- ☐ Divorced or broken up from an informal marriage
- ☐ Widowed

**5. The next several questions are about your child. Think now about how things are going in general in your child's life. Please rate each of the following parts of [his/her] life as Excellent, Good, Fair, or Poor.**

<i>Please mark one circle for each item.</i>	Excellent	Good	Fair	Poor
a. First, how would you rate your child's overall health?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How would you rate his/her friendships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How would you rate his/her relationship with you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. How would you rate his/her feelings about him/herself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How would you rate his/her chances for success for the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. How would you rate his/her relationship with brothers, sisters or other children he/she lives with?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. During the past 12 months, has your child seen a psychiatrist, psychologist, or counselor about any behavioral, emotional, or mental problem?**

- No      Yes
- ☐      ☐

**7. Does your child have any kind of emotional, developmental, or behavioral problem for which he/she needs treatment or counseling?**

- No      Yes
- ☐      ☐

**8. Has a doctor or nurse ever advised you that your child may have one of the following health issues: high blood pressure, high cholesterol, OR type 2 diabetes?**

- No      Yes
- ☐      ☐

*The next several questions are about the relationship your child has had with his or her assigned Big Brother or Big Sister.*

**9. First, think about how much time the Big has spent with your child over the last twelve months. On average, how many times per month does the Big Brother/Big Sister see your child?**

- ☐ One time per month
- ☐ Two times per month
- ☐ Three times per month
- ☐ Four times per month
- ☐ More than four times per month

**10. On average, how many hours does the Big Brother/Big Sister spend per month with your child?**

- ☐ 1 hour per month
- ☐ 2 - 3 hours per month
- ☐ 4 - 5 hours per month
- ☐ 6 - 8 hours per month
- ☐ More than 9 hours per month

**11. When your child and his/her Big Brother/Big Sister spend time together, which three of the following activities are they most likely to be doing together? (*Mark all that apply.*)**

- |   |  |
|---|--|
| <input type="radio"/> Talking about things  | <input type="radio"/> Playing video games together                               |
| <input type="radio"/> Reviewing homework  | <input type="radio"/> Playing sports together                                    |
| <input type="radio"/> Going someplace special like a movie, bowling, or a ball game | <input type="radio"/> Spending time outdoors for example at a playground or park |
| <input type="radio"/> Reading books   | <input type="radio"/> Other (please specify):                                    |
| <input type="radio"/> Drawing or doing other art activities                         | _____  |

**12. Thinking now of all of the activities that your child and his/her Big Brother/Big Sister do, which of the following activities has benefited your child most during the time he/she has spent with his or her Big? (*Mark all that apply.*)**

- |   |  |
|---|--|
| <input type="radio"/> Talking about things  | <input type="radio"/> Playing video games together                               |
| <input type="radio"/> Reviewing homework  | <input type="radio"/> Playing sports together                                    |
| <input type="radio"/> Going someplace special like a movie, bowling, or a ball game | <input type="radio"/> Spending time outdoors for example at a playground or park |
| <input type="radio"/> Reading books   | <input type="radio"/> Other (please specify):                                    |
| <input type="radio"/> Drawing or doing other art activities                         | _____  |

**13. Over the last twelve months, how often have you communicated with your child's Big Brother/Big Sister?**

- ☐ Not at all/I have not communicated with my child's Big Brother/Big Sister
- ☐ Less than once per month
- ☐ Once per month
- ☐ Two to three times per month
- ☐ Once or twice a week

**14. How often do you and your child's Big Brother/Big Sister communicate besides speaking before and after regular match outings?**

- ☐ Never
- ☐ Less than once per month
- ☐ Once per month
- ☐ Two or three times per month
- ☐ Once a week
- ☐ More than once a week

**15. Next, we want to understand how you may or may not communicate with your child's Big Brother/Big Sister. Do you use phone, email, texting, or via a social network such as Facebook or Twitter? (Mark all that apply.)**

- ☐ Phone
- ☐ Email
- ☐ Texting
- ☐ Social network such as Facebook or Twitter

**16. How often did you see your child's Big Brother/Big Sister besides during match outings?**

- ☐ Never
- ☐ Less than once per month
- ☐ Once per month
- ☐ Two or three times per month
- ☐ Once a week
- ☐ More than once a week

**17. Thinking about the past twelve months, would you say that the relationship your child has developed with his/her Big Brother/Big Sister is better than you had expected, worse than you expected or just about what you had expected?**

- ☐ Better than expected
- ☐ Worse than expected
- ☐ About what I expected



**18. Thinking about your child's match in general, how satisfied would you say you are with it?**

- ☐ Very satisfied
 ☐ Somewhat dissatisfied  
☐ Somewhat satisfied
 ☐ Very dissatisfied

**19. How satisfied are you with the progress your child and his/her Big Brother/Big Sister have made toward achieving the goals you had in mind for your child?**

- ☐ Very satisfied
 ☐ Somewhat dissatisfied  
☐ Somewhat satisfied
 ☐ Very dissatisfied

**20. Next, we want to better understand a number of things related to your child's match. For each item below, please tell me how often you may or may not have done it since your child was matched with his/her Big Brother/Big Sister.**

<i>How often have you...</i>	Never	Once or Twice	3 5 times	6 10 times	More than 10 times
a. Suggested activities that the Big Brother/Big Sister and your child might do together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made the Big Brother/Big Sister feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Offered advice to the Big Brother/Big Sister to make the match relationship work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provided words of encouragement to the Big Brother/Big Sister?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ensured that there is enough time for the Big Brother/Big Sister to meet with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Respected and trusted the Big Brother/Big Sister's views on ways to improve your child's life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21. Over the past 12 months, how many times have you participated in a Big Brothers/Big Sisters event or match activity for parents/guardians? These events may include family nights, Rico's Roundtable, Bowl for Kids Sake, and other agency activities for parents/guardians.**

- ☐ 0 (I have not participated in a Big Brothers/Big Sisters event or match activity) [SKIP TO Q21]  
☐ Once  
☐ 2 - 3 times  
☐ 4 - 5 times  
☐ 6 - 8 times  
☐ More than 9 times

**22. How satisfied have you been with the Big Brothers/Big Sisters events you have attended?**

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

**23. In the last twelve months, have you talked with your child's Big Brother/Big Sister about:**

	Yes	No
a. Health or behavior challenges the Big Brother/Big Sister might encounter during their match with your child?	<input type="radio"/>	<input type="radio"/>
b. Your family's values and cultural practices with your child's Big Brother/Big Sister?	<input type="radio"/>	<input type="radio"/>
c. Your household's rules and priorities with your child's Big Brother/Big Sister?	<input type="radio"/>	<input type="radio"/>
d. How mentoring from the Big Brother/Big Sister can help your child?	<input type="radio"/>	<input type="radio"/>
e. What you can do to support the efforts of the Big Brother/Big Sister to mentor you child?	<input type="radio"/>	<input type="radio"/>
f. Scheduling match meetings and outings with your child?	<input type="radio"/>	<input type="radio"/>

*Please continue...*

*Almost done!*



24. The following are a number of statements about your family. Please rate each item as to how often it typically occurs in your home.

	Never	Almost Never	Sometimes	Often	Always
a. You let your child know when he/she is doing a good job with something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. You threaten to punish your child and then do not actually punish him or her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your child fails to leave a note or to let you know where he/she is going.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your child talks you out of being punished after he/she has done something wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your child stays out in the evening after the time he/she is supposed to be home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. You compliment your child after he/she has done something well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. You praise your child if he/she behaves well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your child is out with friends you don't know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. You let your child out of a punishment early (like lift restrictions earlier than you originally said).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**25. During the past month, when you and your child spent time talking or doing things together...**

[illegible]

**26. Next, think about how you and the other people in your family express what you are thinking and feeling. For each of the following statements, please mark whether it is Never True, Rarely True, True about half of the time, Usually True, or Always True.**

	Never True	Rarely True	True about half of the Time	Usually True	Always True
a. I'm available when others in the family want to talk with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I listen to what other family members have to say, even when I disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Family members ask each other for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family members like to spend free time with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Family members feel very close to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. We can easily think of things to do together as a family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**27. During the past 7 days, how many times did all or most of your family living in your house eat a meal together?**

- ☐ Never
- ☐ 1-2 times
- ☐ 3-4 times
- ☐ 5-6 times
- ☐ 7 times
- ☐ More than 7 times

**28. Looking ahead, how far do you think your child will go in school? Will he/she mostly likely:**

- ☐ Leave high school before graduation
- ☐ Graduate from high school
- ☐ Get some college or other training
- ☐ Graduate from college
- ☐ Take further training after college
- ☐ Do something else? (Explain \_\_\_\_\_)

*The following questions are optional and are used for statistical and grant purposes only. Your answers do not affect eligibility and will be kept confidential.*

**29. What is the total yearly income of your household? Pick the option that best fits your household income.**

- ☐ Less than \$10,000 per year
- ☐ \$10,001 to \$20,000 per year
- ☐ \$20,001 to \$30,000 per year
- ☐ \$30,001 to \$40,000 per year
- ☐ \$40,001 to \$50,000 per year
- ☐ More than \$50,000 per year

**30. How many people are supported by this income?**

**31. Are you receiving public assistance?**

- |                       |                       |
|-----------------------|-----------------------|
| No                    | Yes                   |
| <input type="radio"/> | <input type="radio"/> |

**32. Does your child receive free or reduced price lunch at school?**

- |                       |                       |
|-----------------------|-----------------------|
| No                    | Yes                   |
| <input type="radio"/> | <input type="radio"/> |

***You're finished!***  
***Thank you for completing this survey!***