

# MEASURING THE IMPACT OF BOYS & GIRLS CLUBS

2016 National Outcomes Report

2016



**NYOI**  
National Youth Outcomes Initiative



**BOYS & GIRLS CLUBS  
OF AMERICA**

# 03

## INTRODUCTION

### 05

Building a Culture of Learning

### 05

Highlights from this Report

### 06

More about BGCA's National  
Youth Outcomes Initiative

# 07

## THE IMPORTANCE OF THE CLUB EXPERIENCE

### 08

An Optimal Club Experience  
Drives Positive Outcomes  
for Members

### 10

How Great Clubs Apply our Youth  
Development Principles

### 12

Certain Staff Practices Enhance  
Members' Club Experience

### 14

An Optimal Club Experience  
and High Engagement  
Lead to Deeper Impact

# 15

## CLUB MEMBERS ACHIEVE POSITIVE OUTCOMES

### 16

Developing Globally  
Competitive Graduates

### 20

Developing 21st Century Leaders

### 23

Developing a Healthier Generation

### 26

Avoiding Health-Risk Behaviors

# 29

## HIGHLIGHTS FROM BGCA STUDIES

# 35

## ABOUT BOYS & GIRLS CLUBS OF AMERICA

# 37

## ENDNOTES

# MEASURING THE IMPACT OF BOYS & GIRLS CLUBS

2016 National Outcomes Report

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Boys & Girls Clubs of America (BGCA) is committed to measuring how much our young people are achieving and how effectively our Club Experience is implemented. Our measurement efforts are aimed at demonstrating our impact to stakeholders, engaging in continuous improvement and delivering high-quality programming and services. BGCA is proud to present this fifth annual outcomes report summarizing our 2016 national findings.

# INTRODUCTION



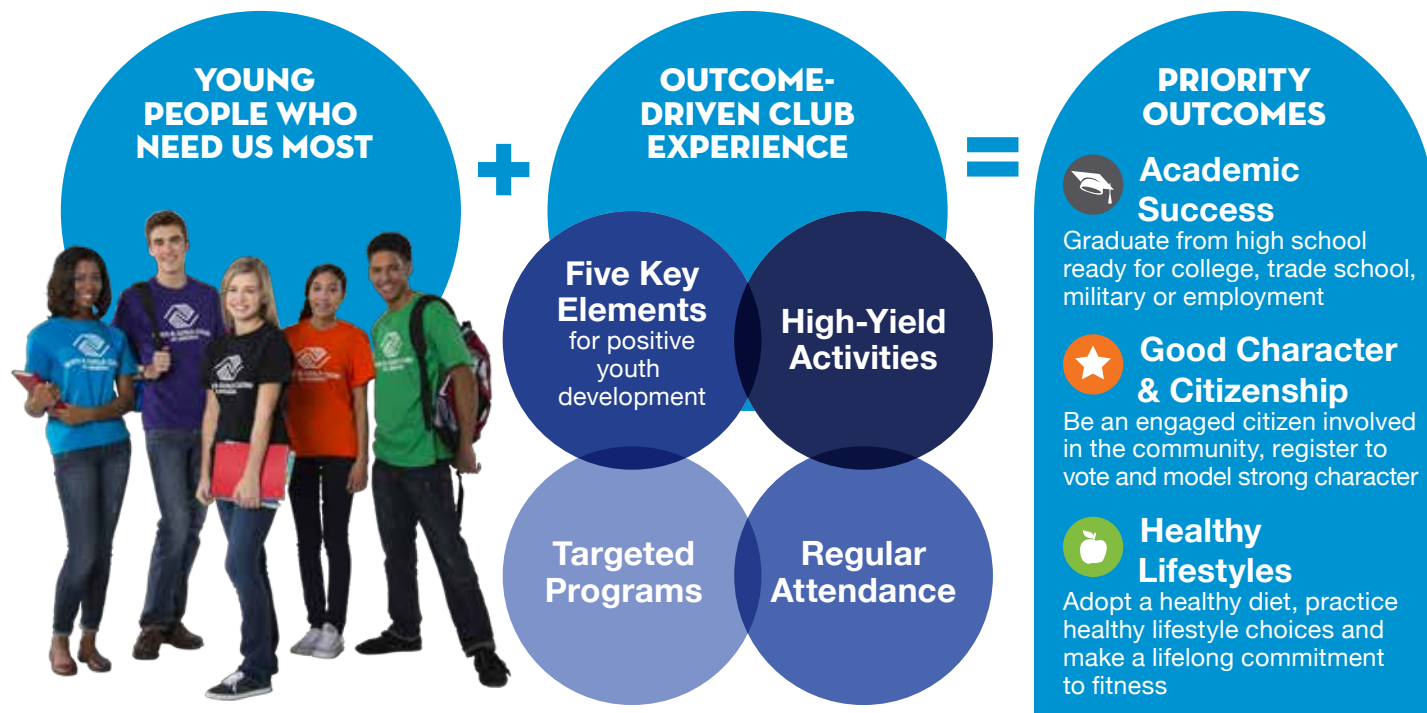


**Over the past decade, BGCA has emerged as a leader in outcomes measurement in the nation's youth-serving sector, building the capability of Club organizations to collect and use data to gauge their beneficial effect on young people and demonstrate their impact to their stakeholders.**

Based on youth development research and more than a century of Clubs' own experience, Boys & Girls Club leaders articulated a new theory of change in 2010. The Formula for Impact depicts how Clubs put our youth development mission in action. It identifies who Clubs serve, shows how they do that, and what they hope to accomplish with young people. The Formula for Impact guides Clubs in helping youth achieve positive outcomes in three priority areas: Academic Success, Good Character and Citizenship, and Healthy Lifestyles.

In 2011, BGCA launched the National Youth Outcomes Initiative (NYOI), a system grounded in the Formula for Impact and built to measure the impact of Clubs using a common set of research-informed indicators of our priority outcomes. NYOI's key tool for gathering outcomes data is a survey administered to Club members each spring. BGCA continues to provide training and technical assistance to enable local Club organizations to use NYOI data effectively.

## Our Formula for Impact



## Building a Culture of Learning

As BGCA completes the sixth year of NYOI implementation with nearly all nonmilitary Club organizations participating, our measurement efforts remain focused on how well our Clubs implement the Formula for Impact and how much our young people are achieving as a result. Professionals at the local and national levels use outcomes data to inform planning and operational decisions, make improvements to programs and services, and demonstrate their impact to donors and stakeholders.

BGCA continues to enhance NYOI data collection and reporting tools and processes. In addition, BGCA has expanded its internal capacity to conduct more sophisticated data analytics and program evaluation, and continues to collaborate with well-respected research partners such as the David P. Weikart Center for Youth Program Quality and the Partnerships in Education & Resilience Institute at Harvard University.

BGCA makes strategic changes and additions to the NYOI member survey as needed to deepen our understanding of how Club members are faring in critical areas. In 2016, BGCA developed and added measures to gauge members' interest in science, technology, engineering and mathematics (STEM) and their readiness for future STEM careers. BGCA also designed and added 21st century skill measures related to young people's ability to cope with challenges, work well in teams and set and pursue goals. To provide Clubs with another tool to

assess their operations and programming, BGCA also added a staff survey to NYOI.

With BGCA nearly at scale with NYOI within its national federation of Club organizations, we are building a rich repository of youth outcomes data for a sizable number of Clubs that spans multiple years. This enables BGCA to analyze longer-term trends for matched cohorts of Club youth, as well as identify the practices employed by the strongest Clubs so that they can be disseminated throughout the Boys & Girls Club Movement.

## Highlights from this Report

Based on fundamental youth development principles, a high-quality, or optimal, Club Experience is fun and safe, provides guidance by caring adults, and leads to a sense of belonging. BGCA's analyses of 2016 NYOI member and staff survey data have yielded new insights for this report. It provides updated findings showing how an optimal Club Experience drives more positive outcomes for Club youth and breaking down how this varies for different age groups of members. It features more detailed findings about the specific Club staff practices needed to build a high-quality Club Experience that is grounded in our youth development principles. The report also highlights the predictive power of the optimal Club Experience on members' outcomes when they have a high-quality Club Experience and attend the Club more frequently.

In addition, this report presents current findings about the degree to which Club members across our federation are achieving positive outcomes in

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our three priority areas. In these sections of the report, the findings are for *regularly attending* Club members, defined as those who attended the Club on average once per week or more in the six to 12 months prior to taking the NYOI survey.

In Developing Globally Competitive Graduates, using data from new NYOI STEM (science, technology, engineering and math) readiness indicators, we find that almost twice as many 12th-grade Club members are interested in a STEM career as 12th graders nationally. In Developing 21st Century Leaders, we find that almost twice as many Club members in eighth, 10th and 12th grades volunteer at least monthly in comparison to their peers nationally. In Developing a Healthier Generation, we find that 31 percent of Club girls ages 12 to 15 are physically active every day, compared with 27 percent of their male peers and 23 percent of their female peers nationally. We also find that Club high-school-age members who stay connected to the Club as they get older seem better able to resist engaging in risky behaviors such as drinking alcohol or using marijuana than do their counterparts nationally.

Lastly, the report summarizes impact findings from the most important formal, third-party studies that have been conducted for BGCA over more than 20 years, including the national economic impact study demonstrating Boys & Girls Clubs' tremendous return on investment to society and the rigorous randomized control trial of BGCA's national summer learning program, Summer Brain Gain, both conducted in 2015.



## More about BGCA's National Youth Outcomes Initiative

In NYOI, individual Boys & Girls Clubs collect data about their registered members' demographics, attendance and participation. Local data management systems feed data into BGCA's national system, allowing BGCA to compile data on the national population served by Clubs.

The NYOI Club Member Survey is designed to measure indicators of youth achievement in our priority outcome areas. Some survey questions replicate language used by the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance Survey, allowing BGCA to compare Club youth outcomes to national averages. Some survey questions are asked of members of all ages, while others are only asked of teens ages 13 to 18; this is noted as applicable throughout this report.

The NYOI survey also asks members about their perceptions of the Club. Their responses allow us to assess how well Clubs deliver an high-quality Club Experience that promotes positive youth development. BGCA processes the responses from surveys completed in Clubs each spring, furnishes each participating Club organization with its members' survey data, then aggregates and analyzes the data to render national results.

As of late 2016, 96 percent of nonmilitary Club organizations were participating in NYOI. More than 170,000 Club youth completed the member survey in 2,700 Club sites in spring 2016.

# THE IMPORTANCE OF THE CLUB EXPERIENCE





**The central principle of our Formula for Impact theory of change continues to be supported by analysis of data from NYOI: By providing a high-quality Club Experience, Boys & Girls Clubs increase their positive impact on young people.**

BGCA partnered with the Search Institute in 2004-05 on a comprehensive study that aimed to identify core Club practices that are instrumental to fostering high-quality youth development.<sup>1</sup> The research yielded 62 strategies and hundreds of practices. These were ultimately synthesized into Five Key Elements for Positive Youth Development and became central to our federation's theory of change and approach.

Over time, BGCA developed NYOI member survey questions that are designed to capture members' perceptions of the Club Experience. The questions relate to the Five Key Elements of Positive Youth Development. BGCA scores the responses to these questions to identify how many members are having an optimal Club Experience and how many are not.

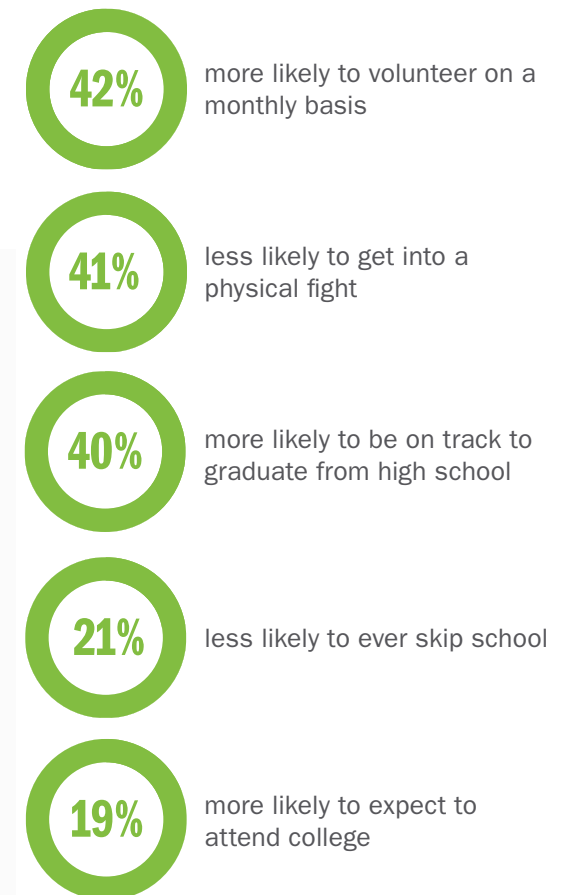
**An Optimal Club Experience Drives Positive Outcomes for Members**

BGCA has examined the relationship between members' Club Experience and the outcomes they achieve. The latest findings highlight the importance of two components of the Formula for Impact: the Five Key Elements for Positive Youth Development and regular attendance.

A *regression framework*<sup>2</sup> was used to determine the effects of Club Experience on various outcomes, while controlling for member characteristics. Club members who rated their Club Experience highly were compared to Club members who did not rate their Club Experience as highly. Among *regularly attending* Club members, defined as those who attended the Club on average once per week or more in the past six to 12 months, some key statistically significant findings follow.



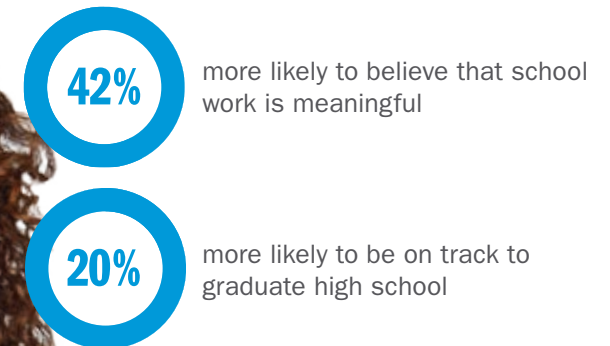
**Older Teens (16 and Older) with an Optimal Club Experience Are:**



**Younger Teens (13 to 15) with an Optimal Club Experience Are:**



**Youth (Ages 9 to 12) with an Optimal Club Experience Are:**



## How Great Clubs Apply Our Youth Development Principles

The **Five Key Elements for Positive Youth Development** are crucial to an optimal Club Experience.

When Clubs create an **optimal Club Experience**, they:



The Club sets clear boundaries and rules that provide structure for activities, define acceptable behaviors and consequences for inappropriate behavior, and are well understood and consistently reinforced by staff. Members feel **physically safe** from harm because the Club is a safe haven that minimizes risk and proactively addresses internal and external threats. Members also experience an inclusive place that is free of judgment and bullying. Youth learn to be empathetic and caring because the adults in the Club consistently model these traits. Members thus feel **emotionally safe**.



Clubs offer programs, activities and experiences that are engaging, build community and promote collaboration. Members have **fun** for the sake of having fun, because they are kids. Fun is a means of breaking down boundaries and building trust. Fun and play are vehicles for learning. Fun is essential to youth development work. Members experience a family-like environment, a home away from home, a community that is grounded in a shared identity and the common goals of succeeding and giving back. Thus, members develop a **sense of belonging**.



Staff members proactively cultivate and maintain personal relationships to ensure that every young person feels connected to one or more adult staff and forges friendships with peers. Staff members demonstrate warmth, encouragement, caring, appreciation, acceptance and proper guidance in their ongoing interactions with Club youth. Members learn how to build healthy relationships with adults and peers based on trust and mutual respect. Members thus experience **adult support**.









Club staff expect members to develop a strong moral compass, have concern and empathy for others, delay gratification, try new experiences, and pursue personal goals. Staff members consistently communicate and reinforce their belief in young people's potential and character. Staff also provide young people with opportunities to reflect and learn when they show a lapse in judgment. Club members in turn learn to be accountable to themselves and others. Members thus experience **high expectations**.



Staff acknowledge young people's innate strengths and talents. Through authentic gestures and words of praise, staff positively reinforce members' efforts and persistence and celebrate their progress and successes. Staff commend members' good decisions and choices. Clubs showcase members' achievements on Club walls and bulletin boards or during assemblies and special events. Members thus experience **validation and recognition**.

## How the Club Experience and Its Components Predict Positive Youth Outcomes

	Staff Expectations	Physical Safety	Emotional Safety	Sense of Belonging	Fun	Overall Club Experience
On track to graduate high school						
Did not skip school						
Expect to attend college						
Concern for community						
Volunteered off site*						
Did not physically fight*						
Days physically active						
Did not consume alcohol*						
Did not use marijuana*						

This chart highlights the relationship between specific Club Experience components and outcomes for members of various ages.<sup>3</sup> These insights should prove particularly useful to Club professionals who wish to target their efforts to improve program quality. Key findings are:

- The Club Experience component that has the most predictive power is **physical safety**. It matters for all of the age groups and for multiple youth outcomes.
- The optimal Club Experience predicts the most positive outcomes for teens and younger teens.
- These findings about the importance of the Club Experience apply to members regardless of their gender, ethnicity/race and family income.
- Each component of the Club Experience is predictive of at least three youth outcomes. **All components of the Club Experience matter.**

 Youth (Ages 9-12)
  Younger Teens (Ages 13-15)
  Older Teens (Ages 16 and Older)

\* These outcomes were only measured for teens age 13 and older.



## Certain Staff Practices Enhance Members' Club Experience

We know, from years of real-life experience as well as research, that positive youth development practices are essential to the Club Experience of members. How those practices are carried out varies according to many factors, including members' developmental stages; Clubs' local culture and values; and the knowledge, skills and dispositions of Club professionals. BGCA continues to build an understanding of positive youth development by drawing on work in the field and analyzing the data collected through NYOI.

Over more than two years, BGCA has partnered with Hanover Research and the David P. Weikart Center for Youth Program Quality to develop, refine and validate a staff survey. The survey was designed to collect data on key youth development practices from Club professionals who work directly with Club youth. In 2016, BGCA made the staff survey part of NYOI to provide Clubs with another tool with which to assess their effectiveness and quality. Over 10,000 professionals from more than 1,800 Clubs took the survey in spring 2016. This data was combined with Club member survey data for analysis.

BGCA conducted explorative and case study research in the same time frame to identify certain areas of staff practice that are important to Boys & Girls Club work. These areas of

practice reinforce and expand upon the Five Key Elements for Youth Development. They are:

- Establishing Caring Relationships
- Setting High Expectations
- Positive Behavior Management
- Youth Input and Agency
- Cultural Sensitivity
- Staff Teamwork and Efficiency
- Building a Supportive Club Climate
- Planning Activities and Programs
- Family Engagement
- Effective Club-School Partnerships

Using 2016 staff and member survey data, BGCA employed a regression framework to estimate the strength of relationships between staff practices and members' Club Experience at the site level. In other words, which staff practices have the greatest impact on members' experiences in the Club?

Based on this series of statistical analyses, four areas of practice consistently emerged as most strongly associated with members having an optimal Club Experience. This does not mean that the other practice areas are not important to the work, especially since they are all inter-related. For example, while cultural sensitivity did not emerge as significantly in a statistical sense, we know that establishing caring relationships with a diverse group of young people and engaging

family members of various backgrounds requires cultural sensitivity.

In the table on the following page, the percentages represent the differences in Club Experience between sites based on staff self-assessments on the staff survey.<sup>4</sup> For example, **Clubs that report the highest levels of practice for establishing caring relationships have 35 percent more youth who report having optimal emotional safety and 25 percent more teens who report having optimal fun in the Club.** These statistics show that the associated staff practices are essential to creating the best-possible Club Experience for members.

## ESTABLISHING CARING RELATIONSHIPS

Club professionals make concerted efforts to get to know their members, including their names, special interests, who their friends and family members are and what's going on in their lives. These professionals also demonstrate and teach positive values while responding to individual differences in young people's personalities, needs and ways of learning.

### YOUTH (Ages 9-12)

- +35% emotional safety
- +30% sense of belonging
- +18% physical safety

### TEENS (Ages 13 and Older)

- +51% overall Club Experience
- +25% fun

## SETTING HIGH EXPECTATIONS

Club professionals regularly establish and reinforce high expectations for members. They encourage and coach members to reach their full potential and positively reinforce their efforts.

### YOUTH

- +57% overall Club Experience
- +44% adult support
- +28% validation and recognition
- +28% staff expectations

### TEENS

- +41% overall Club Experience
- +33% sense of belonging
- +26% validation and recognition
- +24% adult support

## YOUTH INPUT AND AGENCY

Club professionals encourage members to take ownership of Club space, support youth-led activities, incorporate youth choice into the program offerings and schedule, and consult with youth, using their feedback to make improvements. Club professionals instill in youth the belief that they can make positive changes in their community and the world.

### YOUTH

- +32% overall Club Experience
- +23% sense of belonging

### TEENS

- +21% fun

## FAMILY ENGAGEMENT

Club professionals proactively communicate with caregivers, both formally and informally. They reach out to caregivers to communicate about Club activities, meet face-to-face to discuss their children's development, actively engage them in Club life, and refer them to community services and agencies that may benefit the family.

### YOUTH

- +43% overall Club Experience
- +30% adult support
- +30% emotional safety
- +26% sense of belonging

### TEENS

- +45% emotional safety
- +31% overall Club Experience
- +25% adult support

Certain staff practices lead to an optimal Club Experience; in turn, an optimal Club Experience plus more frequent attendance lead to positive member outcomes.

### An Optimal Club Experience and High Engagement Lead to Deeper Impact

Members who have an optimal Club Experience and *high engagement*, meaning that they attend the Club two or more days per week, achieve better outcomes than other members who do not meet these two criteria. This holds true across all three of BGCA's priority outcome areas. For example, 43 percent of members who attend often and have an optimal Club Experience indicate they cope with challenges well, while only 26 percent of all other members indicate they can do so.<sup>5</sup>

The key take-away from BGCA's ongoing study of the Club Experience: Certain staff practices lead to an optimal Club Experience; in turn, an optimal Club Experience plus more frequent attendance lead to positive member outcomes.



In 2016, BGCA disseminated its Club Experience findings to Boys & Girls Club professionals through many in-person and webinar training events. BGCA also provided all Club organizations with a research-to-practice

brief, ***What Works for Building a Great Club Experience***. The brief compiles many replicable strategies and tactics from Clubs that use the staff practices that have emerged as important for building an optimal Club Experience. Club professionals and volunteers may access the brief on BGCA's internal website.

BGCA continues to provide training, consultation and resources to enable Boys & Girls Clubs to create the best-possible, high-quality Club Experience for the young people they serve. As our research efforts continue, we will use the data to identify more high-performing Clubs and collect and share additional promising practices that other Clubs can replicate.

Moving forward, BGCA is consulting with the David P. Weikart Center for Youth Program Quality to build a continuous quality improvement framework for Clubs. This work is essential in order to foster cultures of learning that use data to inform decision-making, align professional development experiences to promote research-based youth development practices, and drive high-quality programming for all members.

# CLUB MEMBERS ACHIEVE POSITIVE OUTCOMES





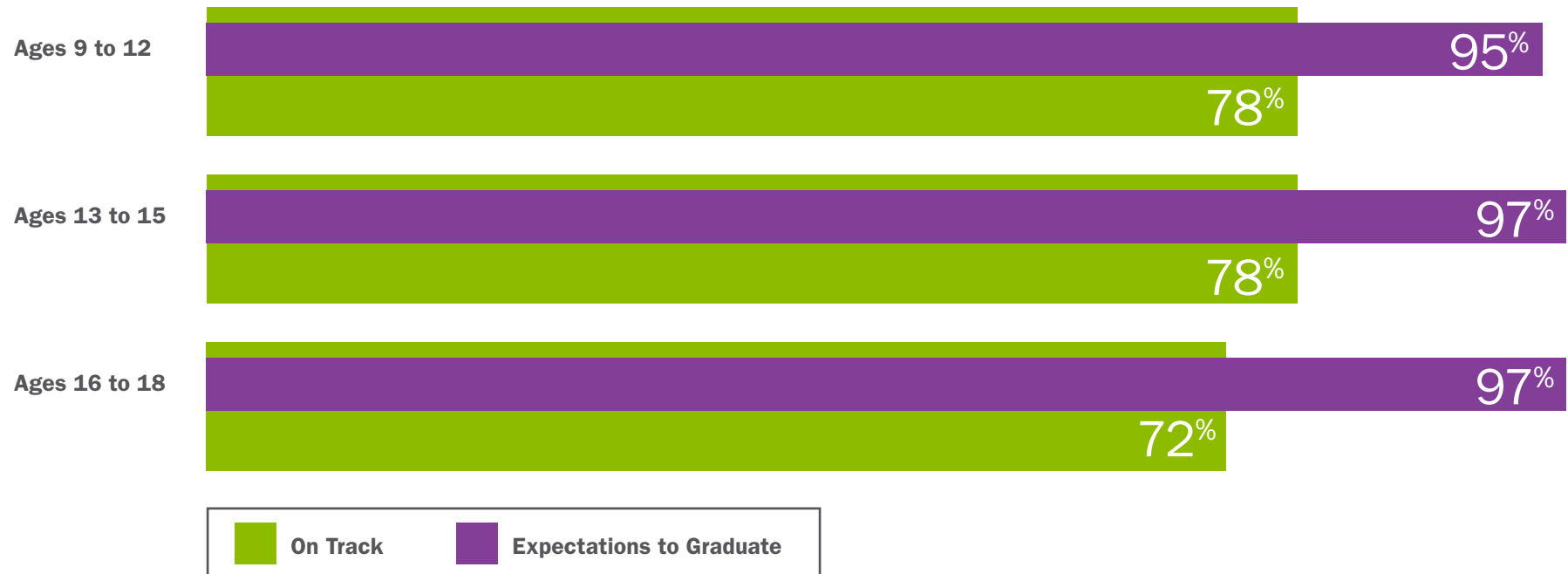
## Developing Globally Competitive Graduates



Just as regular attendance is necessary for members to achieve the maximum benefit of their Club Experience, young people must regularly and consistently attend school to progress toward high school graduation and achieve academic success. While the national graduation rate reached a record 83 percent during the 2014-2015 school year and achievement gaps are

slowly closing over time, academic outcomes continue to be significantly lower for young people of color or who come from low-income families.<sup>6</sup> These demographic discrepancies also appear in school attendance records, with youth of color and youth who are from low-income families attending school less frequently than their same-age peers.<sup>7</sup>

### Percentage of Members Who Are on Track to Graduate Decreases with Age, Yet Their Expectations to Graduate Increase



12th-grade Club members are almost twice as likely to be interested in a STEM career as 12th graders nationally.

Acknowledging the critical relationship between school behaviors and academic success, BGCA uses a composite indicator made up of several other NYOI education-related indicators to better understand the extent to which Club members are on track to achieve high-school graduation within four years. Members are considered to be on track to graduate on time when they: 1) progress to the next grade level in school within at least a year of the expected timing, 2) report grades of mostly As and Bs, 3) do not skip school, and 4) expect to graduate high school.

For the almost 55,000 surveyed Club members in fifth through 12th grades who attend the Club at least once per week, 78 percent are considered to be on track. Fifty-eight percent are on track with low risk. Twenty percent are on track, but have some risk factors, such as having poorer grades or occasionally skipping school. When examined by age group, we see that the on-track-to-graduate indicator trends downward as members get older. Even though grade progression, school grades and attendance decrease as Club members age, our older Club members have greater expectations for high school graduation in comparison to their younger peers.

Mentoring programs can help address this disconnect between behaviors and expectations, as young people who have a positive relationship with a supportive non-parental adult are more likely to build the skills and confidence they need to achieve their goals.<sup>8</sup> BGCA's Power

Hour program is designed to support members' on-track-to-graduate behaviors. Club staff and volunteers provide members with individual and small-group homework support, tutoring and high-yield learning activities, encouraging them to become self-directed learners. The recent update of Power Hour provides explicit activities that are closely aligned to Common Core State Standards<sup>9</sup> and therefore designed to improve academic outcomes and graduation rates.

### Engaging Club Members in STEM

In addition to basic academic skills and performance, BGCA recognizes that science, technology, engineering and mathematics (STEM) education is critical to the future success of America's young people. Between 2014 and 2024, the number of STEM jobs, such as computing, engineering and advanced manufacturing, is projected to grow 17 percent, as compared to a 12-percent growth rate for non-STEM jobs.<sup>10</sup> Yet too few elementary, middle- and high-school students are interested in and adequately prepared for STEM subjects. This is especially true for youth of color and girls.

To better understand Club members' interest in and level of preparation for STEM careers and inform new program development, BGCA worked with the PEAR (Partnerships in Education & Resilience) Institute at Harvard University in 2016 to create STEM measures for NYOI.

Using one of these new NYOI STEM-related survey questions,<sup>11</sup> we can compare data about Club members' interest in STEM careers to survey data collected by the Alliance for Science & Technology Research in America.<sup>12</sup> When examining the college and career interests of the 2016 graduating class, 12th-grade Club members are almost twice as likely to express an interest in a STEM career as 12th graders nationally (54 percent of Club seniors and 28 percent of seniors nationally report having this interest). More interestingly, the percentage of Club girls who express an

interest in a STEM career (50 percent) is more than three times greater than that of their peers nationally (16 percent).

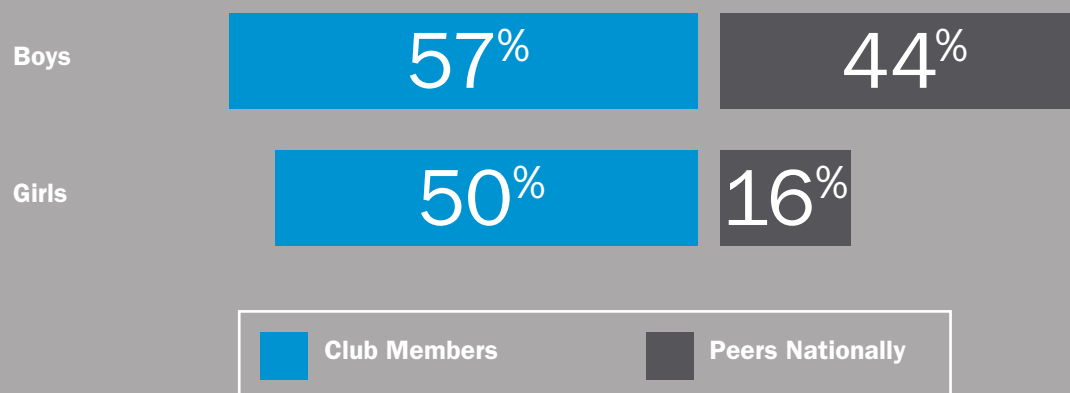
In an effort to continue closing the opportunity gap in STEM, BGCA provides Clubs and members with access to programs, activities and resources to build STEM knowledge and interest in STEM careers. BGCA's updated My.Future platform allows Clubs online access to up-to-date technology education program materials and implementation tips. For younger learners, DIY STEM is an

engaging, hands-on, activity-based program that connects youth to scientific theories and principles they encounter in everyday life. It focuses on topics such as energy and electricity, engineering design, food chemistry, aeronautics, robotics and sports science.

### Preparing Members for College and Careers

Boys & Girls Clubs work to ensure that members leave the Club with a plan for the future. Clubs strive not only to help young people succeed in high school, but also to equip them with the tools

## Club Members in the 2016 Graduating Class Show More Interest in STEM Careers Than Their Peers Nationally, Especially Among Girls





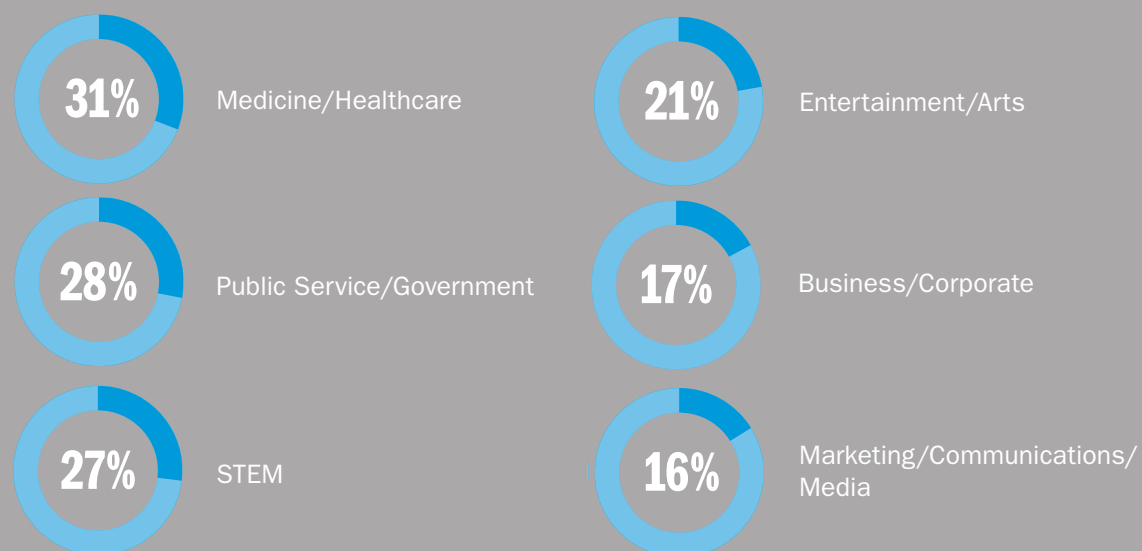
and knowledge to be college and career ready. By spring 2016, 69 percent of the 1,200 12th graders who attended the Club at least once per week had already applied to a post-secondary school, with most reporting that they applied to more than one type of school. More specifically, 78 percent of these 12th graders applied to a four-year college or university, 60 percent applied to a two-year college, and 30 percent applied to a vocational or trade school. Additionally, many of these Club seniors reported taking the SAT or ACT (88 percent), applying for scholarships (79 percent), and submitting the Free Application for Federal Student Aid (77 percent). These data show that not only are the majority of older members taking advantage of resources that will help them be successful after high school, they seek a variety of post-secondary education opportunities.

The NYOI data shows that 31 percent of 12th graders are not immediately pursuing additional education after high school graduation, meaning there is likely a great need for and interest in building workforce development skills. BGCA programs such as CareerLaunch and Money Matters help address these needs, providing members with opportunities to assess their skills and interests and explore careers, as well as learn financial literacy skills that will be critical for their personal and professional success.

Encouraging teen participation in leadership development programs, such as Keystone Club for teens 14 and older, can also support the 21st century skills necessary for workforce readiness.

## Keystone Club Teens' Career Aspirations

In a 2016 survey of Club teens who participate in the Keystone Club leadership program, respondents indicated their top career interests.





In 2016, BGCA administered a special survey to Club teens who participate in the Keystone Club program. Of the more than 1,200 Keystone Club members who completed the survey, just over half reported having strong job search (63 percent), written communication (58 percent) and public speaking (51 percent) skills. While this is positive, it may also indicate a need for additional opportunities to help Club teens build the soft skills that have been identified as critical for workplace success, such as interpersonal, problem-solving and critical thinking skills.<sup>13</sup>

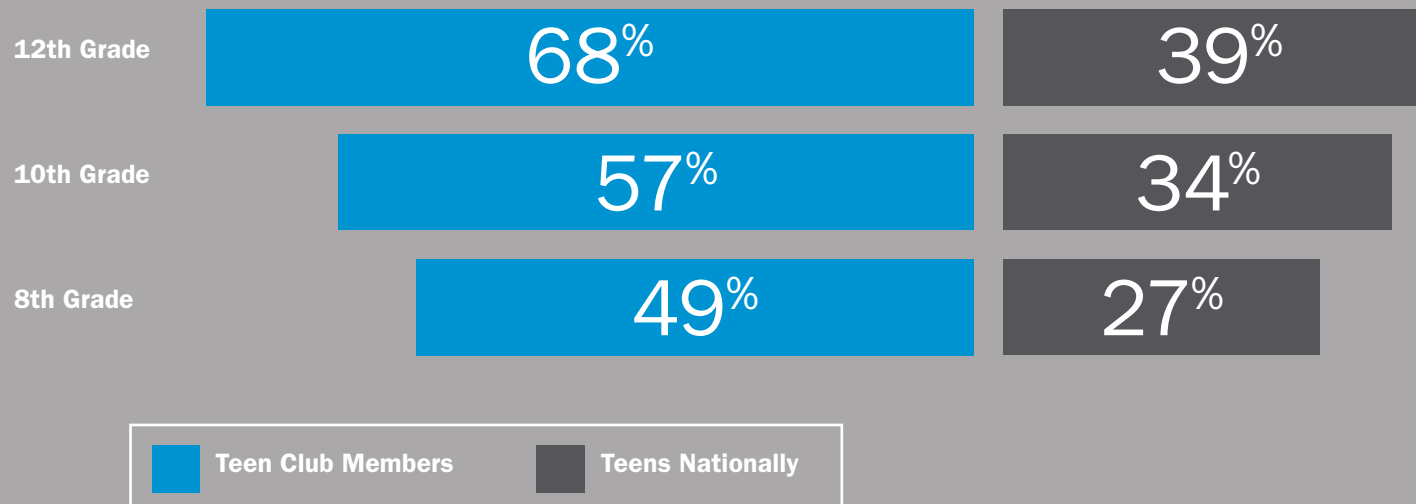
## Developing 21st Century Leaders



As declared in BGCA's mission statement, we are committed to developing productive, caring and responsible citizens. Young people who

regularly engage in community service are more likely to achieve optimal social, emotional, health, academic and career outcomes throughout their lives.<sup>14</sup> More specifically, as a result of participating in *service-learning*<sup>15</sup> opportunities, youth are more likely to build positive relationships and work collaboratively with others from diverse backgrounds, apply the knowledge and skills they gain to improve their school performance, and increase their involvement in activities that shape community and society.<sup>16</sup>

## Club Teens Volunteer More Than Teens Nationally, and More Serve as They Get Older





## Club Members Show Concern for Others and Their Community

**Believe They Can Make a Difference in the Community**

**84%**

**Want to Help When They See Someone Having a Problem**

**91%**

**Try to Help When They See People in Need**

**92%**

## Club teens are almost twice as likely to volunteer at least monthly than their peers nationally.

In 2016, almost 21,000 Club teens reported their levels of volunteering over the past year. The data show that 74 percent of regularly attending teen members volunteered in the community at least once in the previous 12 months, with 51 percent volunteering on a monthly or weekly basis.

These findings are especially encouraging when we compare Club teens to teens nationally. Child Trends periodically analyzes data from the University of Michigan's annual Monitoring the Future (MTF) survey and reports national trends in adolescent volunteering.<sup>17</sup> As shown in the chart on page 20, both NYOI and 2014 MTF data demonstrate that the rate of teens volunteering at least once a month increases with age. This trend makes sense given the inclusion of volunteering and community service requirements for high school graduation. More importantly, the data show that regularly attending Club members in eighth, 10th and 12th grades<sup>18</sup> have significantly higher volunteering rates than their same-grade peers in the general population. Club teens are almost twice as likely to volunteer at least monthly than their peers nationally.

To deepen our understanding of Club members' attitudes related to good character and citizenship, the NYOI member survey also examines members' concern for others and communities. Almost 45,000 regularly attending Club members responded to these questions in 2016. The results show that 92 percent try to

help when they see people in need, 91 percent want to help when they see someone having a problem, and 84 percent believe they can make a difference in their community.

The NYOI survey also asks Club members about different leadership behaviors. Some 81,000 regularly attending members responded to these questions in 2016. Similar to previous years, a strong majority (90 percent) of members reported that they can stand up for what they think is right, even if their friends disagree. In addition to this, 91 percent reported that once they know what needs to get done, they are good at planning how to do it, and 90 percent said that when they are the leader of a group, they make sure everyone feels important.

These results speak to the benefit of Clubs' fundamental youth development work, as well as specific programs such as Torch Club, for youth ages 11 to 13, and Keystone Club, for teens age 14 and older. Both of these long-standing small-group programs provide Club members with the consistent guidance of adult advisors and age-appropriate activities to develop critical character and leadership skills. More importantly, both programs focus on integrating service and leadership development into academic plans, career exploration, and health and wellness activities to promote members' overall success. Members of Keystone Clubs have the opportunity to work toward attending an annual National Keystone Conference.

In a 2016 special survey of Club teens who participate in the Keystone Club program, 78 percent of teens who attended that spring's national conference reported that participating in the program and attending the conference helped them to develop new leadership skills.

The demands for strong character and leadership skills are increasing in our classrooms and workplaces. Being able to think critically, communicate effectively and collaborate well are necessary skills for young people to navigate the challenges of adolescence and adulthood successfully.<sup>19</sup> In response to the growing need for 21st century

leaders, BGCA has expanded the Youth of the Year program into a comprehensive leadership development program for Club youth ages 6 to 18. Since 1947, Youth of the Year has recognized the extraordinary achievements of our most inspiring Club teens. The new program suite now includes Youth of the Month/Year and Junior Youth of the Year tools and materials for providing year-round, developmentally appropriate activities for all Club members. The new program will expose Club youth to life-changing opportunities and help them build leadership skills that support their academic, career and life goals.

### Developing a Healthier Generation



More than a third of all young people in the United States are overweight or obese.<sup>20</sup> The overall rate of obesity among school-aged children (17 percent) has remained largely unchanged for more than a decade.<sup>21</sup> The Physical Activity Guidelines

## Keystone Club Participants Believe They Have Strong Character and Leadership Skills

Get Along with Others

83%

Leadership Ability

79%

Teamwork

79%

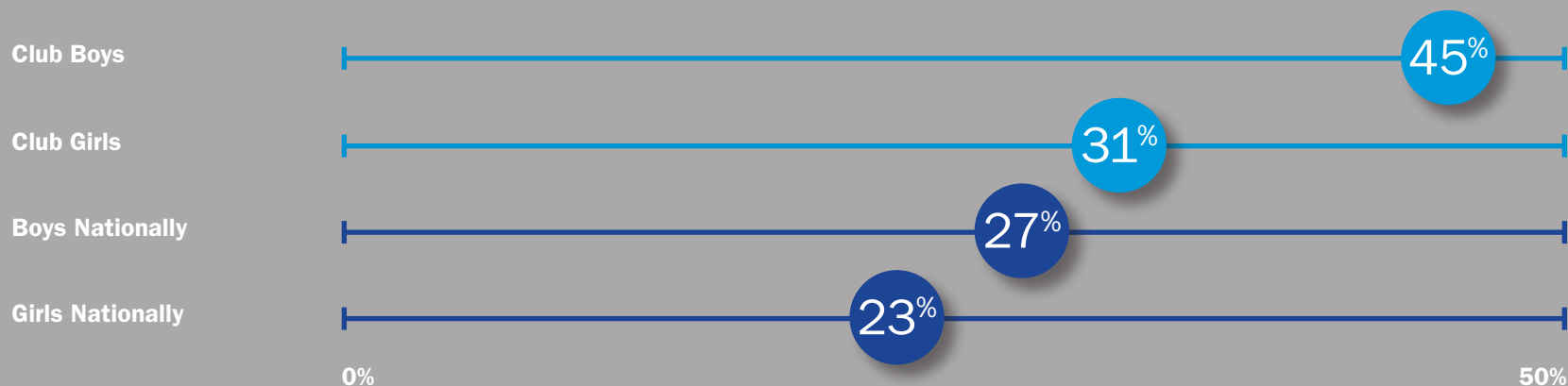
See Others' Perspectives

74%

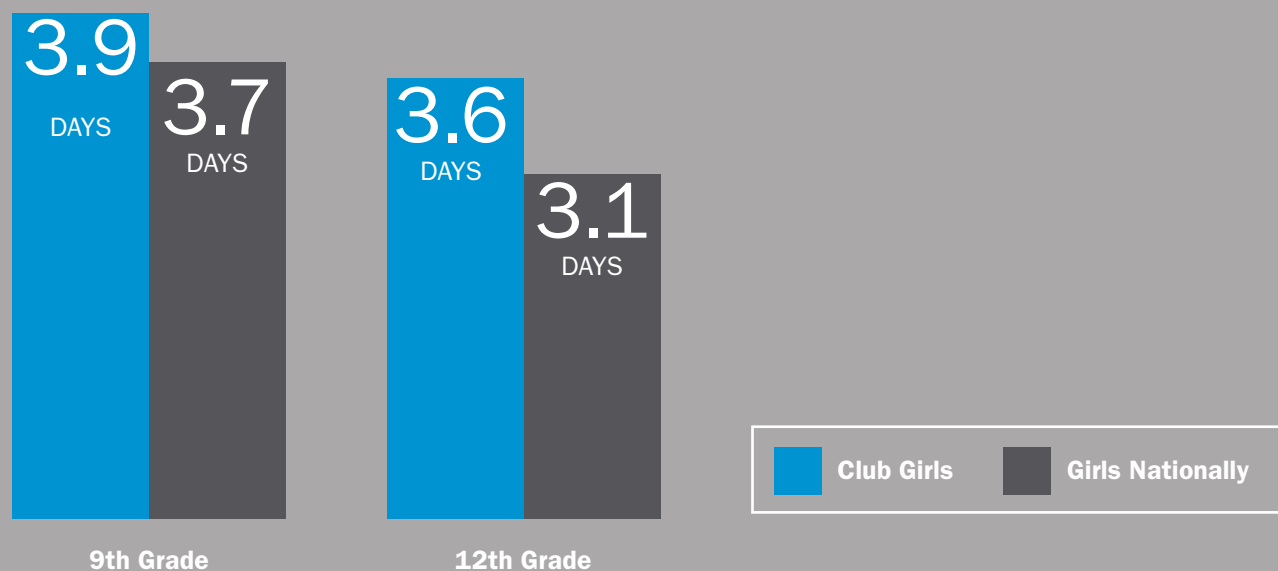


## More Club Adolescents Get Daily Physical Activity Than Youth Nationally

Club girls more likely to exercise daily than girls and boys nationally



## Older Club Girls Exercise Nearly as Much as Younger Girls Nationally (Days per Week)



for Americans, adopted by the American Academy of Pediatrics, recommend that youth participate in moderate to vigorous physical activity for at least 60 minutes per day.<sup>22</sup> Yet, most studies of physical activity among youth show that they fall short of this recommendation, and girls are even more likely to fall short than boys.<sup>23</sup>

In fact, research indicates that less than 23 percent of girls ages 12 to 15 are meeting that recommendation.<sup>24</sup> In their high school years, fewer girls participate in daily physical activity as they age, so that by 12th grade, only about one in seven girls is participating in the recommended amount of physical activity.<sup>25</sup>

With young people losing opportunities for physical education and recess in their schools,<sup>26</sup> Boys & Girls Clubs provide a safe space to play and take part in team sports. Clubs offer fun, creative ways for youth of all skill and fitness levels to get moving.

BGCA's 2016 NYOI survey data for regularly attending Club girls ages 12 to 15 shows that 31 percent of them take part in moderate to vigorous physical activity every day, compared with 23 percent of their female peers nationally.<sup>27</sup> Additionally, more Club girls engage in daily physical activity than do their male peers nationally (27 percent).

BGCA's NYOI data reflects the trend seen in national data regarding the decline in girls' regular physical activity as they age.<sup>28</sup> Yet when we look at the most recent data available, we see some

interesting differences between high-school-age girls who attend the Club regularly and their peers nationally.<sup>29</sup>

Club girls in ninth grade report engaging in moderate to vigorous physical activity on 3.9 days per week on average, compared to an average of 3.7 days for their peers nationally. In the 12th grade, Club girls are physically active an average of 3.6 days per week, compared to an average of 3.1 days for their peers nationally. Simply put, by the 12th grade, Club girls continue to engage in nearly as much physical activity as their ninth grade peers nationally.

In 2017, BGCA will work with Boys & Girls Clubs to increase physical activity and nutrition education for members and their families, provide healthy meals and adopt viable policies. Thus far, 642 Clubs have adopted Healthy Eating and Physical Activity Standards, benefiting more than 83,000 youth ages 6 to 18. BGCA's flagship health and wellness program, Triple Play, is being updated to assist Clubs in adopting the latest evidence-informed practices to increase physical literacy, promote greater consumption of fruits and vegetables, and support members' social and emotional resilience through play. Also in 2017, BGCA will help more Clubs connect with federal feeding programs so that they can secure additional resources with which to serve more healthy meals and snacks. BGCA will offer new family engagement tools and resources to Clubs so that they can enable whole families, not just youth, to improve their overall health and wellness.

By 12th grade,  
Club members'  
rate of abstention  
from alcohol is  
26 percentage  
points higher  
than that of their  
peers nationally.



## Avoiding Health-Risk Behaviors

The Youth Risk Behavior Surveillance Survey (YRBS) is a national survey administered by the Centers for Disease Control and Prevention (CDC). The YRBS monitors health-risk behaviors among youth and young adults. The survey is administered every two years to students in ninth through 12th grades in their school classrooms. In the NYOI member survey, BGCA uses some questions from the YRBS in order to compare Club members' survey results with those of youth nationally. In this report, we use 2015 YRBS data, the most current available from the CDC.

Since the inception of BGCA's NYOI survey, Club members in ninth through 12th grades have reported doing better than the YRBS national average on key health-risk behavior measures, including abstention from alcohol, marijuana and cigarette use. The pattern holds when we compare our 2016 data for our high-school-age Club members to the 2015 YRBS national averages.

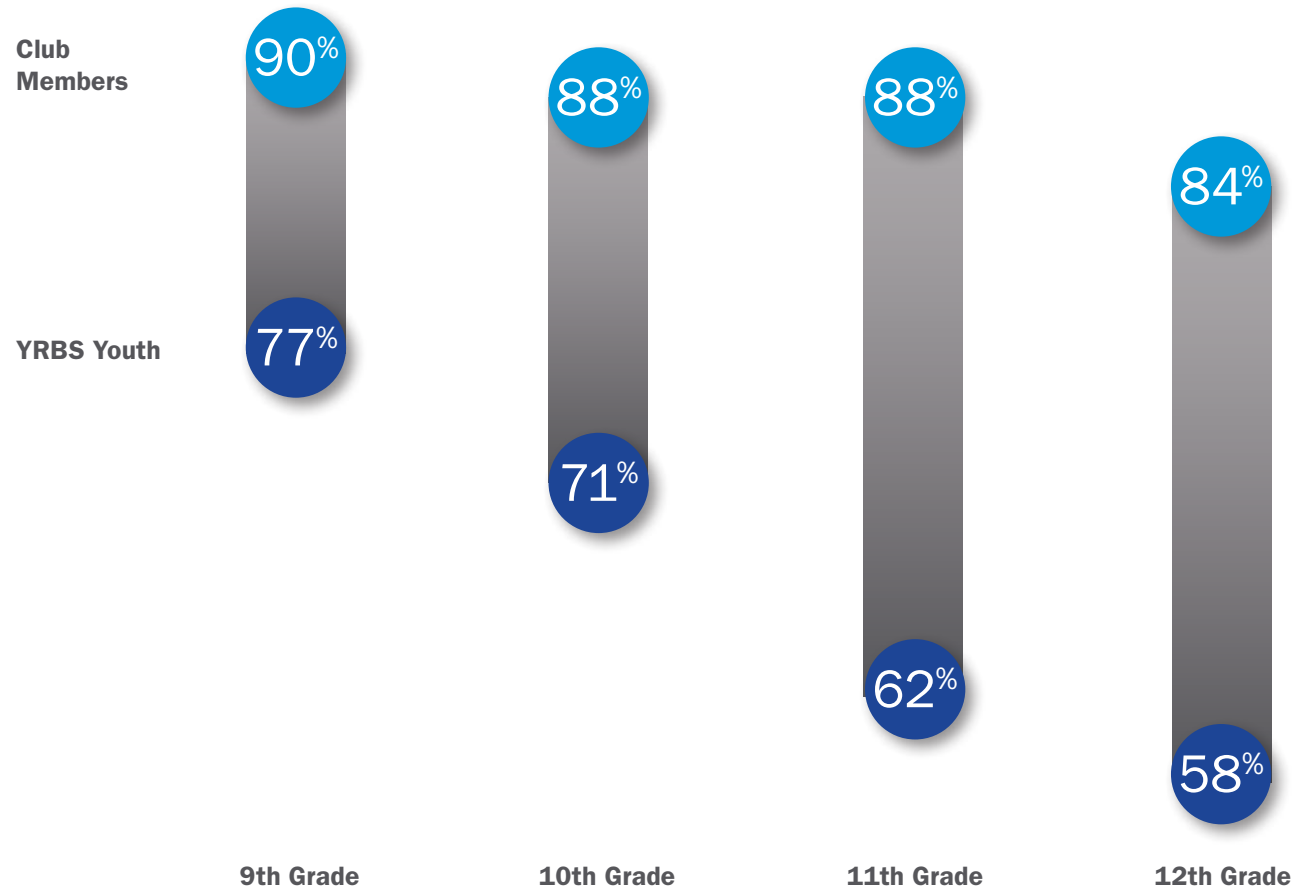
In our current analysis, BGCA compared regularly attending Club members and youth nationally by grade level. Across almost all

health-risk behavior indicators, with each successive grade, the gap between Club members' abstention rates and those of YRBS respondents widened. In other words, teens who stay connected to the Club as they get older seem better able to resist engaging in high-risk behaviors than do their counterparts nationally.

To illustrate, the chart on the following page compares Club high-school-age respondents in the 2016 NYOI survey to respondents in the CDC's 2015 national YRBS by grade level on abstention from drinking alcohol in the 30 days prior to taking the survey.<sup>30</sup> The decreasing percentages in the chart suggest that as high school youth get older, they are more likely to drink alcohol. But the decrease in abstention rates is much smaller for Club members. So much so in fact, that the difference between Club members and youth nationally widens with each successive grade, and by 12th grade there is a 26-percentage-point difference between the two groups.<sup>31</sup>

## Club Teens Are More Likely to Abstain from Alcohol Use Than Teens Nationally

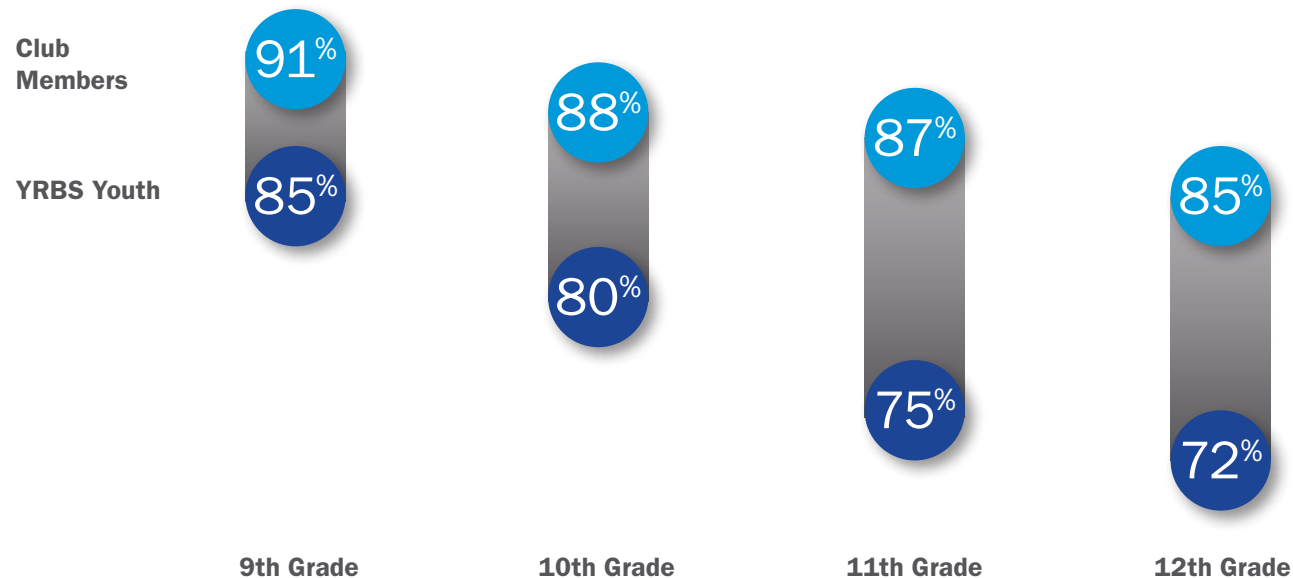
The difference is larger for older teens





## Club Teens Are More Likely to Abstain from Marijuana Use Than Teens Nationally

The difference is larger for older teens



For several years, we have observed this pattern of larger gaps in abstinence rates for our oldest Club members and youth nationally for almost all of the health-risk behavior indicators included in the NYOI and YRBS surveys. Other external and BGCA research has found that participation in quality after-school programing leads to less involvement in health-risk behaviors, among other positive outcomes.<sup>32</sup> Our NYOI data suggests that members who stay involved with their Boys & Girls Clubs throughout their teen years are reaping some of those benefits.

For this reason, BGCA continues its press to increase teen Club membership to 610,000 teens by 2018. In 2017, we will remain focused on our Year of the Teen strategy. The priorities include building Club capacity, developing more teen programs, increasing teen outreach, and boosting marketing and advocacy at the national and local Club level. The 2017 theme will be Year of the Teen Voice, with the goals of giving youth more influence over Club teen programming to improve quality, thus serving more teens and deepening their engagement.

# HIGHLIGHTS FROM BGCA STUDIES



**BGCA complements its youth outcome measurement efforts with formal, third-party evaluation and other types of studies to inform the development, implementation and enhancement of Club programs and services and gauge their impact with additional empirical rigor.**

### National Economic Impact Study

In 2015, BGCA engaged the Institute for Social Research and the School of Public Health at the University of Michigan to conduct a national study to estimate the **return on investment** (ROI), or the benefit-cost ratio, of the services Boys & Girls Clubs provide to youth and their families. The study showed that Boys & Girls Club services and programs produce significant and lasting value for youth, families and their communities.<sup>33</sup>

- Every dollar invested in Boys & Girls Clubs returns \$9.60 in current and future earnings and cost-savings to their communities. The greatest benefits are from Club members' improved grades and reduced alcohol use and their parents' earnings.
- Clubs spend \$1.4 billion annually on operating costs, resulting in \$13.8 billion in lifetime benefits to youth, families and communities.

- Boys & Girls Clubs help increase the earning power of parents, as well as of youth when they become adults.
- Boys & Girls Clubs also contribute to major savings for society by helping to prevent costly expenditures for health care, public assistance programs, and criminal justice system involvement and incarceration.

The study also produced benefit-cost ratios for two BGCA programs. Project Learn is a Club-wide program strategy that reinforces and enhances the skills and knowledge young people gain at school. Triple Play is a suite of programs that increase Club members' daily physical activity, teach them good nutrition and help them develop healthy relationships.

- Project Learn generates an estimated \$18,000 in lifetime benefits from improved grades, yielding a return of \$8 on every dollar invested.
- Triple Play produces estimated lifetime benefits of \$270 by increasing physical activity, for a return of \$1.40 on every dollar invested.

**Every dollar invested  
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their communities.**

## Summer Brain Gain

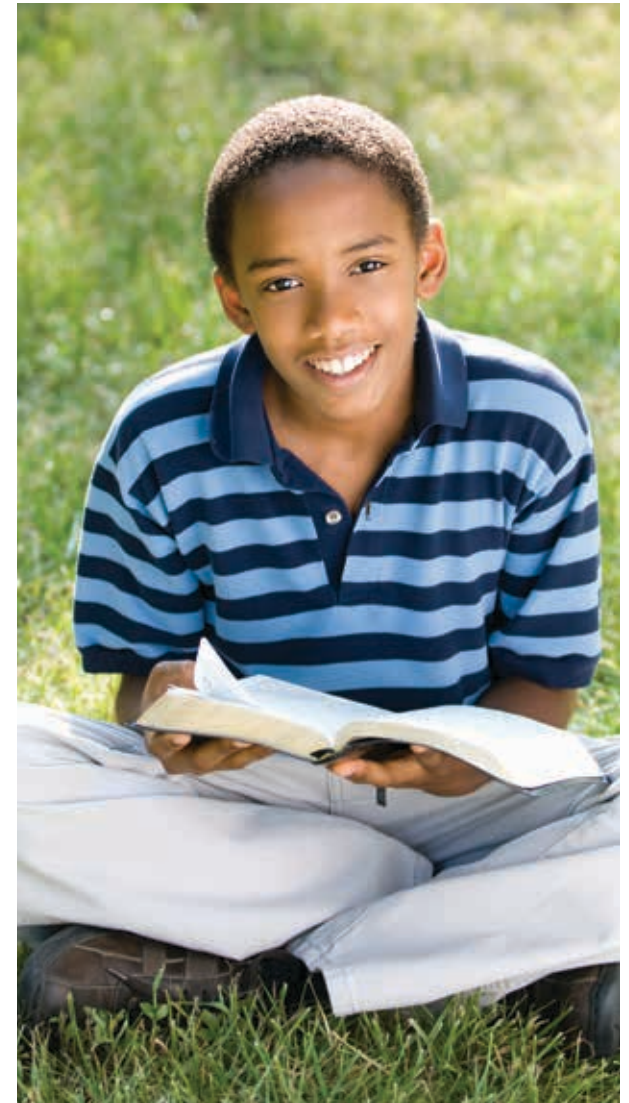
The phenomenon called the “Summer Slide,” the detrimental effect of the summer months on children’s learning, particularly among underserved youth, is well documented and well understood as a result of two decades of research. Because of inequities in access to summer learning opportunities, low-income youth are less likely to graduate high school and enter college.<sup>34</sup> BGCA’s Summer Brain Gain program is designed to promote and sustain learning in Club members of all ages during the summer months.

In 2015, Metis Associates conducted a *randomized control trial* of Summer Brain Gain’s modules for elementary school youth with the intent to measure program effectiveness and impact.<sup>35</sup> Such studies compare outcomes from control and treatment groups in an attempt to show a cause-and-effect relationship between a program and its outcomes,<sup>36</sup> and are critical for establishing an evidence base for a program’s effectiveness. The study found:

- Overall, Summer Brain Gain participants experienced no significant losses in early literacy, math or reading. This is encouraging,

because research indicates that most youth lose about two months of grade-level equivalency in math skills over the summer months, and low-income youth lose more than two months in reading achievement.<sup>37</sup>

- Summer Brain Gain participants in fourth and fifth grades had notably higher gains in math than control group youth, and participants in first through third grades had slightly greater gains in early literacy than control group youth. None of these gains, however, were statistically significant.
- The study did not find that the curriculum had a demonstrable impact on participants’ 21st century skills or interest in reading.
- Prior Club experience with implementing the program appears to be associated with greater implementation fidelity, completion of program components, comfort with evaluation activities, higher youth engagement and greater growth in early literacy and math.

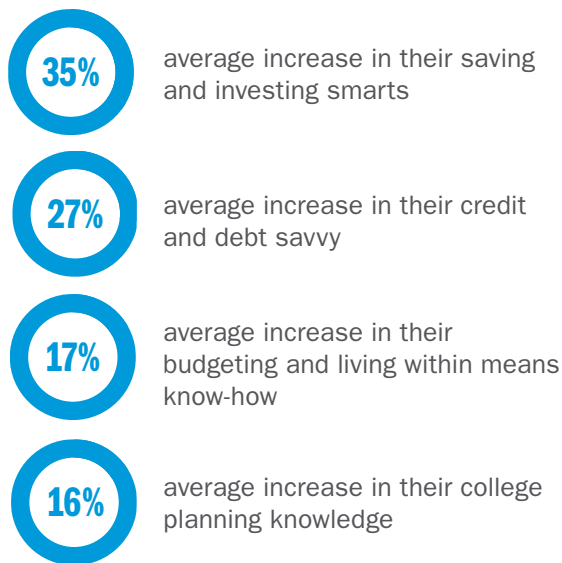






## Money Matters: Make It Count

Club youth who completed this program, which builds the financial management skills of members ages 13 to 18, had an:<sup>38</sup>



Participants with spending money showed significant behavior improvement upon completing the program: 79 percent (an increase of 11 percent) said they started saving money and 43 percent (an increase of eight percent) said they were sticking to a budget plan.

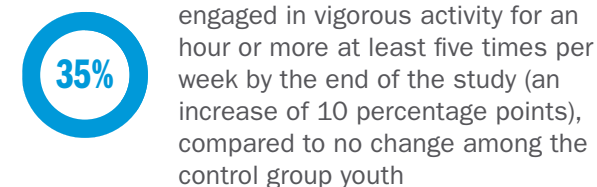


## Triple Play: A Game Plan for the Mind, Body and Soul

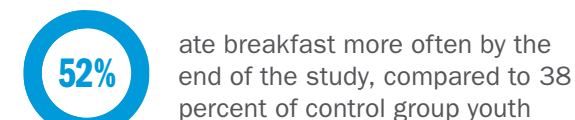
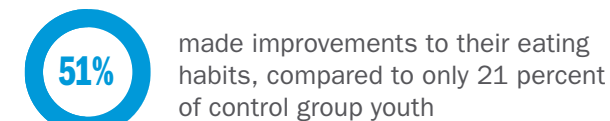
Participants in the Triple Play family of programs, which strive to improve the overall health of members ages 6 to 18:<sup>39</sup>



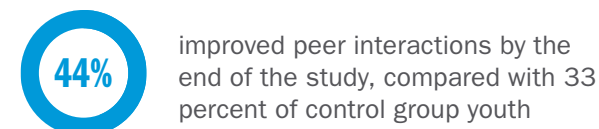
### Increased time spent engaging in physical activity



### Improved their eating habits



### Improved their relationships with peers



## Making Every Day Count: Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens

Few evaluations have examined the overall impact youth development programs have on teens, especially during their critical transition from middle to high school. This study of young teens' entire Club Experience found that youth were more likely to demonstrate greater positive outcomes when they attended the Club at least 52 times per year. The positive effects were even greater when they attended at least 104 times per year. Young teens who attended the Club more often were more likely to report the following outcomes:<sup>40</sup>

### Academic Success

- Decreased number of times skipping school
- Increased academic confidence
- Increased school effort

### Good Character and Citizenship

- Higher levels of community service involvement
- Increased levels of integrity (knowing right from wrong)
- Decreased levels of shyness
- Decreased levels of aggression

### Healthy Lifestyles

- Increased levels of future connectedness (how much youth think about their future and how their current activities help them prepare for the future)
- Decreased numbers of negative peers as friends
- Decreased number of times stopped by the police
- Lower likelihood of initiation of carrying a weapon, smoking cigarettes, drinking alcohol, smoking marijuana and sexual intercourse

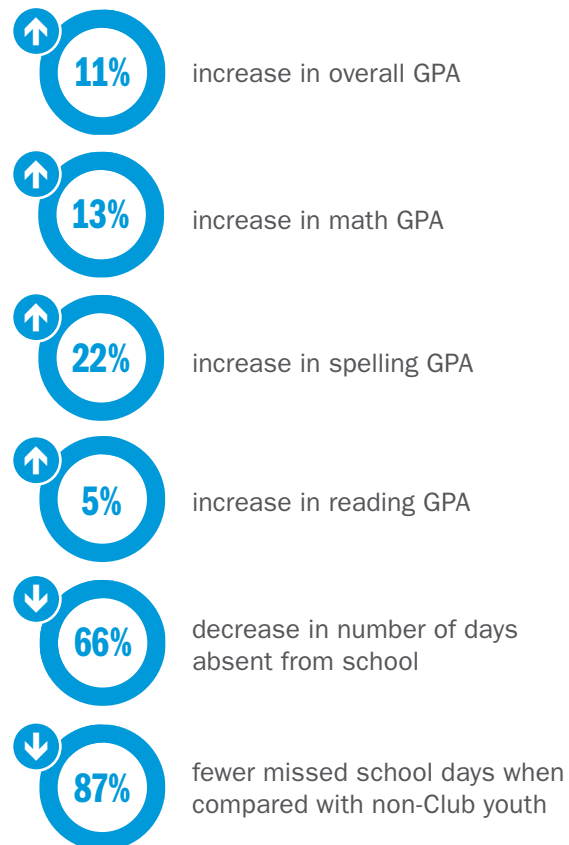
## Gang Prevention/Intervention Through Targeted Outreach

Compared to their peers, high-risk and gang-involved youth with more frequent participation in BGCA's prevention and intervention programs experienced:<sup>41</sup>

- Less contact with the juvenile justice system
- Fewer delinquent behaviors (stealing less, less likely to start smoking marijuana)
- Higher grades
- Greater expectations of graduating from high school or receiving a GED
- More positive social relationships and productive use of out-of-school time
- Disengagement from gang-associated behaviors and peers

## Project Learn

Participants in this Club-wide program, which reinforces and enhances the skills and knowledge young people learn at school, had significantly better academic outcomes than Club youth who did not participate in Project Learn and non-Club youth:<sup>42</sup>



## SMART Leaders

This “booster” program is for teens who have completed the Stay SMART component of the risk-behavior prevention program SMART Moves. Participants demonstrated:<sup>43</sup>

- Less alcohol use than their peers
- Less marijuana use than their peers
- Reduced cigarette use
- Lower overall drug use and increased drug use knowledge



# ABOUT BOYS & GIRLS CLUBS OF AMERICA





**Boys & Girls Clubs provide a safe, affordable place for kids and teens during critical out-of-school time. They offer life-changing programs and services to youth across the nation and on U.S. military installations worldwide.**

#### **Mission**

To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

#### **Vision**

Provide a world-class Club Experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.

#### **Our Scope**

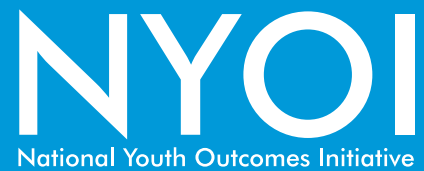
More than 4,200 Clubs are located in public housing and public schools, on Native lands, in rural areas and inner cities – wherever youth need us most.



# Endnotes

- <sup>1</sup> Mannes, M.; Lewis, S. and Streit, K. (April 2005). *Deepening Impact through Quality Youth Development Strategies and Practices, report prepared for Boys & Girls Clubs of America* (Minneapolis, Minn.: Search Institute).
- <sup>2</sup> A regression framework is a method of statistical analysis used to evaluate the strength of relationships between variables. This type of analysis allows researchers to examine how strongly a specific variable may be associated with a particular effect by factoring out other variables that might also influence the effect. Researchers can then calculate a level of statistical significance for associations that they find; that is, they can rule out with some degree of confidence whether a particular finding occurred by chance. The level of statistical significance is noted with a *p* value; a *p* value of less than one percent ( $p < 0.01$ ) is considered a very strong level of statistical significance, and a *p* value of less than five percent ( $p < 0.05$ ) is considered a strong level.
- <sup>3</sup> For the sake of brevity, adult support and validation and recognition were left out of the table. The findings for these two components are similar to those for staff expectations.
- <sup>4</sup> In order to ensure that the statistical analyses are valid, they were conducted using the subset of Clubs that met two criteria: at least three staff members completed the staff survey, and there was sufficient member survey data to generate valid statistics on members' Club Experience.
- <sup>5</sup> In response to the need to measure Club members' 21st century skills in NYOI, BGCA recently developed new indicators for coping with challenge, working well in teams, and setting and pursuing goals. Questions related to these new indicators were included in the NYOI member survey for the first time in 2016. For a thorough literature review on coping with challenge, refer to: Pitzer, Jennifer Rose (2015). "Exploring the Developmental Dynamics of Motivational Resilience over the Transition to Middle School," *Dissertations and Theses*, Paper 2305, [http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=3307&context=open\\_access\\_etds](http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=3307&context=open_access_etds).
- <sup>6</sup> *White House Fact Sheet: President Obama Announces High School Graduation Rate Has Reached New High* (October 17, 2016), <https://www.whitehouse.gov/the-press-office/2016/10/17/fact-sheet-president-obama-announces-high-school-graduation-rate-has>. *Understanding the Gaps: Who Are We Leaving Behind – and How Far?* (2015). (Washington, D.C.: National Education Association), [https://www.nea.org/assets/docs/18021-Closing\\_Achve\\_Gap\\_backgrndr\\_7-FINAL.pdf](https://www.nea.org/assets/docs/18021-Closing_Achve_Gap_backgrndr_7-FINAL.pdf).
- <sup>7</sup> Child Trends Databank. (2015). *Student Absenteeism*, <http://www.childtrends.org/?indicators=student-absenteeism>.
- <sup>8</sup> DuBois, D.L.; Portillo, N. and Rhodes, J.E. et al. (2011). "How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence," *Psychological Science in the Public Interest*, Vol. 12, Issue 2, pp. 57-91, <http://psi.sagepub.com/content/12/2/57.full?ijkey=4riKHQilVoQUH&keytype=ref&siteid=sppsi>.
- <sup>9</sup> Common Core State Standards Initiative (2016). "About the Standards," <http://www.corestandards.org/about-the-standards/>.
- <sup>10</sup> Change the Equation (2015). *Solving the Diversity Dilemma: Changing the Face of the STEM Workforce*, <http://changetheequation.org/solving-diversity-dilemma>.
- <sup>11</sup> The NYOI survey question reads, "I would like to have a science or computer job in the future." Respondents can select from these responses: strongly agree, agree, disagree, and strongly disagree. The strongly agree and agree responses were included in this analysis.
- <sup>12</sup> Alliance for Science & Technology Research in America (2016). *Telling our Story through Data: ASTRA's STEM on the Hill State STEM & Innovation Report Cards 2016*, <https://www.setcva.org/state-stem-report-cards>.
- <sup>13</sup> Lippman, L. H.; Ryberg, R.; Carney, R. and Moore, K. A. (2015). *Workforce Connections: Key "Soft Skills" that Foster Youth Workforce Success: Toward a Consensus across Fields*, (Washington, D.C.: Child Trends), <http://www.childtrends.org/wp-content/uploads/2015/06/2015-24AWFCSoftSkillsExecSum.pdf>.
- <sup>14</sup> Child Trends Databank. (2015). Volunteering, <http://www.childtrends.org/?indicators=volunteering>.
- <sup>15</sup> The Learn and Serve America National Service Learning Clearinghouse defined service learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities, <http://www.uncfsu.edu/civic-engagement/service-learning/definition-of-service-learning>.
- <sup>16</sup> Youth.gov. "Benefits of Service Learning," <http://youth.gov/youth-topics/service-learning/what-are-benefits-service-learning>.
- <sup>17</sup> Child Trends Databank. (2015). Volunteering. Raw data source: Bachman, J. G.; Johnston, L. D. and O'Malley, P. M. Monitoring the Future: A Continuing Study of American Youth (8th-, 10th- and 12th-Grade Surveys), 1976-2014, conducted by University of Michigan, Survey Research Center, <http://www.monitoringthefuture.org/>.
- <sup>18</sup> The sample size for regularly attending Club members in eighth grade was 6,279, for members in 10th grade was 2,426, and for members in 12th grade was 1,190.
- <sup>19</sup> P21: Partnership for 21st Century Learning. "Framework for 21st Century Learning," <http://www.p21.org/our-work/p21-framework>.
- <sup>20</sup> Ogden, C.L.; Carroll, M.D.; Kit, B.K. et al. (2014). "Prevalence of Childhood and Adult Obesity in the United States, 2011-12," *Journal of the American Medical Association*, Vol. 311, No. 8, 806-814, <http://jama.jamanetwork.com/article.aspx?articleid=1832542>.
- <sup>21</sup> Ogden, C.L.; Carroll, M.D.; Lawman, H.G.; Fryar, C.D. et al. (2016). "Trends in Obesity Prevalence Among Children and Adolescents in the United States, 1998-1994 through 2013-2014," *Journal of the American Medical Association*, Vol. 315, No. 21, 2292-2299, <http://jamanetwork.com/journals/jama/article-abstract/2526638>.
- <sup>22</sup> *Physical Activity Guidelines Advisory Committee Report, 2008* (Washington, D.C.: U.S. Department of Health and Human Services), <http://www.health.gov/paguidelines/Report/pdf/CommitteeReport.pdf>. "Expert Panel on Integrated Guidelines for Cardiovascular Health and Risk Reduction in Children and Adolescents: Summary Report," *Pediatrics*, Vol. 128, Supplement 5, S213-S256 (2011). "Expert Panel on Integrated Pediatric Guidelines for Cardiovascular Health and Risk Reduction," *Pediatrics*, Vol. 129, No. 4, e1111 (2012). Barlow, S.E. (2007). "Expert Committee Recommendations Regarding the Prevention, Assessment, and Treatment of Child and Adolescent Overweight and Obesity: Summary Report," *Pediatrics*, Vol. 120, Supplement 4, S164-S192.

- <sup>23</sup> Fakhouri, T.; Hughes, J.; Burt, V. et al. (2014). "Physical Activity in U.S. Youth Aged 12-15 Years, 2012," NCHS Data Brief, No. 141 (Hyattsville, Md.: National Center for Health Statistics), <http://www.cdc.gov/nchs/data/databriefs/db141.pdf>. Fakhouri, T.; Hughes J.; Brody D. et al. (2013). "Physical Activity and Screen-Time Viewing among Elementary School-Aged Children in the United States from 2009 to 2010," *JAMA Pediatrics*, Vol. 167, No. 3, 223-229. Sallis, J.F.; Prochaska, J.J. and Taylor, W.C. (2000). "A Review of Correlates of Physical Activity of Children and Adolescents," *Medicine & Science in Sports & Exercise*, Vol. 32, No. 5, 963-975. Anderson, S.E.; Economos, C.D. and Must, A. (2008). "Active Play and Screen Time in U.S. Children Aged 4 to 11 Years in Relation to Sociodemographic and Weight Status Characteristics: A Nationally Representative Cross-Sectional Analysis," *BMC Public Health*, Vol. 8, No. 366. Troiano, R.P.; Berrigan, D.; Dodd, K.W. et al. (2008). "Physical Activity in the United States Measured by Accelerometer," *Medicine & Science in Sports & Exercise*, Vol. 40, No. 1, 181-188. Chung, A.E.; Skinner, A.C.; Steiner, M.J. et al. (2012). "Physical Activity and BMI in a Nationally Representative Sample of Children and Adolescents," *Clinical Pediatrics*, Vol. 51, No. 2, 122-129.
- <sup>24</sup> Fakhouri, T.; Hughes, J.; Burt, V. et al. (2014). "Physical Activity in U.S. Youth Aged 12-15 Years, 2012."
- <sup>25</sup> Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Surveillance System (YRBS). 2015 national high school survey and data files, <http://www.cdc.gov/healthyyouth/yrbs/index.htm>.
- <sup>26</sup> CDC. *Trends in the Prevalence of Physical Activity and Sedentary Behaviors, National YRBS: 1991-2015* (Atlanta, Ga.: Centers for Disease Control and Prevention), [https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trends/2015\\_us\\_physical\\_trend\\_yrbs.pdf](https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trends/2015_us_physical_trend_yrbs.pdf).
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- <sup>29</sup> To make this comparison, we used data from the 2016 NYOI member survey and the CDC's 2015 YRBS. The NYOI sample size for ninth-grade girls was 1,554 and for 12th-grade girls was 524.
- <sup>30</sup> CDC YRBS 2015.
- <sup>31</sup> The NYOI sample sizes for Club members were: ninth graders 3,263; 10th graders 2,372; 11th graders 1,646; and 12th graders 1,149.
- <sup>32</sup> Durlak, J. and Weissberg, R. (2007). *The Impact of After-school Programs that Promote Personal and Social Skills* (Chicago, Ill.: Collaborative for Academic, Social, and Emotional Learning), <http://www.casel.org/library/2013/11/1/the-impact-of-after-school-programs-that-promote-personal-and-social-skills>. Hirsh, B.; Hedges, L.; Stawicki, J. and Mekinda, M. (2011). *After-School Programs for High School Students: An Evaluation of After School Matters*, Technical Report (Evanston, Ill.: Northwestern University School of Education and Social Policy), <http://www.sesp.northwestern.edu/docs/publications/19023555234df57ecd0d6c5.pdf>. Lowe Vandell, D.; Reisner, E. and Pierce, K. (October 2007). *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs* (Washington, D.C.: Policy Studies Associates, Inc.), <http://www.policystudies.com/studies/?id=32>. Arbreton, A.; Bradshaw, M.; Sheldon, J. and Pepper, S. (2009). *Making Every Day Count: Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens* (Philadelphia, Pa.: Public/Private Ventures). Kaltreider, D. L.; St. Pierre, T. et al. (1992). "Drug Prevention in a Community Setting: A Longitudinal Study of the Relative Effectiveness of a 3-Year Primary Prevention Program in Boys and Girls Clubs across the Nation." *American Journal of Community Psychology*, Vol. 20, No. 6, 673-706.
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- <sup>35</sup> Scuello, M. and Wilkens, D. (2015). *Evaluating Summer Brain Gain: 2015 Study Report*, report prepared for Boys & Girls Clubs of America (New York, N.Y.: Metis Associates).
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- <sup>37</sup> Cooper, H.; Nye, B.; Charlton, K. et al. (1996).
- <sup>38</sup> Beltyukova, S. A. and Fox, C. M. (May 2013). *Money Matters: Make It Count Evidence-Based Study*, final evaluation report to Boys & Girls Clubs of America (Toledo, Ohio: Inference LLC).
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**BOYS & GIRLS CLUBS  
OF AMERICA**

**National Headquarters**

1275 Peachtree Street NE  
Atlanta, GA 30309-3506  
Phone: (404) 487-5700  
e-mail (general inquiries): [info@BGCA.org](mailto:info@BGCA.org)  
[BGCA.org](http://BGCA.org)