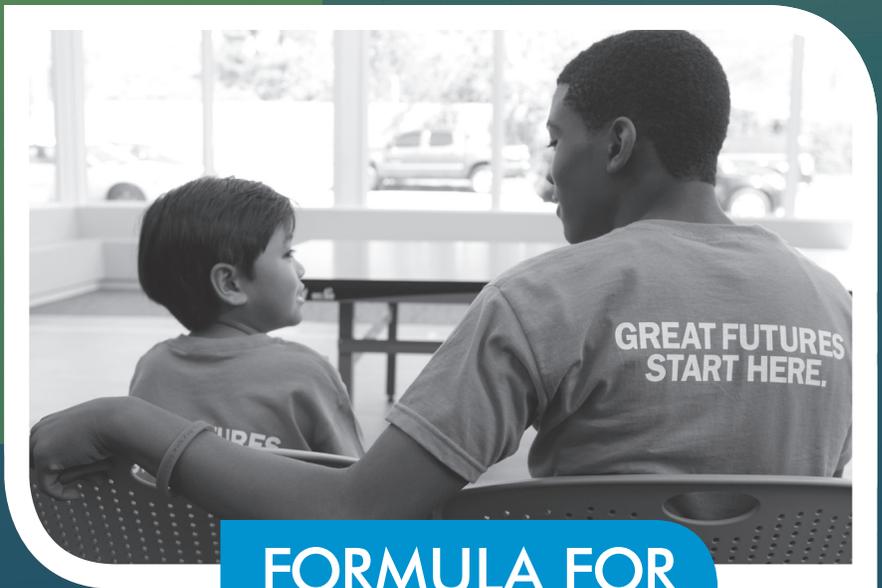
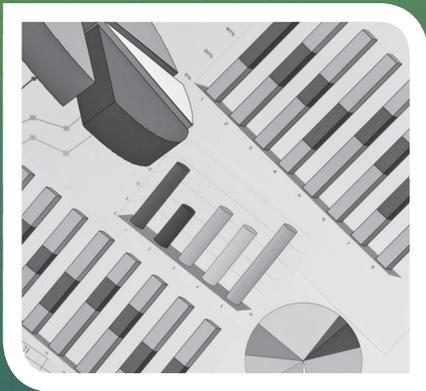




National Youth Outcomes Initiative

# From Indicators to Impact

## 2013 Outcomes Report



FORMULA FOR  
**IMPACT**



BOYS & GIRLS CLUBS  
OF AMERICA



### Important Guidelines for Photocopying

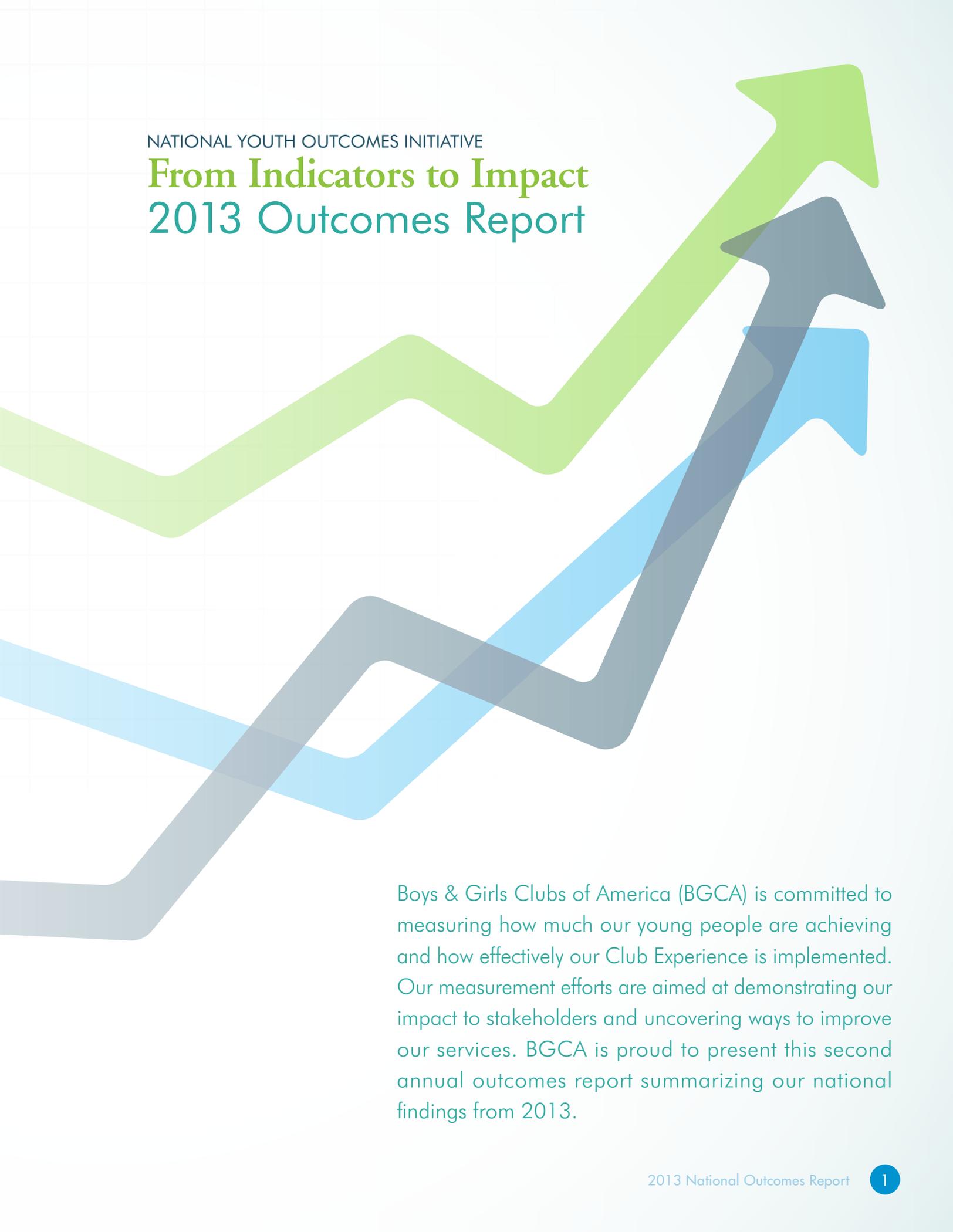
Limited permission is granted free of charge to duplicate all pages of this report that are required for use by Boys & Girls Club professionals. Under no circumstances is it permissible to sell or distribute on a commercial basis multiple copies of material reproduced from this publication.

### Copyright © 2014 Boys & Girls Clubs of America

All rights reserved. Printed in the United States of America. Except as expressly provided above, no part of this report may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission of the publisher.

### Boys & Girls Clubs of America

1275 Peachtree St. NE  
Atlanta, GA 30309-3506  
(404) 487-5700  
[www.bgca.org](http://www.bgca.org)



NATIONAL YOUTH OUTCOMES INITIATIVE

# From Indicators to Impact 2013 Outcomes Report

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 and uncovering ways to improve our services. BGCA is proud to present this second annual outcomes report summarizing our national findings from 2013.

# INTRODUCTION

In 2010, BGCA's Board of Governors convened a Commission on Impact, made up of Club leaders and other youth experts, to determine how to increase the positive impact of Boys & Girls Clubs on America's young people. Based on the commission's recommendations, youth development research and more than a century of Clubs' own experience, BGCA:

- refined its program focus to ensure that Club youth achieve outcomes in three priority areas: Academic Success, Good Character and Citizenship, and Healthy Lifestyles; and
- developed a research-informed theory of change, called Formula for Impact, to guide Boys & Girls Clubs in helping young people achieve these outcomes.

The commission also challenged BGCA to become a leader in outcomes measurement, building the capability of Club organizations to collect and use data to gauge their positive effect on their young members. BGCA responded to this challenge by launching the National Youth Outcomes Initiative (NYOI), a system built to measure the impact of Boys & Girls Clubs in a consistent manner using

a common set of research-informed indicators of our priority outcomes. NYOI's key tool for gathering outcomes data is the National Outcomes Survey, administered to Club members each spring. BGCA continues to provide resources and intensive training and technical assistance to enable local Club organizations to use NYOI effectively.

## **Collective Learning, Continuous Improvement**

As BGCA enters the fourth year of NYOI implementation with most Club organizations now on board with the initiative, our measurement efforts retain their laser focus on how well our Clubs implement the Formula for Impact and how much our young people are achieving as a result. Professionals at both the local and national levels are in a continuous, collective learning mode, using the data to inform planning and operational decisions and to make improvements to programs and services.

BGCA is also continuously enhancing and improving the NYOI data collection and reporting

## **MORE ABOUT BOYS & GIRLS CLUBS OF AMERICA**

For more than 150 years, Boys & Girls Clubs have served young people most in need, helping them develop the skills and abilities to become caring, responsible and productive citizens. More than 4,000 Clubs are located in public housing and public schools, on Native lands, in rural areas and inner cities – wherever kids need us most. Each year, nearly 4 million young people enter the doors of a Boys & Girls Club or a BGCA-affiliated Youth Center on a U.S. military installation. Clubs serve an ethnically diverse population of boys and girls ages 6 to 18. Some 64 percent of Club youth are eligible for free- or reduced-price school lunches, an important indicator of low-income status.

tools and processes. BGCA has made strategic changes and additions to the National Outcomes Survey, for example, to deepen our understanding of how Club members are faring in critical areas such as safety, school engagement, concern for community and others, physical well-being and avoidance of high-risk behaviors.

Now that BGCA is nearly at scale with NYOI within its national federation of Club organizations, we will begin to explore the possibilities of tracking trend data for a matched cohort of Club youth over multiple years. BGCA is also using NYOI data to learn from Clubs, so that the practices employed by the strongest Clubs can be disseminated throughout the Movement. Progress on these efforts will be detailed in future reports.

BGCA complements its holistic, ongoing focus on the overall Club Experience with formal, third-party evaluation of some of our programs to identify the essential components of high-quality implementation and ensure that program design and content effectively achieve desired outcomes in those targeted programs.

This report highlights important findings from the 2013 National Outcomes Survey. Additionally, it presents findings from evaluations of three national programs conducted or completed in 2013.

## MORE ABOUT BGCA'S NATIONAL YOUTH OUTCOMES INITIATIVE

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

NYOI's other primary source of data is the National Outcomes Survey, designed to measure indicators of youth achievement in Academic Success, Good Character and Citizenship, and Healthy Lifestyles. In some cases, 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. The survey also asks young people about their perceptions of the Club. Their responses allow us to assess how effectively Clubs are implementing the Formula for Impact and delivering an experience that supports 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.

BGCA field-tested NYOI and the National Outcomes Survey in 2011 with just 39 Club organizations. By the end of 2012, more than 350 of 1,100 Club organizations were participating in NYOI; nearly 43,000 Club members completed the survey in 775 Club sites in that year. By the end of 2013, 877 Club organizations were participating in NYOI. Participation in the Club member survey nearly doubled from 2012: more than 80,000 Club members completed the survey at 1,366 Club sites in 2013.



# The Outcome-Driven Club Experience: THE KEY TO HIGH-IMPACT YOUTH DEVELOPMENT

Our Great Futures 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.

## GREAT FUTURES START HERE FORMULA FOR IMPACT

**YOUNG PEOPLE  
WHO NEED US MOST**



**OUTCOME-DRIVEN  
CLUB EXPERIENCE**



**PRIORITY OUTCOMES**



**FIVE KEY ELEMENTS  
FOR POSITIVE YOUTH DEVELOPMENT**

•  
**HIGH-YIELD  
ACTIVITIES**

•  
**TARGETED  
PROGRAMS**

•  
**REGULAR  
ATTENDANCE**



Graduate from high school ready for college, trade school, military or employment



Be an engaged citizen involved in the community, register to vote and model strong character



Adopt a healthy diet, practice healthy lifestyle choices and make a lifelong commitment to fitness

The true work of Boys & Girls Clubs – the heart of what they do – lies fittingly at the center of our Formula for Impact. To create the optimal Outcome-Driven Club Experience, Clubs provide high-yield activities and targeted programs, actively encourage young people to attend more frequently, and employ Five Key Elements for Positive Youth Development.

The latter component emerged as critically important in a 2004-05 research effort conducted by the Search Institute and BGCA to identify quality strategies and practices that Clubs use to promote the positive, healthy development of youth. The findings showed that Clubs have the potential to increase their impact on young people when they make concerted efforts to *implement five key elements in their operations*.<sup>1</sup>

These Five Key Elements for Positive Youth Development are:

- A Safe, Positive Environment
- Fun
- Supportive Relationships
- Opportunities and Expectations
- Recognition

Subsequent research conducted for BGCA highlighted the importance of regular attendance for achieving impact. A 30-month study published in 2009 found that youth were more likely to demonstrate greater positive outcomes related to Academic Success, Good Character and Citizenship, and Healthy Lifestyles when they attended the Club at least 52 times per year. The positive effects were even greater when they attended 104 times per year.<sup>2</sup>

Now, through the data being collected in NYOI, we have new insights on just how much of a positive difference these components of a high-quality Club Experience may make for young people.



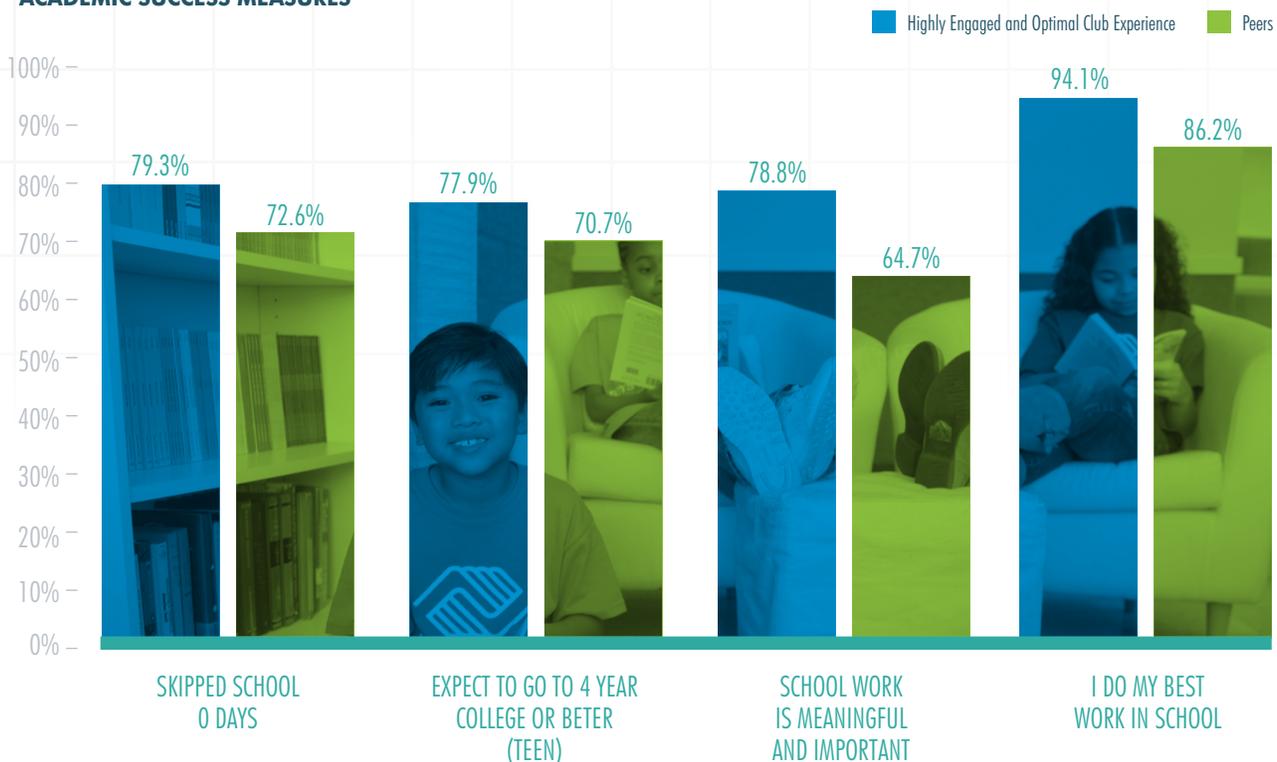
NYOI measures regular attendance by collecting member attendance data from Clubs on a weekly basis. Once a Club has submitted sufficient member attendance data (at least six months' worth), the NYOI system calculates a Frequency of Attendance score for each member. Members who are scored as "Highly Engaged" are those who attend the Club, on average, two or more times per week. ("Engaged" members attend, on average, at least once a week, but less than twice a week; "Occasional Attenders" attend, on average, less than once a week.)

In addition to asking questions focused on our priority outcomes, the National Outcomes Survey asks Club youth about their perceptions of the Club using questions related to the Five Key Elements of Positive Youth Development. Responses to these questions

are scored to identify how many members are having an optimal experience at their Club and how many are not.

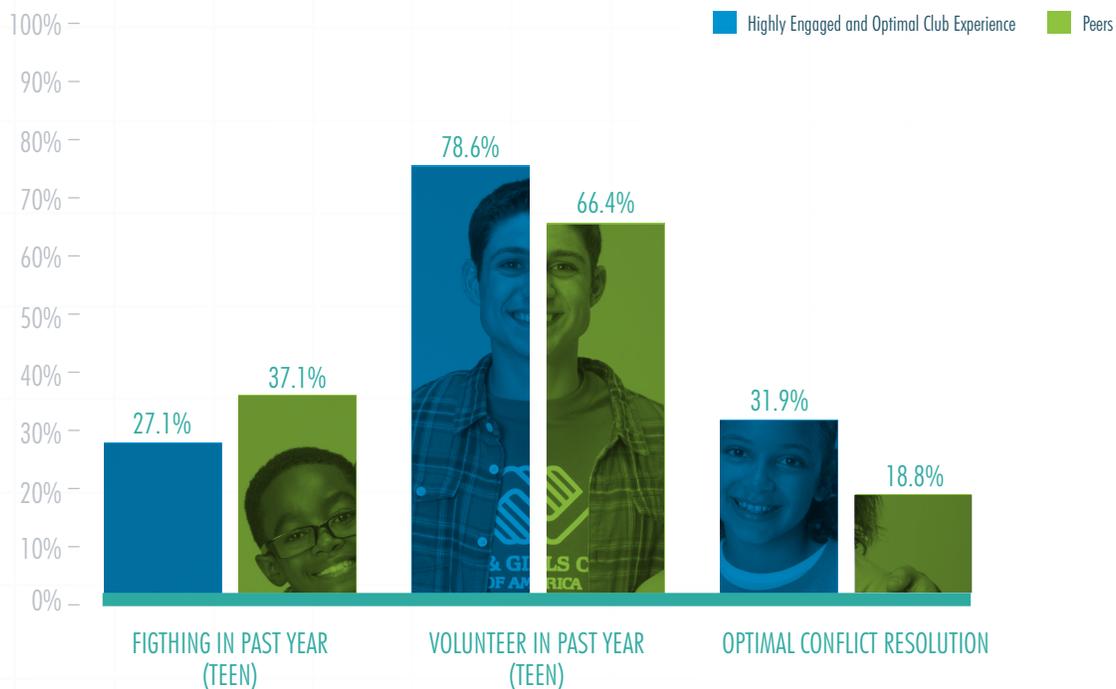
When we look at the subgroup of members who are both highly engaged in the Club and report having an overall optimal Club Experience, and we compare them to their Club peers who do not meet these criteria, the data supports what both common sense and research have told us for some time. Across all indicators and outcome areas, members who are highly engaged and having an optimal Club Experience achieve better outcomes than their peers. (See examples in the following graphs. 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 in each graph.)

**ACADEMIC SUCCESS MEASURES**



Club members who are highly engaged and having an optimal Club Experience skip fewer days of school, feel more connected to school and have greater postsecondary aspirations. Notably, in terms of believing school work is meaningful and important (an indicator of strong school engagement), there is a 14-point difference between the percentage of members who report being highly engaged and having an optimal Club Experience (79 percent) and the percentage of members (65 percent) who do not.

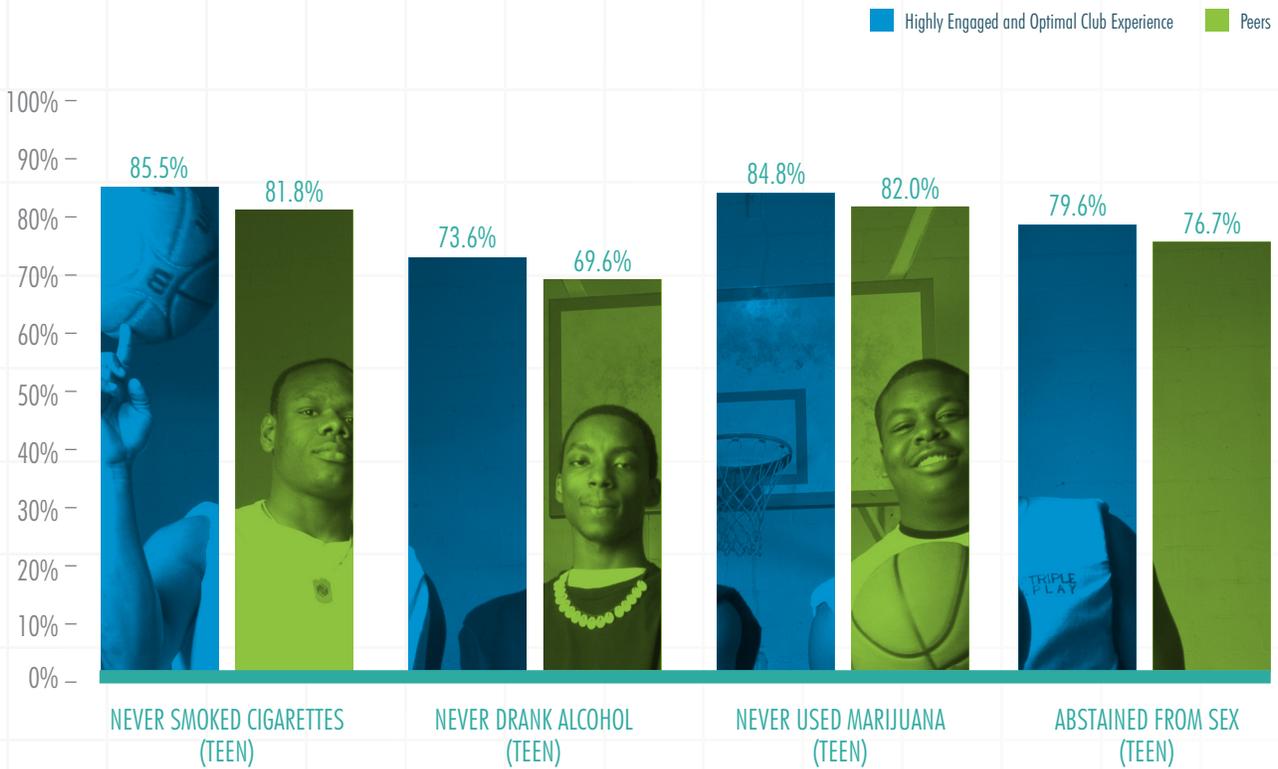
**GOOD CHARACTER AND CITIZENSHIP MEASURES**



Club members who are highly engaged and having an optimal Club Experience volunteer more and get involved in fewer fights. When it comes to feeling that they have the skills they need for resolving conflicts, there is 13-point difference between the percentage of members who report being highly engaged and having an optimal Club Experience (32 percent) and the percentage of members (19 percent) who do not.

“ Members who attend more often and say their Club Experience is great skip fewer days of school and feel more connected to school. ”

HEALTHY LIFESTYLES MEASURES



Generally, high school-age Club members report higher levels of abstinence from high-risk behaviors than do their non-Club counterparts nationally. (See the Health-Risk Behaviors section of this report for more details.) But among our population of Club members in grades nine to 12, members who report being highly engaged and having an optimal Club Experience smoke cigarettes, drink alcohol, use marijuana and engage in sexual activity at lower rates than other members.

BGCA continues to provide support and resources to enable all Boys & Girls Clubs to create the optimal Club Experience for the young people they serve. Our 2014 strategies include publishing Club-tested promising practices for increasing regular attendance

and enhancing the Club Experience, and developing training on implementation of these strategies for Club middle managers and program staff who work directly with youth every day.



“ Club members who attend more often and say their Club Experience is great volunteer more often and get involved in fewer fights. ”

# YOUTH OUTCOME HIGHLIGHTS IN BGCA'S PRIORITY AREAS



## Globally Competitive Graduates

Despite recent encouraging gains in national graduation rates, every school day in America, some 5,500 young people give up on school. One in four young people will fail to graduate with his or her class this year. And while graduation rates for white and Asian youth hover around 80 percent, the rates for black, Latino and Native American youth lag considerably and persistently behind.<sup>3</sup> In 2012, among youth ages 16 to 19, about one in 12 was neither in school nor working, a proportion that has changed little over more than two decades.<sup>4</sup>

BGCA believes that this is a tragedy, both for the young people who will be unlikely to find stable employment as adults, and for our nation, as the health of our economy and our communities increasingly depends on a well-educated, tech-savvy workforce. Over the course of his or her lifetime, a high school dropout will earn significantly less than a high school graduate and will contribute less in taxes. High school dropouts are more likely to be unemployed, more likely to be arrested or incarcerated, and use public assistance subsidies and the public health system at much higher rates than high school graduates.<sup>5</sup>

Boys & Girls Clubs provide young people with support and guidance from caring adult mentors who can help them overcome obstacles to graduation. Clubs offer homework help, tutoring and academic enrichment activities. Programs in this outcome area are designed to emphasize the importance of academics and support youth success. Boys & Girls Clubs want to help all members, across the range of ages they serve, stay in school and do well academically.

For these reasons, in 2013, BGCA developed a new NYOI indicator to help us better understand the extent to which Club members are on track to achieve on-time high school graduation. It is calculated using data from existing research-based indicators already collected through NYOI: skipping school, schoolwork grades, expectations of academic success and grade retention.

Research shows that chronic absenteeism negatively impacts student achievement in all grades. Students who perform poorly in their courses are at much higher risk for not graduating. Chronic absenteeism and course failures are particularly strong predictors of eventual dropout. A young person's expectations

### NEW INDICATOR: ON TRACK FOR HIGH SCHOOL GRADUATION .....



CLUB MEMBERS IN 5<sup>TH</sup> THROUGH 12<sup>TH</sup> GRADE ON TRACK TO GRADUATE FROM HIGH SCHOOL ON TIME

78%



of future educational attainment may predict actual attainment and may have a reciprocal relationship with actual academic achievement during the middle and high school years. Retention at any time in a student's school life places him or her at risk of not graduating, with retention in the middle grades found to be particularly problematic.<sup>6</sup>

BGCA calculates its on-track indicator for Club members in fifth through 12th grades. Members are considered off track to graduate on time if any one of the following is true:

- They reported skipping two days or more in the month prior to the survey (equivalent to 10 percent of school days in an academic year).
- They reported that their grades were mostly Ds or Fs.
- They reported that they did not expect to graduate from high school.
- They were two or more years behind grade level in school.

Club members are considered to be on track, but with some risk, if they reported earning mostly Cs in school, or if they reported skipping one day in the month prior to taking the survey.

So, what does BGCA's on-track indicator show? For the 50,849 Club members in fifth through 12th grades

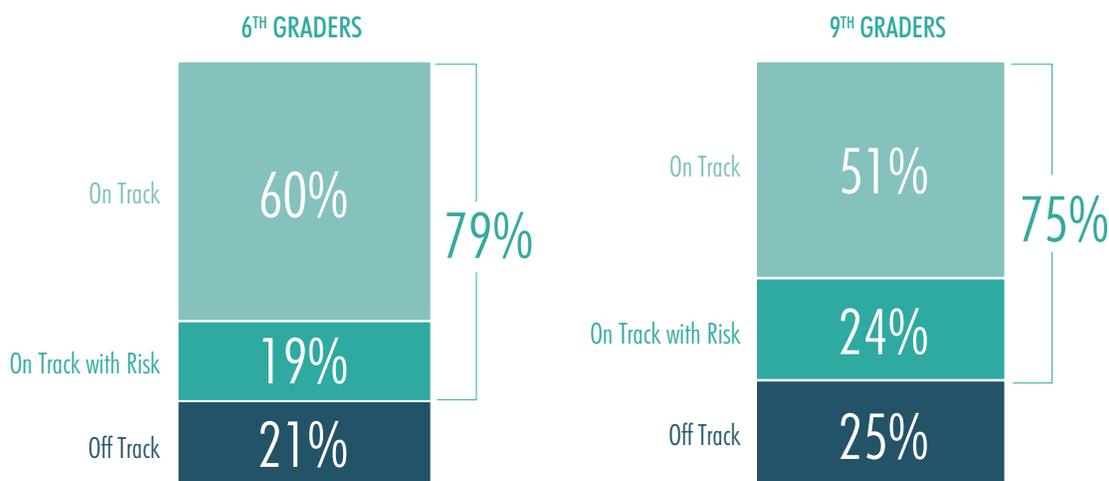
represented in the 2013 NYOI data, the on-track indicator reveals that overall, 78 percent are on track for high school graduation. Of these, about 20 percent are on track but with some risk.

Research shows, however, that young people's sixth grade and ninth grade years are critical transition times in their educational trajectories. It is during the middle school years that the process of school disengagement, marked by poor attendance, course failure or behavior problems, intensifies for many youth.<sup>7</sup>

Thus, BGCA is using its on-track indicator to focus attention particularly on how Club members in sixth and ninth grades are doing. We find that between sixth and ninth grades, there is a significant difference in the percentage of Club members who are on track to graduate, reflecting the trend seen in national research. Among sixth-grade Club members, nearly 80 percent are on track; of those, about 19 percent are on track but with some risk. Among ninth-grade Club members, 75 percent are on track; of those, 24 percent are on track but with some risk.

To reverse this trend, BGCA is working with Boys & Girls Clubs to implement a ninth-grade transition program, BE READY, and identify BE GREAT: Graduate cohorts the summer before students enter high school (a cohort

**ON TRACK FOR HIGH SCHOOL GRADUATION, 6<sup>TH</sup> AND 9<sup>TH</sup> GRADE CLUB MEMBERS**



is a group of people in which all group members have something in common, such as age or grade in school, and who are studied at one point in time or tracked over a period of time). BE READY program activities range from transition workshops for teens and parents at the most basic level, to a summer program for rising ninth graders at the intermediate level, to an intensive year-round program that tracks teens from eighth grade through their second semester of ninth grade in partnership with schools. Additionally, the ninth-grade cohort will be provided with ongoing one-on-one mentoring and monitoring of course grades, course placement and school attendance.

Despite the difference in Club sixth and ninth graders' on-track rates, the on-track indicator suggests that

Club members are more likely to graduate than might be expected. While the national graduation rate is 74.7 percent, several demographic segments of the youth population have far lower graduation rates (see table below).<sup>8</sup> Based on those rates and the demographic composition of Boys & Girls Clubs' nationwide membership, which is predominantly made up of youth from minority groups, without factoring in the potential positive impact of Clubs, it might be reasonable to expect a graduation rate of 70.4 percent for our Club youth. Yet, according to the BGCA on-track indicator, 75 percent of ninth-grade Club members surveyed in 2013 were on track to graduate.

RACIAL/ETHNIC GROUPS	NATIONAL GRADUATION RATES <i>(EPE Research Center, Diplomas Count 2013)</i>	CLUB MEMBER DEMOGRAPHICS <i>(2012 Club Organization Annual Report Data)</i>
Asian	81.1%	3%
White	79.6%	31%
Latino	68.1%	23%
Black	61.7%	29%
American Indian	51.1%	3%
Other <sup>9</sup>	N/A	11%

If 75 percent of Clubs' 2013 ninth graders graduate from high school, as the on-track indicator suggests, instead of the 70.4 percent that might be expected based on national graduation rates, there would be 4,103 more high school graduates in 2016 alone. Research suggests that these additional high school graduates would be more likely to maintain higher-paying jobs. This could add more than \$857 million to the economy over the course of their lifetimes.<sup>10</sup>

Furthermore, the Club members who are on track to graduate (including those who are on track with some risk) tend to have high expectations for their future educational attainment. For example, more than 93 percent of on-track sixth graders answered "college" when asked, "How far in school do you think you will get?" Among on-track ninth graders, 91 percent answered "1-2 years of college" or higher when asked the same question; nearly 78 percent of them indicated "4-year college degree" or higher.



## A Safer, Civil America

Helping young people develop a moral compass and the strong character to make positive life choices, as well as empowering youth with opportunities to effect positive change in their communities, have long been bedrock principles of Boys & Girls Clubs. As expressed in our mission statement, we are committed to developing our country's next generation of productive, caring, responsible citizens.

In 2013, BGCA added new indicators to the National Outcomes Survey to strengthen our outcome measurement efforts in the Good Character and Citizenship area. BGCA developed a civic responsibility survey module that Clubs had the option

to add onto their base surveys if they so desired. This module, for Club youth ages 9 to 12 and Club teens ages 13 to 18, consists of two multiple-question scales: one on caring for others and another on caring for community. Among the some 39,000 Club members who took this survey module, 86 percent agreed with the statement, "When I make a decision, I try to think about how other people will be affected," and 85 percent agreed with the statement, "I believe that I can make a difference in my community." These findings suggest that Club members' attitudes reflect good character and citizenship, but what do we know about their behaviors related to this area?

### CLUB 8<sup>TH</sup> GRADERS ARE MORE LIKELY TO VOLUNTEER AT LEAST ONCE PER MONTH



In the 2013 National Outcome Survey, 69 percent of Club teen members indicated that they volunteer at least once per year, while 46 percent said they volunteer at least once per month. This is good news, because according to research compiled by Child Trends, volunteering in adolescence is associated with positive outcomes during the teen years and

in adulthood. Teens who volunteer are less likely to become pregnant or to use drugs, and are more likely to have positive academic, psychological and occupational well-being. Adolescents who are involved in community service or who volunteer in political activities are more likely as adults to have a strong work ethic, to volunteer and to vote.

Volunteering is also associated with the development of greater respect for others, leadership skills and an understanding of citizenship that can carry over into adulthood.<sup>11</sup>

When compared to eighth graders nationally, Club eighth graders are 49 percent more likely than their non-Club peers to volunteer at least once a month. Child Trends analyzed volunteering data from the University of Michigan's ongoing, national Monitoring the Future (MTF) survey of eighth, 10th and 12th graders.<sup>12</sup>

The Child Trends analysis and the MTF survey question on which it is based lend themselves to comparison with findings from BGCA's National Outcome Survey.<sup>13</sup>

When we look at the 6,320 Club eighth graders who took BGCA's survey in 2013, we find that 42.7 percent of them indicated that they volunteer at least once a month. In contrast, Child Trends' analysis of the 2011 MTF data showed that just 28.7 percent of eighth graders nationally participated in volunteer activities at least once a month.

**CLUB 10<sup>TH</sup> AND 12<sup>TH</sup> GRADERS ARE MORE LIKELY TO VOLUNTEER AT LEAST ONCE PER MONTH**



A similar pattern emerges when comparing monthly volunteering rates of Club and MTF 10<sup>th</sup> and 12<sup>th</sup> graders. Among 10<sup>th</sup> graders, 51.4 percent Club members vs. 31.2 percent of MTF youth reported volunteering once a month or more. Among 12<sup>th</sup> graders, 63.5 percent of Club members vs. 34.9 percent of MTF youth reported volunteering once a month or more. It should be noted, however, that the samples of Club 10<sup>th</sup> graders (2,467 respondents) and Club 12<sup>th</sup> graders (1,268 respondents) were much smaller than the sample of Club eighth graders in BGCA's 2013 survey.

BGCA continues to encourage Clubs to implement small-group leadership development clubs for younger and older adolescents and provide community service

and more intensive service-learning opportunities for members of all ages through the year-round Million Members, Million Hours of Service campaign. BGCA has developed a service-learning framework to assist Clubs with implementing these types of projects. In fall 2014, BGCA plans to field test this model in 10 Boys & Girls Clubs. Through the Youth of the Month/Year program, BGCA and Clubs also recognize teen influencers who contribute to their Clubs, communities and families; succeed academically; display strong moral character; and demonstrate poise and public speaking ability.



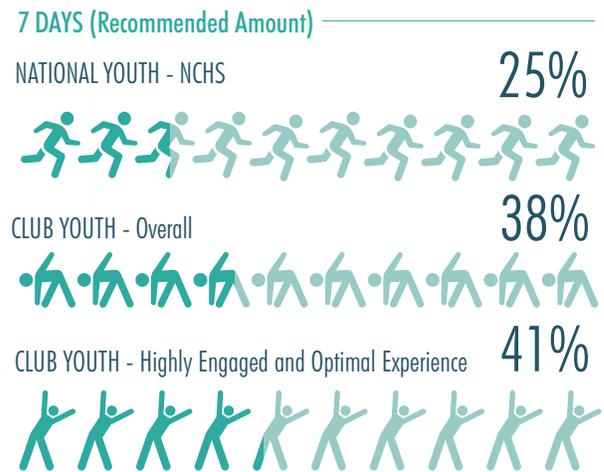
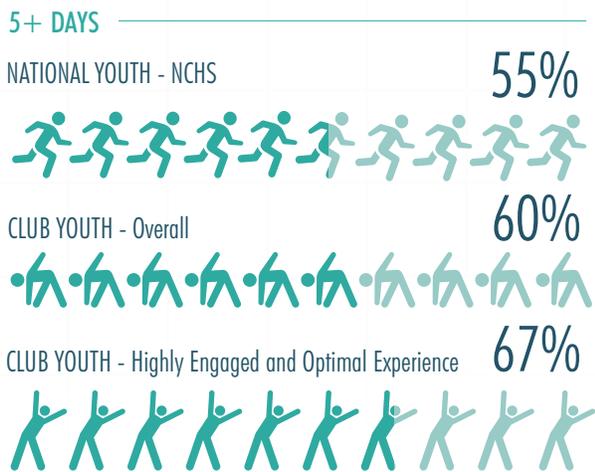
## A Healthy Generation

Nearly one-third of all young people in the United States are either overweight or obese.<sup>14</sup> The 2008 Physical Activity Guidelines for Americans, which have been adopted by First Lady Michelle Obama’s Let’s Move! initiative and the American Academy of Pediatrics, recommend that youth participate in moderate to vigorous physical activity for at least 60 minutes per day.<sup>15</sup> A recent data brief released by the National Center for Health Statistics (NCHS),

suggests that only about one-quarter of youth in the United States ages 12 to 15 are meeting that recommendation.<sup>16</sup>

With young people increasingly losing opportunities for physical activity in their schools<sup>17</sup>, Boys & Girls Clubs play an important role in providing a safe space to exercise, compete in team sports and play with friends by providing fun, creative ways for youth of all skill and fitness levels to get moving.

### ADOLESCENT ENGAGEMENT IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY: NATIONAL YOUTH VS. CLUB YOUTH



When we look at a cohort of Club members ages 12 to 15 from the 2013 National Outcomes Survey, we see that they report engaging in physical activity at much higher rates than the youth in the NCHS data. Furthermore, the Club members in this age group who are highly engaged and having an optimal Club Experience report getting the recommended amount of physical activity at much higher rates than other Club members and the non-Club youth represented in the NCHS data.<sup>18</sup>

In 2014, BGCA is focused on helping Clubs increase members’ regular physical activity, nutrition knowledge and consumption of vegetables and fruits. BGCA aims to expand Club members’ access to healthier snacks and meals, and assist Clubs in adopting national healthy eating and physical activity standards. To support these efforts, BGCA is collaborating with the Alliance for a Healthier Generation and the Partnership for a Healthier America.

# HEALTH-RISK BEHAVIORS: How Club Teens Compare to Teens Nationally

The Youth Risk Behavior Surveillance Survey (YRBS) is a national survey created and administered by the Centers for Disease Control and Prevention (CDC). The YRBS monitors priority health-risk behaviors among youth and young adults. The survey is administered every two years to students in ninth through 12th grades in high school classrooms.<sup>19</sup> In the National Outcomes Survey, BGCA uses some questions from the YRBS in order to compare Club members' survey results with national YRBS results. At the time of this report, the 2011 YRBS data was the most current information available from the CDC.

For the past two years (2012 and 2013), Club members in ninth through 12th grades have consistently scored better than the 2011 national average on a number of health-risk behavior measures, including abstention from alcohol, marijuana and cigarette use. In its analysis of the 2013 data, BGCA looked at the comparisons by grade level, and the findings provide a fresh insight. 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 non-Club counterparts at the same ages.

To illustrate, the chart below compares Club respondents in the 2013 National Outcomes Survey to respondents in the CDC's 2011 national YRBS by grade level for the measure, abstention from drinking alcohol in the 30 days prior to taking the survey.<sup>20</sup> The chart shows that although abstention from drinking alcohol trends downward with each successive grade for both groups, the abstention rate goes down more for the YRBS respondents. Club member abstention rates remain higher than those of teens nationally with each successive year, creating a larger gap in abstention rates between Club members and YRBS youth in the higher grades.

**ABSTENTION FROM DRINKING ALCOHOL (LAST 30 DAYS) BY GRADE**



86.2 percent of Club ninth graders reported abstaining from drinking alcohol, compared with 70.2 percent of YRBS ninth graders, a difference of 16 percentage points. By contrast, 80 percent of Club 12th graders reported abstaining from alcohol, compared with 51.6 percent of YRBS 12th graders, a difference of more than 28 percentage points.

### ABSTENTION FROM CIGARETTE USE (LAST 30 DAYS) BY GRADE



93.2 percent of Club ninth graders reported abstaining from cigarette use, compared with 87 percent of YRBS ninth graders, a difference of more than six percentage points. By contrast, 91.5 percent of Club 12th graders reported abstaining from cigarette use, compared with 74.9 percent of YRBS 12th graders, a difference of nearly 17 percentage points.

### ABSTENTION FROM MARIJUANA USE (LAST 30 DAYS) BY GRADE



87.8 percent of Club ninth graders reported abstaining from marijuana use, compared with 82 percent of YRBS ninth graders, a difference of nearly six percentage points. By contrast, 85.6 percent of Club 12th graders reported abstaining from marijuana use, compared with 72 percent of YRBS 12th graders, a difference of nearly 14 percentage points.

This pattern of widening gaps in abstinence rates as Club and non-Club youth progress through high school is observed for almost all health-risk behavior indicators included in BGCA's National Outcomes Survey and the CDC's YRBS survey. Other research has found that participation in quality after-school programming leads to reduced engagement in risk behaviors, among other positive outcomes.<sup>21</sup> This new NYOI data suggests that members who stay involved

with their Clubs through their teen years are reaping some of those benefits.

One of BGCA's priorities is to grow our teen membership by more than 120,000 by 2018. To achieve this, BGCA will help Clubs develop strategic plans to increase teen recruitment and retention and provide updated marketing materials and new program options.

# Results from Evaluations of Three BGCA NATIONAL PROGRAMS

BGCA complements its outcome measurement efforts with formal, third-party evaluation of programs to identify the essential components of high-quality implementation and ensure that program design and content achieve desired outcomes. In 2012 and 2013, three of BGCA's national programs were studied:

- **Summer Brain Gain**, which promotes and sustains learning in Club youth of all ages during the summer months;
- **Diplomas to Degrees**, which helps Club youth ages 13 to 18 to prepare for postsecondary education; and
- **Money Matters: Make It Count**, which builds the personal financial management skills of Club members ages 13 to 18.



## SUMMER BRAIN GAIN

Metis Associates is conducting a multi-year evaluation of BGCA's Summer Brain Gain initiative.

During 2013, Metis' activities combined formative evaluation of the first year of program implementation with measurement of youth outcomes related to math and reading skills, 21st century skills and college and career awareness. Metis selected a stratified sample of 23 Clubs to best reflect the total population of implementing sites. With all of the evaluation sites, Metis used reading and math pre-tests and post-tests, pre- and post-program participant surveys, daily and weekly instructor implementation logs, and a staff survey to collect quantitative data. Six of the Clubs were selected for additional qualitative case study work. With these sites, Metis also interviewed site coordinators, conducted focus groups with program instructors and members, and observed the program.

## Key Findings:

- On average, participants showed no significant change in reading or math scores. Maintaining existing reading and math skill levels is actually an encouraging finding, 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 also lose more than two months in reading achievement.<sup>22</sup>
- Middle-school youth showed positive changes in 21st century skills and other areas, including executive functioning skills, socio-emotional development, citizenship, engagement in reading, and interest in science.
- High school participants did not demonstrate gains in college or career awareness.
- Youth participants rated the program modules positively. Several of the 18 modules were rated excellent/good by more than 80 percent of members.
- Most of the program's weekly units received favorable reviews from instructors, with the middle school curriculum receiving the highest marks. Club staff said the program was well aligned with state learning standards.
- The evaluation identified several opportunities to improve the program or the way in which it is implemented. Some program staff felt that there were too many modules to complete or that the modules took too much preparation time. Staff also indicated they needed more program implementation training.

BGCA used the initial program design and implementation findings from the evaluation to make improvements for the summer 2014 implementation of the program. These included streamlining and revamping some of the curriculum materials and making them available to Clubs much earlier; providing new resources for program planning, resource development and marketing; and enhancing training for Club staff.



### **DIPLOMAS TO DEGREES**

Branch Associates, Inc. (BAI) conducted a mixed-method evaluation of Diplomas to Degrees, introduced to Clubs in 2010, to assess initial outcomes and promising practices and identify how the program could be improved. BAI completed a review of the professional literature on similar college preparation programs. BAI analyzed 2012 and 2013 participant pre- and post-survey data collected from 20 Clubs, matching pre- and post-surveys for 96 participants. BAI also conducted visits to five Clubs to assess program model fidelity and collect qualitative data through interviews with program staff and volunteers, focus groups with youth participants and parents, and program observation. Because of the limitations of the evaluation design (no control or comparison group) and the small amount of quantitative data, outcome findings cannot be directly attributed to the program, but some positive changes among participants were observed from pre- test to post-test.

### **Key Findings:**

- Participants were more likely to know where to get information on college planning.
- Participants were more likely to have gotten college planning information.
- Participants showed a better understanding of the availability of financial aid.
- Participants were more likely to agree that one could get a good job with a technical or two-year postsecondary degree.

BAI made recommendations for improving participant data collection tools and procedures, enhancing implementation fidelity of the more intensive tiers of the program model, more actively engaging participants' parents and school personnel to facilitate college planning and monitor academic progress, adapting program materials for summer implementation, and conducting more research on the program. BGCA hopes to conduct additional formative and summative evaluations of the program in the future.



### **MONEY MATTERS: MAKE IT COUNT**

Inference LLC designed this study to yield a strong link between implementation of Money Matters and achievement of its targeted outcomes in Club youth. The evaluation, conducted from December 2011 through January 2013, included random sampling; multiple bases for comparison (a control group, two naturalistic groups and an experimental group);

development of participant baseline and exit surveys to effectively measure the program's targeted knowledge, attitude and behavior outcomes; participant attendance tracking; assessment of implementation fidelity; and qualitative data collection through site visits for interviews with youth participants and staff and program observation. The sample consisted of 1,609 teens from 104 Clubs.

### Key Findings:

- Participants increased their knowledge of saving, investing, credit and debt by 20 percent or more. These were the areas of largest impact, regardless of participant grade level, possible previous exposure to program content or whether the participants had spending money.
- The study noted a moderate improvement of 14 percent on average in knowledge for all measured content areas.
- Analysis by grade level revealed that the program was particularly effective for increasing the financial knowledge of middle school students, ninth and 10th graders, and first-time participants.
- Participants with spending money showed significant behavior improvement: 79 percent (an increase of 11 percent) said they started saving money upon completing the program; 43 percent (an increase of eight percent) said they were sticking to a budget plan.



“79% of teens with spending money said they started saving money upon completing the program.”

“ Club members who are highly engaged and have an optimal Club Experience achieve better outcomes than their peers. ”



# CONCLUSION

BGCA is pleased to present our second annual outcomes report, *From Indicators to Impact*, to our Boys & Girls Club affiliates and our many valued partners and supporters. The 2013 report presents many promising, positive findings that help us advance our measurement goals on the local and national levels:

- To demonstrate our collective impact on young people; and
- To use what we are learning to continue improving our services, thus increasing and deepening our impact on youth.

As mentioned in the Introduction, BGCA is nearly at scale with NYOI within its national federation of Club organizations. In our fourth year of NYOI implementation, our focus shifts to building the capacity of our Club organizations to *use their data* for organizational and program performance management and more effective reporting to funding sources and other stakeholders.

Once administration of the 2014 National Outcomes Survey is complete, BGCA will have three years' worth of youth outcomes data, providing the opportunity for us to begin analyzing trends for a matched cohort of Club youth over multiple years and mining the data to uncover the practices used by high-performing Clubs.

Both BGCA and our Boys & Girls Club affiliates will be able to use this powerful measurement data to inform our longer-term organizational goal setting and strategic planning so that we may continue to grow and more effectively fulfill our mission:



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

## ENDNOTES

<sup>1</sup>Mannes, M.; Lewis, S. and Streit, K. *Deepening Impact through Quality Youth Development Strategies and Practices*, report prepared for Boys & Girls Clubs of America (Minneapolis, Minn.: Search Institute, April 2005).

<sup>2</sup>Arbreton, A.; Bradshaw, M.; Sheldon, J. and Pepper, S. *Making Every Day Count: Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens* (Philadelphia, Pa.: Public/Private Ventures, 2009).

<sup>3</sup>Editorial Projects in Education (EPE) Research Center, "Diplomas Count 2013: Second Chances: Turning Dropouts into Graduates," *Education Week*, Vol. 1 32, No. 34 (June 6, 2013), [www.edweek.org/go/dc13](http://www.edweek.org/go/dc13).

<sup>4</sup>"Youth Neither Enrolled in School Nor Working," *Indicators on Children and Youth* (Bethesda, Md.: Child Trends Data Bank, March 2013), <http://www.childtrends.org/?indicators=youth-neither-enrolled-in-school-nor-working>.

<sup>5</sup>Levin, H.; Belfield, C.; Muenning, P. and Rouse, C. *The Costs and Benefits of an Excellent Education for All of America's Children* (New York, N.Y.: Teachers College, Columbia University, October 2006).

<sup>6</sup>Balfanz, R. and Byrnes, V. *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data* (Baltimore, Md.: Johns Hopkins University Center for Social Organization of Schools, 2012). Balfanz, R. *Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief* (Westerville, Ohio: National Middle School Association [now known as Association for Middle Level Education], June 2009), <http://www.amle.org/Research/ResearchfromtheField/tabid/1642/Default.aspx>. Balfanz, R.; Herzog, L. and Mac Iver, D. "Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions," *Educational Psychologist*, Vol. 42, Issue 4, 223-235 (2007), citing Alexander, K.; Entwisle, D. and Kabbani, N. "The Dropout Process in Life Course Perspective: Early Risk Factors at Home and School," *Teachers College Record*, Issue 103, 760-822 (2001). Ou, S. and Reynolds, A. J. "Predictors of Educational Attainment in the Chicago Longitudinal Study," *School Psychology Quarterly*, Vol. 23, Issue 2, 199-229 (2008). Bui, K. "Educational Expectations and Academic Achievement among Middle and High School Students," *Education*, Vol. 127, Issue 3, 328-331 (2007).

<sup>7</sup>Balfanz, R.; Herzog, L. and Mac Iver, D., 2007.

<sup>8</sup>Editorial Projects in Education (EPE) Research Center, "Diplomas Count 2013."

<sup>9</sup>Note that the labels used in EPE's Diplomas Count reports to describe racial/ethnic groups differ somewhat from those used by BGCA. For example, while EPE uses the term "American Indian," BGCA uses "American Indian or Alaska Native." Also, the Diplomas Count reports do not include an "Other" category, but in collecting demographic data on Club members, BGCA does use several additional categories. In this table, BGCA has summed percentages for the following additional categories of Club members to arrive at 11% for "Other": Native Hawaiian or Pacific Islander, 1%; two or more races, 5%; some other race, 2%; unknown, 3%.

<sup>10</sup>Average lifetime economic benefit to the U.S. per high school graduate compared to non-graduates (representing both added tax revenue from higher earnings and cost savings in the utilization of government expenditures, including healthcare costs, welfare benefits and incarceration) taken from: Levin, H.; Belfield, C.; Muenning, P. and Rouse, C., 2006.

<sup>11</sup>As cited in "Volunteering," *Indicators on Children and Youth* (Bethesda, Md.: Child Trends Data Bank, March 2013), <http://www.childtrends.org/?indicators=volunteering:> *Learning in Deed: The Power of Service Learning for American Schools* (Newton, Mass.: National Commission on Service Learning, 2001), [http://ed253jcu.pbworks.com/f/LearningDeedServiceLearning\\_American+Schools.PDF](http://ed253jcu.pbworks.com/f/LearningDeedServiceLearning_American+Schools.PDF).

Oesterle, S.; Kirkpatrick, M. and Mortimer, J. "Volunteerism during the Transition to Adulthood: A Life Course Perspective," *Social Forces*, Vol. 48, Issue 3, 1123 (2004). Morgan, W. and Streb, M. "Building Citizenship: How Quality Service-Learning Develops Civic Values," *Social Science Quarterly*, Vol. 82, Issue 1, 154-169 (2001). Zaff, J. and Michelsen, E. *Encouraging Civic Engagement: How Teens Are (or Are Not) Becoming Responsible Citizens*, Research Brief No. 2002-55 (Washington, D.C.: Child Trends, October 2002), <http://www.childtrends.org/?publications=encouraging-civic-engagement-how-teens-are-or-are-not-becoming-responsible-citizens>. Morrissey, K. M. and Werner-Wilson, R. J. "The Relationship between Out of School Time Activities and Positive Youth Development: An Investigation of the Influences of Community and Family," *Adolescence*, Vol. 40, Issue 157, 67-85 (2005).

<sup>12</sup>"Volunteering," Child Trends Data Bank, 2013.

<sup>13</sup>Johnston, L.; Bachman, J. and O'Malley, P. *Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors 2011* (Ann Arbor, Mich.: University of Michigan Survey Research Center, Institute for Social Research, 2011), <http://www.monitoringthefuture.org/datavolumes/2011/2011dv.pdf>. Questionnaire Form 2, p. 105, A02/A02E. MTF survey question: The next questions ask about the kind of things you might do. How often do you do each of the following? Participate in community affairs or volunteer work. Possible responses: Never, A few times a year, Once or twice a month, Almost every day, At least once a week. BGCA survey volunteering question, ages 13 to 18 only: In the last year, how often have you volunteered in your school, neighborhood, or out in the community? Possible responses: Never, About once a year, About once a month, About once every two weeks, About once a week or more.

<sup>14</sup>Ogden, C.L.; Carroll, M.D.; Kit, B.K. and Flegal, K.M. "Prevalence of Obesity and Trends in Body Mass Index among US Children and Adolescents, 1999-2010," *Journal of the American Medical Association*, Vol. 307, No. 5, 483-490 (February 1, 2012), <http://jama.jamanetwork.com/article.aspx?articleid=1104932&resultClick=3>.

<sup>15</sup>*Physical Activity Guidelines Advisory Committee Report, 2008* (Washington, D.C.: U.S. Department of Health and Human Services, 2008), <http://www.health.gov/paguidelines/Report/pdf/CommitteeReport.pdf>. "Get Active Physical Activity" page on Let's Move! Initiative website, <http://www.letsmove.gov/get-active>. "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. "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 (2007).

<sup>16</sup>Fakhouri, T.; Hughes, J.; Burt, V. et al. "Physical Activity in U.S. Youth Aged 12-15 Years, 2012," NCHS Data Brief, No. 141 (Hyattsville, Md.: National Center for Health Statistics, 2014), <http://www.cdc.gov/nchs/data/databriefs/db141.pdf>.

<sup>17</sup>CDC Youth Risk Behavior Surveillance System. *Trends in the*

## ENDNOTES

*Prevalence of Physical Activity and Sedentary Behaviors, National YRBS: 1991-2011* (Atlanta, Ga.: Centers for Disease Control and Prevention), [http://www.cdc.gov/healthyyouth/yrbs/pdf/us\\_physical\\_trend\\_yrbs.pdf](http://www.cdc.gov/healthyyouth/yrbs/pdf/us_physical_trend_yrbs.pdf).

<sup>18</sup>The NCHS Data Brief, released in January 2014, presented analysis of 2012 national data on self-reported physical activity among youth. NCHS analyzed data from the combined National Health and Nutrition Examination Survey (NHANES) and the NHANES National Youth Fitness Survey. Respondents were asked, "During the past 7 days, on how many days were you physically active for at least 60 minutes per day? Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time." Responses ranged from zero to seven days. These surveys used a multistage probability sampling design and other oversampling and weighting methods to ensure the data was representative of the U.S. population. BGCA's National Outcomes Survey poses the same question to Club teens ages 13 to 18. For Club youth ages 9 to 12, the question is modified to accommodate reading and comprehension levels. Youth survey respondents are asked, "In the last 7 days, on how many days did you exercise, dance, or play sports for at least an hour?" BGCA's National Outcomes Survey utilizes a *convenience sample* of members who attend the Club during the survey administration period (vs. surveying a complete target population or a scientifically selected representative sample). Clubs are asked to survey at minimum 80 percent of their average daily attendance.

<sup>19</sup>The data from the 2013 administration of YRBS will be available in summer 2014.

<sup>20</sup>CDC Youth Risk Behavior Surveillance System. 2011 national high school survey and data files available at: <http://www.cdc.gov/healthyyouth/yrbs/index.htm>. Accessed on November 16, 2012.

<sup>21</sup>Durlak, J. and Weissberg, R. *The Impact of After-school Programs that Promote Personal and Social Skills* (Chicago, Ill.: Collaborative for Academic, Social, and Emotional Learning, 2007), <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. *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, 2011), <http://www.sesp.northwestern.edu/docs/publications/19023555234df57ecd0d6c5.pdf>. Lowe Vandell, D.; Reisner, E. and Pierce, K. *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs* (Washington, D.C.: Policy Studies Associates, Inc., October 2007), <http://www.policystudies.com/studies/?id=32>. Arbretton, A.; Bradshaw, M.; Sheldon, J. and Pepper, S., 2009. St. Pierre, T. et al. *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* (University Park, Pa.: Pennsylvania State University, 1992).

<sup>22</sup>Cooper, H.; Nye, B.; Charlton, K.; Lindsay, J. and Greathouse, S., "The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review," *Review of Educational Research*, Vol. 66, Issue 3, 227-268 (Fall 1996), <http://rer.sagepub.com/content/66/3/227.abstract>.

# NYOI

National Youth Outcomes Initiative



**BOYS & GIRLS CLUBS  
OF AMERICA**

Boys & Girls Clubs of America  
1275 Peachtree St. NE  
Atlanta, GA 30309-3506  
(404) 487-5700  
[www.bgca.org](http://www.bgca.org)