Summary of Educational Outcomes for Boys & Girls Club Youth in CALIFORNIA

Research has consistently shown that participation in high-quality out-of-school time programming has a positive impact on participants' social and emotional development, academic achievement, and rates of engagement in risky behaviors.[1]

The research summarized in this brief examines whether young people who participated in out-of-school time programming at California Boys & Girls Clubs (BGC) in 2021-22 demonstrated more positive educational outcomes compared with their non-BGC member peers.[2]

Key findings from this brief:

- **Overall, when comparing educational outcomes of Club members to young people with similar characteristics, the results are mixed.**
    - A smaller share of Club members passed state standardized exams in math and English compared to similar non-Club members.
    - There were no differences in grade point average between the groups.
- **School attendance is the one metric studied here where Club members had a more positive outcome,** consistent with prior research.
    - A larger share of Club members had high attendance rates in school compared to similar non-Club members.
    - This difference was more pronounced when comparing Club members who participated frequently to non-Club members.

Research Goal

To understand whether BGC programming helps to support student success and improve educational outcomes for youth participants

Research Question

Who participated in BGC programming and how frequently?

How do Club members' academic outcomes compare with those of similar non-Club members?

Data and Sample Used

2021-22 BGC & education data

17,856 Club Members

9%
of CA Club members

12,948 Similar non-Club members

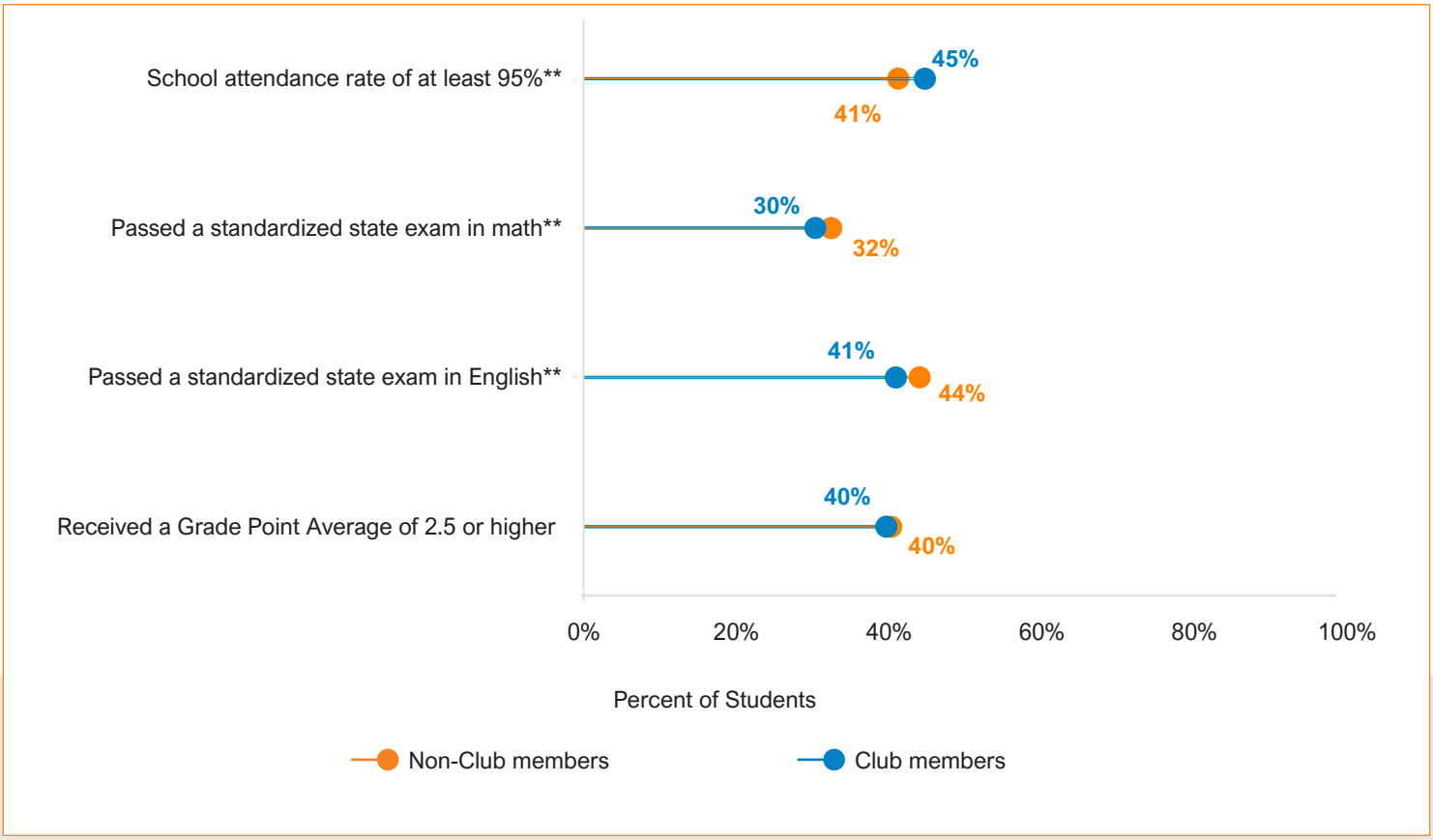
K-12 Students

BOYS & GIRLS CLUBS

RESEARCH FOR ACTION

How do Club members' academic outcomes compare with those of similar non-Club members?

Figure 1. Educational outcomes of Club members compared to matched non-Club members, adjusted for student characteristics, 2021–22



Notes: Author calculations using a statistical model that adjusts for prior year school attendance and GPA, socio-demographic characteristics, and school enrolled. More details about our matching and modeling methodology can be found in our full report. Sample sizes vary by outcome, ranging from 2,576 to 25,612 young people. Statistical significance compared to the reference group of non-Club members denoted by: * p<0.05; ** p<0.01. Data source: BGC participation data and California Department of Education administrative data.

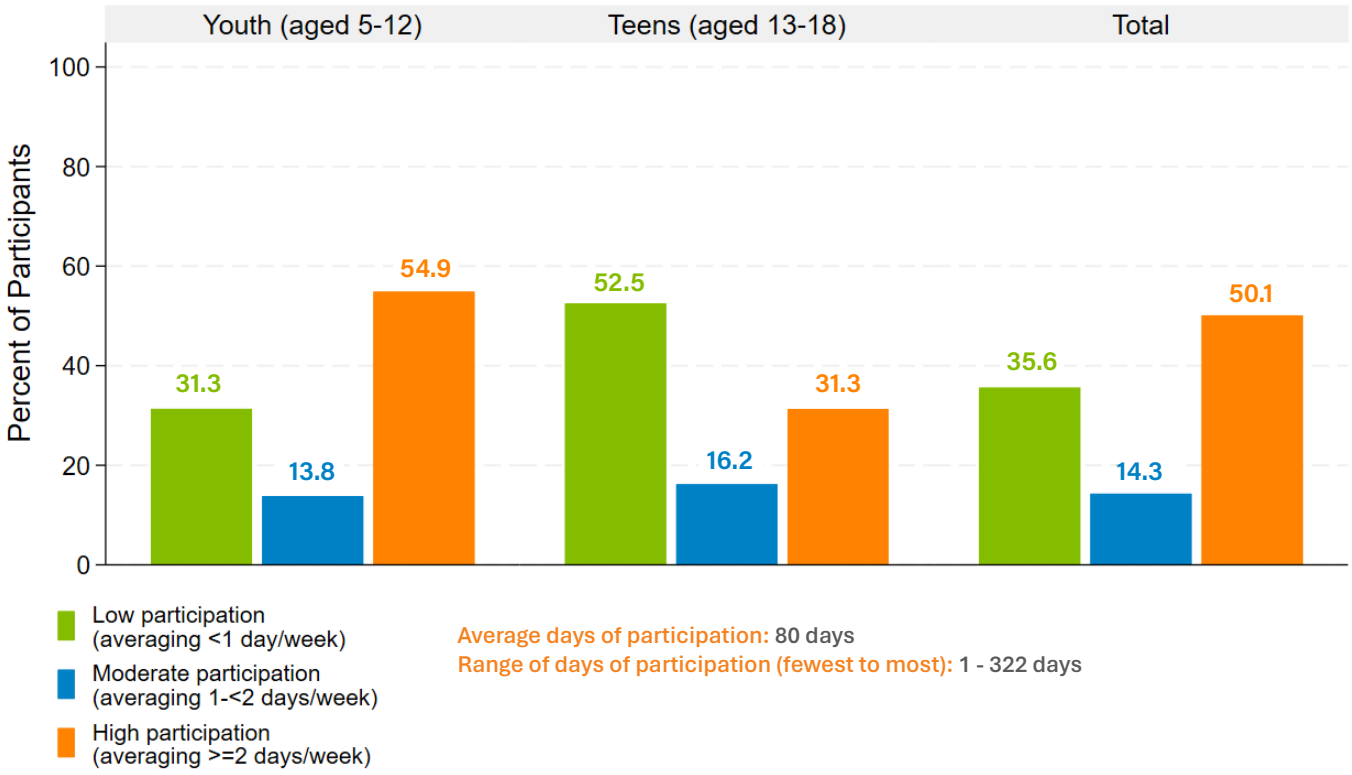
Figure 1 shows that overall, when comparing educational outcomes of Club members to young people with similar characteristics, the results are mixed.[3]

Compared to similar non-Club members:

- A significantly larger share of Club members had high attendance rates in schools. From prior research, school attendance is the outcome that is most often found to be impacted by out-of-school-time programming.
- A significantly smaller share of Club members passed state standardized exams (in English and math).
- Club members had similar rates of academic performance in terms of GPA.

How frequently did Boys & Girls Clubs members participate in programming?

Figure 2. Percent of BGC Club members by degree of participation, overall and by age group, 2021–22



Notes: N all participants = 17,856, N Youth = 14,260 Youth, N Teens = 3,596; Data source: BGC participation data.

Figure 2 shows:

- **Half of Club members (50%) had high participation**, averaging 2 or more days of participation per week over the course of their membership.
- **About one-third of Club members (36%) had low participation**, averaging less than 1 day of participation per week.
- **A greater share of Teen Club members (those in the 13-18 age range) participated less frequently**, with 53% having low participation rates compared to 31% of Youth (those aged 5-12).[4]

How do academic outcomes of Club members with high BGC participation compare with those of similar non-Club members?

Figure 3. Educational outcomes of Club members compared to matched non-Club members , by degree of BGC participation, adjusted for student characteristics, 2021-22

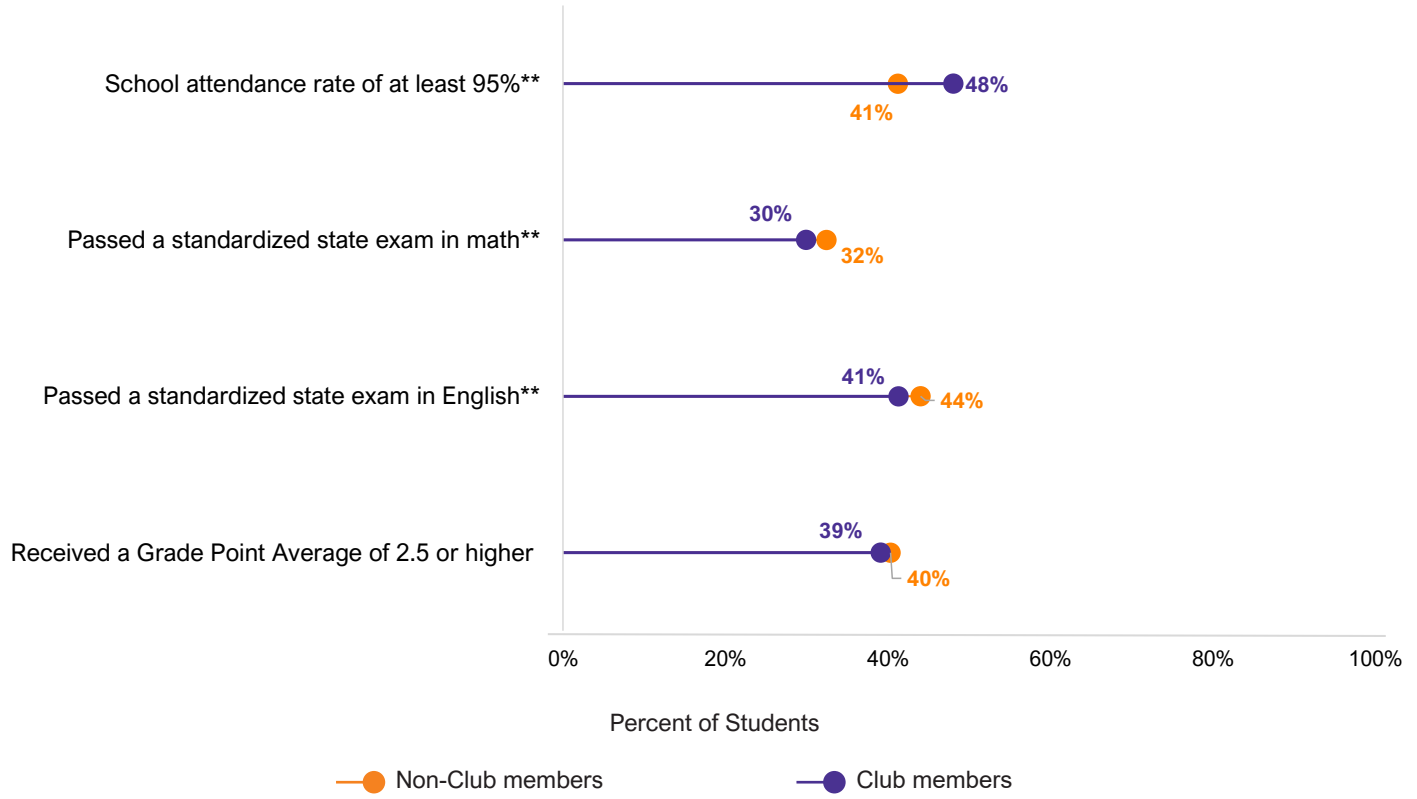


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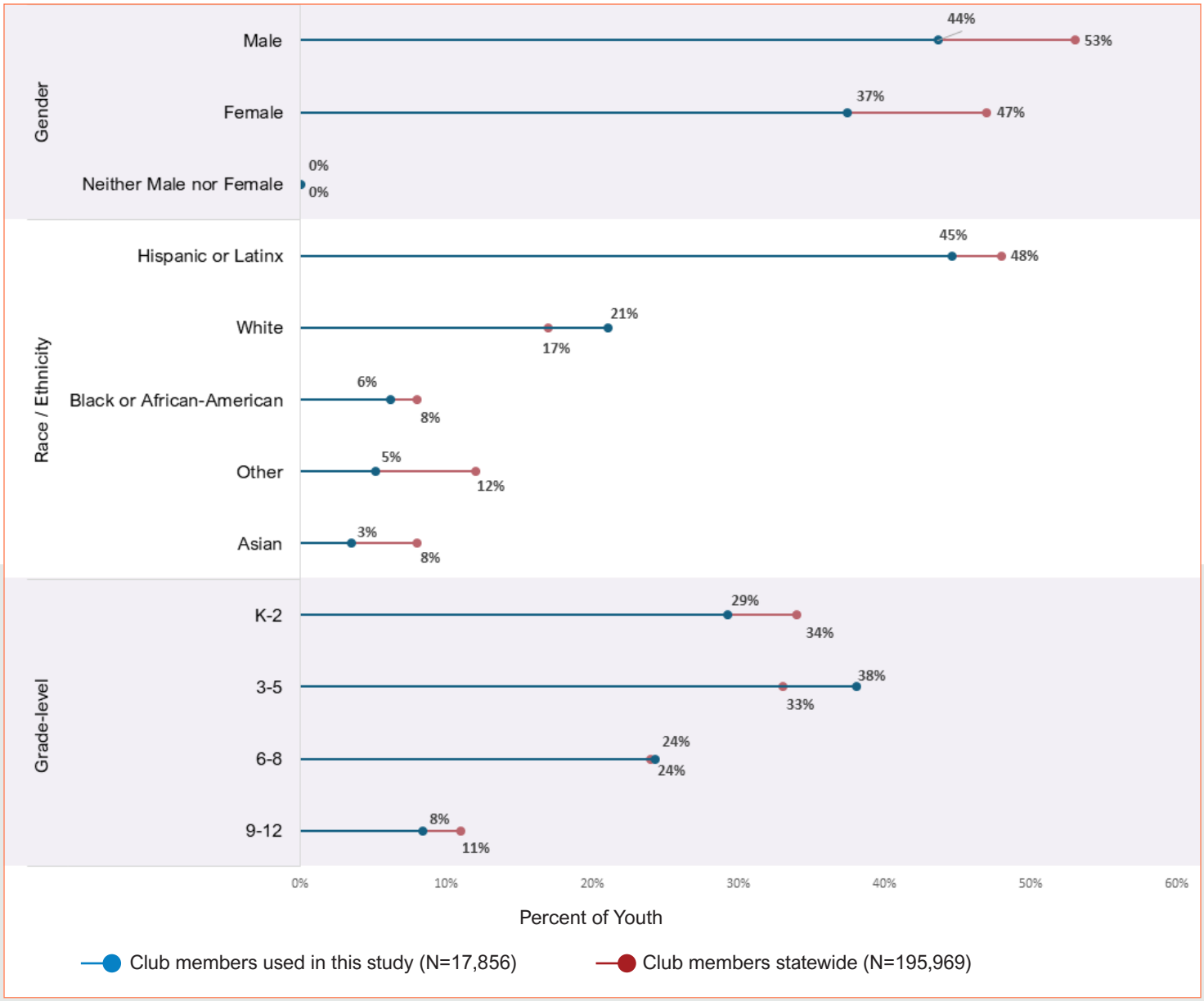
Figure 3 shows that:

- **On most outcomes, comparisons between Club members who participated frequently and non-Club members are similar to those between all Club members to non-Club members** (Figure 1). We continue to see that a significantly smaller percentage of Club members with high attendance passed the state standardized exams, and there was no difference in GPA between groups.
- **However, differences in school attendance are more pronounced.** Nearly half (48%) of Club members with high participation had a school attendance rate of at least 95%, whereas 41% of similar non-Club members had strong school attendance. That 7-percentage point difference is larger than the 4-percentage point difference found above when comparing all Club members to similar non-Club members.

How did the sample of BGC youth included in this study compare with BGC participants state-wide?

Figure 4. Demographic characteristics of BGC participants included in this study vs. all BGC youth, 2021-22



Notes: Data on Club members used in this study contained some missing values for gender (19%) and race/ethnicity (20%). All demographic characteristics are captured from administrative records that do not allow self-identification. Data source: BGC participation data and California Department of Education administrative data.

As shown above, compared with Boys & Girls Club members statewide, our sample of Club members included more White youth and fewer youth falling into the "other" race and ethnicity category. Additionally, our sample included fewer youth in Grades K-2 and more youth in Grades 3-5.

Data Used for This Brief

The sample that informs this study represents approximately one-quarter of Club organizations and one-tenth of BGC members in California in 2021-22. In total, BGC participation data from 2021-22 was collected from 28% of Club organizations in California (36 out of 129), covering 26% of Clubs (234 out of 884). Figure 5 shows this coverage visually by mapping each Club's location and showing which clubs' data were included in this study.

From the 234 Clubs included in this study, we obtained data for 30,917 Club members (about 16% of Club members statewide). We were able to obtain educational outcomes data for 58% of these members (17,856) from statewide administrative data systems.[5]

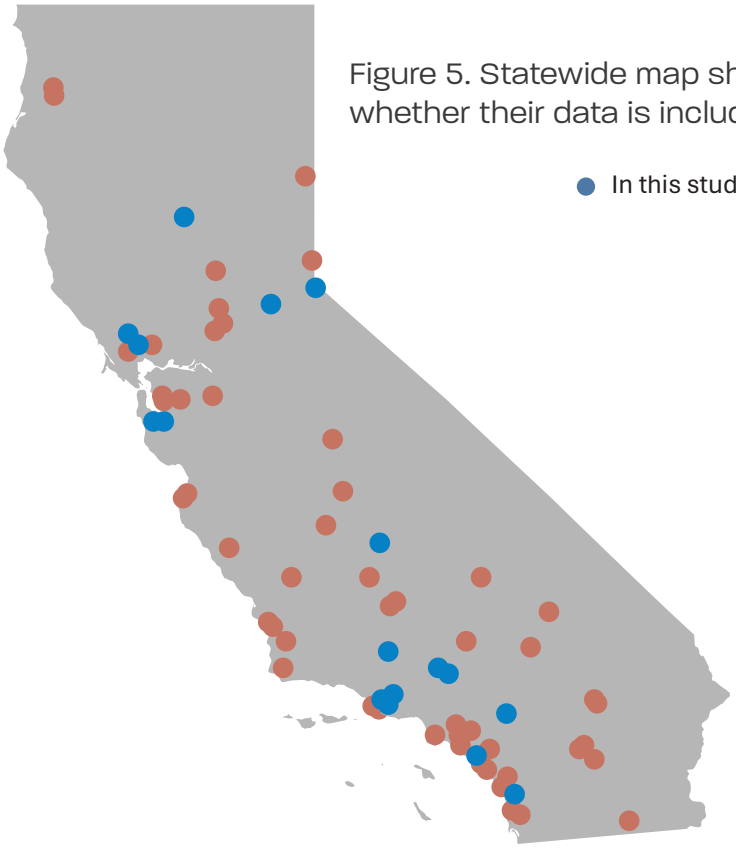


Figure 5. Statewide map showing locations of Boys & Girls Clubs, by whether their data is included in this study, 2021-22

Endnotes

[1] Lauer, et al., 2006; Durlak, Weissberg, & Pachan, 2010; Regional Education Laboratory, 2004.

[2] This brief describes findings from a subset of the questions we studied focused on BGC programming in California.

[3] Club members were matched to similar non-Club youth on dimensions of demographics (sex, race/ethnicity, grade-level, economically disadvantaged status, etc.), geography (school), and prior year educational data (school attendance and GPA).

[4] This matches prior research, which finds that older youth tend to attend the same afterschool programming less frequently than their younger peers, due to a combination of factors including a higher number of activities available to teens, employment opportunities, and/or family commitments.

[5] Specifically, only 58% of the 30,917 Club members with participation data were included in this study due to missing information. Missing information presents challenges in linking Club members to their educational data from the California Department of Education and restricts the number of Club members and similar non-Club members that can be used in these analyses. As a result, findings from this study may not be applicable beyond the specific sample studied (which covered approximately 9% of the statewide Club member population). It is important to consider the data limitations when interpreting the findings highlighted in the report.