

Research Tells Us:

Community-Based Organizations Help Youth Meet Educational Goals

- Students who participated in the Boys & Girls Clubs of America's Project Learn *increased their grade point averages by 11%* and had "*markedly higher school scores* than youth participating in other after-school programs" (Atkinson, 2003, p. 1).
- Boys & Girls Club's Power Hour program on Native American land in Oklahoma was credited by one principal as the reason her *school's academic achievement scores increased* (Gurley, 2002).
- A randomized evaluation of the Big Brothers/Big Sisters program showed that participating youth were *significantly more likely to improve their school performance and attendance* compared to control group youth (Fashola, 1998).
- McLaughlin (2000) found that youth participating in community-based organizations were *26% more likely to report receiving recognition for good grades*, and that youth with *high levels of participation were more than two times more likely to report recognition for good grades* compared to American youth generally.
- McLaughlin (2000) also found that youth who participated in community-based organizations were *20% more likely to report their chance of graduating high school as 'very high'* and *20% more likely to rate their likelihood of going to college as 'very high'* compared to American youth generally.
- Youth who participated in New York's 4-H program had *significantly higher educational aspirations and achievement motivation* compared to youths in grades 5-12 who did not participate (Miller, 2003).
- Elementary and middle school girls who participated in Operation SMART increased their confidence, competence, and comfort in science, math, and technology (Allen, 2001).

References

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