

Research Tells Us:

Partnerships between CBOs & Schools Help Youth Meet Educational Goals

by Supporting the Development of Non-Academic Competencies that in turn Support Academic Engagement and Achievement

“An important dimension of the programming that school-CBO partnerships offer is attention to the whole person...through partnerships with CBOs and other organizations, schools’ academic focus is complemented by partners’ missions” –(Adger, 2001, p. 20.)

- Evaluations of the first two years of The After-School Corporation (TASC) programming found that students reported feeling safe, relaxed, and happy at programs; they also felt that participating in after-school *improves their social skills*, their ability to *maintain self-control and avoid fights*, and *make constructive choices about personal behavior*. (Friedman & Bleiberg, 2002).
- In telephone surveys of parents whose youth attended Extended-Service Schools’ (ESS) after-school programs, 80-90% agreed that ESS was helping their child *make new friends* and *get along better with their peers*, and agreed that ESS was helping their child *learn new skills* (Grossman et al., 2002).
- Youth who attended Extended-Service Schools’ (ESS) after-school programs were *less likely to report that they started drinking alcohol* compared to youth who did not attend ESS (Grossman et al., 2002).
- Youth who attended Extended-Service Schools’ (ESS) after-school programs were more likely to report *really paying attention in class* and being *proud to belong to their school*, and were *less likely to report starting to skip school* between the baseline and follow-up compared to youth who did not attend ESS (Grossman et al., 2002).

- When parents whose youth attended Extended-Service Schools' (ESS) after-school programs were surveyed 80-90% agreed that ESS was helping their child *like school more* and *try harder in school* (Grossman et al., 2002).
- At the two year evaluation, the overwhelming majority of responding principals reported that TASC-supported after-school programs *improved: student motivation (81%), student attitude toward school (81%), and student attendance (77%)* (Policy Studies Associates, 2001).
- Students who attended after-school programs supported by The After-School Corporation (TASC) were shown to have *increased test scores* (Friedman & Bleiberg, 2002).
- San Diego's 6 to 6 Extended School Day Program has shown that 57% of students sampled *increased their Stanford-9 Achievement Test scores* in reading and 44% improved their math scores (Ferrin & Amick, 2002).
- An evaluation of San Francisco Beacons Centers found that middle school students with high participation rates showed *significant improvement in their math and reading scores* on standardized tests (Miller, 2003).
- Evaluations of the Lighthouse Partnerships in Mississippi have shown that students who participated in these service-learning experiences *increased their math and reading achievement scores* at a rate almost double that of non-participating students (Shumer, 2003).

Youths' Well-Being Impacts their Academic Achievement

- The California Healthy Kids Survey has shown that schools where students in the 7th, 9th, and 11th grades have low levels of health risk factors (eating breakfast, not using substances and feeling safe at school) and high levels of protective factors (caring relationships, high expectations, and opportunities for meaningful participation at school) have higher Stanford-9 Achievement Test scores compared to other schools (Hanson & Austin, 2002).
- Additional longitudinal analyses indicated that "schools made greater progress in raising test scores when they had higher percentages of students who are less engaged in risky behaviors such as substance use and violence, who are more likely to eat nutritiously and exercise, and who report caring relationships and high expectations at school" (Hanson & Austin, 2003, p. 2).

References

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