

LEARNING AND IMPACT PROJECT

2022 MEMBER SURVEY



IMPACT AND BGC SOUTH COAST BC

For over 85 years, BGC South Coast BC (formerly Boys and Girls Clubs of South Coast BC) has been giving thousands of kids a place to belong in their neighbourhoods across the Lower Mainland. Our Clubs open their doors to young people of all ages when they aren't at home or at school, where our trained staff and volunteers provide programs and services that help young people realize positive outcomes in self-expression, academics, healthy living, physical activity, job readiness, mental health, social development, leadership, and more. The vision of BGC is for all children and youth to discover and achieve their dreams and grow up to be healthy, successful, and active participants in society. We believe that opportunity changes everything.

LEARNING AND IMPACT PROJECT OF BGC CANADA

The purpose of the Learning and Impact Project is to prove and improve the impact of BGC Clubs across Canada, individually and collectively, through evaluation. To evaluate the effectiveness of Clubs in achieving the impact they intend, the national movement has embarked on a multi-year project to build the capacity of individual Clubs, as well as the national federation of Clubs, to collect data on the effects of the Club experience on the lives of children and youth. In the first year of the Learning and Impact Project, all BGC Clubs were invited to participate by deploying a national outcomes survey to their children and youth ages eight and older.

INTENDED IMPACT

The intended impact of BGC South Coast BC is based on the core ideas of the BGC Canada's Model for Success. In the model, four domains of impact frame the essential dimensions of Club impact: positive relationships, healthy living, lifelong learning, and leadership skills. This is the difference BGC intends to make in the lives of children and youth. A committee of Club leaders identified five to six indicators (or factors) for each dimension. The four domains of impact and the 21 related indicators (factors) include:

POSITIVE RELATIONSHIPS

Connection
Belonging
Conflict resolution
Acceptance of self
Acceptance of others

HEALTHY LIVING

Choices
Nutrition
Physical activity
Positive outlook
Resilience

LIFELONG LEARNING

School readiness
Exploration
Creativity
Challenges
Goal attainment

LEADERSHIP SKILLS

Identify
Influence
Confidence
Initiative
Cooperation
Self-regulation



HERE'S WHAT WE DID TO SEE THE IMPACT OF CLUBS...

QUANTITATIVE SURVEY DESIGN AND DEPLOYMENT

The 2022 National Member Survey assigned one item to each factor, producing a survey comprised of 21 items. Each item was accompanied by four response options: "not at all," "a little," "some," and "a lot." The survey project was launched in January of 2022 with 79 BGC Clubs (93% of BGC Clubs in Canada) participating in the survey deployment and data collection.

SURVEY RESPONSE

For the 2022 Member Survey of BGC South Coast BC, there were a total of 366 respondents. The demographic distribution of those participating in the survey was as follows:

Age Range

- 60% 8 to 10-year-olds (n=219)
- 30% 11 to 13-year-olds (n=108)
- 6% 14 to 16-year-olds (n=23)
- 4% 17 to 18-year-olds (n=16)

Identify as Indigenous – 11% (n=40)

Identify as Black or a Person of Colour (POC) – 27% (n=98)

Gender Identity

- 48% Boy (n=169)
- 42% Girl (n=149)
- 3% Non-Binary (n=12)
- 1% 2-Spirit (n=3)
- 6% Other (n=20)

QUALITATIVE DATA COLLECTION AND ANALYSIS

We held one-on-one, in-depth interviews with kids and youth who attend our Club programs. Using in-depth, semi-structured interview protocols, we listened to our participants about the difference Club has made in their lives. Our interview team convened interviews of between 30-60 minutes, collecting data using handwritten notes and Otter voice-to-text transcription app. We then analyzed the data inductively using a modified version of thematic analysis. First, each interviewer analyzed their interviews individually to identify initial themes. Then, the interview team developed common themes from the full data set. We identified the insights and brought them forward in this report as findings.

LIMITATIONS

The evaluation was conducted during the COVID-19 pandemic and our registration numbers were lower than average during the time the surveys were conducted.



HERE'S WHAT WE LEARNED...

IMPACT IN POSITIVE RELATIONSHIPS

Being part of BGC gives kids and youth the experience of positive relationships that have the potential to fundamentally impact their well-being.

“I can be freer here.”



FINDING #1 – I GET TO BE MYSELF AND I MATTER.

Key Insight: Kids and youth reported high mean responses with feeling more comfortable being themselves, being more aware of the feelings of others, and like they matter more to people because of BGC.

Discussion: This is the foundation of BGC's work in Clubs. Staff consistency and longevity in each Club, helps to form and strengthen relationships with Club members. Kids and youth are forming strong, positive relationships with Staff through intentional programming and the experience of having some show genuine curiosity in their lives. During our qualitative interviews, we heard kids and youth share how Staff are there when they need them, they listen to them, they help them learn, they like them, and they give them chances. Staff give space for kids and youth to be their true selves, let them make mistakes and learn from those mistakes.

“Staff at BGC give us more than one chance to learn from our mistakes. They will help even three or four times to make sure we understand.”

94%

of kids and youth say that they feel more comfortable being themselves because of BGC.

96%

of kids and youth say that they are more aware of the feelings of others because of BGC.

POSSIBLE RESPONSES:

- Continue to provide options and opportunities to access BGC's Diversity, Equity and Inclusion workshops and programming, which are providing the support and resources needed for Staff to deliver intentional programming that helps Club kids and youth feel more comfortable being themselves and be more aware of other people's feelings.
- Support Staff to continue to show genuine interest in the lives of kids and youth and have opportunities to provide one-on-one attention.
- Share this impact during Staff training as an example of the meaningful impact of positive relationships with Clubs.

IMPACT IN HEALTHY LIVING

This evaluation demonstrates that kids and youth learn to make healthy choices through their experience at BGC. They discover what it means to take responsibility for the decisions they make and develop capability to pursue a healthy lifestyle through their choices.

FINDING #2 – YOUTH EMPOWERMENT

Key Insight: Youth reported high mean responses to being able to bounce back through hard times and make better choices.

Discussion: Youth can express themselves more clearly at this age, while younger kids are still developing this skill. While there are many variables that are part of this, we see how the longevity in the relationship with BGC, and attending Club for many years, could influence this positively and empower youth in their choices.

94%

of youth say that they can bounce back after going through a hard time and are able to make better choices for themselves because of BGC.

POSSIBLE RESPONSES:

- Offer intentional workshops/programming to younger ages about social emotional learning.
- Look at ways that Staff could offer opportunities to younger Club members that help empower them in working through difficult situations and making better choices.
- Review how autonomy is given to kids and youth safely at different ages in Clubs.

FINDING #3 – EVERYONE GETS TO PLAY

Key Insight: BGC offers opportunities for kids of all ages and abilities to be physically active.

Discussion: While kids and youth across all ages show a high mean response to being physically active at the Club, the results start to go down in the higher age groups, possibly because their focus is on other parts of their lives like schoolwork, or perhaps because the options for different activities are not as diverse.

96%

of kids and youth say that they are more physically active because of BGC.

POSSIBLE RESPONSES:

- Clubs can survey kids and youth on the types of sports and physical activities that they may be interested in trying and that are different from what is currently offered (yoga, etc.)
- Offer new out-trips that are based around being physically active and new opportunities to try new skills.
- Offer new and additional youth nights and gym time specific for youth.

IMPACT IN LIFELONG LEARNING

Through BGC, children and youth develop curiosity and creative expression, learn how to challenge themselves, and achieve goals.

FINDING #4: TIME FOR CHALLENGE

Key Insight: Kids and youth are showing medium mean responses with being better prepared to do their schoolwork and with challenging themselves more because of BGC.

Discussion: This data demonstrates what Club Staff have observed and experienced in their interactions with kids and youth. Club Staff have experienced that kids are not necessarily wanting to join programs that may be seen as 'learning-based' during the drop-in hours, and are not necessarily looking for a 'challenge' after their full day of school. Kids do seem more interested in these types of activities (STEAM, etc.) when they are mixed with other offerings during full day programs. Youth are showing that they are more likely to use drop-in hours for homework. Club members have lots of choice with activities and programs, but perhaps because there is so much choice, they are choosing to stay inside their comfort zone instead of challenging themselves.

POSSIBLE RESPONSES:

- Inquire about whether this is developmentally age appropriate as a finding (i.e., once they're older, they appreciate the learning in retrospect but maybe they don't "in real time") and then build strategy from research that is developmentally age appropriate.
- Discussion and collaboration across all Clubs to see how they are incorporating moments for learning, homework, etc. into after-school/drop-in activities.
- Look at opportunities and approaches for 14–16-year-olds to feel more comfortable completing their homework at the Club, and sharing the benefits of homework prep. Could connect Raise the Grade participants as mentors for this group, especially for kids who are transitioning into high school.
- Propose a Raise the Grade concept or Homework Club for Clubs that do not yet offer the program, knowing that this will look different at each site, but could help with understanding how it can positively impact learning.
- Possibly have more conversations about school between Staff and participants and brainstorm ideas on how to get through challenges that they may be feeling.

FINDING #5 – THE SKY'S THE LIMIT

Key Insight: Kids and youth reported a high mean response for trying new things.

Discussion: BGC provides opportunities for all age groups to try new things in a safe and secure environment. They are more comfortable with trying new things and being imaginative and creative because of the positive relationships that the staff have built with them and the judgement-free space that has been created.

96%

of kids and youth say that they are more excited to try new things because of BGC.

POSSIBLE RESPONSES:

- Continue to offer opportunities to try new things and to use their imagination. Offer new programming options for strengthening creativity at all ages.
- Look at ways that Staff can support kids and youth to respond to failure.
- Explore more about the word 'challenge' – this may be seen negatively or more of an endeavor instead of 'trying new things,' which might sound more exciting.
- Use visual posters around the Club with language that fosters taking on challenges, overcoming difficulties, and persevering.
- Open up programming and provide instructions to kids and youth to allow them to come up with their own guiding rules; attempt to be less prescriptive and ask kids and youth to come up with their own examples.

IMPACT IN LEADERSHIP

Through BGC, kids and youth learn how to have a positive influence on others. They build skills of responsibility and cooperation that help them serve others well.

84%

of kids and youth say that they feel more like a leader because of BGC.

FINDING #6 – AM I THE LEADER?

Key Insight: Kids and youth showed very high mean responses across all age groups for various leadership skills including being better at helping when it is needed, being more confident in their abilities, and working better with others because of BGC. While kids and youth show high mean responses for demonstrating the skills associated with leadership, there were low mean responses shown for ‘feeling’ like a leader.

Discussion: This is a foundation of BGC’s work with kids and youth and is an expression of the strong role modeling of our volunteers and Staff. As these leadership skills are learned, it means that kids and youth will be able to continue to grow and develop these skills in other parts of their lives and use in their futures. While younger kids are identifying that they have skills related to leadership, they are not identifying themselves as leaders. In our qualitative interviews we discovered that kids and youth have mixed ideas about what a ‘leader’ is. Some wanted to be a leader, but didn’t know how to, some were a leader, but didn’t want to be and some didn’t have the confidence to think they were a leader. Our analysis of the data shows there is a disconnect between their actions and what the role of a leader means. They do not realize that their contributions are in connection to what it means to be a leader. t

POSSIBLE RESPONSES:

- Continue to provide opportunities for kids and youth to develop and showcase their leadership skills; possibly begin a ‘Leading Program’ to provide new opportunities for youth to lead the younger kids and to give younger kids more opportunities to help the youth volunteers.
- Share this impact during Staff training as an example of the meaningful impact of leadership with Clubs.
- Use different and new language that is better focused on leadership when working with all kids and youth.
- Introduce ‘what being a leader means’ to younger Club members and reinforce leadership language when they show leadership skills. This can help broaden their understanding of what it means to be a leader, and that there are many ways of being a leader and they may be showing up as a leader without realizing it.

“I see myself as a leader, but I don’t always want to.”



FINDING #7 – ACROSS THE BOARD

Key Insight: Across all categories of impact – positive relationships, healthy living, lifelong learning, and leadership – kids and youth who identified themselves as a person of colour had the highest mean responses.

Discussion: BGC is encouraged by this response and believes it reflects the work we do to create safe and inclusive spaces for kids and youth with trusted adults. The Club creates a sense of community that is judgement free and where kids and youth can show up as their true selves.

POSSIBLE RESPONSES:

- Continue intentional programs and activities that are centred around Diversity, Equity and Inclusion.
- Review the demographics of our Club Staff in comparison to our kids and youth to ensure that they can see themselves reflected in Club leaders.
- Continue to look at ways that BGC can be free of systemic barriers.



FINDING #8 – WE'RE STILL LEARNING!

Key Insight: There was a low mean response across younger age groups for being able to work through arguments with others and being able to calm down when they are upset.

Discussion: Youth have developed skills to work through arguments with others and calm down when they are upset and showed high mean responses to these questions. To see that youth have developed these skills over their time with BGC, we know that we are on the right track, and perhaps these are age and developmentally appropriate differences. BGC knows that it provides opportunities for kids to interact with other kids who are different than them, and this may bring with it more opportunities for conflict resolution and empathy.

POSSIBLE RESPONSES:

- Continue to encourage embracing differences and being interested in seeing from other's perspectives.
- Look at programming and approaches that normalize conflict and arguments and that it's okay to work through these with the help of Staff.
- Instead of having Staff resolve issues, take moments for kids to work through some of their own arguments with the support of Staff.
- Encourage kids to share and communicate their feelings and personal reflection when they are not in the moment and heightened, and when they may be more receptive to learning new skills.
- Create specific spaces in all Clubs where kids and youth know they could go if they need some space.
- Develop programs that recognize mental health, emotional regulation, and self-care.

INSIGHTS INTO IMPACT

The evaluation revealed four causal factors contributing to the impact of Clubs on children and youth.

BUILDING POSITIVE RELATIONSHIPS WITH KIDS AND YOUTH BRINGS OUT THEIR TRUE SELVES.

This grounding finding is a foundation to the work we do at BGC and has great impacts across positive relationships, healthy living, lifelong learning, and leadership. We heard in our interviews with kids and youth that their relationship with Staff is critical to their experience at BGC and that they provide opportunities for them to build positive relationships with others and to practice and build their interpersonal skills, strengthening their communication skills, and building a sense of belonging. This leads kids and youth to feel that they can be their true selves at the Club because they are supported by positive relationships with Staff and other Club members.

The Club has helped me with my self-confidence. I was a really shy person, but being at the Club gave me the opportunity to meet new friends.

I can be myself at Club. I'm weird. I used to hide it, but not anymore.

I'm part of the LGBTQ2S+ community. It's special to me that the Club supports it.

I want to become a leader when I am older and work at the Club.

PROVIDING A SAFE, SUPPORTIVE, AND INCLUSIVE ENVIRONMENT WHERE MISTAKES CAN HAPPEN.

The data show that kids and youth are experiencing a safe, supportive, and inclusive environment where they can build confidence in who they are, their self-expression and self-discovery. They feel like they belong to something, a community where they get to be their true selves. They feel accepted by Staff and other Club members, no matter how they show up. Many interviewees spoke about how Staff give them chances, allow them to make mistakes, and identified that as a key ingredient for making them feel accepted.

I used to be worried I'd get in trouble if I did something wrong. The Staff told me that everyone makes mistakes, and it's ok.

I feel like the environment is safe and controlled.

OPPORTUNITIES CHANGE EVERYTHING.

The data show that BGC is providing a barrier-free and supportive place for all kids and youth to have new experiences. BGC is a place where they can discover their strengths and interests, grow their confidence, and see possibilities for the future. Opportunities provided by the Club allow kids and youth to try new things and see what they enjoy doing, and what they are passionate about, in a supportive and judgement-free environment. Kids and youth describe how they get to try new things at the Club, including cooking programs, gym activities, etc. Youth have shared how they are applying for scholarships for post-secondary, how they are doing better in school, and how their grades have improved because they know now that there are opportunities for them for their future.

The best thing that I have learned at Club was how to throw a frisbee. It took me a little bit to get the hang of frisbee and the staff kept encouraging me. Now I play frisbee with my mom and dad. It is so fun.

WHAT WE CAN IMPROVE

The data reveal some areas to improve in the future. Among the most significant are the following:

UNCLEAR SELF-PERCEPTION AS A LEADER FOR KIDS.

Many of the kids and youth responded that they had developed leadership skills while at the Club, but the younger kids did not identify as being a 'leader.' This is an area for development, improvement, and consistency in Clubs, as kids are leaders and are not recognizing their impact and influence on others. The language around being a leader is not being connected or internalized with the younger kids but is with the youth. As this 13-year-old shared, "The Club helped me get my leadership hours which is awesome, because I am going to need them and they're easy to get here, and they help me know how to be a leader."

DECLINE IN PHYSICAL ACTIVITY AMONG YOUTH.

The data show evidence of a decline in physical activity at the Club as kids age to youth. This could be a consequence of programming that is available for that age group, and opportunities either not being age appropriate or what they are interested in trying, or a shift in their attention at Club to their homework and planning for post-secondary. An intentional approach to providing physical activity specifically for youth should be considered moving forward.

STILL LEARNING ABOUT THEIR RESILIENCE.

Through our qualitative interviews, we heard kids and youth unable to identify their resilience even though they were able to speak about their confidence and growth. This may be developmentally appropriate, but BGC has an opportunity to support and strengthen this feeling and skill, which will have tremendous positive impact for how they come into new challenges. Our quantitative data show low mean responses to kids and youth challenging themselves more and this could be a tool that is used to identify and strengthen their resilience. This is a skill that is developed over time and with more practice and exposure, it will become easier.



WHAT WE WILL DO IN RESPONSE

In response to the discoveries of the evaluation, BGC will be working on numerous ways to expand, amplify, and deepen the impact of Clubs. These are some of the most significant responses:

1. CLUB STAFF RECRUITMENT AND TRAINING

- Share and review the Learning and Impact Report with Staff during training as a grounding document to the meaningful impact of Clubs.
- Review the demographics of our Club Staff in comparison to our kids and youth to ensure that they can see themselves reflected in Club leaders.
- Continue to hire previous Club members as Staff to further their development in leadership and to continue the impact of Clubs.
- Share Staff across Clubs to enhance the experience of trusted relationships with BGC Staff with kids and youth.
- Support Staff to have the time and ability to show genuine interest in the lives of individual kids and youth through one-on-one attention and opportunities.
- Enhance and develop Staff training throughout the year that is specific to:
 - Building resiliency in kids and youth.
 - Diversity training to amplify the personal experience of belonging.

2. COLLABORATION AND APPROACH TO CLUB WORK

- Continue to ensure that a wide variety of experiential learning opportunities are provided as part of Club programming.
- Discussion and collaboration across all Clubs:
 - How are we incorporating moments for learning and homework into after-school/drop-in activities?
 - Creating specific spaces in all Clubs where kids and youth know they could go if they need some space.
 - Reviewing the possibility of Raise the Grade or Homework Club for all Clubs, knowing that this will look different at each site, but could help with impact on lifelong learning.
 - How can Staff support kids and youth to respond to failure and challenges?
- Review Staff approach:
 - Ways that we provide instructions to kids and youth to allow them to come up with their own guiding rules; attempt to be less prescriptive and ask kids and youth to come up with their own examples.
 - Offering opportunities to younger Club members that help empower them in working through difficult situations and making better choices.
 - How autonomy is given to kids and youth safely at different ages in Clubs.
 - Normalizing conflict and arguments, working with Staff and on their own to resolve issues.
 - More conversations about school between Staff and kids and youth, brainstorm ideas on how to get through challenges that they may be feeling.

- Review language used in the following ways:
 - **Leadership:** introducing what being a leader means to younger Club members and reinforcing leadership language when they show leadership skills.
 - Encourage kids to share and communicate their feelings and personal reflection when they are not heightened and may be more receptive to learning new skills.
 - Explore more about the word 'challenge' – this may be seen negatively or more of an endeavor instead of 'trying new things,' which might sound more exciting.
 - Use visual posters around the Club with language that fosters taking on challenges, overcoming difficulties, and persevering.

3. ENHANCING AND EXPANDING OPPORTUNITIES

- Continue organizational work to look at ways that BGC can be free of systemic barriers.
- Expand current offerings:
 - Youth physical wellness programs.
 - Community volunteer opportunities as a means of further developing social skills and empathy.
 - Peer mentoring and one-to-one programs to help youth build resiliency.
 - Youth nights and gym time specific for youth.
 - Strengthening creativity at all ages.
 - Intentional programs and activities that are centred around Diversity, Equity, and Inclusion and encourage embracing differences and perspectives.
- New programming opportunities:
 - Leading Program to provide new opportunities for youth to lead the younger kids and to give younger kids more opportunities to help the youth volunteers.
 - Developing decision-making ability among children and youth.
 - Teach youth how to advocate for themselves and each other in positive ways.
 - Physical activity – survey kids and youth on the types of sports and physical activities that they may be interested in trying and that are different from what is currently offered (yoga, etc.).
 - Mental health, emotional regulation, and self-care.

