



# THE IMPACT OF BGC CANADA

## A 3-Year Study of the Impact of Clubs

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# 1. Introduction

## Dialogues in Action

Dialogues in Action is a consulting firm dedicated to the development of people, and has been partnering with BGC Canada since the inception of Learning and Impact. In evaluation, they specialize in capacity building, helping leaders of human and community development organizations develop and implement credible self-studies of their impact. They also provide leadership development and strategy guidance for nonprofit and social service organizations in Canada and the United States.

## BGC Canada

For 125 years, BGC Canada has been serving children, youth, and families nationally. As Canada's largest dedicated youth-serving charitable organization, BGC Clubs work within communities to provide safe, supportive places where children and youth can experience new opportunities, overcome barriers, build positive relationships, and develop confidence and skills for life. BGC Clubs are spaces where Club staff work to cultivate strong, meaningful relationships with members. All members are encouraged to be themselves, to explore their interests, try new things, develop understanding and empathy for others, and become more self-assured.

## Learning and Impact

In 2021, BGC Canada initiated a collective evaluation called Learning and Impact to better tell the story of Club impact in Club participants through a strategy to gather data, both quantitative and qualitative, from Clubs across Canada. The purpose of Learning and Impact is to prove and improve the impact of Clubs, individually and collectively, through evaluation. To evaluate the effectiveness of Clubs in achieving their intended impact, BGC Canada embarked on an initiative to build the capacity of individual Clubs and the national federation of Clubs to collect data on the effects of the Club experience in the lives of children and youth.

## Uniqueness of Learning and Impact

In many ways, Learning and Impact demonstrates a unique approach to evaluation, forging a path that has proven to be both meaningful and engaging for Clubs across Canada.

## Focus on Effect

The Learning and Impact initiative is focused on the effect of Clubs. It is singularly concerned with members' outcomes instead of satisfaction, feedback, or members' opinions about the programs. The approach is designed to gather data about the impact of the Club experience on the lives of children and youth.

## **Use of Mixed Methods**

The Learning and Impact initiative uses a mixed-methods approach to data collection. For quantitative data, a survey was designed and implemented annually by Clubs to measure self-reported perceptions of change on a rating scale. For qualitative data, an interview protocol was designed and is used annually by Clubs to gather data from one-on-one, in-depth interviews of a purposefully stratified sampling of Club members.

## **Participatory Evaluation**

The Learning and Impact initiative is participatory evaluation. Instead of using external evaluators, it is embedded in Clubs across Canada as a coordinated self-study. The technical parts of the evaluation are guided by external evaluators. The data collection, sense-making, and reporting are completed by Clubs and for Clubs. A participatory approach is used to develop habits of evaluation within Clubs and increase the usefulness of the data for all Clubs.<sup>1</sup>

## **Shared Impact**

The Learning and Impact approach to evaluation is one of shared impact that has led to the Clubs of the BGC federation engaging in a common and coordinated evaluation. Every Club in Canada is oriented toward a standard set of intended impacts and indicators and uses a common methodology and instrumentation for data collection and analysis.

## **Developmental Evaluation**

The Learning and Impact initiative is a developmental evaluation as much as a summative assessment of impact.<sup>2</sup> In a development approach, insights from the data are used to inform future strategies. While the data confirming impact are valuable, data revealing areas lagging in impact are equally important. Data from Learning and Impact illuminate areas for improvement and result in strategic recommendations for the future.

## **Approach to Qualitative**

The approach to gathering qualitative data is unique in both concepts and practice. In concept, BGC's Learning and Impact defines qualitative data not as an absence of numbers or the presence of a story, but rather as fundamental change in the lives of children and youth. In practice, Learning and Impact includes a remarkable scale of 1,246 one-on-one interviews with children and youth over three years.

## **Multi-Year and Iterative**

One of the aims of Learning and Impact is to develop and sustain a culture of learning. The purpose is to create habits of curiosity, reflection, data collection, and continuous improvement. Clubs are expected to participate in the member survey every year and are invited to join each year in qualitative interviewing. The result is an enculturation of evaluation and learning throughout the national BGC movement.

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<sup>1</sup> King, J. A. (2005). Participatory Evaluation. In S. Mathison (Ed.), *Encyclopedia of Evaluation* (pp. 291-294). SAGE Publications.

<sup>2</sup> Patton, M. Q. (2010). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. Guilford Press.



## **Exploratory for Unique Contexts**

Even though the Learning and Impact approach and instrumentation are standardized to ensure fidelity of evaluation process, the self-study and participatory nature of the initiative and the emphasis on qualitative inquiry provide every Club with the opportunity to explore the uniqueness of their own local context and design responses to their own local findings.

## **Applications for Strategy**

Every iteration of Learning and Impact yields recommendations that inform strategic thinking and planning at Clubs. Some recommendations are unique to a particular Club. Other recommendations are shared across the national movement. Plans are put in place to respond to national recommendations by supporting Clubs in their local application.

## **The Strategy of Learning and Impact**

Developing a shared approach to evaluation among more than 600 Club locations across Canada required a strategy to account for the nuances of the federated organization. This report is not intended to document the history of the Learning and Impact initiative. However, the key considerations, design elements, and process decisions are briefly noted in the following discussion.

## **Piloting shared evaluation**

Learning and Impact began with four Clubs gathering to explore the possibility of developing a shared approach to evaluate their impact on members and staff. They embarked on a year-long project, guided by Dialogues In Action, to develop early versions of evaluation strategies and instrumentation. They designed, coordinated, and implemented a shared evaluation methodology and published a combined report of findings and recommendations for the future. This provided a “proof of concept,” demonstrating that evaluation might be achievable more broadly throughout the national BGC movement.

## **Inspiring the vision**

To develop a national model, Learning and Impact first needed the commitment of Club leaders from across Canada. Leaders already knew that evidence of the impact of Clubs on the lives of children and youth is the value proposition of BGC. They also knew that getting data on impact requires time, effort, and resources. An early step of Learning and Impact was to elevate a vision of evaluating impact. A presentation during a national gathering provided clarity for executive leaders of Clubs and forged a shared commitment to make evaluation a national priority.

## **Agreeing on an evaluation framework**

Any evaluation of impact begins with a framework for impact. The BGC Model for Success, the movement’s theory of change that articulates the common features of Clubs and the intended impact of the Club experience, provided the foundation for the impact framework. A group of BGC leaders convened to clarify the primary ideas for the impact framework based on the Model for Success. This became the basis for Learning and Impact.

### **Guiding the data collection and analysis**

Because Learning and Impact is a participatory evaluation, it required the involvement of staff from Clubs across Canada. Coordination and training were needed. BGC Canada provided the internal guidance of communication, coordination, processes, and project management. The Dialogues In Action partners provided external guidance of technical training, development of instruments and protocols, facilitation of content for training, editing versions of Club reports, and writing summary reports at the end of each year.

### **Convening staff for capacity building**

Since Learning and Impact is a shared impact initiative, it was important to give teams from Clubs the opportunity to work together both virtually and in person. Coming together made evaluation a social and shared activity, not an isolated and independent one. It encouraged staff and provided opportunities for them to hear insights and implications from Clubs in other regions of the country.

### **Pacing the work**

For Learning and Impact to be successful, it needed to be customized to the cadence of Clubs and rightly sized to the capacity of Clubs. The aim was to provide sufficient rigor for the process while not overwhelming Clubs with undue requirements. This meant that pacing the project needed to be done thoughtfully for the evaluation to become rooted in the habits of Clubs.

### **Applying the recommendations**

Collecting data for data's sake is rarely satisfying. To be worthwhile, the evaluation of Learning and Impact needed to lead to meaningful action. A priority of Learning and Impact was for Clubs to produce recommendations that would energize Clubs and provide opportunities for them to innovate and improve their effectiveness.

### **Embedding practices of evaluation**

Learning and Impact was designed to become part of BGC culture. As such, the intent of the project was to embed the mindset of evaluation and the habits of evaluation within the ethos of BGC. This meant that capacity-building for staff and Clubs was central to the project. For the future, this also means that ongoing support will be needed to refresh the culture of evaluation and onboard new staff into the culture of evaluation.

## 2. Evaluation Methodology

### Quantitative Outcomes Survey

Quantitative data were collected through the design and deployment of a national outcomes survey.

### About the National BGC Member Survey

The BGC Member Survey is a national outcomes survey that Clubs distribute annually to children and youth ages eight and older. It assesses impact across 21 factors in four key domains.

- **Positive Relationships** – Connection, Belonging, Conflict Resolution, Acceptance of Self, Acceptance of Others
- **Health Living** – Healthy Choices, Nutrition, Physical Activity, Positive Outlook, Resilience
- **Lifelong Learning** – School Readiness, Exploration, Creativity, Challenges, Goal Attainment
- **Leadership** – Identity as a Leader, Influence, Confidence, Initiative, Cooperation, Self-Regulation

The survey includes four demographic questions that enable disaggregation and analysis between different populations: duration (length of time attending Club), age, gender identity, and Indigenous identity. The 2022 and 2023 versions of the survey included a question asking if the respondent identified as black or a person of colour. The survey is available in both English and French.

The construction of the survey is based on 21 outcome statements. One item is designed for each outcome. Each item is preceded by the attribution, “Because of the Club.” Four response options are provided for all items and are coded for analysis as 3 = A lot; 2 = Some; 1 = A little; 0 = Not at all.

The survey is designed for members to measure themselves against themselves. In each item, there is a change word (e.g., more, better, etc.) that invites participants to reflect on the difference Club has made in each outcome area of their lives. Instead of asking members to measure themselves against an external standard, the focus of this survey is to measure members’ perceived progress against their own autobiography.

### Participation in the Survey

Nearly all Clubs in the BGC federation have deployed the member survey each year (n = 79). The survey sample includes BGC members from Clubs in all provinces across Canada and the Yukon. The response rate to the survey has increased by over 1,000 responses each year, with Clubs collecting 5,774 survey responses from children and youth in 2022, 6,827 in 2023, and 8,195 in 2024 (Figure 1). There was a total of 20,796 survey responses over three years.

## BGC Member Survey Responses: 2022-2024

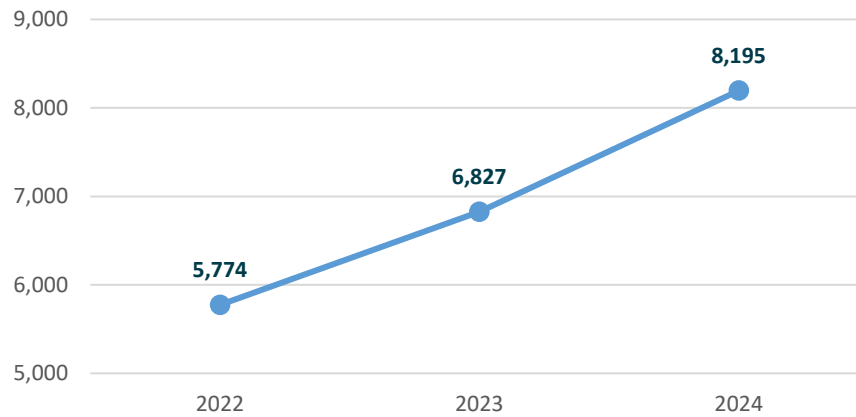


Figure 1

### Demographics of Participants

The demographics of the survey respondents have been similar in each of the three years (Figure 2). In the most recent member survey of 2024, the majority of respondents were aged 8-10 (57%), followed by ages 11-13 (25%), ages 14-16 (11%), and ages 17 (6%). Most respondents had been attending the Club for less than two years (45%) or for 2-5 years (42%). 13% of respondents had been attending the Club for more than five years. 48% of respondents identified their gender as boy/man, 48% identified as girl/woman, 2% identified as nonbinary, 1% identified as Two-Spirit, and less than 1% chose to self-describe their gender using the write-in box. Indigenous respondents represented 18% of the sample.

|                                  | 2022   | 2023   | 2024  | Total   |
|----------------------------------|--|--|---|---|
| <b># of respondents</b>          | 5,774  | 6,827  | 8,195   | 20,796  |
| <b># of Clubs</b>                | 79   | 77   | 79  | 79  |
| <b>Ages</b>                      | 8-10, n = 3,323<br>11-13, n = 1,304<br>14-16, n = 601<br>17+, n = 346  | 8-10, n = 3,955<br>11-13, n = 1,686<br>14-16, n = 714<br>17+, n = 328  | 8-10, n = 4,628<br>11-13, n = 1,992<br>14-16, n = 924<br>17+, n = 526                                       | 8-10, n = 11,906<br>11-13, n = 4,982<br>14-16, n = 2,239<br>17+, n = 1,200                                    |
| <b>Indigenous</b>                | 702 / 4,570  | 840  | 1,135   | 2,677   |
| <b>Black or Person of Colour</b> | 1,396  | 1,783  | Not collected   | 3,179 (2022-2023 only)  |
| <b>Time Attending Club</b>       | Not collected  | <2 years, n = 3,104<br>2-5 years, n = 2,693<br>>5 years, n = 932   | <2 years, n = 3,594<br>2-5 years, n = 3,354<br>>5 years, n = 1,080  | (2023-2024 only)<br><2 years, n = 6,698<br>2-5 years, n = 6,047<br>>5 years, n = 2,012                        |
| <b>Gender Identity</b>           | Boy/Man, n = 2,459<br>Girl/Woman, n = 2,394<br>Nonbinary, n = 169<br>Two-Spirit, n = 70<br>Write-in, n = 188 | Boy/Man, n = 3,000<br>Girl/Woman, n = 3,043<br>Nonbinary, n = 152<br>Two-Spirit, n = 70<br>Write-in, n = 133 | Boy/Man, n = 3,660<br>Girl/Woman, n = 3,697<br>Nonbinary, n = 142<br>Two-Spirit, n = 62<br>Write-in, n = 80 | Boy/Man, n = 9,119<br>Girl/Woman, n = 9,134<br>Nonbinary, n = 463<br>Two-Spirit, n = 202<br>Write-in, n = 401 |

Figure 2

## Limitations

Among the limitations of the member survey are the following:

- **Multi-lingual limitations.** Even though the survey was provided in both English and French, neither English nor French is the first language of some Club members.
- **Club capacity limitations.** Since Learning and Impact is a national effort, it included Clubs of varying staff capacity.
- **Training limitations.** Training events for the survey were provided virtually, both synchronously and asynchronously, but could not be offered in person given the geographic expanse represented by Clubs.
- **Complexity limitations.** Engaging 79 Clubs from regions across Canada introduced complexities of context and cultures.

## Fidelity of Member Survey

Given the expansiveness of the member survey, Learning and Impact has endeavored to provide support for issues of fidelity in the following ways:

- **Measurement framework.** The conceptual framework for the survey design is based on the BGC Model for Success. The Model for Success is rooted in literature and research on child and youth development. The four domains of intended impact (Positive Relationships, Healthy Living, Lifelong Learning, and Leadership) were used in the design of the survey as primary categories of impact. Factors for each domain were identified by BGC leaders during the pilot phase and corroborated by research literature.
- **Survey item design.** Items for the survey were created using the factors for each impact domain. One item was created for each factor, providing a 21-item survey to yield data on the factors comprising the impact domains. The decision to include only one item per outcome factor instead of a triangulation of multiple items per factor was made to ensure accessibility, participation, and broad adoption. Items were piloted individually with Club members by both the external evaluation consultants from Dialogues in Action and the internal staff from BGC Clubs. Most of the piloting was conducted with the younger demographic of children aged 8 to 10 to ensure comprehension and relevance. Items were provided in both English and French to accommodate a pan-Canadian deployment. Items were modified based on feedback for face validity.<sup>3</sup> For the French version of the survey, the items and response options were translated by a professional translator and translations were checked by bilingual BGC Canada staff.
- **Survey deployment.** To ensure fidelity to standards of survey deployment, BGC Canada hosted comprehensive training for Club staff for all Clubs participating in Learning and Impact, led by the evaluation consultants from Dialogues in Action. Teams from each participating Club attended training events at the beginning of each year's survey implementation to provide orientation and instruction on survey deployment. Multiple trainings were scheduled to enable attendance by every participating Club, including a session that provided simultaneous translation into French. The orientation provided

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<sup>3</sup> DeVellis, R. F. (2016). *Scale Development: Theory and Applications* (4th ed.). SAGE Publications.



instruction on both the theory of the evaluation (e.g., purpose of evaluation, approach to evaluation methodology, impact framework, etc.) and the practice of member survey implementation (e.g., engagement strategies, orientation for staff, communication for members and families, rights of members, logistics of deployment, etc.). In each of the three years of deployment, a six-week timeframe was identified for the survey to be implemented for all Clubs across Canada. Clubs were directed to choose a one or two-week window to deploy the survey. This approach was selected to make survey deployment feasible for all Clubs. To increase the reliability of the response data, Clubs were instructed to involve all members who were present during the period of the active survey. This increased confidence that all members during a dedicated time frame were represented and that no members were selectively chosen to participate in a way that would skew the data. The coordination of deployment of the survey and the standardization of the deployment strategy ensured fidelity to the implementation requirements.

- **Survey data analysis.** At the completion of the deployment period, BGC Canada hosted multi-hour trainings on analysis for the evaluation teams from all Clubs, led by the evaluation consultants from Dialogues in Action. Multiple trainings were scheduled to enable attendance by every participating Club, including a session that provided simultaneous translation into French. Each team was provided with a summary of the survey results for their Club. Teams were guided through multiple exercises to determine the meaning and significance of their survey data, identifying insights from the data and producing responses to the findings. The instruction and guidance for each of the teams ensured fidelity to standards of analysis. The national survey data were analyzed by the team from Dialogues in Action to provide external presentations of the insights from the nationally aggregated data.
- **Survey findings and reporting.** Each year of survey collection resulted in both individual reports for Clubs and a national report of the combined survey data. Each Club was provided with tools, templates, and coaching to produce a report that was reviewed by Dialogues In Action and given feedback on drafts to ensure accuracy of reporting. In addition, Clubs produced a list of responses to the data to implement for improving impact in the future. Every year, a national report was also prepared by Dialogues in Action and reviewed by BGC Canada to inform the national movement, community partners, and members and their families of the impact of Clubs and the areas for improvement of impact in the future.

## Qualitative Interviews

Qualitative data for Learning and Impact were collected through in-depth interviews.

## Qualitative Defined

For Learning and Impact, the qualitative dimension of impact is defined as data on fundamental change, not simply as an open-ended question or an anecdote. The model used in Learning and Impact is based on research by Steve Patty, Ph.D. at Dialogues In Action. This model identifies three areas of human experience as the mental, behavioral, and emotional

domains. Each domain has a dimension commonly measured by quantitative means: what young people know, do and feel because of the Club. And there is a dimension only accessible through qualitative means: what young people believe (e.g., how they are thinking differently about their lives, others, and the world around them), who they are becoming (e.g., how they are growing and developing into their full potential), and what kinds of things they love (e.g., how they are developing attachment, grit, dedication, and commitment to the things that matter most in their lives). This is represented by the Heart Triangle™ (Figure 3).<sup>4</sup>

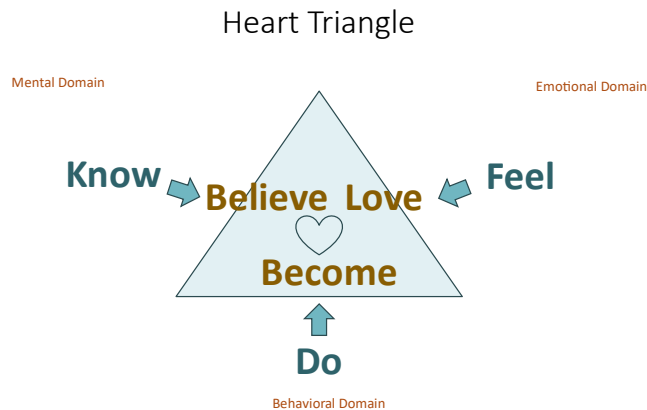


Figure 3

The qualitative approach of Learning and Impact is designed to use one-on-one interviews to reveal the impact on members in the inside-triangle qualitative dimensions.

### Club Participation

Qualitative cohorts were offered in the fall of 2022, 2023, and 2024. Each year, full-member Clubs from across the BGC federation were invited to participate in interviews. Across the three cohorts, teams from 38 Clubs conducted interviews with members including the following Clubs:

- Alberta: BGC Camrose, BGC Cranbrook, Boys and Girls Clubs BBBS of Edmonton, BGC Fort McMurray, BGC Red Deer & District Club, BGC Strathcona County, BGC Wetaskiwin, BGC Whitecourt & District, BGC Wolf Creef
- British Columbia: BGC Kamloops & Williams Lake Club, BGC Okanagan, BGC South Coast BC, BGC South Vancouver Island
- Manitoba: BGC Winnipeg
- New Brunswick: BGC Charlotte County Club, BGC Dieppe, BGC Greater Saint John, BGC Moncton
- Newfoundland: BGC Gander and BGC St. John's
- Nova Scotia: BGC Cape Breton and BGC Greater Halifax Clubs
- Ontario: BGC Albion Club, BGC Brantford, BGC Cornwall/SDG, BGC Cranbrook, BGC Durham, BGC Eastview, BGC Hamilton-Halton, BGC Kawartha's, BGC London, BGC Niagara, BGC Ottawa, BGC South East, BGC West Scarborough
- Prince Edward Island: BGC Charlottetown
- Saskatchewan: BGC Battlefords
- BGC Yukon

<sup>4</sup> Patty, S. (2013). Getting to What Matters: How to Design and Develop Evaluation. Dialogues in Action.

Sampling

To ensure representation of the membership, participating Clubs received training on how to create a sampling strategy. Clubs followed a sampling approach called purposeful stratified sampling to select interviewees. Each Club team identified various strata among the membership (e.g., gender identity, age, community, culture, etc.) and selected interviewees from these strata to provide a purposefully representative sample for data collection. In this way, they avoided selecting interviewees based mainly on convenience, increasing the quality of representation of the interviewees to their member populations.

Approach to Interviewing and Analysis

Teams from each of the participating Clubs were trained in qualitative interviewing, data collection, and data analysis. They conducted 30 to 60-minute, one-on-one, in-depth interviews with members. Most interviewers collected data through a voice-to-transcription application. Interviewers then analyzed the data inductively using a modified version of thematic analysis. Each interviewer used a two-step analysis process to identify insights and themes from the interview data. First, each interviewer analyzed their interviews individually to identify initial themes. Second, each Club team developed common themes from their Club’s full interview data set.

Scope of Interviewing

Over three years, staff from Clubs completed 1,246 interviews across Canada. A standard interview protocol was used in 1,074 of the interviews, focused on the impact of the Club experience in the four domains of Positive Relationships, Healthy Living, Lifelong Learning, and Leadership. A smaller study of 96 interviews was conducted to understand the experience of youth ages 11 to 13. Another smaller study of 76 interviews was conducted to understand the unique impact of Clubs in the socio-emotional development of children and youth (Figure 4).

|       |  |
|-------|--|
| 2022  | 374 interviews   |
| 2023  | 483 interviews   |
| 2024  | 388 interviews <ul style="list-style-type: none"><li>• 216 using standard protocol</li><li>• 96 using 11-13 focused protocol</li><li>• 76 using socio-emotional protocol</li></ul> |
| Total | 1,246 interviews   |

Figure 4

Limitations

Among the limitations of the qualitative interviews are the following:

- **Staff ability limitations.** Staff proved remarkably capable of convening interviews, given their professional abilities and skills in relating to young people. Every interviewer used a standard protocol. However, since qualitative interviewing is highly dependent on the skills of the interviewer, there is expected some degree of variability in the interviews.
- **Club capacity limitations.** Since Learning and Impact is a national effort, and since qualitative data collection is effort-intensive, it includes Clubs of varying staff capacity.

- **Developmental limitations.** Reflecting on qualitative change is demanding. Even though two versions of the interview protocol were developed to account for the developmental stages of both children and youth, there were undoubtedly complications from the relative comprehension levels of children and their ability to provide reliable self-reflection on their own qualitative growth and development in their lives because of Club.
- **Complexity limitations.** Engaging Clubs from across Canada introduced complexities of context and cultures.

## Fidelity of Member Interviews

Given the expansiveness of the member interviews, Learning and Impact has given attention to ensuring fidelity of process in the following ways:

- **Interview framework.** The conceptual framework for the design of the interview methodology, like the member survey, is based on the BGC Model for Success. The Model for Success is rooted in a literature and research base on child and youth development. The primary ideas of the Model for Success (Positive Relationships, Healthy Living, Lifelong Learning, and Leaders) were used as the foundation for developing the interview protocol.
- **Interview protocol design.** Two versions of the interview protocol were developed, one for youth, based on cognitive development of early and middle adolescence, and another for late childhood development.<sup>5</sup> The interview questions were based on an approach of sequencing questions to reveal data on qualitative impact.<sup>6</sup> Both protocols were piloted with children and youth. Both protocols were also used in the initial study of impact by four Clubs in the initiating stage of the project (BGC South Coast, BGC Okanagan, BGC Calgary, BGC Wetaskiwin). The protocols were modified based on pilots. The protocols were available in English, as all interviewers were English speakers.
- **Interviewing methodology.** To ensure fidelity to standards of interviewing and qualitative data collection, teams from Clubs participated in a half-day virtual training led by the evaluation consultants from Dialogues in Action. The orientation provided instruction on both the theory of the evaluation (e.g., purpose of evaluation, approach to evaluation methodology, impact framework, etc.) and the practice qualitative interviewing including the following technical items:
  - **Purposeful stratified sampling.** Teams were trained in the technique of purposeful stratified sampling to ensure the selection of interviews was representative of the diversity of the populations served.<sup>7</sup>
  - **Interview technique.** Teams were training in the technique of holding an interview, including invitation technique, introduction technique, context and timing, setting and clarifying expectations, asking questions, listening, concluding an interview, etc.

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<sup>5</sup> Kuhn, D. (2009). Adolescent Thinking. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology*, Volume 1: Individual Bases of Adolescent Development (3rd ed., pp. 152-186). Wiley

<sup>6</sup> Patty, S. (2013). *Getting to What Matters: How to Design and Develop Evaluation*. Dialogues in Action.

<sup>7</sup> Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE Publications.

This training increased confidence in the quality of interviews and reliability of interview data across the Clubs.

- **Collection of data.** Teams were trained in the collection of data. In most cases, interviewers used a form of voice-to-transcript technology (many through the transcribe function of Microsoft Word) to capture raw data. In some cases, interviewers used notetaking as the form of data collection, having been trained to take notes on the raw data from the interviews instead of the interpretation from the interviewer. The data collection means increased confidence in the fidelity of the data.
- **Timing and focus of data collection.** Each round of interviewing was contained within a two-month period of interviewing, ensuring enough focus and attention could be given to the qualitative project and sufficient proximity of data collection to data analysis, thematics, and reporting.
- **Qualitative data analysis.** Each interviewer participated in instruction on qualitative data analysis. Their analysis included two phases. The first phase comprised of a two-step analysis of each individual interview. The first step is one of disciplined observation, including light coding. The second step is one of interpretation, including the identification of the qualitative features of impact. The second phase involved an exercise of shared analysis to identify the insights from the full data corpus from each team. For the national report, a meta-analysis was conducted by the team from Dialogues in Action to identify insights from the combined analyses of the interviewers from Clubs across Canada.
- **Qualitative themes, findings, responses, and reporting.** To facilitate the development of themes and standardization of process across all Clubs, the identification of themes from interview data was facilitated through an annual in-person retreat. Interviewers gathered for a full day (and in 2024, a day and a half). The tasks of creating themes, findings, and responses were guided by the evaluation consultants to ensure standardization of process and facilitate the sharing of learnings among and between Clubs. Each Club developed a report on qualitative findings and responses based on a common template and instructions. Each team's report received feedback from the Dialogues in Action team to ensure accuracy in interpretation and communication of findings. Each year, a national report representing the insights from the combined reports was prepared by Dialogues in Action and reviewed and released by BGC Canada.



# 3. Summary of Data

## Summary of Survey Data

In the following discussion, data from the most recent survey in 2024 is represented unless otherwise noted. 2024 data is the most recent available survey data and has the highest response rate (n= 8190), likely resulting in a data corpus with the most reliable representation of the of Club members' experience. The survey data were substantially consistent over the three years of survey implementation (see discussion on yearly comparison).

The survey data reveal a strongly positive perception among members of the impact of Clubs with the mean on 21 items ranging from 1.46-2.10 on a 3.00-pt. scale. Standard deviations reveal considerable consistency of impact in most areas. For example, the factor of connection demonstrated the lowest SD at 0.89. Also, there was some variability in member experience of impact in other areas. For example, the factors with the highest SD were nutrition at 1.13 and school readiness at 1.14. Confidence intervals provide assurance that the results accurately represent members' experience (item CI range 0.02-0.03). Analysis comparing results over the three years of survey implementation revealed consistency in results year-over-year, with the increasing sample size over the years increasing confidence in the data. Analysis by demographic variables reveals statistically significant differences in results for girls (higher compared to boys) and ages 11-13 (lower than other age groups). Duration of participation in Clubs makes a statistically significant difference in impact, with longer attendance associated with more positive impact results.

The 2024 Member Survey demonstrates positive impacts of Clubs on participants across all four domains of intended development. With responses from over 8,000 members, the survey (Figure 5) measured 21 factors using a 4-point scale (3 = A lot; 2 = Some; 1 = A little; 0 = Not at all).

## 2024 Survey Results

The survey used a 4-point scale where: 3 = A lot; 2 = Some; 1 = A little; 0 = Not at all

| No. | Survey Item  | Mean | SD   | 95% CI       | N    |
|-----|--|------|------|--------------|------|
| 1   | <i>Because of the Club, I have more people I like to spend time with.</i>                    | 2.01 | 0.89 | (2, 2.03)    | 8190 |
| 2   | <i>Because of the Club, I am better at working through arguments with others.</i>            | 1.46 | 1.02 | (1.44, 1.48) | 8144 |
| 3   | <i>Because of the Club, I feel like I matter to more people.</i>                             | 1.76 | 1.02 | (1.74, 1.79) | 8104 |
| 4   | <i>Because of the Club, I feel more comfortable being myself.</i>                            | 2.04 | 1.02 | (2.02, 2.06) | 8095 |
| 5   | <i>Because of the Club, I am more aware of the feelings of others.</i>                       | 1.94 | 0.98 | (1.92, 1.96) | 8084 |
| 6   | <i>Because of the Club, I make better choices for myself.</i>                                | 1.92 | 0.98 | (1.9, 1.94)  | 8093 |
| 7   | <i>Because of the Club, I know more about what kind of food is healthy for me to eat.</i>    | 1.72 | 1.13 | (1.7, 1.75)  | 8101 |
| 8   | <i>Because of the Club, I am more physically active.</i>                                     | 2.10 | 1.01 | (2.08, 2.12) | 8085 |
| 9   | <i>Because of the Club, I feel more confident about my future.</i>                           | 1.80 | 1.06 | (1.78, 1.82) | 8090 |
| 10  | <i>Because of the Club, I am better able to bounce back after going through a hard time.</i> | 1.71 | 1.03 | (1.69, 1.73) | 8089 |
| 11  | <i>Because of the Club, I am better prepared to do my school work.</i>                       | 1.59 | 1.14 | (1.57, 1.62) | 7882 |
| 12  | <i>Because of the Club, I am more excited to try new things.</i>                             | 2.06 | 0.99 | (2.04, 2.08) | 8102 |
| 13  | <i>Because of the Club, I use my imagination more when I am doing things.</i>                | 1.82 | 1.06 | (1.79, 1.84) | 8073 |
| 14  | <i>Because of the Club, I like challenging myself more.</i>                                  | 1.84 | 1.03 | (1.82, 1.86) | 8090 |
| 15  | <i>Because of the Club, I am better able to take steps to reach my goals.</i>                | 1.82 | 1.00 | (1.8, 1.85)  | 8079 |
| 16  | <i>Because of the Club, I am more comfortable leading.</i>                                   | 1.76 | 1.07 | (1.74, 1.79) | 8074 |
| 17  | <i>Because of the Club, I have a more positive influence on others.</i>                      | 1.86 | 0.98 | (1.84, 1.88) | 8061 |
| 18  | <i>Because of the Club, I am more confident in my abilities.</i>                             | 1.97 | 0.98 | (1.95, 1.99) | 8055 |
| 19  | <i>Because of the Club, I am better at helping out when it is needed.</i>                    | 2.07 | 0.97 | (2.05, 2.09) | 8048 |
| 20  | <i>Because of the Club, I am better able to calm down when I am upset.</i>                   | 1.70 | 1.08 | (1.67, 1.72) | 8075 |
| 21  | <i>Because of the Club, I work better with others.</i>                                       | 1.97 | 0.98 | (1.95, 2)    | 8088 |

Figure 5

## Analysis of Means

The mean scores in the survey provide an average measure of the Club's impact across different developmental domains. Members report positive impacts on all factors of all domains, with all but one item (conflict resolution) scoring above the midpoint of 1.5. Figure 6 provides visual representation of all 21 survey items in the 2024 data corpus, showing that members perceive the Club as having a considerably positive influence across all measured outcomes.

The highest mean scores appear in areas related to physical activity (2.10), initiative (2.07), exploration (2.06), and acceptance of self (2.04). These areas represent the Club's greatest strengths as measured by the survey. Items with means at or below 1.7, namely conflict resolution (1.46), school readiness (1.59), and self-regulation (1.70), highlight factors with room for programmatic enhancement. Even these lower-rated items remain solidly in the positive range, indicating members recognize the benefits of Clubs in their development in these areas.

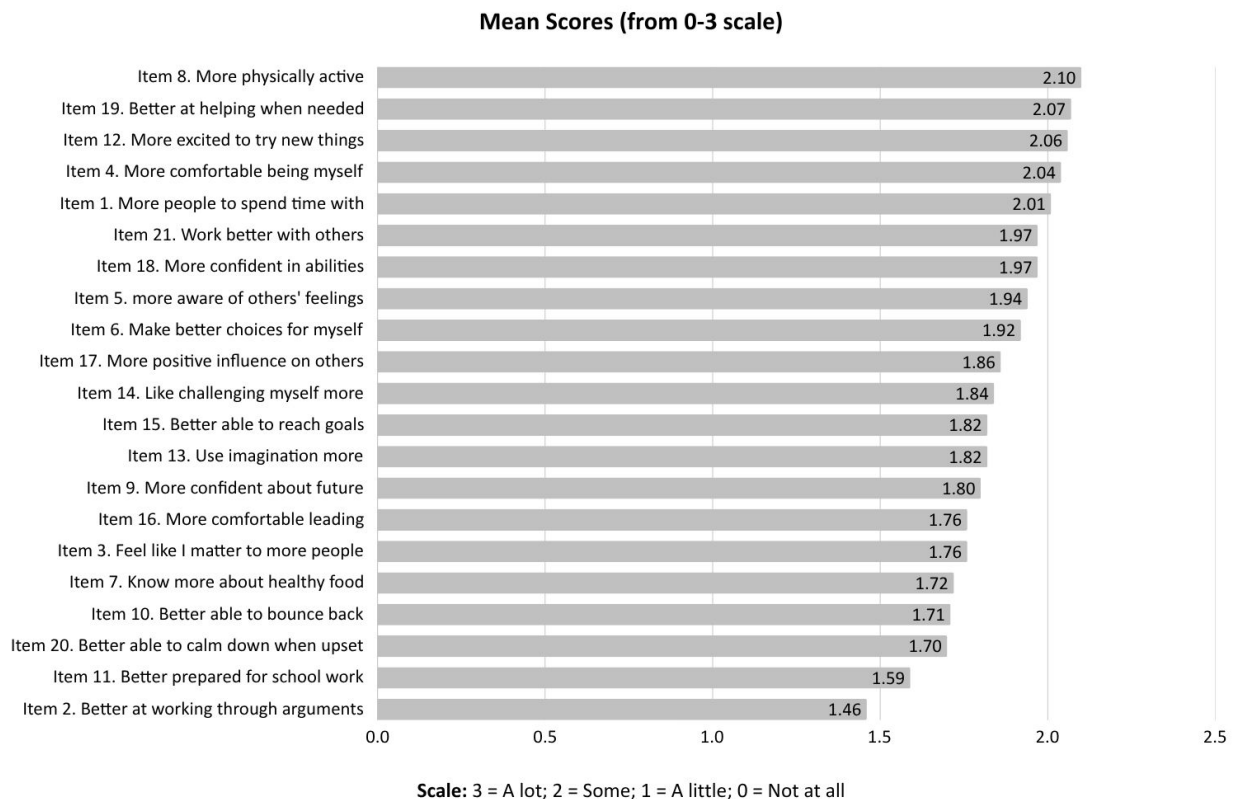


Figure 6

## Standard Deviations

The standard deviations (SD) in the survey results provide insights into the consistency of the members' responses. A smaller standard deviation indicates greater agreement among respondents; a larger value suggests more variability in how members experience the Club's impact in that area.

Standard deviations across the 21 survey items range from 0.89 to 1.14 (Figure 7). The most consistent responses were observed for Item 1, "I have more people I like to spend time with" (SD = 0.89), suggesting strong agreement among members about the Club's positive impact on social connections. Conversely, Items 7 and 11, relating to nutrition (SD = 1.13) and school readiness (SD = 1.14), show the greatest variability, indicating more diverse experiences among members in these areas. This variation may reflect differences in program emphasis across locations or different member needs and interests. The standard deviations complement the mean scores by highlighting not just the average impact but also how uniformly members experience these benefits.

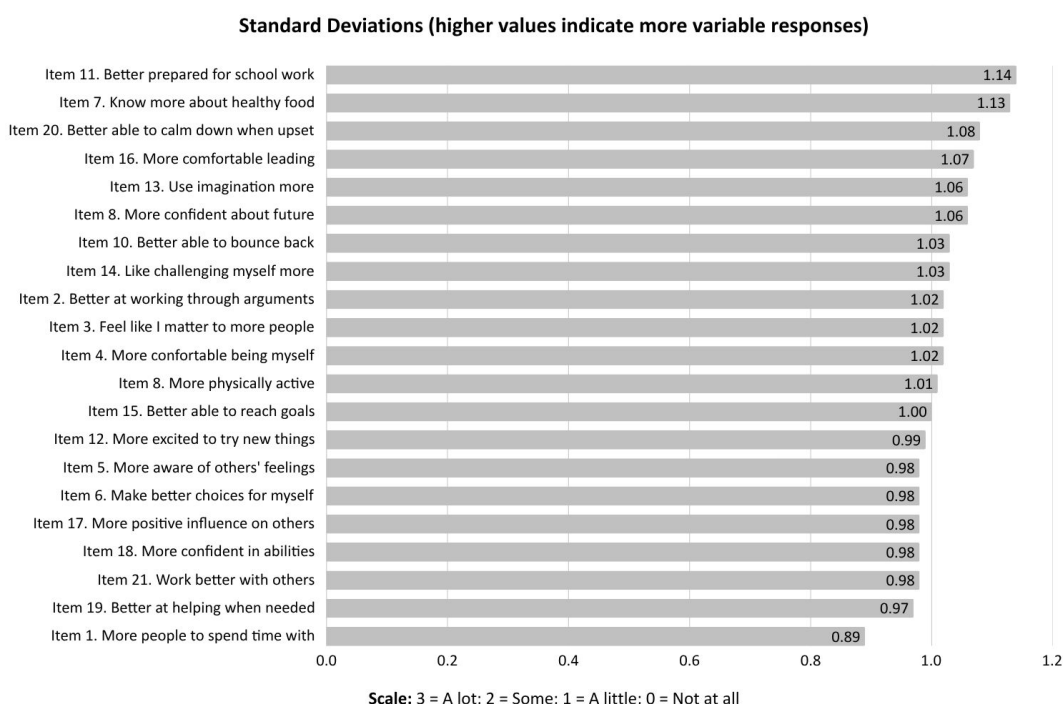


Figure 7

## Confidence Intervals

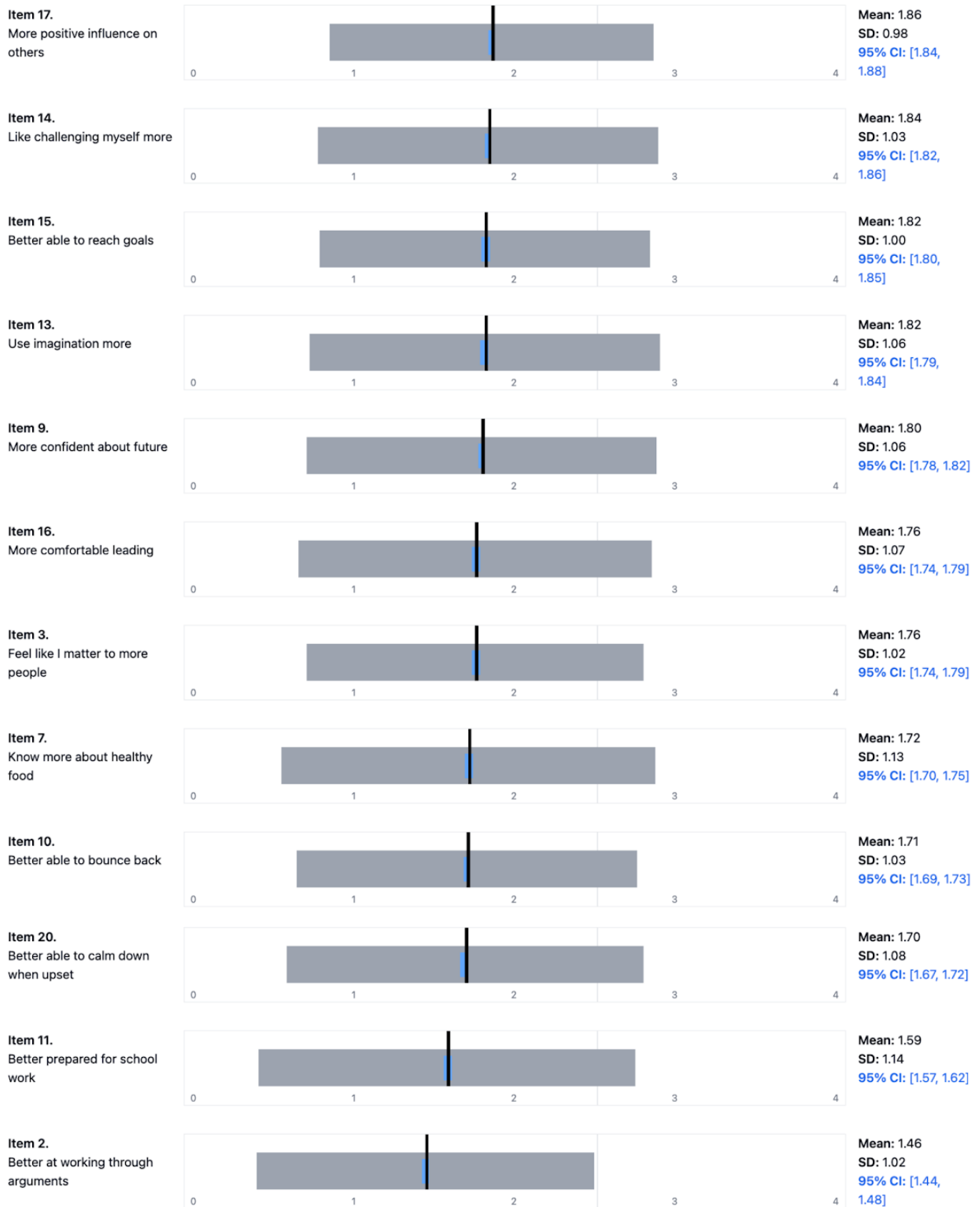
The 95% confidence intervals (CI) indicate the precision and reliability of the survey findings (Figure 8). These intervals represent the range within which the true population mean is estimated to fall with 95% certainty, considering both the sample size and response variability. All survey items have narrow confidence intervals, typically spanning 0.02-0.03 points in either direction from the mean. This narrow range indicates high precision in the measurements given the response size of over 8,000 respondents. The consistency of these narrow intervals across all items demonstrates the statistical robustness of the survey results and provides strong assurance that the findings accurately represent members' experiences.

## Confidence Intervals and Standard Deviations

$\pm 1$  Standard Deviation
  95% Confidence Interval
  Mean







Scale: 0 = Not at all; 1 = A little; 2 = Some; 3 = A lot

Figure 8

Demographic Disaggregation

A disaggregation of the data using member identifiers on demographic items provides a more granular analysis of the relative impact between demographic subgroups of members.

1. Indigenous Identity Analysis

The analysis of the 2024 data comparing Indigenous (n=1,135) and non-Indigenous (n=5,101) members revealed that Clubs are having a generally equitable impact on Indigenous and Non-Indigenous members, with a small but positive difference in the item about impact in nutrition among Indigenous participants (Figure 9).

- **Domain Level:** No statistically significant differences were found between Indigenous and Non-Indigenous members at the domain level.
- **Question Level:** Only one question showed a statistically significant difference:

**Q7 - "I know more about what kind of food is healthy for me to eat":** Indigenous members reported slightly higher scores (mean=1.80) compared to non-Indigenous members (mean=1.70), p=0.044. However, the effect size, which indicates how meaningful or important a difference or relationship is, is negligible (d=0.08).

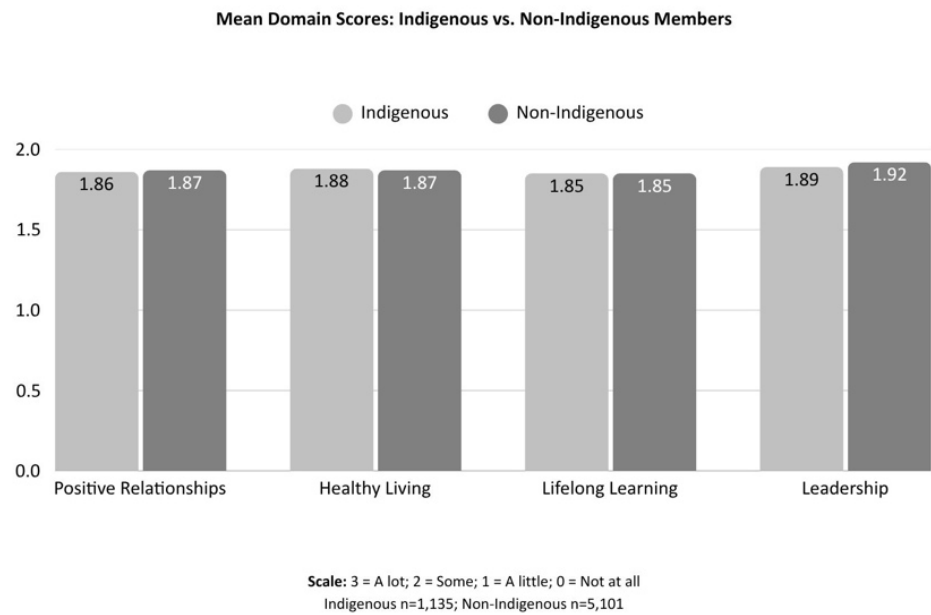


Figure 9

2. Gender Identity Analysis

The display of disaggregated data based on gender identity reveals helpful insights into the varying experiences of impact between members with differing gender identities (Figures 10 and 11).

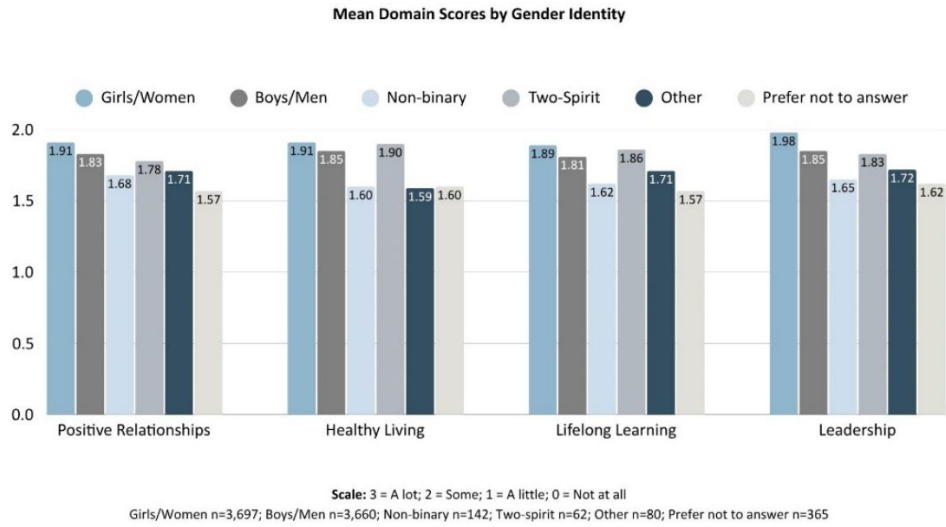


Figure 10

**Positive Relationships**

| Gender Identity      | Mean Score | Sample Size | Visual Comparison      |
|----------------------|------------|-------------|------------------------|
| Boy/Man              | 1.83       | n = 3660    | <div><div></div></div> |
| Girl/Woman           | 1.91       | n = 3697    | <div><div></div></div> |
| Non-binary           | 1.68       | n = 142     | <div><div></div></div> |
| Two-Spirit           | 1.78       | n = 62      | <div><div></div></div> |
| Other                | 1.69       | n = 80      | <div><div></div></div> |
| Prefer not to answer | 1.62       | n = 365     | <div><div></div></div> |

**Healthy Living**

| Gender Identity      | Mean Score | Sample Size | Visual Comparison      |
|----------------------|------------|-------------|------------------------|
| Boy/Man              | 1.85       | n = 3660    | <div><div></div></div> |
| Girl/Woman           | 1.91       | n = 3697    | <div><div></div></div> |
| Non-binary           | 1.60       | n = 142     | <div><div></div></div> |
| Two-Spirit           | 1.90       | n = 62      | <div><div></div></div> |
| Other                | 1.58       | n = 80      | <div><div></div></div> |
| Prefer not to answer | 1.63       | n = 365     | <div><div></div></div> |

**Lifelong Learning**

| Gender Identity      | Mean Score | Sample Size | Visual Comparison      |
|----------------------|------------|-------------|------------------------|
| Boy/Man              | 1.81       | n = 3660    | <div><div></div></div> |
| Girl/Woman           | 1.89       | n = 3697    | <div><div></div></div> |
| Non-binary           | 1.62       | n = 142     | <div><div></div></div> |
| Two-Spirit           | 1.82       | n = 62      | <div><div></div></div> |
| Other                | 1.69       | n = 80      | <div><div></div></div> |
| Prefer not to answer | 1.57       | n = 365     | <div><div></div></div> |

**Leadership**

| Gender Identity      | Mean Score | Sample Size | Visual Comparison      |
|----------------------|------------|-------------|------------------------|
| Boy/Man              | 1.85       | n = 3660    | <div><div></div></div> |
| Girl/Woman           | 1.98       | n = 3697    | <div><div></div></div> |
| Non-binary           | 1.65       | n = 142     | <div><div></div></div> |
| Two-Spirit           | 1.83       | n = 62      | <div><div></div></div> |
| Other                | 1.73       | n = 80      | <div><div></div></div> |
| Prefer not to answer | 1.68       | n = 365     | <div><div></div></div> |

Figure 11

## Binary Gender Comparisons

Comparisons between Boys/Men (n=3,660) and Girls/Women (n=3,697) showed consistent and statistically significant differences across all domains and multiple individual questions (Figure 12).

- **Domain Level Differences:** Girls/Women reported statistically higher scores across all domains:

| Domain                 | Boys Mean | Girls Mean | Difference | p-value | Effect Size       |
|------------------------|-----------|------------|------------|---------|-------------------|
| Positive Relationships | 1.83      | 1.91       | -0.08      | <0.0001 | 0.12 (negligible) |
| Healthy Living         | 1.85      | 1.91       | -0.05      | 0.0101  | 0.07 (negligible) |
| Lifelong Learning      | 1.81      | 1.89       | -0.08      | 0.0001  | 0.10 (negligible) |
| Leadership             | 1.85      | 1.98       | -0.12      | <0.0001 | 0.17 (negligible) |

Figure 12

- **Question Level:** 13 out of 21 questions showed statistically significant differences, with girls/women consistently reporting higher scores. The most notable differences were between the following:
  - **Q19 - "I am better at helping out when it is needed":** Girls/Women (mean=2.22) compared to Boys/Men (mean=1.97),  $p<0.0001$ , effect size=0.26 (small)
  - **Q17 - "I have a more positive influence on others":** Girls/Women (mean=1.98) compared to Boys/Men (mean=1.79),  $p<0.0001$ , effect size=0.19 (negligible)
  - **Q5 - "I am more aware of the feelings of others":** Girls/Women (mean=2.04) compared to Boys/Men (mean=1.88),  $p<0.0001$ , effect size=0.16 (negligible)

The only question where boys/men scored significantly higher was the following:

- **Q8 - "I am more physically active":** Boys (mean=2.17) vs Girls (mean=2.09),  $p=0.0079$ , effect size=0.07 (negligible)

## Gender-Diverse Child and Youth Analysis

The survey included responses from several gender-diverse groups, though with smaller sample sizes that limit statistical comparisons. Members identifying as non-binary demonstrated consistent patterns of lower scores across domains. Members identifying as Two-Spirit consistently scored higher than other gender diverse members. Members that identify as a gender other than boy/man, girl/woman, non-binary, or Two-Spirit revealed a mix of strength of outcome. Members not disclosing gender identity consistently scored lower.

- **Non-binary participants** (n=142)
  - Non-binary members reported lower mean scores than members that identify as boys or girls across all domains (Positive Relationships: 1.68, Healthy Living: 1.60, Lifelong Learning: 1.62, Leadership: 1.65).
  - Non-binary members showed particular challenges in self-regulation (Q20: mean=1.37) and positive outlook (Q9: mean=1.59).
  - Non-binary members demonstrated consistent patterns of lower scores across domains suggesting potential barriers or challenges faced by non-binary children and youth.
- **Two-Spirit participants** (n=62):
  - Despite the small sample size, Two-Spirit members showed relatively high scores in Healthy Living (mean=1.90).
  - Two-Spirit members reported notably high scores in preparation for school readiness (Q11: mean=1.95) and nutrition (Q7: mean=1.89).
  - The pattern of Two-Spirit responses suggests potentially positive Club experiences that could be further explored and communicated.
- **Other gender identities** (n=80):
  - Members that wrote-in their own gender identity or selected “other” showed a mixed pattern of responses.
  - This group reported higher scores in creativity (Q13: mean=1.95) but lower scores in positive outlook (Q9: mean=1.54).
  - The varied pattern suggests diverse experiences within this aggregated category.
- **Prefer not to answer** (n=365):
  - This group selecting “Prefer not to answer” consistently reported lower scores across all domains compared to those who disclosed their gender identity.
  - The pattern of responses from members preferring not to answer raises concerns about potential barriers or challenges for youth uncomfortable disclosing gender identity.

Due to sample size limitations, formal statistical significance testing was not performed for these gender-diverse groups, but the descriptive patterns reveal important areas for potential programming focus.

### 3. Age Group Analysis

Age group comparisons revealed clear developmental patterns, with scores generally following a U-shaped curve. The most significant differences were observed between adjacent age groups (Figure 13).



U-Shaped Curve in Overall Domain Score

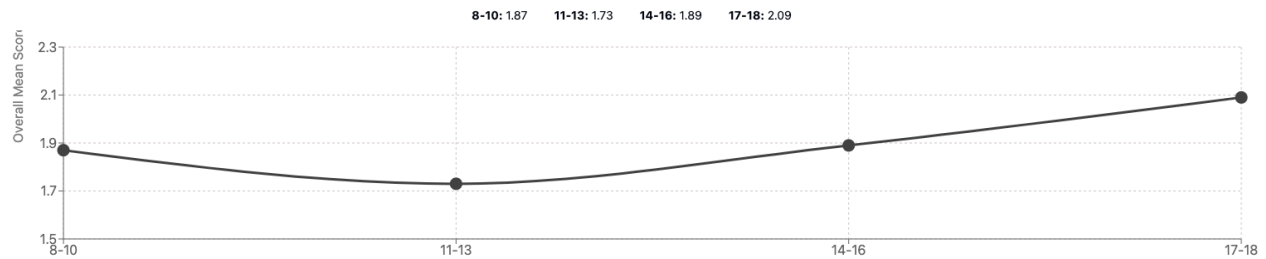


Figure 13

The ratings within each of the four domains in each age group were relatively stable (Figure 14).

Domain Scores by Age Group

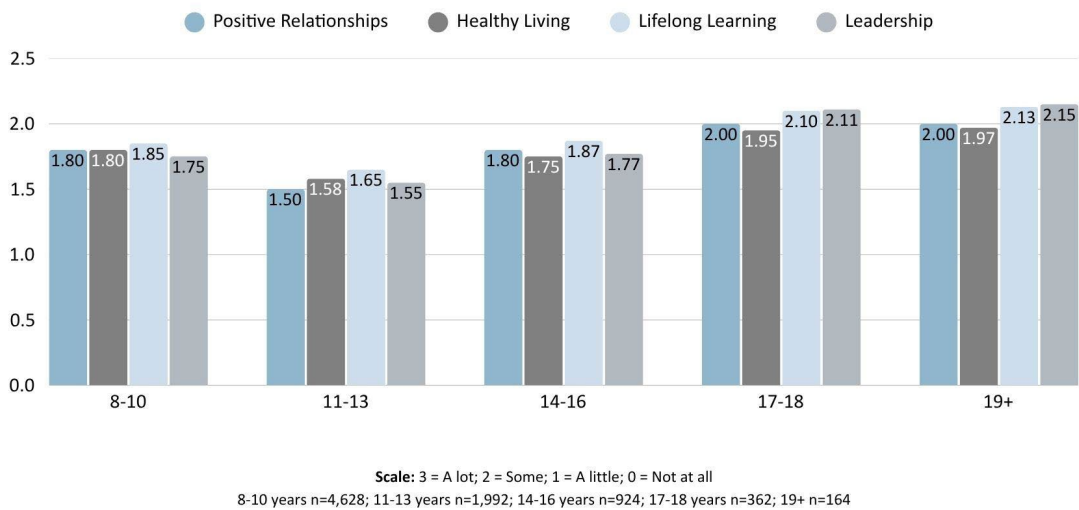


Figure 14

#### 8-10 compared to 11-13 Age Groups:

- **Domain Level:** All four domains showed statistically significant differences, with younger children (8-10) reporting higher scores than the 11-13 age group.
- **Effect Sizes:** Small effects were found for Healthy Living ( $d=0.22$ ) and Lifelong Learning ( $d=0.20$ ).
- **Notable Question Differences:**
  - **Q13 - "I use my imagination more when I am doing things":** 8-10 (mean=1.89) compared to 11-13 (mean=1.65),  $p<0.0001$ , effect size=0.22 (small)
  - **Q7 - "I know more about what kind of food is healthy for me to eat":** 8-10 (mean=1.79) compared to 11-13 (mean=1.57),  $p<0.0001$ , effect size=0.19 (negligible)

#### 11-13 compared to 14-16 Age Groups:

- **Domain Level:** All domains showed statistically significant differences, with the 14-16 age group reporting higher scores than the 11-13 age group.

- **Effect Sizes:** Small effects were found for Positive Relationships ( $d=0.30$ ), Lifelong Learning ( $d=0.22$ ), and Leadership ( $d=0.22$ ).
- **Notable Question Differences:**
  - **Q9 - "I feel more confident about my future":** 14-16 (mean=1.95) compared to 11-13 (mean=1.64),  $p<0.0001$ , effect size=0.32 (small)
  - **Q2 - "I am better at working through arguments with others":** 14-16 (mean=1.64) compared to 11-13 (mean=1.33),  $p<0.0001$ , effect size=0.31 (small).

#### 14-16 compared to 17-18 Age Groups:

- **Domain Level:** All domains showed statistically significant differences, with the 17-18 age group reporting higher scores than the 14-16 age group.
- **Effect Sizes:** Small effects were found for all domains, with the largest being Leadership ( $d=0.34$ ).
- **Notable Question Differences:**
  - **Q16 - "I am more comfortable leading":** 17-18 (mean=2.13) vs 14-16 (mean=1.81),  $p<0.0001$ , effect size=0.33 (small).
  - **Q18 - "I am more confident in my abilities":** 17-18 (mean=2.28) vs 14-16 (mean=2.02),  $p<0.0001$ , effect size=0.30 (small).

#### 17-18 compared to 19+ Age Groups:

- **Domain Level:** No statistically significant differences were found at the domain level.
- **Question Level:** Only one question showed a statistically significant difference:
  - **Q14 - "I like challenging myself more":** 19+ (mean=2.24) compared to 17-18 (mean=2.00),  $p=0.0213$ , effect size=0.26 (small).

## 4. Time Attending Club Analysis

The disaggregation analysis comparing members by length of Club attendance revealed progressive improvements with longer involvement (Figure 15).

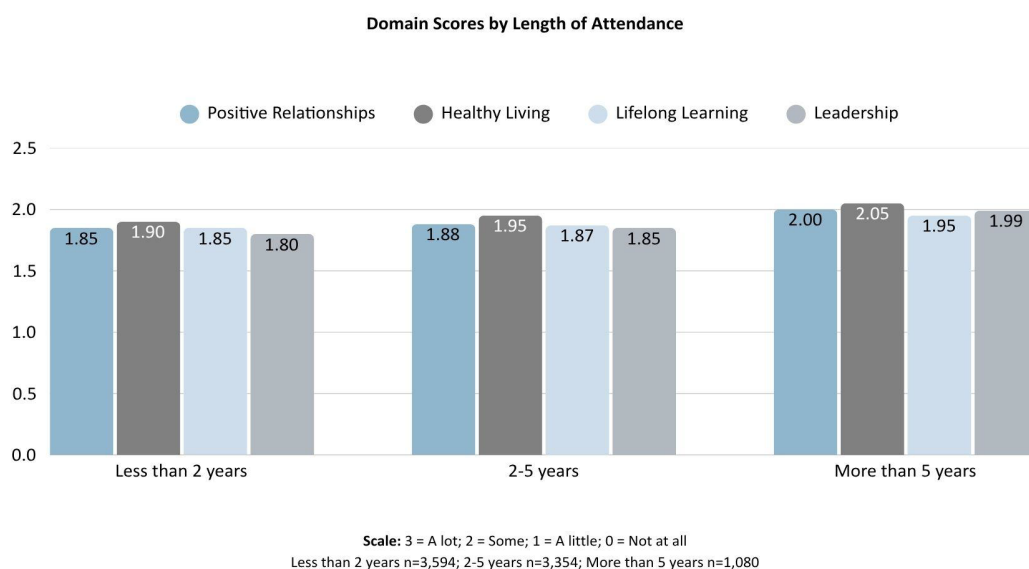


Figure 15

#### **Less than 2 years compared to 2-5 years:**

- **Domain Level:** No statistically significant differences were found at the domain level.
- **Question Level:** 5 questions showed statistically significant differences, including the following:
  - **Q8 - "I am more physically active":** 2-5 years (mean=2.15) compared to Less than 2 years (mean=2.04),  $p=0.0001$ , effect size=0.10 (negligible)
  - **Q19 - "I am better at helping out when it is needed":** 2-5 years (mean=2.10) compared to Less than 2 years (mean=2.02),  $p=0.0009$ , effect size=0.09 (negligible)

#### **2-5 years compared to More than 5 years:**

- **Domain Level:** All four domains showed statistically significant differences, with longer-term members (5+ years) reporting higher scores.
- **Effect Sizes:** All differences had negligible effect sizes ( $d<0.20$ ).
- **Notable Question Differences:**
  - **Q16 - "I am more comfortable leading":** 5+ years (mean=1.94) compared to 2-5 years (mean=1.77),  $p<0.0001$ , effect size=0.16 (negligible)
  - **Q2 - "I am better at working through arguments with others":** 5+ years (mean=1.58) compared to 2-5 years (mean=1.42),  $p=0.0001$ , effect size=0.15 (negligible)

#### **Less than 2 years compared to More than 5 years:**

- **Domain Level:** Three domains showed statistically significant differences (all except Lifelong Learning), with longer-term members reporting higher scores.
- **Effect Sizes:** Most differences had negligible effect sizes, with the largest for Leadership ( $d=0.19$ ).
- **Notable Question Differences:**
  - **Q16 - "I am more comfortable leading":** 5+ years (mean=1.94) compared to Less than 2 years (mean=1.70),  $p<0.0001$ , effect size=0.23 (small).
  - **Q17 - "I have a more positive influence on others":** 5+ years (mean=2.01) compared to Less than 2 years (mean=1.82),  $p<0.0001$ , effect size=0.19 (negligible)

### **5. Black or Person of Colour Identity Analysis (2023)**

In the 2022 and 2023 versions of the member survey, an item was included to explore the dynamic of racial equity in the data on Club outcomes. This item asked respondents to identify if they were Black or a Person of Colour. The intent of including this item was to inform BGC of potential inequities in the experience of impact among racially diverse members.

In all domains, members who identified as Black or Person of Colour scored slightly higher than those who did not identify as Black or Person of Colour (Figure 16).

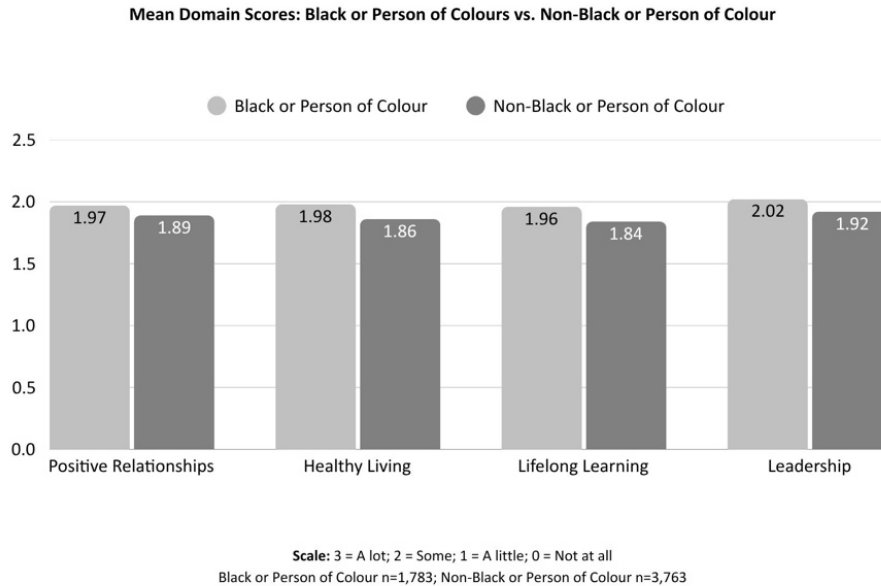


Figure 16

The analysis comparing Black or Person of Colour (n=1,783) and Non-Black or Person of Colour (n=3,763) members revealed that Clubs are having a broadly equitable impact across all four domains, although some statistically significant differences emerged.

- **Domain Level:** Statistically significant differences were found between Black or Person of Colour and Non-Black or Person of Colour members across all four domains:
  - **Positive Relationships:** Black or Person of Colour members reported slightly higher scores (mean=1.97) compared to Non-Black or Person of Colour members (mean=1.89),  $p<0.001$ , effect size=0.2 (small).
  - **Healthy Living:** Black or Person of Colour members reported higher scores (mean=1.98) compared to Non-Black or Person of Colour members (mean=1.86),  $p<0.001$ , effect size=0.25 (small).
  - **Lifelong Learning:** Black or Person of Colour members reported higher scores (mean=1.96) compared to Non-Black or Person of Colour members (mean=1.84),  $p<0.001$ , effect size=0.25 (small).
  - **Leadership:** Black or Person of Colour members reported higher scores (mean=2.02) compared to Non-Black or Person of Colour members (mean=1.92),  $p<0.001$ , effect size=0.2 (small).
  - Although statistically significant, these differences remain relatively modest.
- **Question Level:** Several questions showed statistically significant differences, notably:
  - Q11 - "I am better prepared to do my school work" (Lifelong Learning domain): Black or Person of Colour members reported higher scores (mean=1.83) compared to Non-Black or Person of Colour members (mean=1.59),  $p<0.001$ , effect size=0.24 (small).
  - Q18 - "I am more confident in my abilities" (Leadership domain): Black or Person of Colour members reported higher scores (mean=2.11) compared to Non-Black or Person of Colour members (mean=1.97),  $p<0.001$ , effect size=0.14 (negligible).

- Q9 - "I feel more confident about my future" (Healthy Living domain): Black or Person of Colour members reported higher scores (mean=1.96) compared to Non-Black or Person of Colour members (mean=1.79),  $p<0.001$ , effect size=0.2 (small).

Overall, while statistically significant differences exist, Clubs are positively impacting both groups, with a modestly stronger perceived impact reported by Black or Person of Colour members.

## Variability Analysis

The standard deviation analysis reveals important patterns about how consistently the Club is making an impact across different areas (Figure 17).

- Most consistent positive impacts were found in the factor of connections: Q1 "More people I like to spend time with" shows high mean scores with lower variability, indicating consistent success in this area.
- High variability areas include school readiness (Q11) and nutrition (Q7). These show the highest standard deviations, suggesting that experiences vary significantly among members. This may indicate inconsistent programming or delivery in these areas.
- Age-related patterns: Standard deviations tend to be higher for younger age groups, suggesting that program consistency might improve for older age groups.

## Mean vs Standard Deviation Analysis

Figure 17 plots the relationships between mean response values and standard deviations for each question. It helps identify which areas have both strong and consistent positive impacts.

- Bottom-right quadrant: High mean, low variability — strongest consistent positive impact
- Top-right quadrant: High mean, high variability — strong but inconsistent impact
- Bottom-left quadrant: Low mean, low variability — consistent but less positive impact
- Top-left quadrant: Low mean, high variability — areas needing most attention

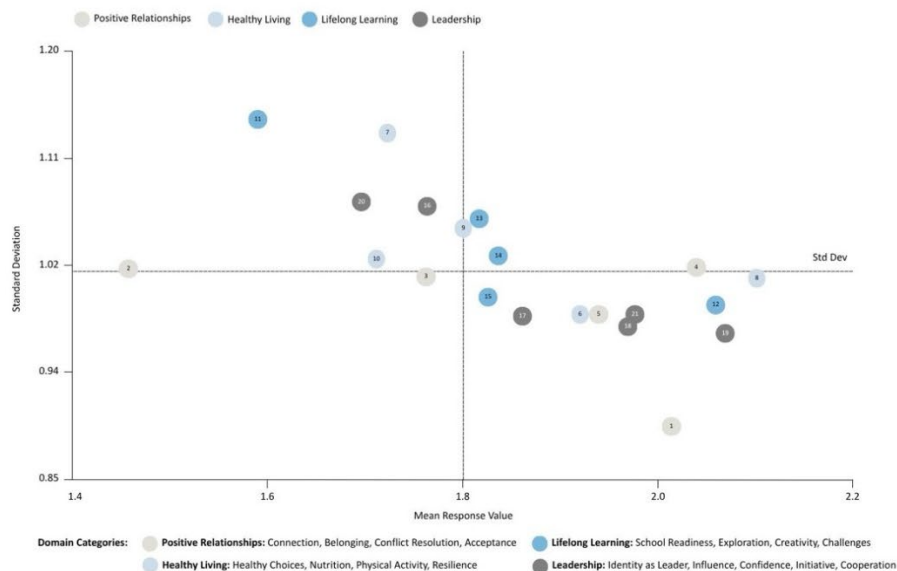


Figure 17

**Strongest Consistent Impact**

The items demonstrating the greatest consistency of impact are the following:

- Q19: Better at helping when needed (initiative)
- Q12: More excited to try new things (exploration)
- Q1: More people I like to spend time with (connection)
- Q18: More confident in my abilities (confidence)
- Q21: Work better with others (cooperation)
- Q5: More aware of others' feelings (acceptance of others)
- Q6: Make better choices for myself (choices)

**Areas Needing Most Attention**

The items demonstrating the greatest need for consistency are the following:

- Q2: Better at working through arguments (conflict resolution)
- Q11: Better prepared for school work (school readiness)

**Yearly Comparison of Data (2022-2024)**

An analysis of the data over the three years of implementation shows significant growth of participation, consistent demographic representation, and general stability in levels of ratings year-over-year, demonstrating reliability of insights for proving and improving impact.

**1. Survey Participation Growth**

The BGC Member Survey has seen consistent growth in participation over the three-year period (Figure 18).

| Year         | Respondents   | Year-over-Year Increase |
|--------------|---------------|-------------------------|
| 2022         | 5,774         | Baseline                |
| 2023         | 6,827         | +1,053 (18.2%)          |
| 2024         | 8,195         | +1,368 (20.0%)          |
| <b>Total</b> | <b>20,796</b> | <b>+2,421 (41.9%)</b>   |

Figure 18

This significant growth in participation demonstrates increasing engagement from Clubs across Canada in Learning and Impact. The growth of participation over the years of Learning and Impact likely means that the data corpus includes more members who have marginal participation. Clubs are becoming more proficient at engaging a greater number of members in the survey, not simply those who are more convenient to engage.

**2. Demographic Analysis**

**Age Distribution (2022-2024)**

A year-to-year comparison of the demographic data shows trends in the percentage of age groups participating in the survey (Figure 19). The age distribution has remained relatively stable over the three years, with the majority of respondents consistently being in the 8-10 age group. There was a minor decrease in the proportion of younger children (8-10) and a small

increase in teenage participation (14-16) over the three years of data collection through the Member Survey.

| Age Group | 2022          | 2023          | 2024          | 3-Year Total   | Trend       |
|-----------|---------------|---------------|---------------|----------------|-------------|
| 8-10      | 3,323 (59.5%) | 3,955 (58.4%) | 4,628 (56.5%) | 11,906 (57.3%) | Slight ↓    |
| 11-13     | 1,304 (23.4%) | 1,686 (24.9%) | 1,992 (24.3%) | 4,982 (24.0%)  | Stable      |
| 14-16     | 601 (10.8%)   | 714 (10.5%)   | 924 (11.3%)   | 2,239 (10.8%)  | Slight ↑    |
| 17+       | 346 (6.2%)    | 328 (4.8%)    | 526 (6.4%)    | 1,200 (5.8%)   | Fluctuating |

Figure 19

**Gender Identity Participation (2022-2024)**

The gender distribution shows a gradual increase in the proportion of respondents identifying as boys/men or girls/women, with a corresponding decrease in nonbinary, Two-Spirit, and write-in gender identities (Figure 20). By 2024, there was almost complete parity between boys/men and girls/women (48.0% vs 48.4%).

| Gender Identity | 2022          | 2023          | 2024          | 3-Year Total  | Trend    |
|-----------------|---------------|---------------|---------------|---------------|----------|
| Boy/Man         | 2,459 (46.5%) | 3,000 (47.1%) | 3,660 (48.0%) | 9,119 (47.3%) | Slight ↑ |
| Girl/Woman      | 2,394 (45.3%) | 3,043 (47.8%) | 3,697 (48.4%) | 9,134 (47.4%) | ↑        |
| Nonbinary       | 169 (3.2%)    | 152 (2.4%)    | 142 (1.9%)    | 463 (2.4%)    | ↓        |
| Two-Spirit      | 70 (1.3%)     | 70 (1.1%)     | 62 (0.8%)     | 202 (1.0%)    | ↓        |
| Write-in/Other  | 188 (3.6%)    | 133 (2.1%)    | 80 (1.0%)     | 401 (2.1%)    | ↓        |

Figure 20

**Indigenous Identity Participation (2022-2024)**

Indigenous respondents have consistently represented between 12-15% of the survey population, with a slight increase in absolute numbers year over year (Figure 21). The 2024 survey had the highest number of Indigenous respondents (1,135).

| Indigenous Identity | 2022          | 2023          | 2024          | 3-Year Total   | Trend       |
|---------------------|---------------|---------------|---------------|----------------|-------------|
| Indigenous          | 702 (15.4%)   | 840 (12.3%)   | 1,135 (13.8%) | 2,677 (13.7%)  | Fluctuating |
| Non-Indigenous      | 3,868 (84.6%) | 5,987 (87.7%) | 7,060 (86.2%) | 16,915 (86.3%) | Fluctuating |

Figure 21

**Club Attendance Duration (2023-2024)**

The attendance duration held relatively stable between 2023 and 2024, with a slight shift from short-term to medium-term attendance, suggesting stronger member retention (Figure 22).

| Club Attendance   | 2023          | 2024          | 2-Year Total  | Trend    |
|-------------------|---------------|---------------|---------------|----------|
| Less than 2 years | 3,104 (46.1%) | 3,594 (44.8%) | 6,698 (45.4%) | Slight ↓ |
| 2-5 years         | 2,693 (40.0%) | 3,354 (41.8%) | 6,047 (41.0%) | Slight ↑ |
| More than 5 years | 932 (13.9%)   | 1,080 (13.4%) | 2,012 (13.6%) | Slight ↓ |

*\*Note: Duration data was not collected in 2022*

Figure 22

**3. Impact Domain Comparative Analysis (2022-2024)**

The three-year data reveals steady positive impacts across all four domains of Positive Relationships, Healthy Living, Lifelong Learning, and Leadership, with consistent areas of strength and opportunity (Figures 23 and 24).

**Domain Averages by Year**

| Domain                 | 2022 | 2023 | 2024 | 3-Year Avg | Range |
|------------------------|------|------|------|------------|-------|
| Positive Relationships | 1.87 | 1.89 | 1.84 | 1.87       | 0.05  |
| Healthy Living         | 1.86 | 1.87 | 1.85 | 1.86       | 0.02  |
| Lifelong Learning      | 1.85 | 1.86 | 1.83 | 1.84       | 0.03  |
| Leadership             | 1.90 | 1.92 | 1.89 | 1.90       | 0.04  |

Figure 23



## BGC Member Survey Results Analysis (2022-2024)

### Means Scores by Survey Items by Year

The survey uses a 4-point scale where: 3 = A lot; 2 = Some; 1 = A little; 0 = Not at all

| #  | Survey Item   | 2022 | 2023 | 2024 | 3-Year Avg | Range |
|----|---|------|------|------|------------|-------|
| 1  | Because of the Club, I have more people I like to spend time with.                    | 2.00 | 2.06 | 2.01 | 2.02       | 0.06  |
| 2  | Because of the Club, I am better at working through arguments with others.            | 1.46 | 1.50 | 1.46 | 1.47       | 0.04  |
| 3  | Because of the Club, I feel like I matter to more people.                             | 1.84 | 1.84 | 1.76 | 1.81       | 0.08  |
| 4  | Because of the Club, I feel more comfortable being myself.                            | 2.06 | 2.08 | 2.04 | 2.06       | 0.04  |
| 5  | Because of the Club, I am more aware of the feelings of others.                       | 2.01 | 1.99 | 1.94 | 1.98       | 0.07  |
| 6  | Because of the Club, I make better choices for myself.                                | 1.94 | 1.91 | 1.92 | 1.92       | 0.03  |
| 7  | Because of the Club, I know more about what kind of food is healthy for me to eat.    | 1.75 | 1.80 | 1.72 | 1.76       | 0.08  |
| 8  | Because of the Club, I am more physically active.                                     | 2.10 | 2.12 | 2.10 | 2.11       | 0.02  |
| 9  | Because of the Club, I feel more confident about my future.                           | 1.79 | 1.82 | 1.80 | 1.80       | 0.03  |
| 10 | Because of the Club, I am better able to bounce back after going through a hard time. | 1.73 | 1.72 | 1.71 | 1.72       | 0.02  |
| 11 | Because of the Club, I am better prepared to do my school work.                       | 1.57 | 1.65 | 1.59 | 1.60       | 0.08  |
| 12 | Because of the Club, I am more excited to try new things.                             | 2.13 | 2.11 | 2.06 | 2.10       | 0.07  |
| 13 | Because of the Club, I use my imagination more when I am doing things.                | 1.88 | 1.85 | 1.82 | 1.85       | 0.06  |
| 14 | Because of the Club, I like challenging myself more.                                  | 1.81 | 1.85 | 1.84 | 1.83       | 0.04  |
| 15 | Because of the Club, I am better able to take steps to reach my goals.                | 1.84 | 1.83 | 1.82 | 1.83       | 0.02  |
| 16 | Because of the Club, I am more comfortable leading.                                   | 1.65 | 1.78 | 1.76 | 1.73       | 0.13  |
| 17 | Because of the Club, I have a more positive influence on others.                      | 1.89 | 1.89 | 1.86 | 1.88       | 0.03  |
| 18 | Because of the Club, I am more confident in my abilities.                             | 1.97 | 1.99 | 1.97 | 1.98       | 0.02  |
| 19 | Because of the Club, I am better at helping out when it is needed.                    | 2.10 | 2.12 | 2.07 | 2.10       | 0.05  |
| 20 | Because of the Club, I am better able to calm down when I am upset.                   | 1.72 | 1.75 | 1.70 | 1.72       | 0.05  |
| 21 | Because of the Club, I work better with others.                                       | 2.04 | 2.01 | 1.97 | 2.01       | 0.07  |

Figure 24

The three-year analysis reveals consistent patterns of impact across all four domains, with identifiable strengths and areas for development (Figure 25).

| Impact Domain          | Key Factors   | Consistent Strengths (2022-2024)   | Areas for Continued Development  | 2024 Positive Response Highlights  |
|------------------------|---|--|--|--|
| Positive Relationships | Connection, Belonging, Conflict Resolution, Acceptance of Self, Acceptance of Others  | <ul style="list-style-type: none"> <li>• Social connection</li> <li>• Community building</li> <li>• Acceptance of self and others</li> </ul> | <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Working through arguments</li> </ul>                           | <ul style="list-style-type: none"> <li>• 95% have more people they like to spend time with</li> <li>• 90% feel more comfortable being themselves</li> <li>• 79% are better at working through arguments</li> </ul> |
| Healthy Living         | Healthy Choices, Nutrition, Physical Activity, Positive Outlook, Resilience           | <ul style="list-style-type: none"> <li>• Physical activity programs</li> <li>• Healthy lifestyle promotion</li> </ul>                        | <ul style="list-style-type: none"> <li>• Emotional regulation</li> <li>• Resilience building</li> <li>• Nutrition education</li> </ul> | <ul style="list-style-type: none"> <li>• 90% are more physically active</li> <li>• 89% make better choices for themselves</li> <li>• 85% are better able to bounce back after hard times</li> </ul>                |
| Lifelong Learning      | School Readiness, Exploration, Creativity, Challenges, Goal Attainment                | <ul style="list-style-type: none"> <li>• Creative expression</li> <li>• Trying new experiences</li> <li>• Personal exploration</li> </ul>    | <ul style="list-style-type: none"> <li>• Academic support</li> <li>• School readiness</li> <li>• Goal-setting and planning</li> </ul>  | <ul style="list-style-type: none"> <li>• 91% are more excited to try new things</li> <li>• 87% like challenging themselves more</li> <li>• 73% are better prepared for school work</li> </ul>                      |
| Leadership             | Identity as a Leader, Influence, Confidence, Initiative, Cooperation, Self-Regulation | <ul style="list-style-type: none"> <li>• Leadership development</li> <li>• Self-confidence</li> <li>• Responsibility</li> </ul>              | <ul style="list-style-type: none"> <li>• Emotional self-regulation</li> <li>• Managing emotions</li> </ul>                             | <ul style="list-style-type: none"> <li>• 92% are better at helping when needed</li> <li>• 91% are more confident in their abilities</li> <li>• 82% are better able to calm down when upset</li> </ul>              |

Figure 25

## Summary of Qualitative Data

The primary findings from the member interviews are discussed later in this report in sections representing each of the domains of the intended impact. However, a few brief insights are reported here as an introduction to the discussion that follows.

**The impact of Clubs is substantial as seen in the interview data.** Data from the qualitative interviews unequivocally demonstrate that young people are not only enjoying their Club but are also feeling connected, safe, welcomed, challenged, and at home in their Club. Through the experience of Clubs, their lives are being impacted. The qualitative data corpus from this three-year study is immense, representing 1,246 one-on-one interviews. The interview data reveal that Clubs profoundly affect how children and youth think about themselves, others, and their future. Clubs have an impact on how children and youth are growing and developing into their potential and how they are discovering and pursuing the things that give them meaning and joy.

**Young people have a remarkable ability to self-reflect.** The interview protocols for this study were neither shallow nor superficial. Club staff engaged in qualitative data collection efforts with the expectation that if young people have the right relationships, environment, and questions, they can provide a kind and quality of self-reflection that will yield insights into significant features of their development. In most cases, the children and youth of Clubs met and exceeded expectations during interviews in the quality of their reflection.

**Qualitative self-reflection is beneficial to children and youth.** Participation in qualitative interviews not only yielded data on Club impact but also provided the opportunity for children and youth to engage in guided self-reflection of their own growth and development. Interviews became an instrument not only of evaluation but of helping young people codify and communicate their self-discovery and learning.

**Some of the most compelling data about impact are qualitative.** In most cases, data from the member survey were convincing in their clarity about the presence of positive outcomes in the members. Data from the interviews, in many cases, revealed an even more profound story of the power of Clubs to be transformational in the lives of children and youth. Interview data spoke to the multi-faceted and multi-layered dimensions of the impact. These dimensions revealed the value of Club impact in ways no survey could.

## 4. The Impact of Clubs

A meta-analysis of the data from data collection through surveys and interviews from 2022-2024 reveals substantial impact. The following discussion will focus on the most recent survey data from 2024 (see yearly comparison of survey data to reference comparable 2023 and 2022 data) and the combined qualitative data from 2022-2024.

### Impact on Positive Relationships

The domain of Positive Relationships is one of the four key outcomes of Clubs. The intended impact is that Club members have healthy connections with themselves and others and a network of people in their lives who care about them. Positive relationships are key to a healthy childhood. The data show that BGC Clubs are an environment where positive relationships are intentionally developed and nurtured. Children and youth are quick to speak of the quality of the relationships they experience at the Club and the impact of those relationships on their lives. They report that Clubs are a place to develop meaningful connections with positive peers and adults. Clubs take young people who experience isolation and disconnection, loneliness and relational instability, and give them an opportunity to forge relationships that matter. Through the development of relationships, children and youth gain critical relational skills that will serve them well for the rest of their lives and set them on a trajectory of social health, interconnectedness, and resilience. Clubs also help children and youth build healthy relationships with people unlike them, engendering empathy and understanding for others.

The Learning and Impact domain of Positive Relationships is comprised of at least these five factors:

- Connection
- Conflict Resolution
- Belonging
- Acceptance of Self
- Acceptance of Others

Research validates the critical function of positive relationships during the developmental years of childhood and youth. Studies indicate that supportive relationships with adults and peers serve as protective factors for children and youth against various negative outcomes, including mental health problems, substance abuse, and academic failure.<sup>8</sup> According to a longitudinal study by Allen et al., youth who report having at least one strong, supportive relationship with an adult show greater resilience when facing adversity and are more likely to develop healthy coping mechanisms.<sup>9</sup> Positive peer relationships have also been linked to

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<sup>8</sup> Thomason, J., Galke, A., Landeros, A., & Keller, T. E. (2022). Understanding the impact of positive developmental relationships on youth outcomes: Longitudinal findings from a diverse sample. *Journal of Youth and Adolescence*, 51(1), 129-145.

<sup>9</sup> Allen, J. P., Loeb, E. L., Kansky, J., & Davis, A. A. (2020). Beyond susceptibility: Openness to peer influence is predicted by adaptive social relationships. *International Journal of Behavioral Development*, 44(2), 93-100.

improved social competence, emotional regulation, and overall wellbeing.<sup>10</sup> Research by Rhodes and colleagues highlights that mentoring relationships, when characterized by trust, empathy, and consistency, can significantly impact a young person's trajectory, fostering skill development and enhancing self-efficacy.<sup>11</sup> Wang et al. found that youth who experience positive relationships across multiple contexts (home, school, community) demonstrate better outcomes across domains including academic achievement, mental health, and prosocial behavior.<sup>12</sup>

This research, among others, establishes the transformative potential of positive relationships in supporting healthy youth development and preparing young people for successful transitions to adulthood.

Survey Results

The data from three years of surveys with 20,796 responses demonstrate that Clubs are having an impact on positive relationships. In the most recent survey data from 2024 (n=8195), 95% of respondents report that because of the Club, they have more people they like to spend time with (connection). 79% report that because of the Club, they are better at working through arguments with others (conflict resolution). 87% report that because of the Club, they feel like they matter to more people (belonging). 90% report that because of the Club, they feel more comfortable being themselves (acceptance of self). And 90% report that because of the Club, they are more aware of the feelings of others (acceptance of others). (See Figure 26.)

Club Impact on Youth Development

2024 Member Survey Results (n=8,195)

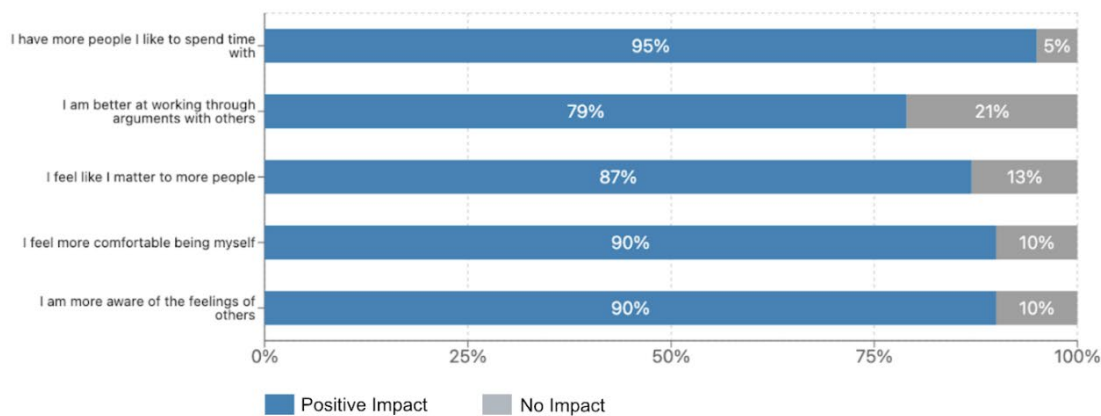


Figure 26

<sup>10</sup> Wentzel, K. R., & Ramani, G. B. (Eds.). (2021). Handbook of social influences in school contexts: Social-emotional, motivation, and cognitive outcomes (2nd ed.).

<sup>11</sup> Rhodes, J. E., Schwartz, S. E. O., Willis, M. M., & Wu, M. B. (2023). Redefining mentoring: A framework for making mentoring more impactful, responsive, and equitable. American Journal of Community Psychology, 71(1-2), 3-17.

<sup>12</sup> Wang, M. T., Henry, D. A., Smith, L. V., Huguley, J. P., & Guo, J. (2021). Promoting developmental relationships throughout adolescence: The role of familial, peer, and school contexts. Applied Developmental Science, 25(3), 225-242.

The following figure represents the response distribution in the four response options. The data show a particularly positive response regarding improved self-acceptance, with 44% reporting that Clubs have made them feel “a lot” more comfortable being themselves. (See Figure 27.)

Detailed Response Breakdown

2024 Member Survey Results (n=8,195)

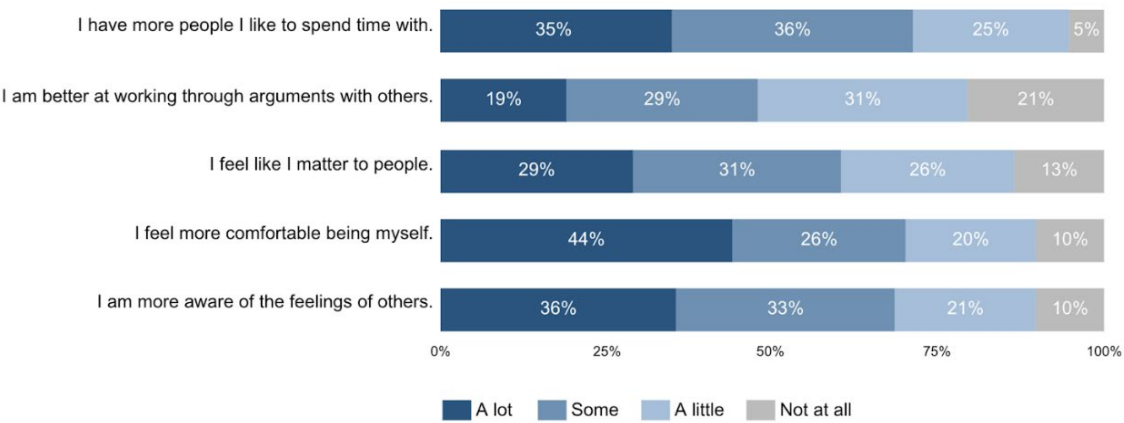


Figure 27

Interview Insights

The following themes emerged from the member interviews related to the impact of Clubs on positive relationship:

- 1. Members develop friendships that matter
- 2. Members gain social skills
- 3. Members find a sense of belonging
- 4. Members discover their worth
- 5. Members develop respect for others
- 6. Members grow in their ability to accept themselves
- 7. Members find freedom and confidence in self-expression.
- 8. Members learn and grow through their friendships.
- 9. Members learn to value the differences in others.
- 10. Members develop skills in conflict resolution.

1. Members develop friendships that matter.

One of the most significant themes in the qualitative data from interviews is that friendships are made through Clubs. Through Clubs, children and youth experience opportunities to connect with others who ground them, encourage them, and support them. Through friendships forged at Clubs, members learn that they matter and that they are not alone. Being surrounded by positive friendships provides a kind and quality of support that nourishes young people through their growing-up years.

*Whenever I come to Club, I find a new friend.*

*My friends are more than just friends. They are like family.*

*People are always there for you.*

*The people here are really caring.*

*I like my friends I have made at Club. They are a big part of me, lovely friends, both here and at school.*

*It's nice to have a friend group that I can trust and rely on.*

*Being at Club has made me a better friend by learning how to be nice to them.*

*I am relieved to know that I have friends here who like to spend time with me.*

*Club has made me a better friend, and I've met more people that I like and that are kind.*

*The [Club] brought me into less toxic relationships than I was in in the past. I was able to have those happier people who had a happier effect on me instead of negative effects.*

## **2. Members gain social skills.**

Club participation improves members' social skills and confidence in making friends. Developing skills for building relationships is essential to healthy development throughout childhood and youth. The interview data show that Club members grow in their ability to find, develop, and sustain healthy friendships. The skills they learn at the Club shape how they interact with others, including those they naturally get along with and those with whom they struggle to find affinity. They become more aware and more skilled at building healthy friendships.

*I learned to accept people for who they are.*

*I learned patience. Some days are good days and some days are bad. Now I know when to give myself space.*

*I've learned how to be nice and a good person because the staff has taught me.*

*I have more confidence to make new friends.*

*Club has taught me about relationships.*

*I've been a better friend because [staff] have shown me a way of showing kindness.*

*Club teaches me to get along with people, to share and care.*

*I didn't really have a lot of friends growing up, and now I feel like what is most important to me is keeping friends. I am doing the work, knowing who the people are that are healthy or the people that you should be around, the people that actually make you happy, and learning how to keep them in your life rather than pushing them away.*

*Before BGC I would normally just talk about myself most of the time. Now I ask people how they're doing and don't talk about myself as much.*

*I have really bad social anxiety, but Club makes it easier to talk to people.*

*I'm more outgoing and this has helped me make more friends at school.*

*I'm not shy anymore. I'm really good at making friends.*

### **3. Members find a sense of belonging.**

Children and youth who experience healthy and positive friendships at the Club develop and strengthen a sense of belonging. They realize they are known, accepted, and appreciated for who they are. They discover their value through the eyes of others and realize they are accepted by others, deserving of healthy, positive relationships.

*I used to be lonely before coming to the Club, but now it is more fun than going home.*

*I like coming to the Club because my friends are there for me. They make me feel confident and that is the best part.*

*I feel like a family member and that I am a part of this Club.*

*No one judges you in this place. You feel accepted here.*

*I know there is always someone to listen and talk to.*

*I made some friends at the Club and really like the leaders and consider them friends.*

*People care about you and don't want you to be sad all the time.*

*I have a circle of support. On a bad day, I know there will be friends I can count on at the Club.*

*It feels good to have friends because you don't feel left out.*

*Once you have someone who really is nice to you, who cares a lot, it's like, "Oh, I need that more."*

*I don't feel so alone. It just gets lonely when I don't come to the Club.*

*Club has provided me with a community.*

### **4. Members discover their worth.**

Interview data from this study show that being at the Club strengthens members' ability to relate well with themselves. Young people develop respect, consideration, acceptance, and care for themselves.

*Through BGC I've become stronger and found my strength. I feel comfortable being me.*

*Having awesome friends here makes it easy for me to be cool with who I am.*

*It taught me a form of respect.*



*It's helped me notice not everybody is the same. It's that I am happy with myself and how I look.*

*Everyone is different, and I learned to accept that I am too.*

*I embrace myself more, and more accepting of who I am overall.*

*When I feel bad about my body, BGC taught me not to.*

*I know my worth and know what I want in relationships. I know what I'm willing to tolerate from others. I have a small but better friend group.*

## **5. Members develop respect for others.**

Through Clubs, children and youth gain respect for others. Respect for all people is an expectation and value at Clubs. Staff model this skill in their interactions with children and youth. In interviews, young people frequently spoke of Clubs giving them the perspective and ability to show respect toward others.

*Being treated with kindness and respect makes me treat myself and others with more kindness and respect.*

*I like having people to play with. Having friends means being respectful and letting people play. It's hard to play with other people when they want to do something you don't want to do. But you just have to be respectful.*

*We do not judge people for who they are. We need to accept them with open arms.*

*Last year I was more of a jerk and now I'm learning to ignore people instead of reacting or being [rude] to them.*

*I learned not to be mean to people, and respect others, and treat people how you want to be treated.*

*The Club has helped me be more empathetic to everyone's life. It has helped me to make new friends and understand their situation.*

## **6. Members grow in their ability to accept themselves.**

The data show that members experience profound acceptance for who they are and who they are becoming. At Clubs, members experience care from others, from both peers and adults. Being surrounded by people who accept them unconditionally produces an environment of safety and security. For some, the Club is one of the rare places where they experience true and authentic acceptance.

*I got such positive feedback. It's nice because I don't get to hear it elsewhere.*

*I feel I am more able to be myself here, it's way easier.*

*My confidence comes from good places, and BGC is a good place.*

*I like being here because I get treated as if I'm part of a family here.*

*If you're having a good or bad day, there is always a pal around to talk to about it. This makes me feel safe and I know they care because they remember to ask me the next day about it.*

*It feels good to be yourself and not worry about what other people think.*

*I feel good because I know I don't have to be perfect.*

*I can have an opinion and others still accept me.*

*At the Club, I can be myself, and everyone is kind. It's where I learn to accept others just like I am accepted.*

*It feels good and relieving that people actually like me and they don't pretend to like me.*

## **7. Members find freedom and confidence in self-expression.**

The data reveal that Clubs help members step into their identity freely and express themselves truly. Differences are not only accepted; they are celebrated at the Club. This means that children and youth can enjoy themselves and others with all the diversity of self-expression they bring to the Club. The experience of the Club provides children and youth with a place to inhabit their uniqueness without fear and with expectation of acceptance and appreciation. This experience unleashes the unique potential of children and youth to be themselves.

*I wouldn't raise my hand in class, or speak up, but now I can.*

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

*You should have seen me when I first started [the Club]. I was like a mouse and scared to speak. Now, look at me.*

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

*I was really shy before. When I came here, I got really active and loud.*

*I would always think about what others thought of me. I think a different way now.*

*At BGC, everyone is allowed to be who they are.*

*I like that I can be me, I don't have to feel weird about it.*

*For a long time, I was the one who was always seen as different. Everyone is different, I feel happy here.*

## **8. Members learn and grow through their friendships.**

Interview data reveal that children and youth experience expanded opportunities for learning through the friendships they make and the interactions they have with others at the Club. These friendships provide opportunities to try new experiences and encourage them to explore new possibilities.

*I made new friends who really like gymnastics. I never tried it and I'm not very good, but they are teaching me how. I teach them how to draw.*

*I get to play with people that I thought I would never play with, and it gives you the chance to hang out with people you don't normally get to, so I am not that shy anymore.*

*Being around these people shaped me, especially the Club has shaped me to be a more out-there person and to want to go for my goals.*

## **9. Members learn to value the differences in others.**

The data show that young people can connect better with people who are different than they are. Their experiences with diverse members have increased their open-mindedness and enhanced their skills of communication and acceptance of people who they perceive to be different. They learn to be curious about others and develop the ability to value differences instead of judging them.

*What I learned about Club is diversity as a whole. Not only did I get to coincide with people from other cultures and other ethnicities, but I also got to see diversity and just other unique characters. It could translate into so many different aspects of life.*

*Even if two individuals are completely different, you can still find common ground between one another, and you can find similar interests even if you are two entirely different people.*

*Everyone is different in their own ways and that is very nice. Everyone is included when you go to BGC. And it's ok to have different friends, you don't need all your friends to be the same.*

*Not everyone is the same, we are all children and youth.*

*You meet a lot of different people. You get to learn about people. They're amazing.*

*I always see kindness when I come here, people showing kindness to people they don't even know.*

*It's better to be friends with people who are different than you, you learn from people who are different than you.*

*I like a lot of diversity at Club, people who are different, I respect that.*

*I've learned that everyone is different, and that's okay. The Club has exposed me to new people, different interests, and different cultures. It helped me become more accepting of people who aren't like me.*

*At Club, I've met people who speak different languages and come from Indigenous backgrounds. I like that people who are different from me still do the same things sometimes.*

*I have learned that no matter our differences, we should all treat each other the same.*

*I have learned that we are all trying to understand life through different lenses and our different paths.*

*From what I learned, it taught me not to judge people by their actions, but instead, understanding the reasoning behind the actions.*

## **10. Members develop skills in conflict resolution.**

One of the clearest areas of impact in Positive Relationships is seen in the data about conflict resolution. The data show that leaders and supervisors influence how children and youth approach conflict. They teach young people how to handle their emotions in uncomfortable and heated situations, listen to the perspectives of others during arguments, consider ways to interact productively with others during difficult circumstances, and engage productively with others even when their emotions are high. Members develop confidence in their ability to have self-control during conflict. They are learning how to empathize with others and are gaining skills to help them de-escalate conflict.

*Before, I would get upset and storm off in a conflict. Now, I instead go talk to someone and take a break.*

*Club has taught me how to respect others when they need time to cool down and give them space.*

*If you want to be their friend, you have to treat them the way you want to be treated.*

*If a friend and I disagree, our other friends take sides. The other friends will make us apologize and hug it out. She likes this approach. It's a good way to deal with the situation in her opinion. If one of her friends is upset with her at Club, she would say, "I don't know what I did, but if you told me I could try to apologize."*

*I want to make everyone happy and that means being agreeable and reasonable when it comes to arguments.*

*I am noticing changes in social interactions that people see things differently. Instead of getting mad, I ask for clarity as opposed to arguing.*

*I have learned to express my thoughts and emotions with my friends when we fight.*

*Even though it's hard, I try to make things right by talking it out with my friends.*

## **Summary of Impact on Positive Relationships**

The data on Positive Relationships, both through the member survey and the interviews, demonstrate a substantial impact through Clubs on the lives of children and youth. The survey data reveal particular strength of impact in connection, belonging, acceptance of self, and acceptance of others. The interview data show the range of impact in each of these dimensions. Children and youth develop friendships and social skills to forge and maintain friendships with others and grow in their ability to relate to themselves positively. Although the survey data revealed a lower impact in navigating interpersonal conflict compared to other areas, the interviews clearly revealed that Club staff are influencing how members handle conflict. The strongly positive data, revealing a substantial impact in the domain of Positive Relationships, illuminate the value of the Club experience in the lives of children and youth.

## Impact on Healthy Living

The intended impact in Healthy Living is that members are healthy, active, and self-assured, using personal wellness strategies that contribute to a balanced lifestyle. Developing habits that can sustain wellbeing during the growing-up years provides a critical foundation for the rest of one's life. The data from the member survey and qualitative interviews show that members experience a substantial positive impact through Clubs in the areas of their lives promoting healthy living. Because of Clubs, members develop the ability to make good choices about their friends. The Club experience is helping members gain an aptitude for making decisions about how they spend their time, what they do, and what they refrain from doing. At the Club, members are developing a balanced approach to eating where they can enjoy a variety of foods. Members are becoming more physically active through their time at the Club, developing habits of playing and athletic skills to keep them active outside of the Club. The data also demonstrated that Clubs are environments that support the development of members and protect them from development risks, helping members to become stronger in their mental, emotional, and social lives.

BGC defines the domain of Healthy Living as comprising at least five factors:

- Healthy Choices
- Nutrition
- Physical Activity
- Positive Outlook
- Resilience

The significance of the domain of Healthy Living is corroborated by recent literature on child and youth development. Research on the importance of children and youth developing skills for healthy living has expanded significantly in recent years, revealing multifaceted benefits across developmental domains. According to a comprehensive meta-analysis by Jones et al., youth who develop strong self-regulation and health management skills show improved academic performance, physical health outcomes, and psychological wellbeing throughout adolescence and into adulthood.<sup>13</sup> Studies demonstrate that early intervention programs focusing on nutrition education, physical activity habits, and stress management techniques significantly reduce obesity rates and improve overall health indicators among children from diverse socioeconomic backgrounds.<sup>14</sup> Social-emotional learning programs that incorporate healthy living skills show substantial positive effects on youth attitudes toward self-care.<sup>15</sup> Longitudinal studies reveal that children who develop health literacy and self-care routines before age 12 demonstrate greater resilience against health challenges and risk behaviors during adolescence.<sup>16</sup> Complementing these findings, research indicates community-based programs

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<sup>13</sup> Jones, S. M., Barnes, S. P., Bailey, R., & Doolittle, E. J. (2021). Promoting healthy development and wellbeing: A systematic review of health skill acquisition in childhood and adolescence. *Psychological Bulletin*, 147(5), 456-497

<sup>14</sup> Crean, H. F., & Johnson, D. B. (2023). Promoting healthy habits in youth: Results from a five-year longitudinal study of health-focused interventions in diverse communities. *Journal of Adolescent Health*, 72(3), 341-355.

<sup>15</sup> Durlak, J. A., Mahoney, J. L., Bohnert, A. M., & Parente, M. E. (2022). Developing health-conscious youth: A meta-analysis of after-school program impacts on physical health and socio-emotional wellbeing. *Prevention Science*, 23(4), 583-597.

<sup>16</sup> McCormick, E. M., Qu, Y., Telzer, E. H., & Armstrong-Carter, E. (2024). Health literacy development in childhood: Implications for adolescent risk behaviors and resilience. *Child Development Perspectives*, 18(1), 23-39.

teaching practical healthy living skills produce significantly better outcomes when they incorporate elements of youth autonomy and decision-making, suggesting that empowerment in health choices strengthens skill internalization and long-term behavioral change.<sup>17</sup>

Survey Results

In the most recent survey data from 2024 (n=8195), 89% of respondents reported that because of the Club, they make better choices for themselves (healthy choices). 80% reported that because of the Club, they know more about food that is healthy for them to eat (nutrition). 90% reported that because of the Club, they are more physically active (physical activity). 85% report that because of the Club, they feel more confident about their future (positive outlook). 85% report that because of the Club, they are better able to bounce back after going through a hard time (resilience). (See Figure 28.)

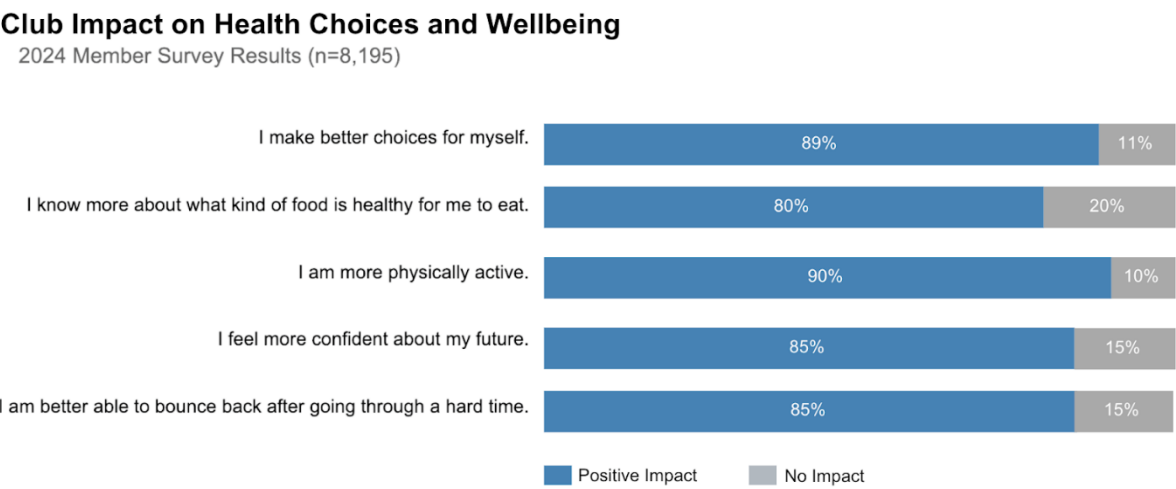


Figure 28

The following figure represents the response distribution in four response options. It demonstrates a particularly positive response regarding improved activity, with 48% reporting that because of the Club they have become “a lot” more physically active (Figure 29).

<sup>17</sup> Whitaker, R. C., & Davis, M. (2020). Self-regulation and healthy behaviors in youth: A participatory approach to skill development in underserved communities. *American Journal of Public Health*, 110(6), 890-898.

## Detailed Response Breakdown

2024 Member Survey Results (n=8,195)

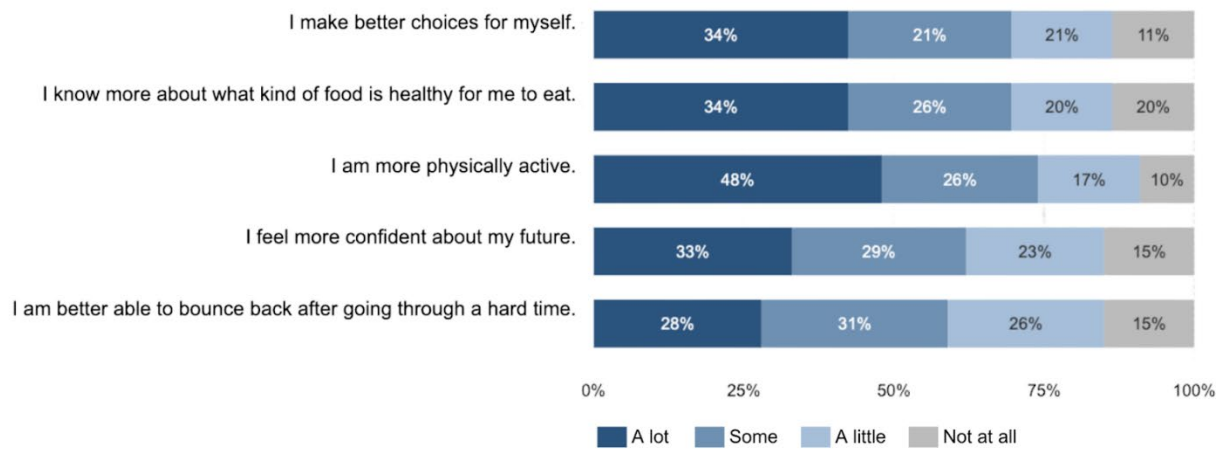


Figure 29

## Interview Insights

The following themes emerged from the member interviews related to the impact of Clubs on healthy living:

1. Members become more physically active.
2. Members make safer choices for themselves.
3. Members are better at self-care.
4. Members become more secure in their personal identity.
5. Members gain self-confidence.
6. Members can set healthy boundaries.
7. Members discover who they are and what they are good at.
8. Members gain the courage to face challenging situations.
9. Members develop resilience.
10. Members learn how to make healthy choices about food.

### 1. Members become more physically active.

Being at Clubs helps members add more physical activity in their lives. The data show that Clubs get members out of inactivity and into physical movement. Clubs give children and youth the freedom to run and explore, to play and to be outside, to move and to exercise their bodies. Children and youth develop confidence and pride as they gain proficiency in physical activity.

*I used to just go home, and stay inside and watch TV, and not really do anything.*

*Staff take us to the playground. They show us how to play volleyball or soccer.*

*I can run a lot faster since I'm outside more.*

*I taught some of the games we do to the children at [school] and now they do it all the time.*

*Being at Club helps clear my mind when we do activities, at Club when we're doing physical activities and I'm sad, it makes me think of something different.*

*I can drop-kick a soccer ball across the entire field. I never thought I could do that.*

*If I went home after school, I would just sit on the couch and watch TV, but at Club I get to run and play.*

*I run a lot more because we go on our trips to the park. I play a lot of outside games I wouldn't play if I were at home.*

*If I had nowhere else to go after school, I'd probably just lie on the couch.*

*We play a lot of sports at Club. I learned how to play dodgeball and basketball, and now I do them all the time. I used to not like sports much, but now I'm more active.*

## **2. Members make safer choices for themselves.**

Clubs give members the experience of safety. The lived experience of some members is one of stress, trauma, hardships, and crises. For some, feeling unsafe is a daily experience. The data show that children and youth feel a refreshing sense of safety when they come to the Club. They experience an environment free of threat, giving them hope for building safety for their lives outside of the Club.

*Without Club, I don't know where I'd be. I don't know if I'd be around.*

*BGC helped me stray away from being a drunk.*

*Having a safe place to come has allowed me to make the choices that keep me safe and give me the ability to stay away from things like drugs.*

*I used to have a really hard time with my mental health. I am slowly changing that.*

*Since coming to the Club, I have been able to stay away from self-harm for seven months. I've had the chance to talk to many different people. It's given me a social outlet and a reason to stop self-harming. This has helped me to think better of myself because now I have somewhere to go to get out of my head.*

## **3. Members are better at self-care.**

Some of the children and youth interviewed spoke of the positive impact of Clubs on their ability to take care of themselves. They described developing self-care strategies, learning to manage their emotions during tense and challenging situations, and developing positive coping strategies for stress. Because of Clubs, members know more about ways to access help when they need it and grow in their ability to be kind to themselves.

*Before I was working with BGC, I was definitely not in a good space. I learned that my health matters. I started taking care of myself a lot more and treating myself better.*



*Being able to work through some things and have more patience and kindness for myself helped me be more kind to others.*

*I have really started prioritizing myself and not putting myself in dangerous situations. I've definitely been an overall actually happier person. I feel like someone that people would want to be around.*

*Before you can really love someone else, you have to love yourself. BGC helped me do that.*

*I learned about how to cope with mental health issues and took part in programming that taught me it's ok to take medication that I might need for my mental health.*

*Club has helped me build more self-confidence and learn how to make good decisions for myself, and how to take care of myself better, and take care of other people as well.*

#### **4. Members become more secure in their personal identity.**

The interview data show that Clubs provide members with a sense of worthiness, self-value, and self-respect. The messages they receive from adults and peers alike help to shape a healthy self-image of themselves and personal narrative. This positive sense of self provides them with security, identity, and confidence in who they are and who they are becoming. It helps them accept and value themselves at a stage of life where gaining a sense of self is a critical developmental task.

*I've realized that I deserve a good life.*

*I'm an actual person, not just some street person.*

*I'm proud to be different.*

*I'm happy who I am.*

*No one judges you in this place. You feel accepted here.*

*It really helped me realize that I am valuable as a person and that people do care about me.*

*My self-esteem is better. I see myself differently.*

#### **5. Members gain self-confidence.**

Children and youth develop self-confidence in Clubs. The Club environment provides members with opportunities to try new activities and experience success, to explore who they are and experience affirmation in their self-expression, and to step out of timidity and know their identity with authenticity. This environment enables children and youth rise to their potential and feel confident about themselves and their capabilities.

*When I started coming, I wasn't very confident, but I'm trying a lot of new activities and pushing myself to work through challenging social situations.*

*Club makes me braver even though I am shy. They help me out.*

*The Club's cheers make me feel like a rock star, and now I believe in myself big time.*

*Being active not only makes me strong but also makes me feel super confident about who I am.*

*Being part of a team in Club stuff has made me way more confident.*

*[The Club] makes me strong, like being more confident about me and who I am.*

*I have confidence now; I did not have confidence before coming to the Club.*

*I used to feel I wasn't good at anything, but when I came to the Club, I realized I am good at things, and I am more confident now and happy with who I am.*

*Being at Club has made me know I can be a more confident person and adapt to new environments, and I am less shy since starting at Club.*

## **6. Members can set healthy boundaries.**

Members grow in their ability to set meaningful boundaries through Clubs. Interview data provide evidence that youth gain the ability to establish healthy relationships, navigate trauma, set healthy limits with peers, prioritize their own well-being over pleasing others, and develop the ability for self-assertion when necessary. For some, the structure of the Club helped them form internal and external boundaries to protect them from harm. For others, the impact came from the support they felt in Clubs to push through self-imposed boundaries that were inhibiting their growth.

*I've learned to not put up with friends' baloney. You taught me how to stand up for myself in friendships.*

*I grew up in a closed-minded family and if it weren't for BGC, I wouldn't have learned to accept people.*

*I've learned boundaries with people. Like, some people don't like really loud sounds, and that's ok.*

*I've realized that it's not healthy to think that people should treat you poorly and disrespect things about you. A healthy person doesn't enjoy hurting themselves or like seeing other people in pain. This has helped me to realize that I don't want to surround myself so consistently with sad thoughts. I want to be able to have more consistent positivity in my life.*

## **7. Members discover who they are and what they are good at.**

The data reveal that Clubs provide a context where children and youth can discover what they like and what they are good at. By creating a space where members feel free to exercise choice and explore their interests and expressions of identity and personhood, members develop a positive sense of self.

*I've learned more about who I am since joining Club.*

*Knowing I'm in a safe space allows me to express my true identity.*

*[It's] probably just me being more comfortable in myself. So, I can actually put myself out there in a more unrestricted way rather than having to keep to myself.*

*They taught me to try new things and to not have a fixed mindset.*

*It makes me feel like I can express my ideas better and should try experiments because I know I'm safe here.*

*I've learned how to express myself to the fullest.*

## **8. Members gain the courage to face challenging situations.**

One of the themes emerging from qualitative interviews is that children and youth are developing the courage and capacity to navigate difficult situations that once seemed impossible for them. They see problem-solving modeled for them from staff and peers at the Club. They realize that their socio-emotional challenges can be faced with skill, poise, emotional self-regulation, and confidence. They learn how to communicate when they feel uncomfortable and how to listen to others' discomfort. They gain communication skills and the confidence that comes with those skills to enable them to face challenges productively.

*I've learned that if I am calm, there's a high chance the other person will stay calm.*

*I've learned that you need time apart from someone to have a good time with them.*

*I want to improve on my reaction to things now, like thinking before I do things.*

*I like that I am smarter now.*

*Being with BGC made me take things that I learned and put them into everyday actions. It became part of how I acted and not how I thought.*

## **9. Members develop resilience.**

Through their experience at the Club, members learn how to recognize their emotional state and either self-regulate or seek help. Children and youth describe learning skills at the Club to handle their emotions of anxiety, worry, fear, stress, and discomfort. They develop the ability to be stable when feeling sad or anxious. When they need help, they gain practice in seeking support from others at the Club, both from peers and caring adults.

*I find it keeps me level and not too worried about things.*

*I know who can help me and know who to go to ask questions.*

*You do deep breathing. You talk calmly like the staff do.*

*[I've learned] to close my eyes, think good thoughts. Breathe in, breathe out, and hug something that means something to me.*

*Sometimes you have to walk away and you end up forgetting about it. You can play with them the next day again, or sometimes even the next minute.*

*[I've learned] not to fight. That it's not okay to be yelling. It's not okay to scream. It's not okay to push people, and it's not okay for people to push you.*

*When I'm with my little cousins, I try and give them time to talk, instead of just getting mad and walking away.*

*Being at Club has helped me and showed me that I could have a nice future and things can go my way.*

*Club has opened my mind to not having the same mindset and to know I am better than I am. It has made me realize that just because I fail doesn't mean I can't try again.*

## **10. Members learn how to make healthy choices about food.**

In the interviews, members described the Club influencing their attitude towards eating and their relationship with food. Members described trying foods they had never eaten before at the Club and developing an affinity not only for new food items, but also for the experience of trying new food. They are learning about the relationship between food choices and the impact on physical, mental, and emotional wellbeing. Because of their experiences at the Club, members are making different choices about what they eat. These habits create a sense of pride and confidence in members' decision-making abilities about nutrition. In addition, their active involvement in meal preparation fosters confidence and cultural pride, expanding their palate and encouraging them to explore new and diverse foods.

*Snacks are my favourite healthy part of Club. I've tried a few snacks at the Club that I had never tried before.*

*When I think of healthy foods, my mind automatically goes to broccoli. Peppers are something that I tried at Club.*

*The cooking program has helped me make cultural food I make at home, and new foods like jerk chicken and rasta pasta. I was able to try foods not native to me, and experience other cultures through food.*

*There are lots of foods at the Club that I don't like but I try anyway. Now I like apples and grapes.*

*I found out I like trying new healthy food.*

*I've been making the choice to eat healthier snacks since coming to the Club. It's helped me to notice how I feel physically healthier after eating at Club. It's been interesting to see the difference.*

*I am confident in myself and creating healthy habits.*

*Did you know I really like carrots now? I never used to eat carrots.*

*It's food for our brains not just our tummies.*

*I eat less sugar because of Club and I'm not as picky about food.*

*I tried making sushi at the Club and I liked it!*

*Kid Food Nation and Healthy foods at snack time help me make better choices at home.*

*I feel really proud when eating healthy.*

*Eating healthy makes me feel happy and makes my body feel better.*

### **Summary of Impact of Healthy Living**

In the domain of Healthy Living, the survey and interview data reveal the substantial impact of Clubs on the health of children and youth. Most clearly seen in the data, members are more physically active. The survey and interview data provide a compelling picture of greater and more meaningful activity in children and youth because of Clubs. The data also show a substantial impact in the growth and development of the social and emotional health of children and youth. In 2024, a group of Club staff implemented a qualitative study focused on socio-emotional development using a special interview protocol. This focused study provided evidence of a remarkable impact on members through Clubs in the areas of emotional development, self-regulation, identity, self-perceptions, and other critical areas of socio-emotional maturation. Survey data also reveal that the area of resilience is an opportunity for improving outcomes in the future. Given the increasing stress on young people in recent years, innovations in the strategy of Clubs to address resilience would be valuable.<sup>18</sup>

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<sup>18</sup> Haidt, J. (2024). *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*. Penguin Press.

## Impact on Lifelong Learning

Lifelong Learning is one of the four outcome domains of Clubs. The intended impact is for Clubs to develop enduring habits of learning and help young people become more prepared for their future. The years of childhood and youth are a time in the span of life filled with potential for learning. The developing body and brain make young people adept at absorbing new information and acquiring new skills. Learning during this stage of life is the opportunity of a lifetime. Clubs support and, in many ways, maximize the learning potential of young people. The data show that Clubs enhance the ability of children and youth to function at school with greater readiness to learn. Clubs expose young people to new experiences and encourage young people to try activities they have never had the opportunity to attempt. These experiences provide members with the opportunity to explore their interests, aptitudes, and abilities, and give children and youth the confidence to interact with the vastness of the world around them and expand their horizons. In many ways, habits of learning are fostered in young people through the Club in areas that will serve them well throughout their lives.

BGC defines Lifelong Learning as a domain comprise of at least five factors:

- School Readiness
- Exploration
- Creativity
- Challenge
- Goal Attainment

Recent research has highlighted the critical importance of youth developing skills in the development of Lifelong Learning, with significant implications for long-term success across multiple domains. Youth who develop adaptable learning skills show greater career stability and earnings growth over time, even as specific technical knowledge becomes obsolete.<sup>19</sup> Interventions fostering growth mindsets and learning orientations produced sustained improvements in academic achievement and psychological resilience through college transitions.<sup>20</sup> Complementing these approaches, Darling-Hammond et al. identified four core lifelong learning competencies—critical thinking, collaboration, communication, and creativity—that consistently predict educational and career success regardless of socioeconomic background.<sup>21</sup> These, among other precedents from research demonstrate the significance of the impact of skill development in Lifelong Learning for children and youth through Clubs.

## Survey Results

In the most recent survey data from 2024 (n=8195), 73% of respondents report that because of the Club, they are better prepared to do their schoolwork (school readiness). 91% report that

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<sup>19</sup> Deming, D. J., & Noray, K. (2021). Earnings dynamics, changing job skills, and STEM careers. *The Quarterly Journal of Economics*, 136(4), 1965-2004.

<sup>20</sup> Yeager, D. S., Carroll, J. M., Buontempo, J., Cimpian, A., Woody, S., Crosnoe, R., Muller, C., Murray, J., Mhatre, P., Kersting, N., Hulleman, C., Kudym, M., Murphy, M., Duckworth, A. L., Walton, G. M., & Dweck, C. S. (2022). Teacher mindsets help explain where a growth-mindset intervention does and doesn't work. *Psychological Science*, 33(1), 18-32

<sup>21</sup> Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140.

because of the Club, they are more excited about trying new things (exploration). 85% report that because of the Club, they use their imagination more when doing things (creativity). 87% report that because of the Club, they like challenging themselves more (challenge). 87% report that they can better take steps to reach their goals (goal attainment). (See Figure 30.)

Club Impact on Lifelong Learning

2024 Member Survey Results (n=8,195)

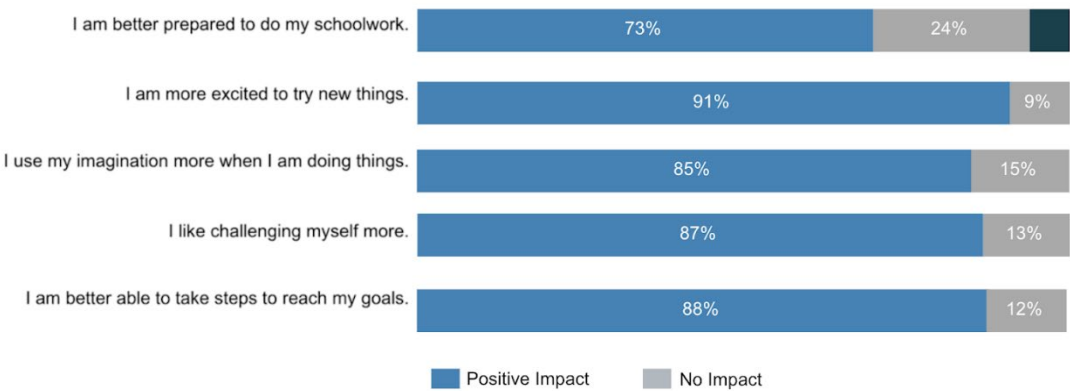


Figure 30

The following figure represents the response distribution in four response options. It demonstrates a particularly positive response in exploration, with 43% reporting that Clubs have made them “a lot” more excited to try new things (Figure 31).

Detailed Response Breakdown

2024 Member Survey Results (n=8,195)

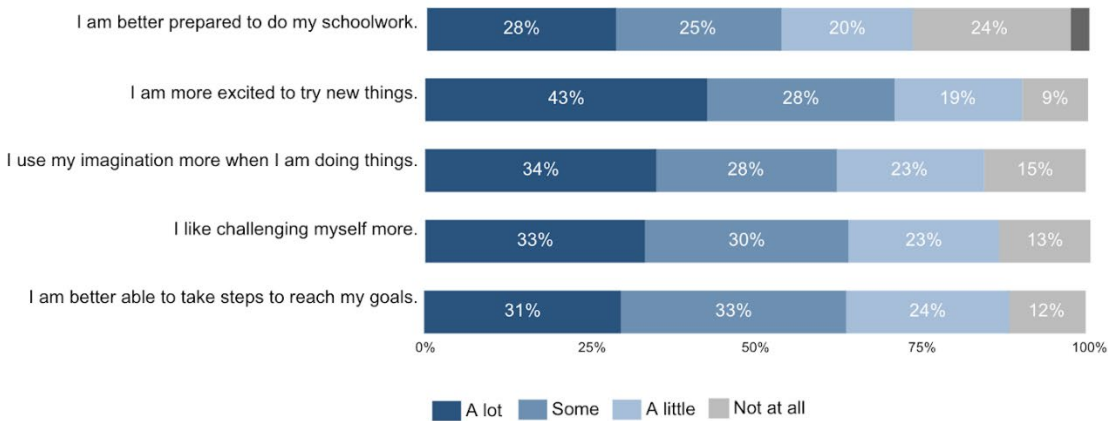


Figure 31

## Interview Insights

The following themes emerged from the member interviews related to the impact of Clubs on lifelong learning:

1. Members develop new skills.
2. Members are better prepared for school.
3. Members develop the courage to try new things.
4. Members become comfortable exploring new possibilities.
5. Members develop grit.
6. Members become more creative.
7. Members become proficient in learning from differences in others.
8. Members gain skills for solving problems.
9. Members develop and strengthen their character.

### 1. Members develop new skills.

The interviews show that children and youth develop a wide range of skills that transfer outside of the Club and into the real world. They discover their aptitudes and develop their abilities.

*Through attending Club, I learned better time management skills, communication skills, cooking, and house chores skills. I guess I wouldn't be exposed to situations that taught me these skills if I didn't join Club.*

*When I think of a craft, I think, "I can do that and I try it." I think I am better at art now.*

*Lots of things I know now that I didn't know before. I know more things which makes me happy.*

*I feel way more confident because I know my skills and learned them here. I thought I was really bad at basketball last year. But when we started playing this year, I was actually pretty good.*

*I've done cooking here. I've done education here. I've done baseball here. I've done a lot here.*

*I have learned how to cook, which has been a lot of fun. I feel a lot more capable and am excited about having the chance to share what I've learned with my friends and family.*

*Learning new things has gotten me to think more about what I could do in the future, and it makes me really excited to think about learning something that might be a new interest of mine.*

*I feel less embarrassed about myself. I couldn't speak English very well before, and since being here I can.*

### 2. Members are better prepared for school.

Having academic support embedded into the programming of many Clubs has enabled children and youth to access after-school academic support in a safe, relational, and familiar environment. The environment of Clubs provides a place for some students to focus on their homework, ask for help from others, and prepare for their experience at school. Being at the Club has led to increasing achievement in school for these young people. Becoming more ready for school in Clubs is not the experience of all members (see variabilities revealed by survey



data). However, Clubs have helped many members feel more comfortable, connected, and positive about the school experience.

*Before, when I went home, I didn't do my studies. The day I give an empty paper because I don't understand. I went [to the Club] and they helped me. And after I got my study done again, and I gave the paper, the teacher said, "You get a good mark this year."*

*Since Club, I've been able to figure out a lot more questions in science.*

*I want to be a teacher when I grow up, and I think the Club leaders will be able to help me because they help me now with homework.*

*I come here with a backpack and do my homework. It's a quieter space than at home.*

*I really enjoy math. I wish I could learn a new category of math. I am really good at it even though it's new.*

*I'm practicing mental math. I'm doing multiplication in my head. It's hard. I think I'm pretty smart.*

*I have a better vocabulary of words and the teachers tell me I am doing better since the summer. You guys allow us to do our homework here, so when I do that here, it improves my math skills, science, and school skills.*

*[Club] has given me the confidence to really try studying and I'm now getting a B in math, which I usually fail. I'm getting better at not procrastinating when it comes to homework now.*

*I was not very good at English until I joined BGC and you guys helped me organize my ideas onto paper. Second semester especially, I was really struggling with Math, but being at BGC really helped me bring my grade up from a C to an A.*

*[At Club] you spend time with people you actually like being around, that can help you. You start taking the initiative to do your homework and to do projects.*

### **3. Members develop the courage to try new things.**

The data from the interviews show the impact of Clubs on children and youth's ability to embrace new experiences and challenges. Members become exposed to new opportunities in a safe and supportive environment. Clubs develop a sense of agency and a *can-do* attitude in children and youth. They encourage an adventurous and confident spirit in young people and open the door to endless possibilities as members begin to believe in their ability to try new things and experience new success.

*I can just take my time to try something new without worrying about how it's going to go. I can just like, do it for myself and see how it goes. And if it doesn't go so well, it's okay because it was for fun.*

*I've learned all kinds of new things at Club, and I like to try these things at home.*

*I really like trying new things, like the rock wall.*

*You guys teach me lots of new things and it makes me happy.*

*I can do things I never get to do at home.*

*[Club helps me] try new things. The first time trying new things was not my thing. Now it is. Now I get to try new things whenever, even when I'm scared.*

*I've tried a bunch of stuff that I learned in programming.*

*I've tried a lot more activities that I probably wouldn't have back in the early years. In my opinion, if I didn't try Club, I don't think I would have that confidence to be in stuff like that.*

#### **4. Members become comfortable exploring new possibilities.**

Clubs encourage young people to explore novel and unique experiences. Members are encouraged to explore, stretch themselves, step into novel activities, develop new skills, and expand their range of experience. The opportunities at Clubs are designed to promote curiosity and learning in a safe and supportive environment. Exploring builds confidence, curiosity, and excitement about learning in children and youth.

*[There are] always fun things to do at BGC. There's everything to do.*

*There are lots of activities to keep busy at Club.*

*They don't tell us what colors to use; you can do it however you want.*

*I see other people doing fun things, so I want to try.*

*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.*

*I worry less about having nothing to do and I feel like I have more to do for the rest of my life.*

*You can explore a lot of different things [at the Club]. It teaches you what you're interested in or not interested in. It's a place where you are taken care of, can do fun activities, and learn very important skills.*

#### **5. Members develop grit.**

In addition to trying new things, the data show that Club members develop interest, resolve, and initiative to face challenges they might not have faced otherwise. This develops members' strength of character, perseverance, and fortitude. It helps members face their fears and provides them with a sense of confidence that they can face the unknown, even when difficult, and thrive.

*I am not very good at drawing, but I saw how [my friend] used a colour and I liked that. Now I use that too. Even though I'm not that good, I still try it.*

*I never thought I would be a sportsman, but I loved playing baseball, and now I'm on a baseball team. We've even won most of our games.*

*Everyone at Club is so nice to me when I'm practicing the monkey bars. I made a goal to get all the way across.*

*I went on top of the big pumpkin on the field trip and once I got up, I was like, "Oh it's scary up here." But I got over my fear by taking a deep breath and getting some water.*

## **6. Members become more creative.**

A less prominent yet significant theme in the interview data reveals the development of creativity among members. Clubs cultivated a greater sense of creativity for some, allowing them to express themselves in new ways.

*I feel very creative here when we get to do coding or when I am doing art.*

*I like making up my own games, playing them with friends, and being silly. The leaders let us make up our own games a lot.*

*I learned that I'm good at arts and crafts, and I learned a lot of stuff here about how to do art differently.*

*I like arts and crafts because I can do my own thing and make it look however I want. It feels good to make something different and just be me.*

*We use our imagination a lot when we do the forest activities. We play games where I sell sticks and leaves as pretend hamburgers. It's like we can create our own world here.*

*I can use my imagination and try new things without worrying if I make a mistake!*

## **7. Members become proficient in learning from differences in others.**

Interview data show that children and youth who encounter diversity at Clubs are more likely to be curious and explore a variety of cultural expressions, such as language, traditions, food, and ethnic activities. Members who have created connections with peers from different backgrounds and cultures report an increased desire to learn about differences. The data reveal that young people develop openness and interest in understanding different cultures and accepting cultural differences in others.

*When we have nothing to do, he tries to teach me Russian words.*

*One thing that I like about others is that they speak different languages, and I can help them learn English.*

*Everyone is different than me and I like that because I can learn about them and where they come from.*

*I can teach them what I know, and they can teach me what they know.*

*I like how I know more people who are different from me at the Club. You have all different people with different backgrounds.*

*We are people of all genders and ethnicities and learn from each other about that.*

*I value the differences. They're like little treasures we get to discover things about each other.*

## **8. Members gain skills for solving problems.**

Members reported through qualitative interviews that Clubs have improved their problem-solving skills and abilities. They develop an aptitude to analyze issues, consider solutions to difficulties, and navigate challenging situations.

*I've gotten better at problem solving, better rational thinking, and thinking more in the long run instead of the now.*

*It's probably, like problem solving, sometimes we do like scavenger hunts or little clue-like things, and they are really helpful, and like the problem solving.*

*I learned to like getting along with other people. You can't be mean, you have to be fair, and you can't treat others differently.*

*I know how to set goals and make new friends.*

## **9. Members develop and strengthen their character.**

There is evidence throughout the interview data that the values and character of young people are influenced and shaped through their experiences at the Club. By observing Club staff and interacting with their peers in a Club environment, members discover and clarify what kind of person they want to be.

*[The staff member] made me more kind. She made me more honest. She just generally improves me by treating me really well, and it made me want to be a better friend.*

*Sometimes I just notice how other people are doing things and I just learn from that.*

*These volunteers really show good character. They're hopeful and kind. If I'm able to show that to other children and youth, then I think I've accomplished something.*

*That's actually where I learned that I can be really more respectful, where I got really respectful and nicer.*

*I want to be kind and loving when I grow up.*

## Summary of Impact on Lifelong Learning

The data about impact in the domain of Lifelong Learning show strong evidence of positive change. Data from both the survey and interviews demonstrate significant impact in members cultivating deep and enduring development in learning. Clubs provide members with opportunities to have enriched experiences. Members report being impacted by the thoughtfulness of Clubs to design appropriate challenges for young people. They also talk about being invited to develop new skills and engage in activities they have never been exposed to previously. The evidence from three years of data show the development of growth mindset, openness to learning, and grit among members, attributes that presage the development of lifelong learning skills and commitment.<sup>22</sup> Given the strengths of data in this domain, Club staff have identified areas for improvement, including developing learning based on assessments for aptitudes and interests, focused learning for youth ages 11 to 13, and support for learning readiness for formal educational contexts of schooling.

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<sup>22</sup> Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance*. Scribner.

## Impact on Leadership

BGC aims for Clubs to play a role in developing and nurturing inspired leaders among children and youth. The intended impact is that Club members develop confidence and have the skills they need to lead themselves and positively influence others. The domain of leadership is a set of ideas about how children and youth grow into their voice, agency, influence, and presence in their lives and the world around them. In this domain, leadership does not primarily mean a role of authority or a label of position. Instead, the focus is on developing a sense of personhood, presence, and poise in the face of social pressures. Leadership development requires a steadfastness in what is right and virtuous, even when facing pressures to compromise values and personal standards. It is the ability to influence others positively instead of being influenced negatively, being able to lead oneself, and developing skills to work with others in cooperation and with teamwork. In these ways, the data from three years of surveys and interviews reveal that Clubs are developing these leadership skills in children and youth.

BGC defines Leadership as comprising at least these six factors:

- Leadership Identity
- Influence
- Self-Confidence
- Initiative
- Self-Regulation
- Cooperation

Recent research has illuminated the profound impact of developing leadership skills during childhood and youth, with studies pointing to wide-ranging benefits across multiple life domains. Leadership development programs during adolescence predicted higher career achievement, civic engagement, and psychological wellbeing in adulthood, with effects persisting even after controlling for socioeconomic factors.<sup>23</sup> Similarly, early leadership experiences contribute significantly to identity formation, with leadership self-efficacy serving as a critical contributing factor to adult engagement in leadership.<sup>24</sup> A mixed-methods study by Komives and Dugan's identified five core youth leadership competencies—ethical decision-making, collaborative problem-solving, perspective-taking, effective communication, and initiative. These core competencies consistently predict positive outcomes across cultural contexts, suggesting potentially universal aspects of youth leadership development that transcend cultural boundaries.<sup>25</sup> The importance of leadership development in children and youth is substantiated by these and other precedents in the research literature.

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<sup>23</sup> Reichard, R. J., Riggio, R. E., Guerin, D. W., Oliver, P. H., Gottfried, A. W., & Gottfried, A. E. (2020). The long-term effects of youth leadership development: The impact of leadership activities in adolescence on leadership effectiveness in adulthood. *Journal of Leadership & Organizational Studies*, 27(1), 74-87.

<sup>24</sup> Murphy, S. E., & Johnson, S. K. (2023). Leadership identity development from childhood to adulthood: A meta-analysis of antecedents and outcomes. *The Leadership Quarterly*, 34(2), 101622.

<sup>25</sup> Komives, S. R., & Dugan, J. P. (2024). Core competencies in youth leadership development: A cross-cultural mixed-methods investigation. *Journal of Leadership Education*, 23(1), 13-32.

Survey Results

In the most recent survey data from 2024 (n=8195), 84% of respondents report that because of the Club, they are more comfortable leading (leadership identity). 89% report that because of the Club, they have a more positive influence on others (influence). 91% report that because of the Club, they are more confident in their abilities (self-confidence). 92% report that because of the Club, they are better at helping out when it is needed (initiative). 82% report that because of the Club, they are better able to calm down when they are upset (self-regulation). 90% report that because of the Club, they work better with others (cooperation). (See Figure 32.)

Club Impact on Leadership  
2024 Member Survey Results (n=8,195)

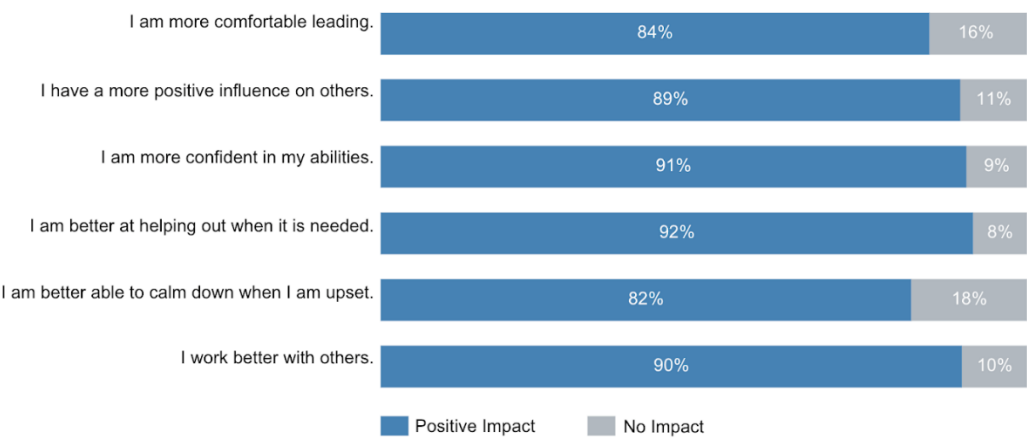


Figure 32

The following figure (Figure 33) represents the response distribution in the four response options. It demonstrates a particularly positive response in the areas of initiative (42% reporting that Clubs have made them “a lot” better at helping out when needed), cooperation (38% reporting that Clubs have made them “a lot” better at working with others), and self-confidence (37% reporting that Clubs have made them “a lot” more confident in their abilities).

## Detailed Response Breakdown

2024 Member Survey Results (n=8,195)

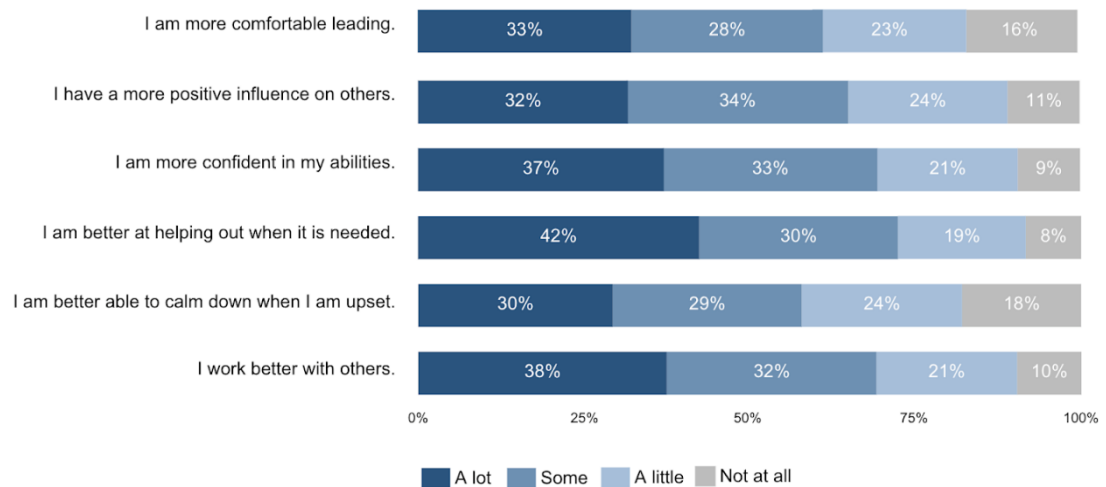


Figure 33

### Interview Insights

The following themes emerged from the member interviews related to the impact of Clubs on leadership:

1. Members develop a sense of personal agency.
2. Members grow in their ability to self-regulate.
3. Members learn how to have a positive influence on others.
4. Members gain the confidence to lead others.
5. Members develop the ability to lead themselves.
6. Members improve in their ability to navigate difficulties with others.
7. Members learn teamwork and cooperation skills.
8. Members gain experience setting goals for themselves.
9. Members become role models for others.
10. Members gain a vision for the future.

#### 1. Members develop a sense of personal agency.

In a BGC Club, children and youth can explore, make choices, and consider the impact of choices on their lives. They practice making choices in Clubs based on their interests and preferences in a safe and supportive environment. Through the experience of choice-making, and the healthy context for exploring choice-making that Clubs provide, members come to understand their strengths and areas for possible growth in the future. They develop the strength to become an agent of their own lives, being able to make and pursue their own decisions instead of receiving the decisions of others. This builds in children and youth the strength and poise to create the kind of lives they desire to have.

*Club has given me an idea of what I could potentially do. People actually helped me see things one step at a time and I was able to see more clearly goals for my future.*



*You can explore a lot of different things [at the Club]. It teaches you what you're interested in or not interested in. It's a place where you are taken care of, can do fun activities, and learn very important skills.*

*Club gives me a clearer view on what lifestyle choices to make, what kind of life I want to have.*

*I feel like I am a better version of myself because of Club.*

*When I'm at the Club I feel like I can do anything.*

## **2. Members grow in their ability to self-regulate.**

At Clubs, members learn new techniques and strategies to navigate their difficult emotions. Young people experience a range of emotions through their growing up years. Some emotions are manifest with such intensity that it can be difficult for young people to manage and process them productively. In interviews, children and youth report that Club leaders helped them identify their emotions and feel safe enough to express them appropriately and constructively. Clubs show members the skills to cope with and handle difficult emotions. Growing in the ability to self-regulate emotions results in valuable opportunities for young people to improve their mental health and wellness.

*When I am sad in a program, I put my head down until I calm down and breathe.*

*I got better at controlling my anger, being nice to people who aren't nice to me, and understanding that respect goes both ways.*

*I'm learning how to manage my emotions over different situations.*

*[The Club] helped me be a better friend because it told me to learn to control my temper because I've got anger issues. And I've got a short fuse. So, if I get angry easily, I might just blow the lid and walk away. So, this place has been helping me for quite a while since I've started coming here.*

*Leaders showed me how to calm down and do breathing to relax.*

*I have a deeper understanding of my emotions now and know when I need space.*

*Sometimes, if I'm in an argument or something and I'm about to say something really disrespectful and something, I have to think of a different thing to say or can really mess it up.*

*I like to sit in a corner quietly or go for a walk when I am upset.*

*With Club, I've learned to control my emotions a little more.*

*I'm better at communicating. I never used to talk about my emotions.*

## **3. Members learn how to have a positive influence on others.**

One of the strongest themes emerging from qualitative interviews is evidence that children and youth are developing the aptitude to influence others for the good. For some, this impact manifests in a desire to mentor younger people. For others, the impact is revealed in the interest

to help others whenever possible. For many, there appears to be a shift among members from thinking solely about themselves and what Clubs can provide for them and to the potential ways they can support and positively influence others. The data show that the developing identity of members is particularly clear among older members.

*My personal positive experiences at Club have encouraged me to become like the mentors and adults in my life who supported me to support other young people.*

*I went from needing a role model at Club to being the role model at Club.*

*I try to help out the younger ones whenever I can.*

*It's helped me even when I am not in programming. It taught me that I can help people and be and do nice things for them.*

*I try to be very kind and a good example for the younger children and youth here.*

*You have to show the little children and youth what it is to be a good leader, so they see us doing it, like not talking when the adult is talking.*

*I am older here, and little children and youth look up to me. I think I would like to be a teacher or work in a daycare like the BGC when I am older.*

*I'm a big kid and the littles want to follow me and do everything I do.*

*I want people to feel comfortable around me and maybe look up to me a little bit.*

*Seeing the coaches makes me want to help others.*

*I just feel like I can help people to be more confident when they are doing things. Because I know that sometimes I am not as confident, but I've taught myself to be a lot more confident with things. So, I can use that to help others.*

*I could be a good leader here and teach other kids the stuff that I've been taught here.*

#### **4. Members gain the confidence to lead others.**

The programs offered by Clubs for leadership development make an impact in the skills, decision-making, and initiative young people take. Participants show increased confidence in leading, problem-solving, and communication. Such programs foster a sense of purpose and accomplishment, empowering youth to embrace challenges and pursue personal growth.

*Since I started coming to Club, I'm less impulsive and more confident. I've also learned a lot about leadership.*

*[The Club] showed me how to be a leader with how they talk to children, and how they lead the children, doing the right things and helping them.*

*A [leadership] skill I have gained is communication. I am better at socializing with people and helping my friends get on track.*

*I help out with the younger children and youth, like hanging up their jackets and helping with crafts. I'd love to become a Junior Leader.*

*I've learned to lead activities like drawing and helping other children and youth. I've even taught children and youth figure skating.*

*I want to be a leader when I'm older. I've learned how to help with games and lead activities.*

*[I have grown] a lot of my leadership skills. I don't think I would have been able to learn a lot of those skills other places, especially at my age, because there's not a lot of places that I can do the things I do here.*

## **5. Members develop the ability to lead themselves.**

One of the striking findings in the data about leadership is the extent to which children and youth are developing in their ability to lead themselves. Self-leadership, in the forms of self-regulation, self-direction, self-discipline, and self-monitoring, is evidenced in qualitative data from the interviews with members. The environment created in Clubs and the leadership modeled by adults encourage youth to lead themselves. Through Clubs, children and youth are more mindful of themselves and what they need. They develop the ability to take steps to address their needs.

*Being in Club helps me get what's going on inside. It helps me figure out my feelings and stuff.*

*Learning how to control my feelings is cool because now I can be a good leader and stuff. It's like super helpful.*

*I know the spaces at Club that are there for me when I'm feeling very overwhelmed.*

*With my anger issues, I used to throw things at my friends when they made me angry. Now I'm kinder and learned to walk away and take space. I still sometimes get mad, but I'm getting better.*

*I now let people know when they need to leave me alone for 15 minutes.*

*Regulating my emotions and not overreacting has helped me handle my emotions better.*

*I have learned not to be so hard on myself when I am feeling low.*

*I feel like I am better at reading different situations and can better see where I stand with different people.*

## **6. Members improve in their ability to navigate difficulties with others.**

Data from qualitative interviews with children and youth show that members are growing in their ability to navigate interpersonal difficulties. They learn how to listen, speak productively to others when they are upset, deescalate tense situations, and navigate the complexity of interpersonal challenges. They are encouraged to find techniques to manage their own emotions during a conflict and productively and sensitively handle the emotions of others.

*I try to think before I act so I don't tease or go very far with people, because they feel hurt.*

*I would help my friends the same way I know how to calm down, telling them to take a break, or go for a walk.*

*It's okay to take a moment, talk things out with a friend and express my emotions.*

*When I get horribly mad, I like to breathe and drink water.*

*I learned to talk about my problems.*

*Leaders talk to me about my feelings, and help with ways to make me calm down, and try to solve problems.*

*[I've learned to] ask for help when words don't work, use a calm voice, understand others' temper, keep calm, keep hands to self, and explain feelings.*

*I don't engage in arguing with them. I used to run away if I argued with someone. But I don't do that anymore because of the Club.*

*If in an argument, take a break, go see a leader, and the leader will bring you to see the other person.*

*I've learned not to be rude to other people.*

## **7. Members learn teamwork and cooperation skills.**

Along with conflict resolution, children and youth learn how to play and work with one another. Clubs provide countless opportunities for members to practice cooperation and collaboration. They learn how to accept the ideas of others, work within rules and boundaries, and interact with peers who are different from them or who are at a different stage of development than they are. They learn how to influence others positively within a group context.

*I work better with others when I listen to others.*

*I've learned to respect the rules and others.*

*I learn more when I listen to other people's ideas.*

*Be patient with things, calm yourself down, speak politely to younger children and youth.*

*You can't always boss people around, it's better to suggest things like, "Hey, we're going to do this now," instead of, "Hey, go do that now."*

*Club helped me practice leadership skills, and that helped me become VP of the school student union.*

*If you are leading, then definitely get other people's opinion and stuff, even though you're leading. Everyone's opinion still matters.*

## **8. Members gain experience setting goals for themselves.**

Club experience allows children and youth to envision a future that will be meaningful and enjoyable for them. Some have set goals for personal growth and development due to their time at the Club. Others have had an experience that has put them in touch with a passion in their life they would like to pursue. Still others find that the support they receive and the confidence they experience allow them to dream about the future.

*I believe that Club will help me achieve better grades and support my goal of becoming a chef.*

*My goal is to develop empathy, self-awareness, and gratitude.*

*I want to be a doctor, and maybe an engineer.*

*It helped me make good choices in life because now I at least somewhat have a direction in what I want to do.*

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

*I want to climb the ranks of being a soccer player, and not only stop at competitive soccer. I want to become a professional.*

*I really want to get to professional basketball, and I try to practice as much as I can.*

*I want to accomplish really good things when I'm 20 and 25. I want to teach people. I want to help people.*

*Since coming to Club, I feel like I've learned more about what goes into being a leader. Leaders have to think about others before themselves. I've learned how to set goals for myself and take them in small steps.*

*Many people at BGC inspired me to be myself and achieve my dreams. All [the people at the Club] made me feel that I could achieve my dreams, and all I needed to do was complete them and not give up.*

*[The people at Club] say, "Okay, come on, you got this! I believe in you." And so, I get more confidence in myself, which makes me stronger.*

## **9. Members become role models for others.**

Through Clubs, children and youth realize they can have a positive impact on others. Becoming a role model for others is a shift in identity and mindset for some. They begin to see themselves as leaders and anticipate the kind of positive influence they can have on others. As a role model for others, they develop care for others, a commitment to altruism, and concern for the welfare and growth of others.

*I learned the younger ones don't have as much skill, but you still have to try to help them understand.*

*I am a leader in helping out children and youth younger than me.*

*When staff get me to help the little children and youth do something, I know then that I've done a good job.*

*I tend to help children and youth more.*

*It feels awesome to help someone and see them able to do it. After you help them, it's empowering.*

*I feel proud when I can help my younger brother.*

*I really like helping younger children and youth, especially with things like crafts or reading. It's nice to feel like I can make a difference for them, and it makes me feel like I'm good at something.*

*I like it when I get to help the leaders with the little children and youth. It feels like they trust me to be in charge and help out, and that makes me happy.*

*I like being a helper and teaching younger children and youth how to play games like Foursquare. I want to be a leader when I grow up, so being a Junior Leader would be really cool.*

*Being a leader means being there for others and helping when they need it. I think I'm good at showing others what to do, and I like it when I get to take charge.*

*I like teaching the younger children and youth at the Club and showing them how to do different activities. It makes me feel like a leader.*

## **10. Members gain a vision for the future.**

Clubs offer members a safe and supportive space to contemplate their future, providing ample opportunities to develop essential skills to pursue their desired future. It opens their eyes to possibilities and elevates their vision, inspiring them to believe that a positive future is within reach.

*I want to be a youth worker because of the role the staff played in my life's success. I always looked up to them.*

*I love cooking at Club. I really like to help. I want to be a chef when I am older.*

*I didn't necessarily learn what I wanted to do in my future, but I learned what I did not want to do through the experiences I had.*

*I didn't think about my future before coming to BGC.*

*[I want to] be a mentor.*

*[In the future I want to] be a volunteer.*

*I want to be a leader at the Club, especially when it comes to helping others and organizing activities. It feels good to be trusted with responsibility.*

### **Summary of Impact on Leadership**

The data from Learning and Impact in both the member survey and the qualitative interviews show substantial effects in the domain of Leadership. The data show that members gain a sense of responsibility for others, developing interest and aptitude in influencing others and acting as a role model for younger children and youth who attend Club. Members report through Learning and Impact that they are growing in their ability to lead themselves. For many, the experience of the Club provides a vision for their future and how they might lead themselves into the future they desire. The primary area revealed in the survey for increased programming attention in the future is the ability of young people to manage their anxiety, regulate their emotions, and calm themselves when upset.

## 5. The Value of the BGC Approach

BGC Canada's theory of change, the Model for Success, defines the Club experience as having three common features across all Clubs: a place of belonging, life-changing opportunities, and authentic connections. To foster a place of belonging, Clubs strive to create physical, emotional, and social environments that promote a sense of security and acceptance. To provide life-changing opportunities, Clubs provide enriching programming and experiences where children and youth are challenged to try new things, discover their interests, and acquire new skills that lead to their growth and development. To provide authentic connections, Club staff strive to cultivate strong, meaningful relationships with children and youth that are based on connection, caring, and support, with the intention of supporting members' personal growth and the development of confidence and character.

The qualitative data surfaced themes not only about the impact of Clubs but also insights into the causes and catalysts for impact. The following themes represent features of BGC's approach that appear to be efficacious.

### **Clubs create an environment where everyone is welcome.**

Each child and youth who walks into a Club is invited to participate fully and experience a deep and meaningful sense of acceptance. The data clearly reveal that for many, Clubs are one of the rare places where they feel comfortable enough to let down their guard, let go of anxiety, and enjoy a sense of belonging.

*I like how every time I come here, people greet me. I get to make new friends and spend time with new people and learn new things. It feels like I have a place I belong.*

*Nobody ever makes me feel left out because of who I am. This Club is all about loving everyone!*

*"Welcomed" is the one word that I can use to describe my experience. I feel super welcomed by everybody.*

*The Shared Spaces events prove how much the Club loves having everyone on board.*

*I feel like I was definitely respected here, even as a kid. I was respected as a person here.*

*[At Club,] I'm not alone.*

*If you are having a good or bad day, there is always someone around to talk about it with. This makes me feel safe. I know people care because they remember to ask me the next day about it.*

*The staff care about us. I know that I can get support and feel safe and happy at the Club. I feel welcome at the Club.*

*When I talk to leaders, I feel a lot better. I feel really welcome here because everyone is welcome at the Club.*



*Since coming to Club I've realized there are a lot more people around that I can actually share my thoughts and troubles with. The leaders I've met have been really friendly and open with me [and] I feel a lot more able to connect to people now.*

### **Clubs are a place to build positive friendships.**

Clubs offer the opportunity for children and youth to create friendships at a stage of development when positive friendships are highly formative. Experiencing a consistent and dependable environment of positive relationships influences the development of young people. The constancy of a positive social context shapes children and youth. They experience friendships that form their identity and outlook, both for the present and the future. The impact of healthy relationships affects self-esteem, confidence, resilience, sense of self, stability, and positivity, among other areas of youth development.

*I have a circle of support. On a bad day, I know there will be friends I can count on at a club.*

*I got such positive feedback here. It's nice because I don't get to hear it elsewhere.*

*Sometimes I get upset about something. When I come to the program, I know my friends are going to be here, or there is usually something here that is going to make it not so bad. I don't ever come here and get upset about being here.*

*People care about you and don't want you to be sad all the time.*

*Club helps me by having my friends here.*

*Whenever I walk into the Club it's like my second home.*

*It was a home away from home.*

### **Clubs are a place where members can be themselves.**

Clubs are a place where children and youth feel safe and secure enough to be themselves. The dependability of Clubs provides a sense of grounding, rootedness, and buoyancy for members. At Clubs, members can relax and be themselves. Clubs foster a sense of safety and security. For members who experience unstable or fearful environments in the contexts of their lives, Clubs provide the emotional and social scaffolding children and youth need to thrive during the developmental years.

*Having the safe place that the Club provides has given me a chance to explore my likes and dislikes, and to be myself. I can be silly without being judged.*

*I know this is a safe environment and I feel protected.*

*Having a safe place to come has allowed me to make the choices that keep me safe and give me the ability to stay away from things like drugs.*

*I like that I get to be weird and myself here. I have a lot more friends and I have somewhere I can be me.*

*No one gets mad at me for being myself.*

*I can express myself because I like being silly. I can express it here.*

*This Club is my awesome place where I hang out without any worries.*

*Being surrounded by love and feeling totally accepted here is just cool.*

*Club is like my other home where I'm safe and comfy, no doubts about it.*

*It's alright to make mistakes. I feel I can make mistakes at Club because nobody will make fun of me.*

*It's just an escape, a really healthy escape. It's a really good place to come and get my mind off of things. I live really close by and it's somewhere I can come and leave home. If I don't want to be home, I'll come here. The people and the environment are really good, so it's just a really good, healthy way to escape reality for a second. And then once I realize that I can't escape reality, this will still be the place where I would talk about things that I'm trying to escape from.*

*I have time to do some reflection at Club, which came from learning a routine, a schedule, expectations, and setting boundaries.*

*I love Club, everyone supports each other and makes me feel safe.*

### **Members experience the Club as a place of deep acceptance.**

Members can show up as they are, with no pressure or expectation to adopt a self-protective facade or pretend to be someone they are not. It does not matter if they are happy or sad, optimistic or discouraged, hopeful or glum. At Clubs, members experience acceptance, empathy, care, and understanding. Clubs provide a nonjudgmental environment that fosters appreciation and well-being.

*I like that I can be me. I don't have to feel weird about it.*

*For a long time, I was the one who was always seen as different. But everyone is different. I feel happy here.*

*I identify as bisexual, but at home I don't have a family who makes me feel comfortable to discuss this. Then the Youth Centre was suggested. A year later, the leader who brought me in could not believe how far my social skills have come.*

*Pride and BIPOC celebrations at Club are the best. It's where I feel super important and totally accepted.*

*It feels nice to know people like me here. I feel safe.*

*I don't have to put on a mask or do anything different; I'm just being myself.*

*People in BGC were always reminding me how important I am, and that really boosted my confidence.*

*The staff here always believe in us and help us. It's a place where we all matter.*

### **Clubs are a place for self-discovery.**

Members report being appreciated for their uniqueness instead of being excluded because of their differences. At Clubs, they are encouraged to celebrate one another's individuality within the context of the Club's community. Different perspectives, backgrounds, and cultures are honored. In the Club environment, members discover who they are and who they want to be. They can explore themselves surrounded by people who care. This helps them negotiate some of the most important challenges of growing up by finding and celebrating the value and uniqueness of self.

*Nobody is the same as me. Everybody has their own unique culture. I don't want anybody in the world to be the same as me. I want everybody else to be unique.*

*I'm Korean. I like to learn about other people and where they come from. Sometimes at Club I talk to someone who's Chinese or from Bangladesh.*

*When I went on medication, I told the staff and my friends, and they let me know that it's okay.*

*Through BGC I was able to find who I truly was. I overcame being just the kid who was bullied and became someone I wanted to be. I've become stronger and I found my strength. This is all because of BGC.*

*When I became a member at BGC, I was nervous and shy. Then, for the first time, I was given true support and encouragement to thrive.*

*I want to bring my other friends to the Club so they can have the same experience.*

*[It is] boring if we are all the same.*

### **Clubs are a place where members develop positive relationships with quality adults.**

At Clubs, children and youth experience the presence of a caring and attentive adult. The quality of the adult-child or adult-youth relationship is transformational for young people. Adult staff support, advise, encourage, and seek to bring out the best in members. Clubs provide a vital, influential, and meaningful adult presence for young people.

*Sharing stuff with the grown-ups here makes me feel like I've got a superhero team behind me.*

*The adults at Club are like my stability rock and guide me through all the adventures.*

*When going through tough times, I feel comfortable talking it out to the staff I'm close with.*

*All of the staff really understood me.*

*I always know that there's someone to listen to me here. There's always support when I need it.*

*The leaders are nice, supportive, and help me when I'm upset.*

*When trying new things at BGC, I know I can try my best and still feel included by staff.*

*Leaders are people that help others, that are nice and positive.*

*Well, when I'm feeling sad what helps me is Club staff. They're just being really nice to me.*

*I really like talking to grown-ups here. They make me feel safe, and I can share my feelings with them.*

*It feels good to have people you can rely on and trust.*

### **Clubs are a place where adults provide wisdom and insight.**

The data show that the relationships that are developed between staff and young people provide supportive scaffolding for the development of members. Club leaders provide counsel and advice, insight, and wisdom. They listen closely and become trusted adults in the lives of these young people, providing guidance in times of insecurity or uncertainty.

*The staff really helped me figure out who I am.*

*[The staff] helped me. I learned that I could talk to other people about my emotions. They might not always understand, but most of the time, they do.*

*The staff help remind me to breathe.*

*Leaders help when we ask for help. And they don't say yes to everything, but they are still nice.*

*The counselors worked hard in thinking about activity ideas, so I try it even if it looks boring.*

*The leaders help me solve problems.*

*[The staff] have helped me a lot with my swearing, like how to use better words and calm down when I'm frustrated.*

*Since there is adult supervision, and they can help regulate the way it plays out, it helps you understand how you're being a jerk.*

*[In the leaders,] I saw what healthy could be.*

*[Because of Club,] I had great mentors in my life, very consistent.*

*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.*

*The staff are understanding and give good advice.*

*At the Club, I have real friends, and the staff guide us and help us grow.*

**Clubs are a place to try new things.**

Clubs provide boundless opportunities for children and youth to have new experiences, explore emerging interests, and expand horizons of curiosity. Clubs allow children and youth to be exposed to new ideas, people, and experiences. This enriched environment broadens and deepens their learning. It helps them gain new perspectives and gives them a sense of confidence at being successful in the face of new tasks and challenges. Interviewees talk about participating in reading, science, and art at the Club that they never had the opportunity to try until they came to the Club. They are given time for *free play* to explore their interests and pursue their imagination, all within the supportive programming structure with staff.

*I feel like I have more to do for the rest of my life.*

*I like that I can learn something new all the time.*

*I see other people doing fun things, so I want to try.*

*Before coming to the Club, I never got to bake cupcakes and that is something that I learned here. I never found a fossil until we went on a Club trip, and it was a big one.*

*I got to go on a boat! That's super cool. I also got to go to Tim Hortons Camp, not once but twice. And I never thought I'd climb a rock wall, but I have.*

*When trying new things at BGC, I know I can try my best and still feel included by staff.*

*Here the leaders say, "Come on you can do it," and then I believe in myself a bit more and I can do it.*

**Clubs are a place of fun.**

Clubs offer children and youth countless opportunities for fun, to enjoy themselves and others. They talk about Club experience as being interesting, relaxing, and enjoyable. It is a place where they experience joy.

*When I come to Club, I definitely get a lot more space from my siblings when I feel like I need a breather. It's kind of like a free space where I could have fun and relax.*

*Club gives me a place so I can actually enjoy myself.*

*It makes me so happy to be here. The people who work here are meaningful and energetic.*

*We get to play with our friends, and also to run around and have fun.*

## 6. Responses from Clubs

Over the course of Learning and Impact, Clubs have developed responses to the findings from the member survey and the in-depth interviews. For BGC Clubs, evaluation is not an end in itself. The purpose of data is not only to see what is, but to imagine what could be in the future. Every report from each Club culminates in a set of responses for the staff of Clubs to take. Among the most significant areas of responses identified by Club staff are the following:

### **Positive Relationships**

- Promote conflict resolution skills and strategies for members.
- Focus on inclusion practices to nurture belonging among members.
- Continue to provide welcoming spaces to potentially marginalized communities.
- Pursue greater diversity among staff.
- Invest in staff development to sustain healthy and productive relationships between adults and young people.
- Strengthen connections of children and youth with the community.

### **Healthy Living**

- Develop more programming to promote mental health, resilience, and wellness among members.
- Continue to provide education on nutrition and experiences of healthy eating.
- Communicate the impact of Clubs on activity to the community.
- Provide ongoing support for healthy choices.
- Engage parents and caregivers as well as referral sources to offer enhanced support for children and youth.
- Improve trauma-informed programming.

### **Lifelong Learning**

- Design collaborative projects for members to work together and be creative with other members.
- Develop programming to help children and youth exercise greater choice in programming.
- Increase the design of challenging experiences for members to grow through new experiences.
- Provide programming to encourage exploration.
- Provide increased options for children and youth to explore their aptitudes and interests.
- Integrate academic support into daily programming.

### **Leadership Skills**

- Invite members to become part of the program development and planning process.
- Develop leadership through training and mentorship programs.
- Develop opportunities for children and youth to mentor others.
- Continue to work on self-regulation and self-leadership skills among youth.
- Provide opportunities for challenges and goal setting.

# 7. Recommendations

In addition to the responses identified by Clubs through their self-studies of impact, the findings through Learning and Impact reveal recommendations for the future impact of BGC Clubs.

1. **Create specialized strategies and programming for 11 to 13-year-olds.** Three years of data reveal a persistent dip in the reported impact of youth ages 11 to 13. During the Fall of 2024, staff from Clubs across Canada designed and implemented a qualitative study of the experience of youth in this age range at Clubs. They discovered that young people in this age group needed dedicated places and specialized programming to meet their unique needs.
2. **Provide opportunities for greater youth voice and choice.** Although many interviewees reported that the opportunity to make choices at their Club helped them develop their interests and personal agency, some expressed a desire for greater choice. Creating more opportunities for members to have a say in what they do and take greater ownership over their programming could develop their initiative, cultivate their choice, and foster a sense of agency in children and youth.
3. **Give ongoing attention to the inclusion of gender diverse populations.** The data show remarkable consistency of impact across demographic groups identified in the survey. However, some areas of variability are revealed in the data. For example, members identifying as boys or men have a relatively lower reported impact than those identifying as girls or women. Those identifying as nonbinary or who self-described their gender rate the impact Clubs lower relative to other gender identities. These differences warrant ongoing monitoring for the future.
4. **Increase support for school success.** Youth reported mixed results about the impact in school readiness. While some children and youth experience a positive impact of Clubs on their school readiness and achievement, others are unable to translate the impact of Club experience into their ability to learn and succeed at school. This might result from the limitations of staff capacity to provide specialized academic support in the after-school programs of some Clubs. It might also result from respondents' participation in programs that have no explicit intent to foster school readiness.
5. **Create greater awareness of leadership identity.** Through Club experience, youth become better role models for their peers and younger children. They learn about their potential to mentor others and help others grow and develop. However, many are hesitant to embrace their identity as a leader due to insecurity, pressure, or the negative connotations they hold about being a leader.
6. **Expand programming options for members' interests and aptitudes.** Interview data show that there may be opportunities to deepen and expand the skill development of members by

increasing focused and intentional programming. Some interviews show that children and youth want activities that will help them accomplish a personal goal. Programming that provides a variety of activities and experiences can help children to discover their passions and interests. Specialized programs could be developed, based on members' interests, to improve their skills and develop their interests and aptitudes.

7. **Increase developmentally challenging learning opportunities.** For some interviewees, there is a sense that the Club experience is not yet intentional enough to maximize the learning of members and develop their full potential. Some young people voiced a desire for greater attention to purposeful development, whether it was academic or skill learning. According to the data, one of the keys to Club impact is the presence of appropriate, intentional, and well-suited challenges for the developmental stage of the member. Balancing the need for unstructured play with the opportunity for structured challenges could potentially lead to an increased impact among members.
8. **Develop strategies for improving conflict resolution skills.** Even though many children and youth are developing conflict resolution skills, the survey data and some perspectives from interviewees reveal the difficulty they experience navigating conflict healthily and productively. Club participants report feeling more empathetic but are not as equipped to manage personal situations, specifically those involving stressful components or conflict.
9. **Provide increasing support for the development of mental health, emotional self-regulation, and well-being.** The data show that children and youth occasionally report that their physical health and activity levels are more stable than their mental health and wellbeing. The survey revealed lower ratings of impact in resilience than others. Evidence from three years of mixed-methods data collection demonstrates that Clubs are having a substantial impact on the development of interior strength and buoyancy in the lives of young people. However, the data also suggest that mental and emotional health are areas holding potential for greater impact in the future.
10. **Offer more structure to facilitate goal setting and attainment.** Some Club members struggle to set goals and develop strategies for pursuing them. Although the data show that children and youth are thinking about their future goals, the interview data revealed little about how they create and work toward goals during their time at the Club. This suggests that there may be a missed opportunity to help children and youth maximize their Club experience by developing essential skills related to setting and achieving shorter-term goals.
11. **Fortify staff recruitment and consistency.** The data show that one of the most significant reasons for impact is the presence of dedicated, trained staff who care about children and youth and are involved meaningfully and skillfully in their lives. Staff provide safety, guidance, culture, and learning activities for the Club experience. They are the glue that creates the bonds of connection and relationships throughout the Club. It is critical that staff are recruited, developed, supported, and retained to sustain the kind of impact Clubs are having in the development of children and youth.



12. **Amplify the youth voice of impact.** Learning and Impact has demonstrated that the voices of young people about the impact of Clubs are clear and compelling. They enjoy Clubs, make friends at Clubs, and build healthy relationships with adults at Clubs. They learn and grow at Clubs, building resilience and becoming emotionally and socially healthy at Clubs. The impact is broad and deep. And since the impact can be heard so clearly in the voices of children and youth who are members, opportunities should be provided for them to talk about their growth and development.

## 8. Conclusion

The scope of Learning and Impact is one of significant magnitude, both in scale and depth. It has demonstrated a commitment across the BGC movement in Canada to investigate Club impact with discipline and rigor. By focusing on the experience and perspective of members, Learning and Impact has elevated the voices of children and youth, giving them a chance to articulate the kind and quality of change they see in their own lives. By developing responses to the data, it has provided staff with considerable opportunity to develop strategies for impacting members in even greater ways in the future. In summary, the following highlights rise to the surface of the initiative as lessons learned:

### **The impact of Clubs is remarkable.**

Data from 20,796 survey responses and 1,246 interviews over three years reveal a compelling picture of impact. Clubs are making a substantial difference in the lives of members. Because of Clubs, children and youth across Canada are growing and developing into their potential. Members are being given opportunities, being challenged, making friends, learning skills that will serve them well for the rest of their lives. They are finding their voices, influencing others, and stepping forward into the best versions of themselves.

### **The implementation of a thoughtful evaluation is developmental for BGC Canada.**

A commitment to evaluation matters for this national movement. They have embraced an evaluation that is not superficial or perfunctory. It takes enormous dedication to engage in a mixed-methods study of impact over the course of three years. The commitment to evaluation, using both an outcomes survey and deeply personal interviews, yields a richness of insight that is often overlooked in standard evaluations. Building the capacity of staff across Canada to skillfully engage in data collection and analysis produces curious, thoughtful, and responsive staff.

### **Participating in a meaningful evaluation is nourishing for children and youth.**

The approach of Learning and Impact has been to center the experiences and voices of youth, providing them with the space and reason to think about their lives and talk about their growth and development. The intent has been for evaluation to benefit the young people who are taking the survey and participating in an interview. The reflections of children and youth through the data collection process have encouraged them to consider the value of their lives and the brilliance of their growth.

### **The commitment to developing a culture of learning and impact is transformational.**

A culture of learning and a focus on impact does not come naturally when there are inestimable tasks to manage in a Club. And yet, Learning and Impact has demonstrated that evaluation can be done at scale without compromising the quality of programming. Staff can learn how to practice evaluation meaningfully and significantly. Evaluation can become a part of the culture and habits of an organization. Learning and Impact has proven that evaluation can be transformative for a national movement, to prove and improve impact.

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BGC Airdrie Club  
BGC Albion Club  
BGC Battlefords  
BGC Bell Island Club  
BGC Botwood  
BGC Braeburn  
BGC Brantford  
BGC Camrose  
BGC Cape Breton  
BGC Central Vancouver Island  
BGC Charlotte County Club  
BGC Charlottetown  
BGC Chatham-Kent  
BGC Cochrane & Area  
BGC Cornwall/SDG  
BGC Cranbrook  
BGC Dawson  
BGC Dieppe  
BGC Dovercourt Club  
BGC Durham  
BGC East Scarborough  
BGC Eastview  
BGC Fort McMurray  
BGC Fort Saskatchewan  
BGC Gander  
BGC Grand Manan  
BGC Greater Fredericton  
BGC Greater Halifax Clubs  
BGC Greater Saint John  
BGC Hamilton-Halton  
BGC Kamloops & Williams Lake Club  
BGC Kawarthas  
BGC Leduc  
BGC London  
BGC Miramichi Club  
BGC Moncton  
BGC Niagara  
BGC Norris Arm  
BGC North Simcoe  
BGC Okanagan  
BGC Olds & Area  
BGC Ottawa  
BGC Peel  
BGC Preston  
BGC Prince County

BGC Red Deer & District Club  
BGC Renfrew County  
BGC Riverview  
BGC Sarnia-Lambton  
BGC Saskatoon  
BGC South Coast BC  
BGC South East  
BGC South Vancouver Island  
BGC Southern Alberta  
BGC St. Alban's Club  
BGC St. Anthony's & Area Club  
BGC St. John's  
BGC St. Paul  
BGC Stettler & District  
BGC Strathcona County  
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