

Monique Gagnon, Sr. Director Impact & Evaluation
Tamara Hamai, Hamai Consulting

Organization Mission & Geography

- BGCP's Mission: To provide low-income youth of our community with opportunities they need to achieve school success.
- We regularly serve over 3,000 students in San Mateo County. We are the largest after school provider in San Mateo County.

Project Description

- 3-year prospective study linking student feedback with school success outcomes
- Explore if/how the experiences, feedback, and outcomes differ for English Language Learners (ELL) and students for whom English is their first language (non-ELL).

Methods

- Received data for 2,487 students for 3 school years: 2019-20, 2020-21, & 2021-22
- Program and survey data collected by BGCP
- Data shared by school districts
- 8 interviews with ELL students
- 3 case studies, including additional interviews with ELL students and BGCP staff

Key Variables

- Student feedback: Satisfaction, safety, belonging, engagement, adult relationships
- Program attendance and quality
- School outcome data:
 - Social and emotional learning skills
 - Reading and math proficiency, GPA
 - Attendance

Feedback is a valuable tool for showing us how to improve a program's impact.

The mixed results inspired BGCP to revisit how it's measuring program impact.

1. We may not be looking at the right outcomes.

BGCP's true impact is on self-esteem, confidence, and social support.

2. One size does not fit all.

Different program components may have different feedback and outcomes. Feedback about each program component and the program overall may provide more opportunities to improve outcomes.

3. Choice may strengthen the relationship between feedback and outcomes.

The active choice that high school students make to participate may explain why their feedback, program quality, and program attendance more strongly and directly predict their outcomes.

4. Positive experiences may not be enough to overcome negative experiences at school or home.

Measuring and accounting for school and home experiences may help better clarify and reveal program impacts.

Student feedback contributes to outcomes.

As expected, more positive student feedback predicts higher academic performance for middle and high school students

Unexpectedly, more positive student feedback predicts lower:

- academic performance and attendance rate for elementary school
- social and emotional skills for middle school
- attendance rate and social and emotional skills for high school

Feedback indirectly contributes to outcomes through program attendance.

More positive student feedback predicts higher program attendance, which then predicts academic performance and school attendance, for elementary and middle school students.

Program quality contributes to outcomes.

- Program quality indirectly predicts academic performance and school attendance through program attendance for elementary and middle school.
- Program quality directly predicts school attendance for high school students.

ELL and Non-ELL results were similar.

The results were the same for students for ELLs and non-ELLs, except for a few differences in how:

- feedback predicts social and emotional skills in middle school and academic performance in middle and high school.
- program engagement predicts school attendance in middle and high school.