Today's Discussion

- Introductions/Energizer
- Continuous Improvement Cycle
- Goals
  - SMART
- Data Driven Decisions
  - Telling your Story
  - What data to collect?
  - Staff Involvement
  - Continuous Program Improvement
- Sharing Evaluation Results
- Action Planning

Introductions

Learning Supports Network
at American Institutes for Research ■

The Learning Supports Network represents the system of supports for education agencies, schools and districts, foundations, and other stakeholders to ensure that young people's educational experience fosters positive growth and development. The network comprises multiple initiatives including Afterschool and Expanded Learning.

Introductions

## AFTERSCHOOL & EXPANDED LEARNING
at American Institutes for Research

We support the Afterschool and Expanded Learning field in building quality programs and learning experiences for young people.

We deliver knowledge, strategies, and results so educators can make research-based decisions that produce sustained improvements throughout the education system.

Quality Programming Beyond the Bell®

- **Suite of professional development services, products, and practical tools**

- **Designed to help afterschool program leaders and staff create and sustain high-quality, effective afterschool and expanded learning programs**

- **Practical, easy-to-use, and contains great information about program management, design, partnerships, delivery, evaluation, and improvement.**

- **96 ready-to-use tools**
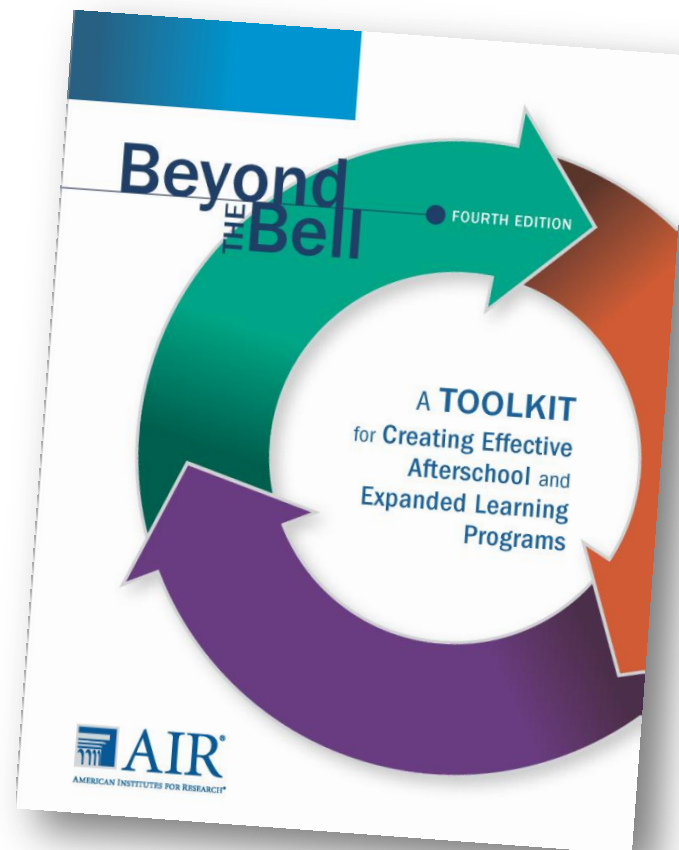
ACTIVITY!

3 ROUNDS

Your Goal:

To hit the ball as many times as you can without letting it hit the ground.

Your Rules:

1. **Each hit equals one point.**
2. **You may hit it with any body part.**
3. **No player may hit the ball twice in succession.**

Continuous Improvement Cycle

Planning → Development :
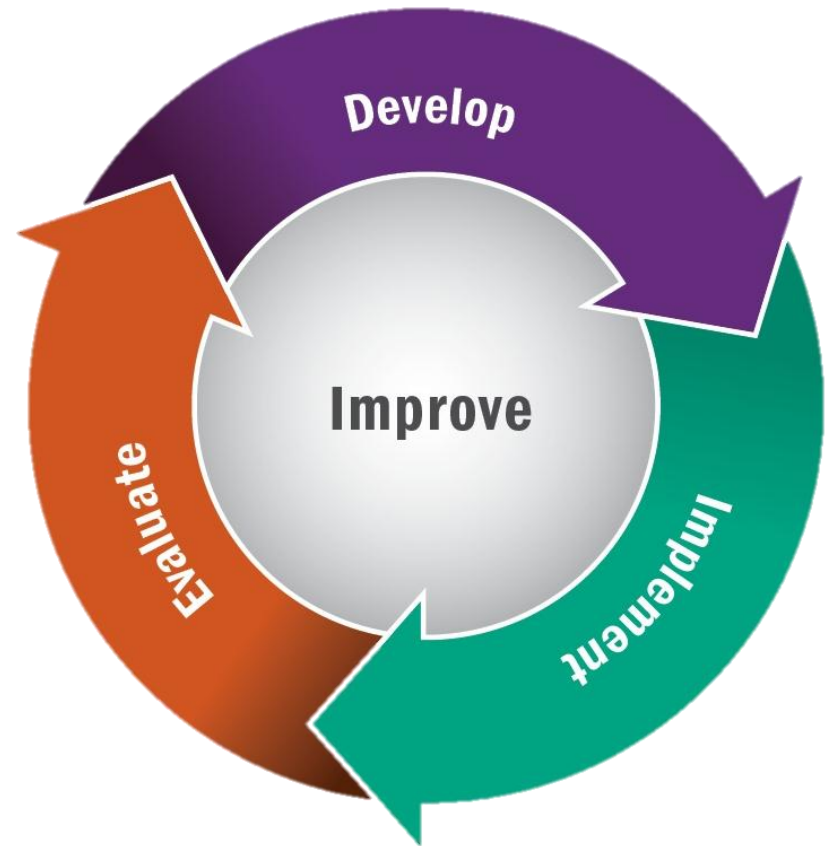- Shared vision
- SMART Goals
- Logic Model

Implementation→ Evaluation:
- Data (Surveys/Focus Groups)
- Self-Assessment

Improvement Planning →
Development:
- Professional Development
- Coaching
- Action Planning

Identifying GOALS

Refine your Goals

S.M.A.R.T. Goals

- **Specific** – Ask the 5 "Ws"
- **Measurable** – Establish indicators measuring your goals
- **Attainable** – Set goals that you can build capacity for and actually reach
- **Realistic** – Be willing and able to reach for the goal and truly believe it can be accomplished
- **Timely** – Set a time frame

Data Driven Decisions

Why Collect Data?

- **Condition of funding**!
- **Support claims of program effectiveness**
- **Help improve program and achieve goals**
- **Engage staff and develop leadership team**
- **Demonstrate elements of a QUALITY program that can be sustained**

What Data Do We Collect?

What Data Do We Collect?

Youth Characteristics

Program Quality

ENGAGEMENT
(Youth Voice & Choice)

RELATIONSHIPS
(Positive Peer & Adult Interactions)

CLIMATE
(Safe & Supportive Environment)

STAFF

PARTNERSHIPS

PRACTICES

Positive Youth Outcomes

Community Context

Program Participation

Data Categories

Quantitative

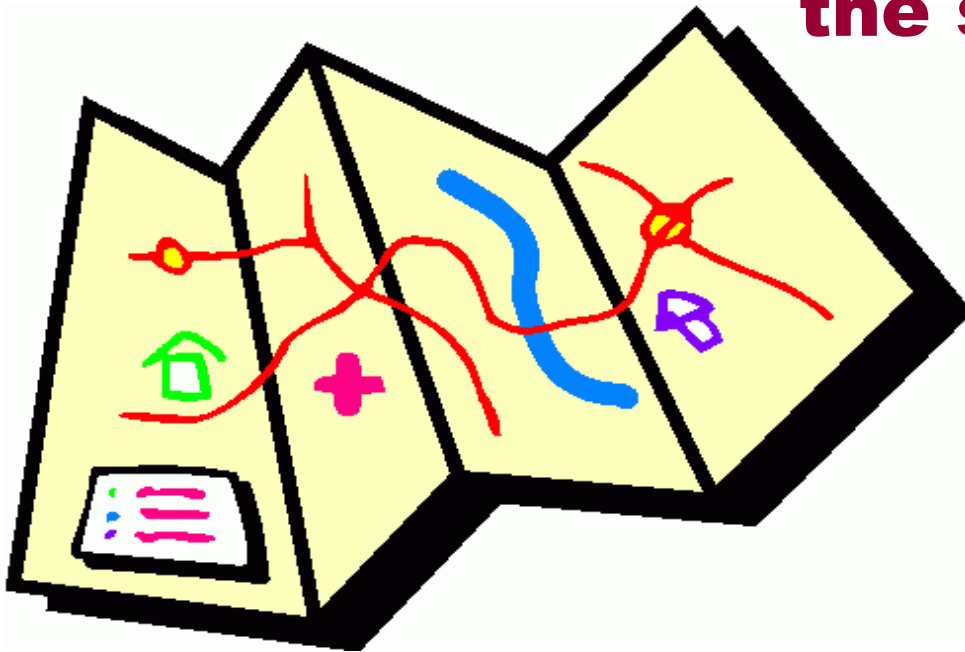- **Surveys**
- **Collection of demographic information about participants in the program**
- **Information reports (grades, test scores, comparisons of crime statistics, detention reports)**

Qualitative

- **Anecdotal success stories**
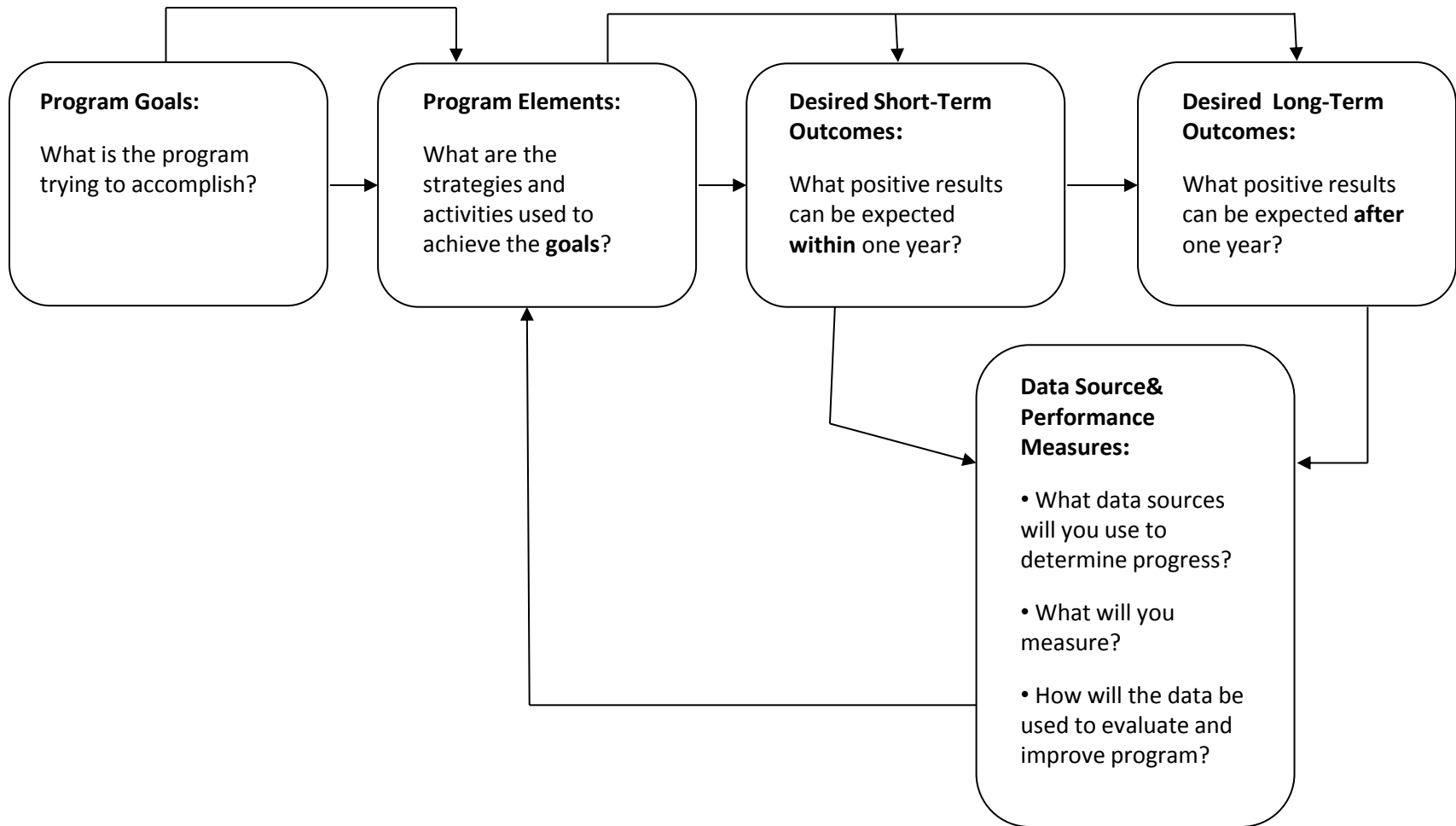- **Focus groups**
- **Interviews**
- **Observations**
- **Self-assessment**
- **Other documents (newsletters, meeting minutes, and other sources of information**

Logic Model

The purpose of a logic model is to provide stakeholders with a **road map** describing the sequence of related events **connecting the need** for the planned program with the program's desired **results**.

Logic Model

Program Goals:

What is the program trying to accomplish?

Program Elements:

What are the strategies and activities used to achieve the **goals**?

Desired Short-Term Outcomes:

What positive results can be expected **within** one year?

Desired Long-Term Outcomes:

What positive results can be expected **after** one year?

Data Source& Performance Measures:

• What data sources will you use to determine progress?

• What will you measure?

• How will the data be used to evaluate and improve program?

Involving Staff

1. **Train the team**
2. **Establish Procedures**
3. **Organize Goals**
4. **Create Action Plans**
5. **Coordinate the Tasks of the Action Plan**
6. **Taking Action**
7. **Observe the Program**
8. **Review Goals**
9. **Check on the Process of Program Improvement**
10. **Solve Problems, Sustain Results**

Involving Staff

Continuous Improvement-Planning – Questions to Answer

- Do our funders require specific information?
- Do current goals reflect the needs of the program?
- Are some activities more effective than others?
- What changes in knowledge, attitudes, or behaviors will result from program activities?
- Are some activities more popular than others?
- As a result of the time and effort staff have devoted to the program, what differences have we made?

Continuous Improvement Evaluation →→

Evaluation is the process of analyzing data to assess what works and what does not work in achieving goals.

- ✪ **Data has no meaning on its own.**
- ✪ **Meaning is a result of human interaction with data.**

How do you engage your staff in data-driven decision making to IMPROVE and SUSTAIN your program?

→→ Continuous Improvement Planning

Establish appropriate goals, identifying key features to reach desired outcomes:

- ✪ **What is the overall purpose?**
- ✪ **Does the purpose align with our program's vision and goals?**
- ✪ **What skills will youth develop in our program?**
- ✪ **How do we want to recruit youth for our program?**
- ✪ **What outcomes do we want to achieve? How can we shape our program plan to help achieve these outcomes?**
- ✪ **How can our staffing structure help us to achieve our goals?**

Source: Beyond the Bell: Fourth Edition (2014)

Continuous Improvement Planning – Data to Include

Make an effort to include information about each of the following categories:
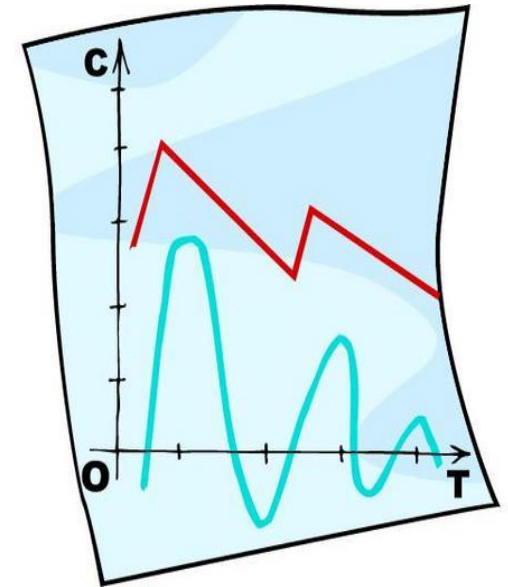
Program delivery

(e.g., attendance, activities, etc.)

Key stakeholder satisfaction

(e.g., students, teachers, parents)

Program outcomes

(both short-term and long-term)

How Do We Access the Data?

Sharing Evaluation Results

Foster collaboration across all sectors:

To support academic and developmental goals for youth, new **collaborative** structures must be built across sectors in communities and up and down **hierarchies**.

Next Steps

➪ **Action Planning/Implementation Plan**

☆ **How you will communicate information to others in your program/agency?**

☆ **Who will you involve?**

☆ **What is your timeline?**

➪ **Sharing with Evaluation Results**

☆ **What is the purpose of sharing data?**

☆ **What data will you share?**

The Finance Project. (2002, April). Sustaining comprehensive community initiatives: Key elements for success (Financing strategy brief). Washington, DC: Author.

OST Resources

- **Beyond the Bell: www.beyondthebell.org**
- **Collaborative for Academic, Social and Emotional Learning: www.casel.org**
- **Partnership for 21st Century Skills: www.p21.org**
- **Forum for Youth Investment : www.forumfyi.org**
- **Education World: www.educationworld.com**
- **National Center for Quality After school: www.sedl.org/afterschool**
- **The Search Institute: www.search-institute.org**
- **Harvard Family Research Project: www.hfrp.org**
- **American Association of School Administrators: www.aasa.org**
- **You For Youth: http://y4y.ed.gov**
- **SEDL: www.sedl.org**
- **Center for Youth Program Quality: www.cypq.org**
- **Buck Institute for Education : www.bie.org**
- **Project Based Learning Online: www.pbl-online.org**
- **Edutopia: www.edutopia.org/project-based-learning**

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Building Quality in Afterschool

Links

Beyond the Bell: **www.beyondthebell.org**
The Expanded Learning & Afterschool Project: **www.expandinglearning.org/expandingminds**
Statewide Afterschool Networks: **www.statewideafterschoolnetworks.net**
Every Hour Couts: **www.afterschoolsystems.org**
National Institutes on Out-of-School-Time: **www.niost.org**
Forum for Youth Investment: **www.forumfyi.org**
You for Youth: **http://y4y.ed.gov**
National Center for Quality After school: **www.sedl.org/afterschool**
Center for Youth Program Quality: **www.cypq.org**
Harvard Family Research Project: **www.hfrp.org**
Collaborative for Academic, Social and Emotional Learning: **www.casel.org**
Partnership for 21st Century Skills: **www.p21.org**
From Soft Skills to Hard Data: **www.forumfyi.org/files/Soft_Skills_Hard_Data.pdf**
Child Trends (Research to Results):
www.childtrends.org/_listAllPubs.cfm?LID=2D42D11D-FDB1-4B57-AFAA5067EB659CAC

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Elias, M. J., O'Brien, M. U., Weissberg, R. P. (2006). Transformative Leadership for Social -Emotional Learning: The Social-Emotional Skills Necessary for Success in School and in Life can be Taught and Reinforced in School. Student Services, Dec. 2006. National Association of School Psychologists (NASP), articles and related handouts can be downloaded at www.naspcenter.org/principals.

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National Institute on Out-of-School Time (2002). From Hall, Georgia. After School Issues: Citywide After-School Initiatives Share Their Experiences Developing and Implementing Standards. Wellesley, MA: National Institute on Out-of-School Time, March 2002; Tolman et al., 2002.

Smith, C., Akiva, T., Sugar, S. A., Lo, Y. J., Frank, K. A., Peck, S. C., Cortina, K. S. & Devaney, T. (2012).*Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention study*. Washington, DC: Forum for Youth Investment. http://www.forumfyi.org/files/executivesummary2.29.pdf

Data Discussions

Directions: This tool describes some common types of data and tips for using and discussing them on a regular basis with your staff and advisory teams.

Data Type:
Youth Participation Data

Ways to Use Data for Planning:
- Look at the average daily attendance for each activity or program—look for patterns. Do certain types of programs have high attendance while others have low attendance? Are there certain days of the week that have higher attendance than others? Do certain instructors or staff members have better attendance than others? Are there certain times of year (e.g., right before and after vacations) where attendance appears to be low?
- Think about programmatic changes you can make to boost attendance. For example, if attendance is low on Fridays, consider placing highly popular programs on that day or create a "Fun Fridays" program with alternative, engaging programs like movies, field trips, or themes. If you notice some types of programs have low attendance and others high, consider combining activities so that youth receive both during a given program period.
- Analyze and discuss these data at regular intervals—a few weeks after the start of programming to make course corrections and toward the end of the session to look at trends and prepare for the next session.

Data Type:
Youth Program Satisfaction Survey Data

Ways to Use Data for Planning:
- If you survey youth on a regular basis, make sure you use the data. Youth need to see that it was worth their time to fill out the survey so they will take it seriously in the future.
- First, you'll need to have someone tally the survey data. Put the results in an easy-to-read presentation to share with the staff at a staff meeting.
- Discuss what you found and how/if you can make changes—for example, if youth report high levels of satisfaction with the adults in the program but are less positive about their peers, you might need to promote team building and peer-to-peer interaction in your next session. If youth report frustration with the behavior of some youth during program time, you may need to spend more time on your group guidelines and program rules.
- Some things you won't be able to change—say, the schedule of the program—but you should still discuss how to address it. Talk to youth about the change they requested and why it isn't feasible to make a change right now (e.g., "We don't have enough funding to make the program an hour longer, but we hear that you want that and will work to identify funding for next year").

- Use youth interest to drive program selection. Ask youth what activities they would like to see and tally the results. If certain activities show up a lot, consider adding them or including them as special requests in your request for proposals for outside providers or vendors.

Data Type:
Program observation data (e.g., from a quality assessment tool)

Ways to Use Data for Planning:
- After a series of program observations, when you have enough data for them to be anonymous and aggregated, bring the staff together to discuss. It is important that there are enough data (at least 5–10 observations) so that no one program or instructor can be identified.
- Talk about strengths and weaknesses for the program as a whole—what do you notice about the data? Where is the program overall doing the best? Are there one or two areas that all activities were struggling with? How can you, as a team, address the areas that need growth?
- With a smaller management team, you might use the data to discuss professional development you want to offer, key characteristics you want to add to job descriptions for new staff, mentoring opportunities for some staff, and other staffing changes that might address some of the problem areas while celebrating the success of strengths.

Data Type:
School-related youth data

Ways to Use Data for Planning:
- If you are able to get records from the school, you may have access to student-level data on things like attendance, discipline incidents, grades, and test scores. These data, although challenging to work with, can be important for your program planning.
- If possible, hire someone to crunch the data for you. At a minimum, use the data to identify the highest risk/need youth in your program. You may define those as the lowest performing, those with the most discipline incidents, those attending school at low rates, or some combination of those.
- Next, discuss ways to improve the program to better serve youth in need of additional support. What can you do to improve their attendance? How might you connect them to better tutoring supports—perhaps assigning certain youth a one-on-one tutor to help boost their grades or assist with homework completion? Is there a young person with behavioral problems who would benefit from participating in a mentoring activity? Work with your staff members who know them best to identify solutions.

Create an action plan

Take the time now to discuss the chart with your planning team. You can immediately eliminate the areas or issues you can't fix. It is tempting to get caught up discussing things you really have no control over. Don't! If it isn't something you can change, cross it off and move on. Likewise, you can look at the column related to level of importance and cross off the areas that simply aren't a priority for your program. Perhaps an evaluation finding was related to something that is tangential to your mission or that you don't feel is of particular importance to your program. Once you have eliminated low-priority and unfixable issues, you should be left with a more reasonable list of target areas. Now look at the short and long term column. You should select only 2–3 short term and 2–3 long term target areas to keep your action plan realistic. Discuss priorities with your team and enter them into the table below. Discuss your key action steps, deadlines, and assigned staff members. Be sure to revisit this planning grid at least quarterly at staff meetings or other key gatherings to ensure that you are making progress on your goals.

Action Plan

Area for Growth	Action Steps	Timeline	Lead Staff
List your 4–6 short- and long-term priorities in this column.	*Develop specific action steps to address each area. Be concrete.*	*Indicate short or long term and when you would ideally want to see action steps accomplished.*	*Identify a staff member to take the lead for each area.*

Logic Model Planning Tool

Directions: There are many different ways to create a logic model and lots of good resources out there to help you along your way. One of the best and most comprehensive is the W.K. Kellogg Foundation's Logic Model Development Guide, which can be downloaded at: http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide. We offer one simplified approach below to get you started, but feel free to adjust, adapt, and seek out additional resources to support you as you develop a logic model that suits your program.

Step 1 – Bring together your planning group

A logic model should be developed in partnership with a strategic group—perhaps your advisory board or a group of representatives from your key stakeholder groups. It will likely take several meetings to develop your logic model. Ask people to commit to attending at least 2–3 meetings of at least 2 hours and to review drafts in between meetings. This can be a lengthy process and it is important not to rush.

Step 2 – Determine the scope of your logic model

Together with your team, decide whether you are creating one logic model for your whole program or one for each major program goal. Based on this decision, talk about the level of detail you want to include.

Step 3 – Identify your components

As we stated in the text, a logic model shows the steps you need to take to make your program goals happen. It is your picture of how things will change and how you will achieve your intended outcomes. Most logic models contain five or six main components:

1. Goals
2. Objectives/Action steps
3. Inputs
4. Activities
5. Outputs (optional)
6. Outcomes

Together with your planning team, use the table below to develop a list of things to include under each component. Don't worry about order and format right now. Just make a list under each column.

Goals	Objectives/ Action Steps	Inputs	Activities	Outputs	Outcomes
You developed your goals using Tool XX so you shouldn't need to	Take these from your goal-setting process. Fill in the steps you noted in Tool	These are what you need to carry out the action steps, including staff,	These are the actual activities staff members will do with young people.	These are the direct results of a program— usually the size or scope of	This is where your SMART outcomes from Tool XX should go. You may

create new ones. Fill in the goals from Tool XX here.	XX.	supplies, and space. Don't forget to put your program theory here; that is your most important input.		services.	want to break these up into two columns—one for long-term outcomes (sometimes called impacts) and one for short-term or intermediate outcomes.
Example *To provide a variety of arts classes after school*	*Partner with local arts organizations to facilitate on-site arts classes*	• *Local arts partners* • *Staff* • *Art supplies, messy space, and performance space*	• *Self portraits* • *Dance* • *African drumming* • *Final showcase*	• *150 middle school youth served annually*	*Participants are able to talk about a variety of art medium.* *Participants demonstrate improved skill in their chosen medium.*

Step 4 – Develop a presentation

For simplicity, you can use the grid above to show the progression of your program from goals to outcomes. At a minimum, you will want to take your lists from the above grid and put them in some kind of logical order so that it is clear how one component flows into another. Most logic models, however, have some kind of graphic representation of this progression that uses some combination of shapes and arrows. This can be as simple as putting arrows between the columns above or as complicated as creating a flow chart with different levels and types of boxes and arrows. Together with your team, determine if you want to turn the grid and lists above into a graphic that shows the relationship of one item to another and how you want to do that.

A couple of key tips to keep in mind:
- Remember your audience. Make sure you aren't using abbreviations or jargon, and that others can understand what you have written.
- Keep it simple. A page crowded with boxes and words will overwhelm people. Do your best to simplify your language and create multiple logic models if you simply can't cut back.
- Use uniform shapes, line thicknesses, and fonts to avoid visual clutter

Step 5 – Gather feedback

Share the draft logic model with staff, partners, community members, and families. Make sure what you have created is clear, and that it depicts what you want to depict about your program. Make adjustments based on feedback.

Step 6 – Revisit and revise often

A logic model is not intended to be created once and never used or revised. It should be a living document—one you update and revise regularly with your team as you make changes, adapt program elements, or tweak your program goals and intended outcomes. We suggest revisiting the logic model quarterly (or at least twice a year) to see if it still makes sense.

Developing SMART Outcomes

Directions: Use the definitions below to help you fill out the table on the next page. Start by working with your team to develop a set of draft outcomes. Try to think of a realistic number (maybe 4–6) and write them down in the left hand column of the table. Then, once you have identified the outcomes, fill out the SMART table for each outcome to determine if they meet the criteria. If one does not meet the criteria, work to revise it until it does.

Specific – It is easy to create broad outcome statements that don't clearly mean anything. Instead, outcomes should be clear and they should identify specifically what it is you will achieve with your program.

Measurable – Outcomes are not useful to you if you can't measure them. Make sure it is possible to measure the outcome so there is some concrete or tangible way to identify if the outcome has been achieved.

Achievable – Nothing is more frustrating for staff, funders, and program leaders than creating lofty outcome goals that are impossible to accomplish. Your outcomes should be things you think your program can accomplish either in the short or long term. They need not be easy and basic—you should stretch yourself a bit—but they do not need to be so big as to be unattainable.

Relevant – Outcomes should be relevant to your program. Don't plan to have an impact on things that your program doesn't target. Choose outcomes that are specifically related to the program activities you are planning.

Time-Specific – Outcomes should be tied to a specific time frame rather than being broad in order to encourage staff members and partners to work toward them.

Developing SMART Outcomes

Outcome	Is It Specific?	How Will You Measure It?	Is It Achievable?	Is It Relevant?	When will it be achieved?
Example: *Youth will have an increased knowledge of STEM related careers*	☒Yes ☐No	*We will host a STEM fair where pairs of young people will present a STEM career that they researched. After the fair we will ask young people to reflect upon what they learned from the project and the fair in their portfolio. We will document their learning from their portfolio reflection.*	☒Yes ☐No	☒Yes ☐No	*At the end of the session.*
	☐Yes ☐No		☐Yes ☐No	☐Yes ☐No	
	☐Yes ☐No		☐Yes ☐No	☐Yes ☐No	
	☐Yes ☐No		☐Yes ☐No	☐Yes ☐No	
	☐Yes ☐No		☐Yes ☐No	☐Yes ☐No	
	☐Yes ☐No		☐Yes ☐No	☐Yes ☐No	

Gathering and Working with Data

What should be celebrated?

What are the surprises?

What are we missing?

What are the trends/action steps?

What are the implications on planning/who is responsible?

Goal Setting Worksheet

Directions: This worksheet can be used to record both goal areas and specific goals goals. First, write down the vision statement you created with your stakeholders. Do not attempt to create goals without first knowing your vision. Next, think about the areas in which you want to set goals. Record these in the column on the left. A few examples are provided to get you started. Then, in the middle column, record your specific goals for each area. Make sure your goals support your vision. Use the third column to indicate a timeline for achieving each goal (i.e., this month, this program year, within 2 years, etc.). Finally, use the last column to make notes about your goals—for example, you might include specific staff members tasked with overseeing the goal or notes on partnerships or resources that can help you accomplish the goal.

Vision Statement

_____
_____
_____
_____

Goal Areas	Specific Goals	Timeline	Activities/Notes
Programming	*Ensure programming integrates youth development principles*	*This month*	*Conduct a review of activity plans to see if youth development principles are represented.*
Fundraising			
SMART Outcomes (See Tool X)			
Community Participation			

Goal Areas	Specific Goals	Timeline	Activities/Notes

Indicators for Program Goals

Directions: *Use this tool to develop indicators for your goals. After you have agreed on goals, identify a set of indicators for each goal and answer the questions about each one. Then assign activities that lead to the eventual achievement of the goals. This order should be followed carefully. A sample completed form is on the next page and a blank form is on the page that follows.*

Sample Form

Goals*	Possible Indicators	Questions to Ask About Each Indicator				Activities
		Is This Indicator Relevant?	Will This Indicator Provide Sufficient Information?	What Data Sources Are Available for This Indicator?	Is This Indicator Quantifiable?	
Improve youth achievement in mathematics	Youth's mathematics grades improve	Yes	Yes	• Report cards • Test scores	Yes	1. Homework Help Session 2. Family Math 3. Chess Club 4. Computer- Based Math Activities 5. Peer-Tutoring Group
	Teachers report that youth now have homework in on time and correct	Yes	Yes	• Teacher survey	Yes	
	Youth report that they better understand math assignments	Yes	Yes	• Youth survey	Yes	
	Youth enjoy math more than before	Yes	Yes	• Youth report • Teacher observation	Maybe	
	Fewer youth are in remedial sections of math	Yes	Yes	• Office records	Yes	

Blank Form

Goals*	Possible Indicators	Questions to Ask About Each Indicator				Activities
		Is This Indicator Relevant?	Will This Indicator Provide Sufficient Information?	What Data Sources Are Available for This Indicator?	Is This Indicator Quantifiable?	
				• •		1. 2. 3. 4. 5.
				• •		
				• •		
				• •		
				• •		

Sharing Evaluation Results

Directions: This tool provides information about the types of people with whom you may want to share evaluation results, the purpose for sharing them, and tips on the best way to share the information with each stakeholder group. You'll have to adapt the tool to your own community and circumstances, but this can get you started thinking about the best way to share your results.

Sharing Evaluation Results

Stakeholder Group	Purpose for Sharing	Tips and Tricks
Staff	• Planning for program improvements • Celebrating success	• Bring evaluator to planning meeting to explain results. • Use Evaluation Planning Tool to prevent frustration.
Program Providers	• Planning for program improvements • Celebrating success	• Share the executive summary and action planning results. • Share results that are relevant to their work with youth in the program.
Funders	• Sharing value of their investment • Identifying concrete plans for improvement • Encouraging new funding	• Share positive evaluation results immediately and give them credit for funding a successful innovation. • Own negative results. Before sharing, be sure you have specific and targeted plans for improvement that you can describe. • If you create a brochure, media release, or other public-relations document to highlight positive evaluation results, be sure to give your funders credit. • Share marketing and outreach materials with potential funders to promote key aspects of your program.
Community Partners	• Celebrating success • Identifying concrete plans for improvement • Encouraging partnership	• If your partners are active in your program's implementation, include them in the planning process. If they are more symbolic partners, treat them more like funders by celebrating their role in success and sharing negative evaluation findings only after you have a concrete plan to address them.
Families	• Marketing program effectiveness • Sharing plans for improvement • Recruiting new participants	• Parents want to know their child is attending a worthwhile program. Use positive evaluation results to share the value of their child's experience. • Use positive results in marketing materials for your program to attract new families. • Make sure evaluation results are clear and in

Stakeholder Group	Purpose for Sharing	Tips and Tricks
		lay terms. Translate them into other languages as needed and appropriate.
Youth	• Marketing program effectiveness • Sharing plans for improvement • Recruiting new participants	• Keep it simple. Share key points in easy-to-understand language (e.g., "This program is helping young people like you feel more confident.") • If youth were involved in surveys or observations, let them know the results of the evaluation in terms of their role (e.g., "You told us…"). • Let youth know you are going to improve the program to make it better for them, but use general terms. (e.g., "We heard that you don't always feel safe in this program and we want to fix that by…").
School District	• Sharing program impact on school-related indicators • Encouraging partnership • Highlighting areas for improvement	• Treat school and district staff members as you would funders, even if they are key partners. Schools want to know that programs are improving their bottom line. Share key points in succinct, easy-to-understand language. • As with funders, share negative evaluation findings after you have developed a plan for improvement. • Focus on how your results will help youth thrive in school.
Local Government (City/town council, mayor's office, local legislators)	• Influencing policy • Encouraging partnership or public funding	• Be brief and clear! Use bullet points and boil evaluation findings down into understandable sound bites. Never use more than one page to explain your findings. • Lead with the positives. • If the program has city or county funding, offer local politicians the opportunity to get their photo taken with youth in the program as part of a press release about positive evaluation findings. • Don't hide negative evaluation findings. Own them but be ready to share how you are already addressing them.

Youth Preference Survey

Directions: You may use or adapt this survey to determine young people's programming preferences for your program. Feel free to add or edit questions or response options as necessary for your program. Make multiple copies of the survey; ask teachers to distribute and collect it during homeroom period or at another convenient time, and have program staff members distribute it during the opening activities.

Survey of Youth Program Preferences

We need **your** help! We want to create an afterschool and expanded learning program that is exciting and useful for you. Please answer the following questions about your opinions and ideas for program activities. If you would like to get even more involved in planning afterschool activities or being a club officer, ask your teacher for more information about our program.

1. **Please check the sentence that *best* describes your feelings about attending an afterschool and expanded learning program at our school. (Check one.)**
   - ☐ I already participate in afterschool and expanded learning activities at our school.
     What activities do you participate in? _____
     _____
   - ☐ I would be interested in going to an afterschool and expanded learning program at our school but I don't go right now.
   - ☐ I have other responsibilities after school and could not go to an afterschool and expanded learning program at our school.
   - ☐ I would not be interested in going to an afterschool and expanded learning program at our school.

2. **What kinds of activities would you like to do after school? (Rank your top five choices from 1 to 5, with 1 as your top choice.) Feel free to add your own ideas.**
   — Academic content areas

     - ☐ English language arts
     - ☐ Math
     - ☐ Science/Science, Technology, Engineering, and Math (STEM)
     - ☐ History/social studies

   — Homework help
   — Tutoring
   — Computer/technology skills
   — Creative arts
   — Healthy living
   — Social and emotional well-being
   — Sports
   — Physical fitness
   — Service learning
   — Cultural appreciation and diversity

   — Other, please specify _____

3. **What are some ways you would like to get involved in the afterschool and expanded learning program? (Check all that apply.)**

- [ ] Deciding what programs to offer
- [ ] Advertising the program
- [ ] Planning afterschool activities
- [ ] Being a club officer
- [ ] Your idea: _____
- [ ] I am not interested in getting involved.

4. **Which types of "advertisements" would convince you and your friends to participate in afterschool and expanded learning activities? (Check all that apply.)**

- [ ] Student-designed posters around your school
- [ ] Flyers mailed home
- [ ] Social media updates (Facebook, Twitter)
- [ ] Presentations by youth who are in the program
- [ ] Articles about the program in the school newspaper
- [ ] Daily announcements about the program (read by an adult)
- [ ] Daily announcements about the program (read by a young person)
- [ ] Rewards—such as homework passes, gift certificates, or other treats—for youth who regularly attend activities
- [ ] Your idea:_____
- [ ] Your idea: _____

Your Name (please print)

_____

Your Homeroom Teacher or Room Number
(if applicable)

_____

Thank you!