



Northwest Regional Educational Laboratory

Out-of-School Time Program Evaluation

Tools for Action



**OUT-OF-SCHOOL TIME
PROGRAM EVALUATION**

Tools for Action

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The mission of the Northwest Regional Educational Laboratory (NWREL) is to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs. A private, nonprofit corporation, NWREL provides research and development assistance to education, government, community agencies, business, and labor. NWREL primarily serves the Northwest region of Alaska, Idaho, Montana, Oregon, and Washington.

The Education, Career and Community (ECC) program at NWREL has a strong commitment to connecting schools, communities, and families. The ECC Program has developed a focus area working with a range of out-of-school time programs, including 21st Century Community Learning Centers (CCLC) programs in a variety of ways. For the past three years, ECC staff members have presented at 21st CCLC statewide bidders' conferences throughout the Northwest, where they assisted attendees with the design and evaluation of their 21st CCLC programs. ECC staff have also provided training and evaluation assistance to 21st CCLC grantees and have participated in national meetings revolving around out-of-school time issues.

During the past 33 years, NWREL has conducted hundreds of evaluations at the school, district, state, and national levels. The ECC Program has extensive experience evaluating the connections between schools and communities. We are currently working with several school districts on their out-of-school time evaluations.

NWREL evaluators have had extensive experience in developing brief user-friendly surveys for students, staff, parents, and community members. The materials in this resource manual have been tested and then revised to ensure they are clear and understandable to their respective audiences.

If you would like more information about NWREL's out-of-school time projects and evaluation services, please call 1-800-547-6339, x. 757. This resource is also available online at www.nwrel.org/ecc/21century/index.html.

Acknowledgments

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Introduction

“The map is not the territory.”—Alfred Korzybski, founder of general semantics

If you are working with an out-of-school time program, either as a director or as a consultant providing technical assistance, you undoubtedly want to be well-informed about what the program is accomplishing. Evaluating the program on a regular basis is the best way to get feedback on what is working and what isn't so you can make continuous improvements.

The evaluation process can also provide you with evidence that the program has value.

You already may be collecting student outcome data to show that your program is having a positive effect. If you are operating on a grant, you may have reporting requirements such as changes in student grades and test scores. You may also be looking at improvements in school day attendance and behavior. These data are contained in school district databases and are often readily obtainable.

But how do you know what all your participants are feeling about the program? How do you know what parents think about what happens during the program? If your program has an academic component, does it connect to what happens during the regular school day?

This resource manual helps you answer those questions by providing you with stakeholder surveys and focus group questions for student participants, parents, teachers (survey only), program staff, and program partners (survey only). Surveys for participants of adult Community Learning Center (CLC) classes are also included. Each survey is presented with suggestions for administration as well as with information about what each can assess. Focus group questions are presented with suggestions for how best to organize and conduct the groups. Finally, this manual suggests methods of analyzing and displaying data so that you can document accomplishments for present and future grantors as well as promote your program to the community. Examples of real outcomes are provided.

What the Research Says About Out-of-School Time

Research on out-of-school time programming has dramatically increased in the last few years. The research is becoming more sophisticated and is providing valuable information for programs and those working with programs. While the body of research is still incomplete, there is accessible literature that can greatly assist programs. This manual briefly summarizes a portion of the research and provides resources for you to access further information. Also included are recommendations based on the existing research to help guide programming and evaluation efforts.

A leader in out-of-school time programming research, the Harvard Family Research Project (HFRP) hosts the Out-of-School Time Learning and Development Project. As a part of this project, the HFRP Web site includes an online evaluation database with descriptions of various out-of-school time program evaluations. The Web site also contains other rich resources such as publications relating to out-of-school time programming. Visit the Web site at www.gse.harvard.edu/hfrp/projects/afterschool/about.html.

One of the largest and best-known out-of-school time program evaluations looks at LA's BEST (Better Educated Students for Tomorrow) program. LA's BEST serves more than 18,000 students in 105 elementary schools in Los Angeles, California. The program focuses on providing a safe environment, as well as enrichment and recreational activities to elementary students. The program evaluation was conducted by UCLA's Center for Study of Evaluation during the past 10 years. The outcomes found that participation in LA's BEST program correlated with fewer school days missed; positive achievement on standardized tests in math, reading, language arts; positive attitude toward school and self; and improved grades. Find out more at www.lasbest.org/.

The U.S. Department of Education contracted with Mathematica Policy Research, Inc., to evaluate the impact and implementation of the national 21st Century Community Learning Centers program (funded by the USDE and the C.S. Mott Foundation). While the study has been controversial because of its findings, it does offer valuable information. Key findings from the first year of Mathematica's evaluation include limited academic impact among participants, improved parental involvement, low levels of student participation, and programs staffed

predominantly by school-day teachers. Other research has shown that linking out-of-school time programs to the school day is beneficial and staffing the program with school-day teachers is one way to accomplish this. The first year report can be found at: www.ed.gov/pubs/21cent/firstyear.

Public/Private Ventures and the Manpower Demonstration Research Corporation conducted an evaluation of the Extended-Service Schools Initiative (ESS), funded by the Wallace-Reader's Digest Fund. The ESS includes 60 after-school programs in 20 communities. This evaluation assessed a broad range of programming, including the quality of activities, the benefits to participants, and program costs. The study isolated key components of programs, such as adult-youth relationships, peer support, decisionmaking and leadership opportunities for youth, and youth engagement. Outcomes related to program participation included staying out of trouble, improved school attitudes and behaviors, social benefits, and improved skills and self-confidence. The report can be found at www.ppv.org/content/reports/ess-multi-full.html.

The Afterschool Corporation (TASC) provides funding for nonprofit organizations to partner with schools to develop after-school programs. The programs are in place in more than 200 schools across New York state. The C.S. Mott Foundation, the Carnegie Corporation, and the William T. Grant Foundation have funded a five-year evaluation of TASC, conducted by Policy Studies Associates. The evaluation has found that students who participate regularly in the program have increased their rates of school attendance and experienced educational gains. Students, parents, and educators also report high levels of satisfaction with the program. More information on the evaluation can be found at TASC's Web site: www.tascorp.org.

Recommendations

The following points include recommendations based upon research on the out-of-school time programming topic.

- **Assess outcomes that the program is addressing.**

It is important to focus research and evaluation efforts on the specific outcomes on which the program focuses. For example, if the program has a strong academic component, it's

appropriate to measure academic improvement. If the program only focuses on improving reading skills, however, you would only expect to see improvements in that area.

- **The world of out-of-school time outcomes is extensive.**

As noted above, the possible outcomes for out-of-school time programs are wide ranging. Programs should not be limited by measuring academic achievement or student and parent satisfaction only with the program. Again, match the measured outcomes with program goals, but be sure to think broadly about the types of outcomes the program could be affecting.

- **Look at how others have assessed particular elements; don't reinvent the wheel.**

It is likely that someone else has thought about assessing a particular program component that you would like to assess. Review the research and see how other programs have assessed the outcomes you are looking for to see if you can adapt their methodologies.

- **A word of warning about assessing academic achievement.**

Out-of-school time programming research has made some links with improved academic achievement. However, these links are not always apparent. If your program includes academic components, assess the components as specifically as possible. For example, if the program focuses on reading comprehension, then assess reading comprehension as well as achievement in language arts class.

How This Resource Manual Fits Into Your Comprehensive Program Evaluation

When you are conducting a comprehensive program evaluation, you should be looking at multiple data sources. These data include attendance rates, student grades and test scores, survey results, observations, and interviews/focus groups. While an explanation of how to collect and analyze all data is beyond the scope of this manual¹, it will be beneficial to look at multiple sources to understand how surveys and focus groups fit into your overall evaluation plan. Table 1 shows a number of data sources that are relevant to evaluating out-of-school time programs and

what those data sources present. The starred (*) areas can be assessed using the tools in this manual.

Table 1.

Outcomes/Outputs	Data Source(s)
Student achievement	Grades, test scores, teacher reports
*Student behavior	Attendance and behavior data, surveys
*Perceptions of benefits, enjoyment and quality of programs	Student, parent, staff, and teacher surveys and focus groups; adult participant surveys
*Perceptions of program quality in core academic areas and satisfaction with enrichment and support activities, including the link with the regular school day	Student, parent, staff, and teacher surveys and focus groups
*Satisfaction with services directed specifically at them	Parent surveys and focus groups; adult participants surveys
*Success of partnerships, building of relationships	Staff surveys and focus groups; partnership surveys
*Effective communication among stakeholders	Student, parent, staff, and teacher surveys and focus groups
*Operational support for program effectiveness	Staff surveys and focus groups; partnership surveys

**Tools to help you collect this information can be found in the appendices.*

Ultimately, much of the work of evaluation will lead to program improvement (formative evaluation) rather than simply addressing accountability issues (summative evaluation). Your evaluation should provide useful information that can be directly linked to your program goals. The development and use of logic models can assist you with such alignment (see Appendix N for resources on logic models).

¹ Additional evaluation resources are listed in Appendix N.

Getting Started: Surveys and Focus Groups

Once you have mapped out a general plan for your comprehensive evaluation, you can begin collecting data. Surveys and focus groups can be conducted even in the early stages of your program. Early data can provide you with some starting points for program development; they may also be used as a baseline for comparison with future data.

While information gathered from surveys and from focus groups are by no means mutually exclusive, each is better suited for particular circumstances. Surveys are helpful when you want information from a large group of stakeholders, while focus groups provide opinions from a more limited number of people. You can pass out surveys to 100 people (provided you can handle the data that the surveys generate, as discussed later in this manual), but conducting 10 focus groups (assuming 10 people per group) would likely take at least two days.

Survey questions generally limit respondents' answers, with the exception of a few open-ended questions that allow for comment. Essentially, surveys utilize designs that allow for maximum stakeholder participation. Focus group questions are all open-ended, allowing the person conducting the group to "dig deeper," if appropriate. Survey data are generally much easier to analyze (once the data are entered into an electronic file) than focus group data, which can easily result in mounds of notes filled with participant responses. For example, a survey may ask a parent to rate satisfaction with a program's homework time on a four-point scale where 1 = Strongly Disagree and 4 = Strongly Agree (limited response). Out of 100 surveys, the average response may be a 3.7, which represents strong satisfaction with homework time. In a focus group, a question about homework time may elicit a broad range of responses, such as "Now that Marissa does her homework in the out-of-school time program, we don't argue about it after dinner." While this response provides much information, if you had 20 different responses, they would be much harder to summarize than simple, quantifiable survey responses.

Both survey and focus group responses provide information about the benefits of having homework time as part of regular programming, for example. They are different, however, in the amount and depth of information they offer. Using both techniques will provide you with quality information about your program and will give you a chance to document accomplishments.

Finally, always keep your program goals in mind as you proceed. You may elect to add questions to surveys or focus groups to help you assess your accomplishments as they relate to these goals.

Student Participants

Student Participant Surveys

The student participant surveys are designed² to assess several areas, such as participants' school experience and attitudes, their experience in the out-of-school time program, and reasons they participate in the program.

The surveys are intended for participants in fourth grade and above. Because the survey attempts to assess program impact on student success that is partially linked to school, it is best suited to programs with an academic component (e.g., homework time, tutoring, or academic enrichment). Examples of how survey results can be displayed are shown in the *Displaying Results* section.

Baseline Survey

The baseline survey (Appendix A) allows you to get a sense of what students think about school and the program early on (i.e., a month or two into the program). The baseline may be used for comparison purposes with the spring survey; however, a meaningful comparison will be limited if your program does not have a high number of consistent participants.

Participant Survey

The participant survey (Appendix B) is best used with regular program attendees. The definition of *regular* can be determined by the program directors. Federal- and state-administered 21st CCLC programs define *regular* as participating 30 days or more in the program; this definition may limit newcomers who have not yet participated a given number of days, but who will likely attend frequently before the end of the school year (if your program follows the standard school

² Questions 1, 2, 5, 12, and 15 are based on the U.S. Department of Education's 21st CCLC Program Annual Performance Report (APR) student surveys. The scales have been adjusted here to allow for a broader range of responses than the original "yes/no" choice.

calendar). You may also want to use the participant survey with non-regular attendees, but look at the data separately for the two groups. A Spanish version of the survey can be found in Appendix C.

Suggestions for Distribution

If the program is following the school calendar, spring (because it is near the end of the school year) is a good time to administer the survey. Student participant surveys are most easily distributed and collected during program hours. Let students know that the surveys are a way for their individual voices to be heard. Thus, students should complete the surveys individually and should be encouraged to take them seriously, since their answers can help improve the program. It is important to note that some states, such as Alaska, require parental permission before students participate in any surveys. It is also helpful to include information about any data collection that will occur in program registration materials.

The survey respondent is identified through the use of an identification (ID) number (preferably that of the school or district). This may seem cumbersome for staff. However, an ID number protects student confidentiality as well as allowing students to express themselves more freely since their names are not marked on the survey. The ID number serves to track regular attendees over several years.

Student Participant Focus Groups

The student focus group questions (Appendix D) mirror the survey questions somewhat. However, they allow participants to tell more about what happens on a daily basis in the program. When students talk in small groups about their out-of-school time experience, they will think of and mention things they might not include on survey open-ended questions. Students love to tell stories, and hearing each others' stories encourages further discussion.

When talking with students, the group should include no more than eight students. These groups are best conducted during regular program hours. Take the group to a quiet corner of the room for 10 to 20 minutes, depending on the age group. When talking with students, it is particularly important not to let one or two of the most energetic children monopolize the discussion.

The best selection method for focus group participants is by random sample, so that each student who participates in the program has an equal chance of being selected for the focus group. A second option is for the group to be selected by the site coordinator with an eye toward diversity. Sometimes the situation does not lend itself to formal grouping; the focus group questions can then be used to guide interviews with students one-on-one or in pairs.

An overall focus group protocol can be found in Appendix E.

Teachers

Teacher Survey

The teacher survey (Appendix F) is designed³ to assess two major areas.

Part I is completed for each regular⁴ student program attendee. Teachers reflect on improvements in attendance, homework completion, behavior, and so forth, since the student has participated in the program. (Students are identified both by name and ID for ease of use. If someone other than program staff is entering or analyzing the data, names should be blacked out for student confidentiality.)

Part II, which is completed once by each teacher, assesses perceptions about the program. Teachers are asked if they believe the program relates to what is taught during the school day, offers a variety of enrichment activities, and assesses communication between themselves and the program staff. As with the student participant surveys, the teacher survey is best suited to programs that have an academic component (e.g., homework time, tutoring, or academic enrichment). Examples of how survey results can be displayed are shown later in the manual.

³ Questions 2 through 11 in Part I are taken from the U.S. Department of Education's 21st CCLC Program Annual Performance Report (APR) teacher surveys. The scales have been adjusted to allow for a broader range of responses than the original "yes/no" choice. Also, teachers are asked about why they agree or disagree with statements about a student's improvement. For example, some students may not have improved their class attendance because attendance was not a problem prior to program participation.

⁴ The definition of "regular" can be determined by the program directors. Federal- and state-administered 21st CCLC programs define "regular" as participating 30 or more days in the program; this definition may limit newcomers who have not yet participated a given number of days, but who will likely attend frequently.

Suggestions for Distribution

If the program is following the school calendar, it is best to administer this survey late in the school year. Teacher surveys are most easily distributed to teacher mailboxes or directly to their classrooms. Attach a note that explains the purpose of the surveys and tells teachers where to place surveys when they are completed (e.g., a box in the front office). Be sure to give teachers a reasonable deadline (One week is optimal; otherwise, you risk having the survey work its way to the bottom of the stack).

Parents

Parent Survey

The parent survey (Appendix G) asks parents to rate their satisfaction with the out-of-school time program, reflect on the impact it has had on their child(ren), and describe why their child(ren) participate(s). A Spanish version of the survey can be found in Appendix H. Examples of how survey results can be displayed are shown later in the manual.

Suggestions for Distribution

As with student and teacher surveys, it is best to administer this survey in the spring (i.e., toward the end of the school year) if the program is following the school calendar. Parent surveys are best distributed by sending them directly to homes through the postal service. Include a stamped envelope with a return address so that parents can return their surveys easily. The major drawback to this method is that mailing can be very costly.

There are other options for parent survey administration, though they are less desirable. Online surveys are a possibility, though these can be exclusionary, since not all homes have computers or are connected to the Internet. Having parents complete surveys if they pick up their children or on family nights are also possibilities but, again, you may not reach as many parents as you will if you mail the surveys (unless parents are required to pick up their children).

The parent group is the most difficult in terms of return rates. When surveys are mailed, there is a decreased likelihood that they will be completed and returned. You can improve the return rate several ways. First, include a letter that explains what you are doing and why it is so important. Let parents know that their feedback will allow you to better serve them by providing quality out-of-school time programming. Give a reasonable deadline for completing the survey (e.g., “within seven days of receiving this letter” or two weeks from the date on the letter). You may also offer an incentive for parents, such as an entry for a drawing that they can return with their completed survey. (The drawing entry form should be separate from the rest of the survey so that it can be easily detached and so that parent names are not on the survey.)

Parent Focus Groups

The focus group questions (Appendix I) allow parents to give more detailed answers than the survey. When talking with parents, group size should be 10–12 individuals. These groups can be conducted any time parents are available, and will likely take place on site. Usually, the conversation will last about 30 minutes, depending on the number of parents in the group. Parents love to talk about their children but, as with student groups, it is important to not let one or two parents monopolize the discussion. Also, it is always a good idea to provide food (anything from cookies and coffee to a pizza event) if possible. Providing childcare will also result in a greater turnout.

The site coordinator can arrange the meeting times and places with a selected group of parents. An overall focus group protocol can be found in Appendix E.

Staff

Staff Survey

The staff survey (Appendix J) asks site coordinators and program staff to describe their roles and activities in the program. It asks about professional development needs, communication with teachers and parents, support, and perceived impact of the program on students.

Suggestions for Distribution

As with other surveys, it is best to administer this survey in the spring (i.e., toward the end of the school year) if the program is following the school calendar. Staff surveys are best distributed during regular program hours. A drop box or envelope should be made available for confidentiality.

Staff Focus Groups

The focus group questions (Appendix K) explore staff backgrounds and philosophies, as well as assessing positive outcomes and challenges in greater detail than on the survey. Group size will vary, but should not exceed 10 individuals.

If you are a program director and are conducting the evaluation on your own, you may want to ask a professional from outside the program to conduct this group for you.

Groups can be conducted any time that staff members are available, either before or after the program or on staff development or planning days. Usually, the conversation will last about 30 to 45 minutes, depending on the number of staff members in the group. The program director can arrange the meeting times and places. An overall focus group protocol can be found in Appendix E.

Partnerships

Partnership Survey

The partnership survey (Appendix L) focuses on services that partners provide and the relationship between programs and partners. While many partners have a regular presence in the program, they are not considered staff in most cases because the out-of-school time program does not employ them directly. The survey asks partners to describe their involvement with the program and how their involvement affects participant outcomes, and asks them to assess their

relationship with the program on a variety of levels (including sharing resources, communication, and consistency of expectations for participants).

Suggestions for Distribution

As with other surveys, it is best to administer this survey in the spring (i.e., toward the end of the school year) if the program is following the school calendar, or at the end of a partner's involvement. Partner surveys are best distributed either during regular program hours or directly to the partner's home office through the postal service. If surveys are completed during program hours, a drop box or envelope should be made available for confidentiality. Otherwise, include a stamped envelope with a return address so that partners can easily return their surveys through the mail.

Adult Participants

Adult Participant Survey

If your program serves adults, you may use the adult participant survey (Appendix M) to assess their satisfaction with the community learning center (CLC). Adults are asked to evaluate the CLC overall, as well as to evaluate each course in which they participated.

Suggestions for Distribution

This survey may be administered at the end of a session of courses, or at another time of closure. If the program is following the school calendar, it is best to administer this survey in the spring (i.e., toward the end of the school year). The surveys are most easily distributed and collected during program hours, or directly to participants' homes through the postal service. If surveys are completed during program hours, a drop box or envelope should be made available for confidentiality. Otherwise, include a stamped envelope with a return address so that participants can easily return their surveys through the mail.

Analysis, Display, and Utilization of Results

Surveys

Before you administer the surveys, think about how the data will be converted into an electronic format for analysis. Let's assume that you are going to use one of the surveys in the back of this manual. There are essentially three ways to reasonably conduct your surveys: (1) copy the survey onto plain paper and distribute them; (2) create optical scan sheets to copy and distribute; or (3) create an online survey. Let's talk about the pros and cons of each of these methods.

The best method will depend primarily on the number of surveys that you plan to distribute and hope to receive back. If you plan on distributing 200 or fewer of any one survey, it is best to simply copy the survey (Option 1), as it is the least labor-intensive to prepare. The downside to this method is that someone will have to input the data manually. (We will discuss types of software shortly.) Also, this method uses a lot of paper.

If you anticipate a response of more than 200 to a survey, it will be beneficial to use optical scan sheets or design online surveys, both of which will allow you to accurately and effectively enter the results. The major benefit here is speed of data entry. Optical scan sheets are read by a machine and the data are placed directly into a database or spreadsheet. Online surveys also feed the data directly into a database. However, both of these methods require advanced levels of technical support and a significant amount of time to design. Many school districts and outside agencies offer optical scan services; cost and availability can vary greatly. The downside to using optical scan sheets is that they use as much paper as Option 1.

If you are using optical scan sheets for multiple sites, it will be helpful to create a site ID number section on the form. Each site will therefore have its own set of data. It is simplest to assign ID numbers to sites based on their alphabetical order.

Online surveys require more than just posting an Adobe PDF (portable document format) file on the Internet. Developing online surveys requires someone with knowledge of HTML (hypertext markup language) to build the Web pages, database design, and PHP (an HTML scripting language that allows Web page input to be sent to the database).

The benefit of using optical scan sheets over online surveys is that the sheets can be readily accessed by anyone. Online surveys are best used with stakeholder groups that have equal access to computers and the Internet, including students, teachers, and staff (assuming you have Internet access during program time). Parents are best surveyed on paper, since not all have access to computers and the Internet.

These options are summarized in Table 2.

Table 2. Options for Administering Stakeholder Surveys

OPTION	METHOD	PROS	CONS	BEST USED WITH
1	Basic paper copies	<ul style="list-style-type: none"> • Simple to prepare • No advanced technical support needed 	<ul style="list-style-type: none"> • Heavy use of paper • Time-consuming data entry 	<ul style="list-style-type: none"> • Stakeholder groups of 200 or fewer • Parents
2	Optical scan sheets	<ul style="list-style-type: none"> • Speedy data entry 	<ul style="list-style-type: none"> • Requires advanced technical support • Heavy use of paper 	<ul style="list-style-type: none"> • Any stakeholder group of more than 200
3	Online (Internet)	<ul style="list-style-type: none"> • Automatic data entry 	<ul style="list-style-type: none"> • Requires advanced technical support • Excludes individuals without Internet access 	<ul style="list-style-type: none"> • Stakeholder groups of more than 200 • Students, teachers, and staff

Software

Once the surveys have been administered and collected, you can enter the data into an electronic format for analysis. If you are using optical scan sheets or online surveys, the data will feed automatically into an electronic format. If you are entering the data manually, it is simplest to use Microsoft Excel or a similar spreadsheet software. For analysis, using either Excel (or something similar) or a statistical software program (such as SPSS, if you already have it) is best. Such programs will easily allow you to compute averages or frequency of responses. If you are using online surveys, the data may be in a Microsoft Access database. If this is the case, it is easiest to export the data to an Excel spreadsheet for analysis.

Once in electronic form, you may compute averages or frequency of responses. You may then create graphs or tables that help you display the data easily for reports and presentations. Let us explore these options using the first section of the student survey.

When we compute an average, we essentially contain all responses within a single number (the average). For Question 2 of the student survey (“Do you feel safe after school?”), the average response in a given data set is 3.3. What does that number tell us? It says that, on average, students feel safe during out-of-school time somewhere between “mostly” (which equals 3 on the response scale) and “always” (which equals 4 on the response scale).

Figure 1 shows the average responses to the first section of the student survey. The averages are arranged in order of the survey questions. Averages are relatively easy to compute, and the results for multiple questions can be displayed in one graph. Figure 2 is the same graph except that it is arranged in order of averages. Such a graph allows you to easily compare average responses. For example, in Figure 2, we can see that, on average, students enjoy learning new things (Question 4, with an average rating on 3.2) slightly more than they like going to school (Question 1, with an average rating of 2.9). Does this tell us anything?

Figure 1.

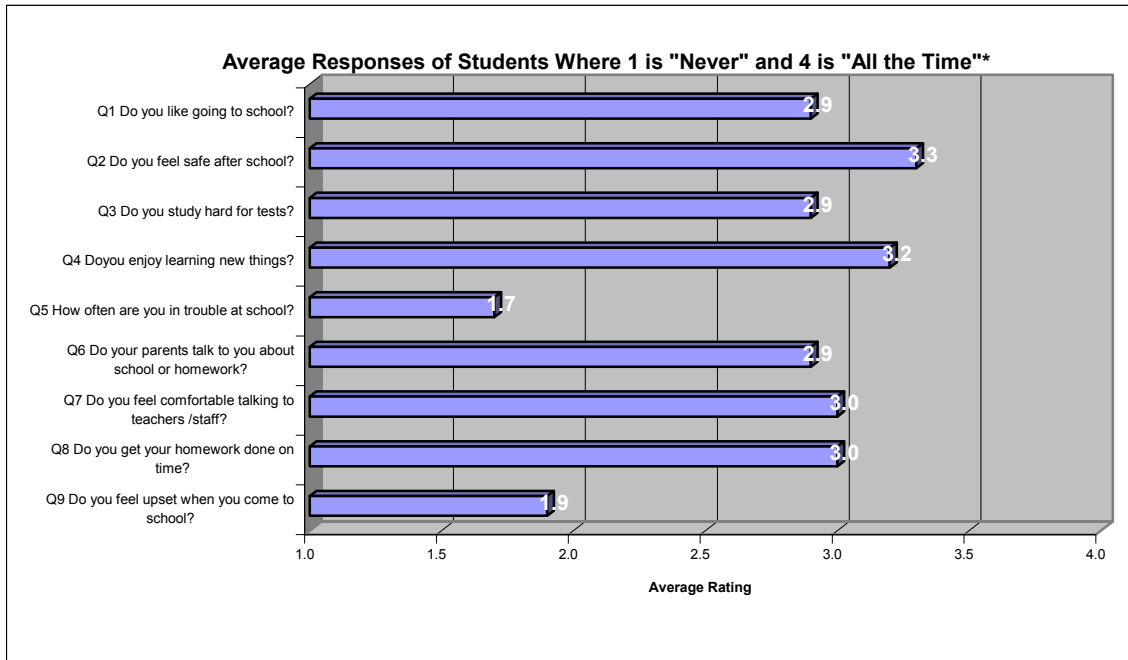
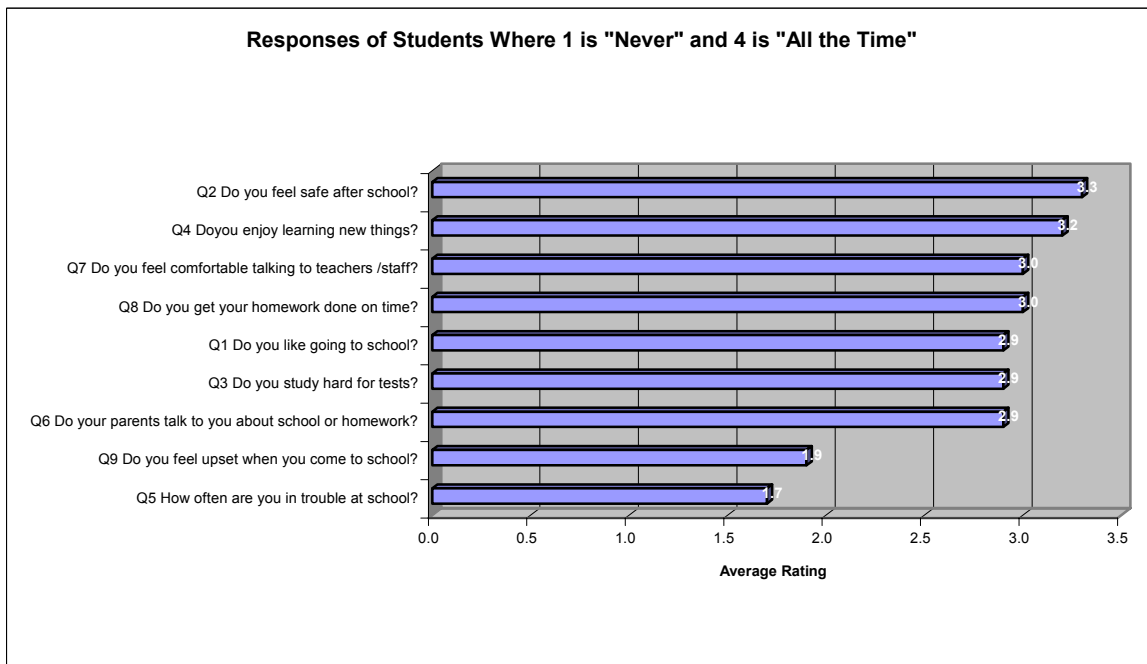


Figure 2.



Consider the average response of 3.3 for Question 2: While this average contains all responses within that single number, it does not tell you how many students “always” feel safe, and how many “never” feel safe. Table 3 displays the frequency of responses for the first section of the student survey, including those for Question 2 (“Do you feel safe after school?”). Looking at frequencies will help you get an idea of the spread of responses. Again on Question 2, more than half (55 percent) of students always feel safe; however, 17 percent of students feel safe only sometimes (13 percent) or never (4 percent). If this were your program, would there be anything you could do to address this issue?

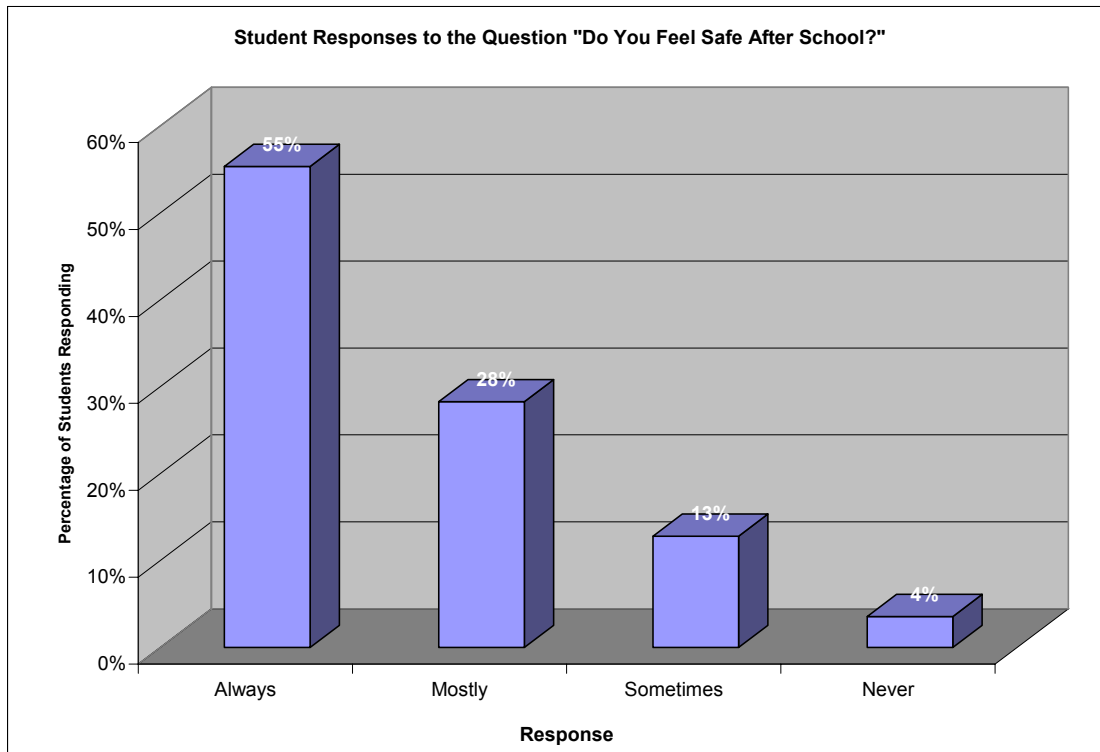
Note that responses for each question should total 100 percent. In this example, the responses are from 769 students ($N = 769$).

Table 3.

	NEVER	SOMETIMES	MOSTLY	ALWAYS
Q1 Do you like going to school?	7%	26%	36%	31%
Q2 Do you feel safe during out-of-school time?	4%	13%	28%	55%
Q3 Do you study hard for tests?	9%	28%	31%	32%
Q4 Do you enjoy learning new things?	4%	18%	28%	50%
Q5 How often are you in trouble at school?	41%	48%	8%	3%
Q6 Do your parents talk to you about school or homework?	10%	26%	25%	39%
Q7 Do you feel comfortable talking to teachers /staff?	9%	24%	30%	37%
Q8 Do you get your homework done on time?	3%	22%	43%	32%
Q9 Do you feel upset when you come to school?	7%	14%	42%	37%

Figure 4 shows the frequency of responses only for Question 2, “Do you feel safe during out-of-school time?” in graph form. Such a graph is very helpful when you want to highlight one particular outcome, for example for a presentation.

Figure 4.



What should you do if you are unfamiliar or not very comfortable with doing such an analysis? Someone on the school staff may be able to give you a quick tutorial to get you started. You may also elect to hire an outside consultant. This will save you time and may give you the benefit of expertise in the greater field of out-of-school time programs.

Focus Groups

After the focus groups have been conducted, you will likely have pages of notes or taped sessions. Depending on your available resources, you may elect to simply read through the material or listen to it on tape. If you plan to use the information in the future, you may want to have it typed or transcribed so that you can share quotes. (Note that transcription can get very expensive.) You may also want to categorize responses and compare them to survey outcomes, if you have the time to do so. Quotes and other anecdotal information are good to include when writing grants or appealing to other potential funding sources and supporters, as they tell the story of your program.

Evaluation Outcomes in the Northwest

This section provides some examples of program outcomes, successes, and challenges that have been assessed through surveys and focus groups. Other outcomes from grade data are also briefly discussed. The data come from evaluations of 10 21st CCLC programs in the Northwest. The programs varied greatly in size, with the largest program serving 953 participants and the smallest serving 83 participants. The number of sites per program ranged from 2 to 17 sites.

Survey Data

The survey data are presented as averages, in order of the questions asked. If you plan to use the surveys in the back of this manual, it will be interesting to compare your results to those shown here. Please note that some of the questions on the surveys in the appendices have been slightly modified from those shown in this section.

Student Surveys

Student surveys were administered to regular attendees who were in the fourth grade or above.

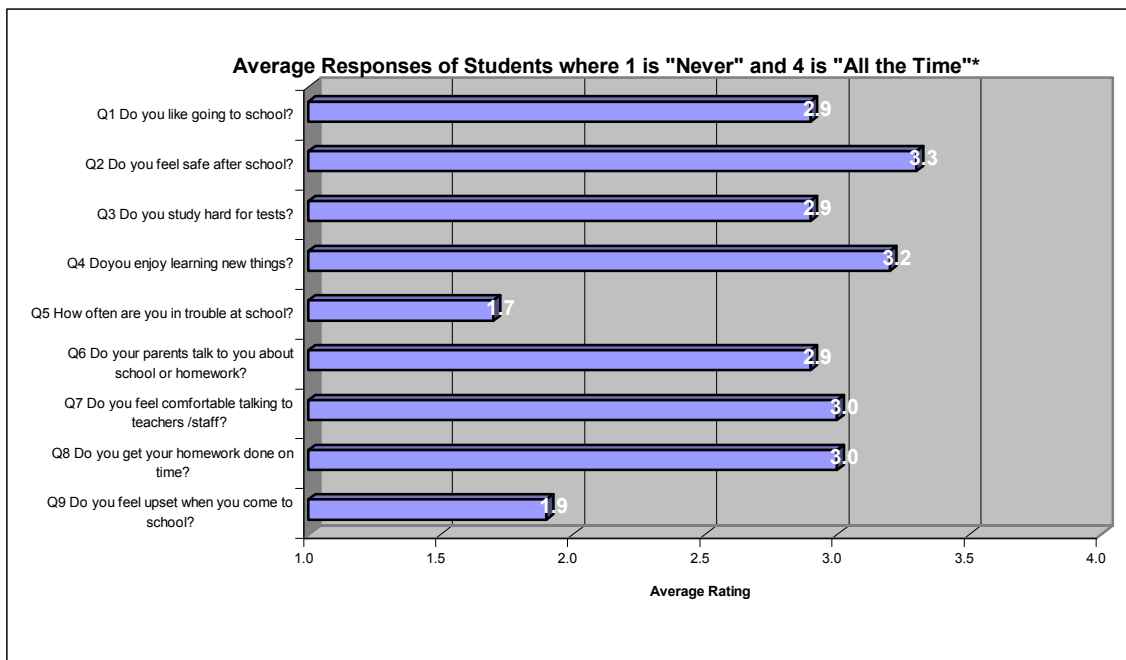
Students who participated regularly in the 21st CCLC out-of-school time program completed evaluation surveys in spring 2002 (May). The students ($N = 769$) were asked a series of questions about school-related issues and their experience in the out-of-school time program. Many of the questions about experience and performance in school matched questions on the student baseline survey administered the previous fall. In fall 2001, students who were just beginning to participate in the program were asked questions about their school experiences and what they hoped to gain from attending the out-of-school time program (those data are not presented here).

Students were asked to respond to questions using a four-point scale with the following responses: “never,” “some of the time,” “most of the time,” and “all of the time.”

We learn from the student responses that these are students who feel good about school, the out-of-school time staff, and themselves. As Figure 5 indicates, on average, the students feel positive about school and their relationships with school staff “most of the time.” (Students rated these

two issues a 2.9 and a 3.0.) Similarly, they consider themselves to have good work habits (studying hard and completing homework) “most of the time.” On average, these are students who only “some of the time” get in trouble or feel upset when coming to school. Thirty-nine (39) percent of the students rated how they felt about themselves as “excellent” (rather than “good,” “fair,” or “poor”).

Figure 5.

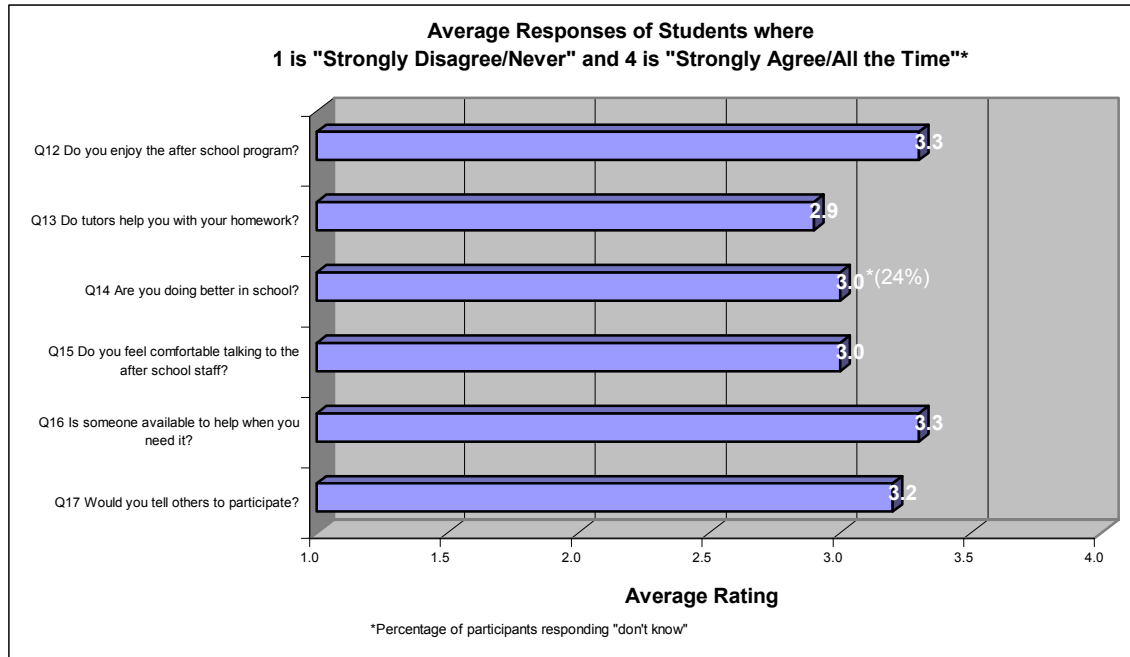


Students were also asked to rate various aspects of the out-of-school time program including the helpfulness of the staff, their comfort with the staff, and perceived effects on their school experience. Students rated the various aspects of the program using a four- point scale where 1 is “strongly disagree” (or never) and 4 is “strongly agree” (or all the time).

The average responses, as Figure 6 depicts, range from 2.9 to 3.3. In general, students “agree” (a rating of 3) that tutors help them with their homework, that they feel comfortable talking with the staff, and that they are doing better in school (though 24 percent of students did not know if they were doing better). A notable percent of students rated their overall enjoyment of the program and the availability of help at the highest level, with the average response at 3.3 for each. In a

telling indicator of support for the program, students “agree” (3.2 on average) that they would tell others to participate.

Figure 6.



Parent surveys

Surveys were distributed to approximately three thousand families with children who attend out-of-school time programs. Of these families, 540 responded.

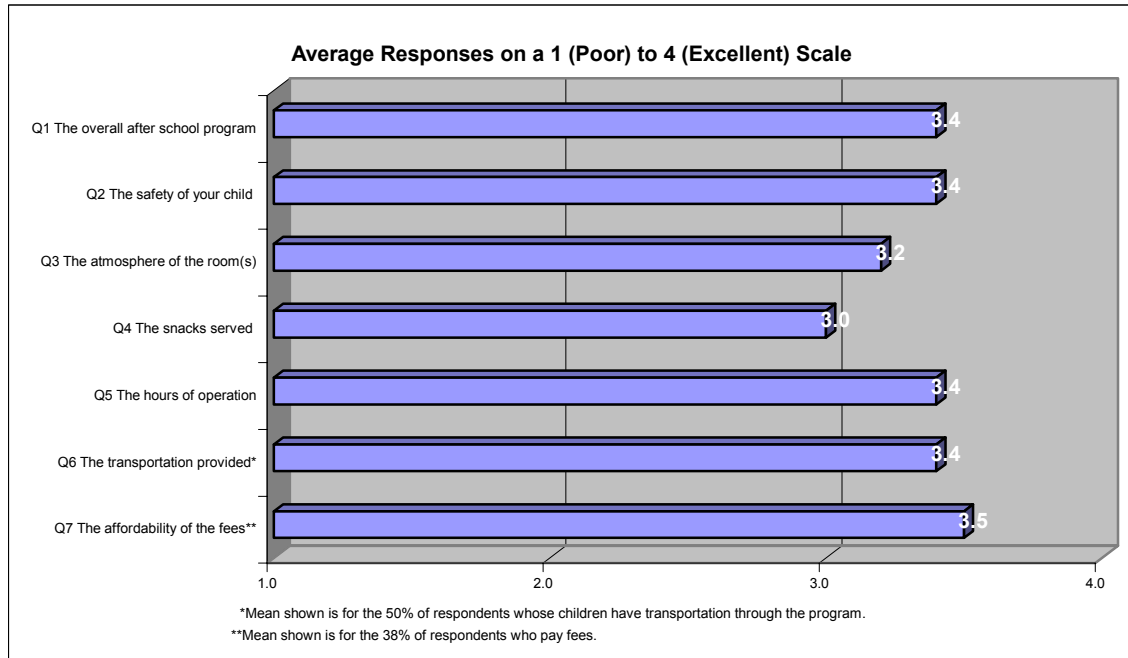
Parents were asked a series of questions about the out-of-school time program. The parents rated their level of satisfaction with the program using a four-point scale and were given the option of responding “don’t know.” The four graphs presented below indicate the average rating by question (the “don’t know” responses are excluded).

Operational Aspects of the Out-of-school Time Program

Figure 7 includes parent feedback on the out-of-school time program in general, as well as on specific operational aspects of the program. Parents were asked to rate the program in the areas

of safety, facilities, snacks, hours of operation, transportation, and fees using a four-point scale that ranged from poor to excellent.

Figure 7.



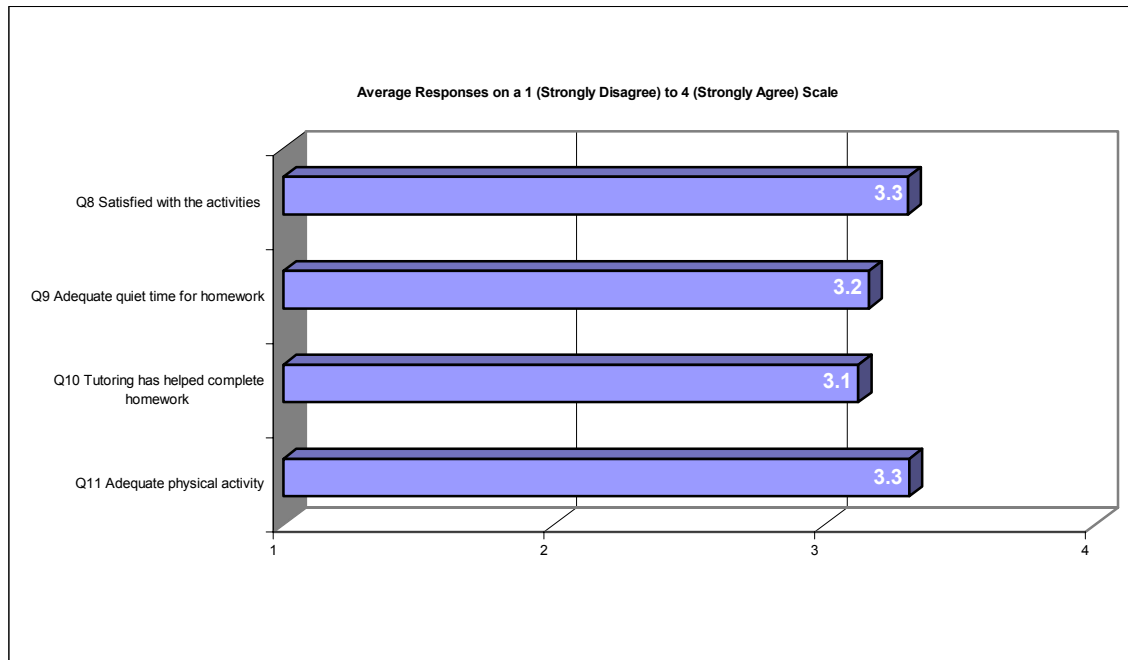
Parents are very satisfied with the out-of-school time programs in general (rating it a 3.4 out of 4 points). The average ratings by parents on all operational aspects are relatively high, ranging from 3.0 to 3.5 (see questions 2–5). The results from questions 6 and 7 on transportation and fees should be interpreted with caution. These questions were applicable only for a small portion of the respondents.

Curriculum Issues

Figure 8 presents parent feedback on the program’s curriculum. The parents are satisfied with the activities offered, the time allotted to these activities and, for those parents who know, the effect of the tutoring on homework completion. These issues received average ratings that ranged from 3.1 to 3.3 where 3 is “agree” and 4 is “highly agree.” However, many parents surveyed seemed unaware of what was happening regarding the program’s focus on homework and its effect on

homework completion. Approximately 25 percent of respondents did not know whether or not there was adequate quiet time to complete homework. Forty percent of the respondents did not know if tutoring had helped their child complete homework.

Figure 8.



Child's Experience in the Out-of-School Time Program

Figure 9 depicts parental perception of the child's experience in the program. Among all the program areas evaluated, parental satisfaction varies the most in this area. Average ratings range from 3.0 to 3.4. Parents believe that the out-of-school time is a positive experience for their child.

They believe that their child:

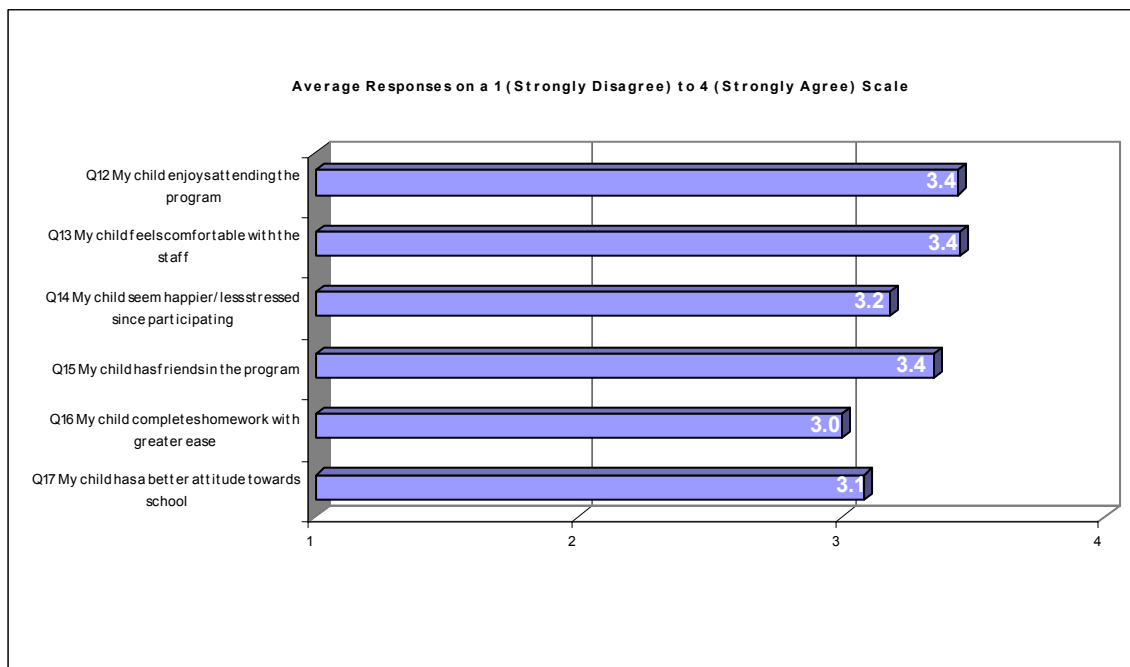
- Enjoys the out-of-school time experience (3.4)
- Feels comfortable with the staff (3.4)
- Has friends in the program (3.4)

At this time, parents who provided a rating are less convinced of the program’s effect on:

- The child’s emotional well-being (3.2)
- The child’s attitude toward school (3.1)
- The child’s homework completion (3.0)

Many of the parents (18 to 24 percent) simply did not know whether or not the program influenced these outcomes.

Figure 9.

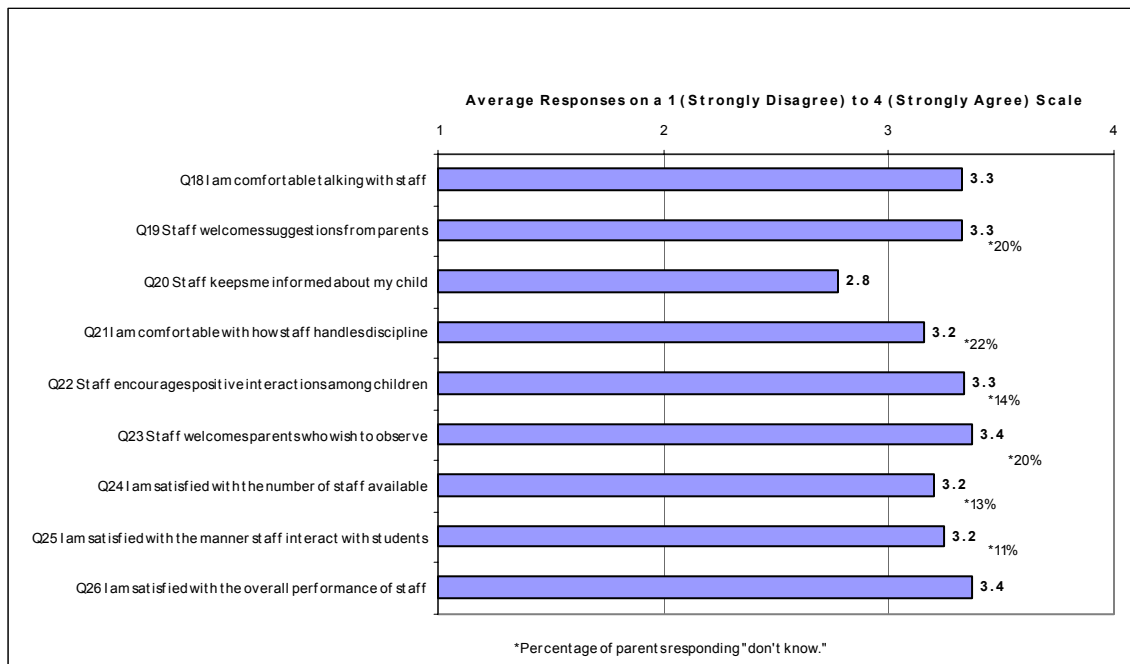


Parent Satisfaction With Program Staff

Figure 10 presents parent ratings on staff performance. On average, parents are pleased with the overall performance of out-of-school time staff (3.4) and feel very comfortable talking with staff (3.3). However, most of the performance ratings are in the 3.1 to 3.3 range, falling much closer to the “agree” than to the “strongly agree” rating. In particular, the staff received relatively low marks for keeping the parent informed (2.8). Parents were asked about their opportunities to

interact with staff. More than 25 percent of the parents had never observed the program. This information helps to explain the large number of “don’t know” responses to several of the questions on staff performance. Twenty percent of the parents did not know whether or not the staff welcomes parents to observe. A notable number of respondents did not know how the staff handles discipline (22 percent) or whether the staff encourages positive interaction among the children (14 percent).

Figure 10.



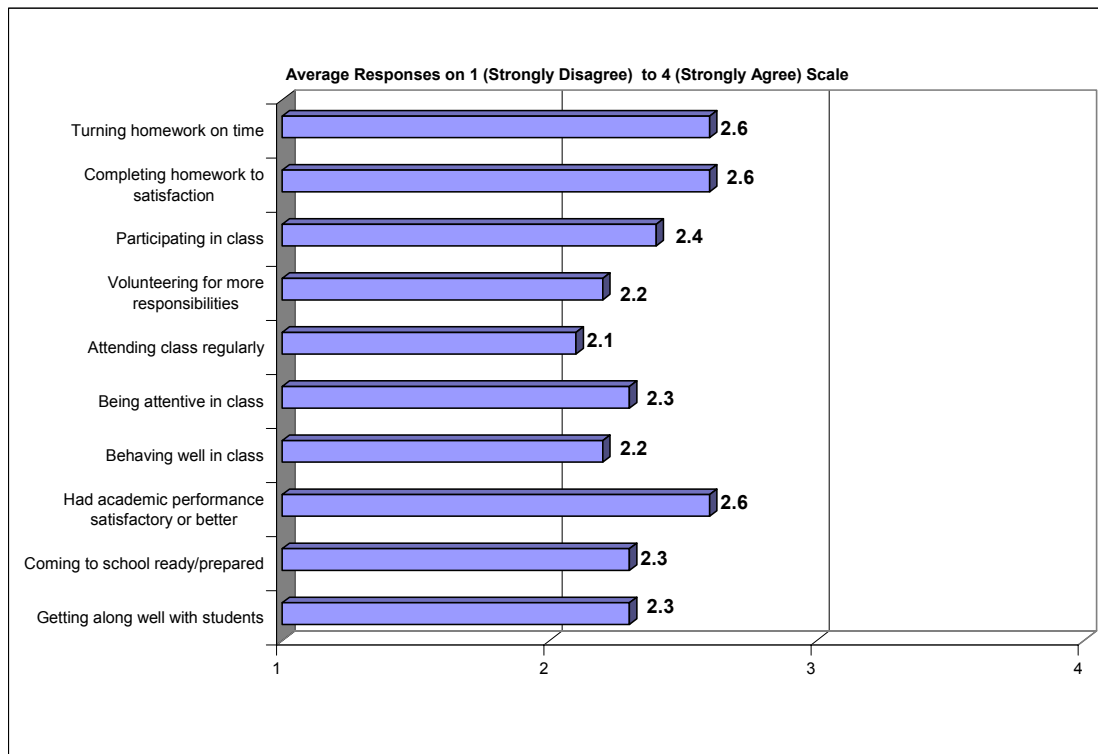
Teacher Surveys

Teachers were asked to complete a survey on each of their students who participate in the out-of-school time program. (The same teacher may have completed several forms on different students; the number of respondents therefore reflects the number of students and not teachers.)

Teachers completed surveys on 1,313 students (who were regular attendees). The primary purpose of the survey is to learn whether students have shown improvement in school since their involvement in the program. The student evaluation questions focus on the areas of homework completion, academic performance, class participation and behavior, and social interactions.

Figure 11 presents the results from all teachers. Teachers were fairly neutral in their responses, with average ranging from 2.1 to 2.6 (2.5 is neutral).

Figure 11.



Overall Perceptions of the Out-of-School Time Program

Teachers ($N = 325$) who received section one of the survey were also asked for feedback on the out-of-school time program in general.

Successes

These teachers give high marks for the structuring of the out-of-school time curriculum. More than three-quarters of the teachers believe that the program relates to what is taught during the school day (82 percent). A similar number of teachers agree that the program offers a variety of enrichment activities (81 percent).

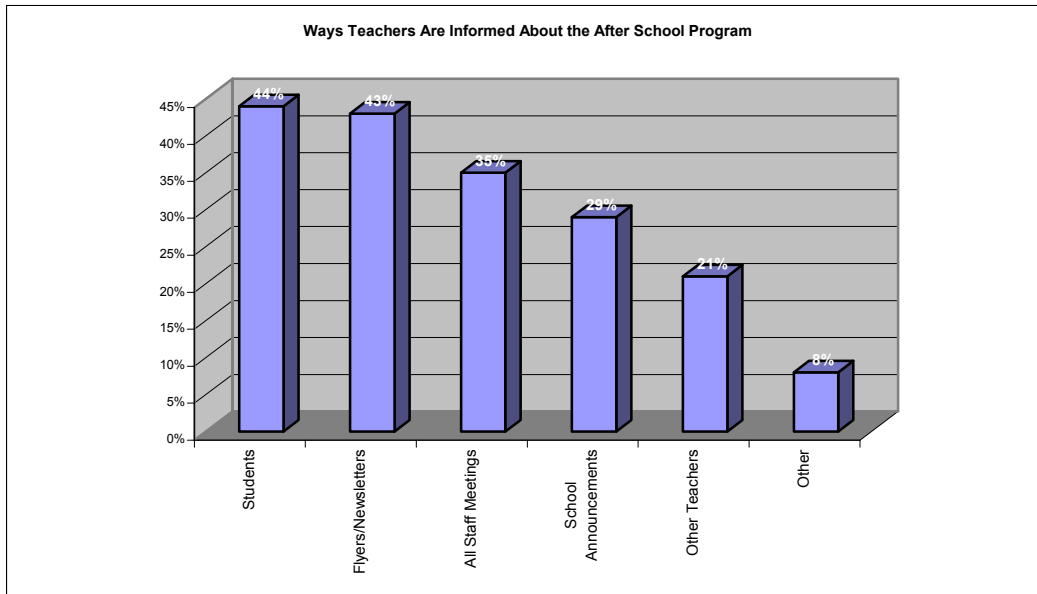
Challenges

Some of the teachers reported needing to be better informed on what is happening in the program. Sixty-seven (67) percent of the teachers believed that they were well informed. When asked how they received their information, teachers checked the following sources (see Figure 12):

- Program staff (58 percent)
- Students (44 percent)
- Flyers, newsletters (43 percent)
- Staff meetings (35 percent)
- Announcements (29 percent)
- Other teachers (21 percent)
- Other source listed (8 percent)

Furthermore, about half the teachers have not been active partners with out-of-school time staff. Fifty-one percent of the teachers reported that they had actively reached out to the out-of-school time program.

Figure 12.



Focus Group Data

After observing and conducting focus groups in several different programs, we noticed some emerging themes. The feedback roughly falls into five categories: operational issues; link with the school day; communication; programming; and partnerships, collaboration, and sustainability issues. We share these here so that you can see what kinds of information can be garnered from focus groups, as well as to learn what are some common successes and challenges in out-of-school time program operations.

Link With the School Day

Linking the out-of-school time program to the regular school day is important because it provides continuity for students. Perhaps the single most important connection that a program can have with the school is a staff member who works in both settings. These staff members provide consistency in behavioral expectations for students. They are more aware of children's issues on a daily basis, and can provide extra support for them in the out-of-school time hours. The participants also have an adult that they know and with whom they will likely feel comfortable.

Staff members who work in both settings can also be an important bridge in terms of academic learning. If staff members are aware of what students are working on in school, as well as how they are working on it, they will be better able to assist students, either with homework or with helping them make connections in their own learning. For example, some out-of-school time programs help students with their science fair projects even though the projects were assigned by their regular school day teachers.

From our focus groups, we learned that when staff did not have a previous connection with the school, the program had a more difficult time not only with linking itself to the school day, but establishing itself as part of the school community overall. If staff members were new to the school community, they did not feel they knew much about what happened in the regular classrooms. They also did not have the preexisting relationships to make it easy to find out what was happening there. The result of this lack of “buy-in” was that the importance of the program was not communicated to teachers, nor was it encouraged that a strong connection be made between the school and the program. Such program staff felt unsupported by the school, which made things difficult not only in terms of personal or academic connections, but in terms of resource sharing, as well.

Though we did not conduct formal focus groups with teachers, we were able to speak with several small groups or individuals about their experience with the out-of-school time program. Lack of time was commonly cited as a reason that teachers did not actively reach out to the program. There was mixed feedback about whether students were completing homework more since participating in the program. Programs with more formalized ways of tracking which student has what homework seemed to do better than others, but there were still ways that homework completion could fall through the cracks. These issues point back to the need to have staff members who can readily connect with the school day.

Some programs had staff members who were not formally connected to the school day, but who developed very positive relationships with the school staff over time. These arrangements made it somewhat more difficult to create the connection necessary for a strong link between school and program, compared with a program staff member who was already a part of the school.

While they were often unaware of the details of the out-of-school time program, some teachers had strong opinions about which students should be selected for the program. They felt that students who were only struggling slightly would be better served than those who were far behind their peers. Overall, teachers appreciate having an out-of-school time program for their students.

Operational Issues

The most prevalent operational issues for programs relate to staffing. Program staff often experience burnout as a result of shortage of resources, working with high needs students, and lack of support. Staffing an out-of-school time program can be a challenging task. The skills needed are many, but the positions are often part-time and wages are not always sufficient. One solution to costs is to employ work-study students from local colleges and universities, if there are any. A trade-off to this solution is that students are generally inexperienced and turnover may be higher.

We heard from many program directors and site supervisors that it was difficult to find the right staff for their programs. We also heard that when the right person was in place, it made all the difference for the program. Some programs were fortunate to make perfect matches early and others went through several staff members before finding those matches. A common point made was that staff members need to feel supported in their positions and training was key to fulfilling this need. It was also important to the staff that they had someone they could go to for help, such as a site supervisor or school principal.

Another operational issue with which many programs struggle is lack of transportation. Transportation is usually expensive and many programs cannot afford to provide it on their own. Some programs have arrangements with their schools that transportation is provided or the cost is shared between the two entities. Some schools provide an out-of-school time activities bus that out-of-school time participants can ride home on at no extra cost to the programs. For programs that cannot afford to provide transportation and do not have it provided by the school, there is concern that some students cannot participate in the program as a result. This is especially true in rural areas where students may live far from the school and cannot provide their own transportation.

Communication

Positive communication relative to out-of-school time programming occurs among several channels. These channels exist between staff and parents, staff and school teachers, and staff and school principals. During our focus groups, nearly all site supervisors admitted that communication with parents was a weak point in their programs. Several sent home newsletters, though they found such communication to be very one-sided. Because many parents did not come to visit the program, staff members were unable to communicate with them regularly. This resulted in parents' lack of awareness about certain aspects of the program; this was also supported by the survey data.

Communication between staff and school teachers was a critical component in linking the program to the school day, as previously discussed. Successful programs had a point person who went to teachers to talk about homework as well as the personal needs of students.

Perhaps the most important communication for program success was that between the staff and the school principal. Programs that felt the most supported were those in which positive communication with the principal occurred from the onset of the program. During this early communication, expectations about reasons for the program's existence, shared resources, and types of students accepted into the program were established. There were even some examples of principals who were active in the planning and staffing of the programs. In the few programs that we visited in which staff members were struggling with the program's identity, the staff expressed concern that the principals were not interested in the programs.

Programming

The types of activities, or programming, offered in out-of-school time programs vary greatly. Programming is often contingent upon available resources, including staff time to develop activities, purchase materials, and funding to hire outside providers. Staff members who were employed only during program hours did not have much time to develop and plan activities. Having preexisting programs in place relieved a lot of worry for the staff. For example, one program contracted with the local Parks and Recreation department to come twice weekly for a hands-on environmental enrichment course for students.

The majority of programs offered choices for students once the homework time was completed. While many students grumbled about having to do homework, they simultaneously stated that they were thankful for the opportunity and extra push, which resulted in them completing their homework and thereby improving their grades. Students were also thankful for the help that staff members provided with their homework; many stated they would not be able to get the same help at home.

Not only were resources and time an issue in programming. Some programs have the philosophy that active engagement of the staff with students *is part of* the programming. This is to say that connecting with students is as important as the activities that are taking place. Such engagement shows students there is an adult who cares for them, which makes students feel supported.

Partnerships, Collaboration, and Sustainability

Partnerships and collaboration are keys to sustainability of out-of-school time programs, especially 21st CCLC programs that are started with a grant that only exists for three to five years. During the life of the grant, it is crucial to build partnerships that will be beneficial in sustainability efforts after the grant has ended. We have heard from programs that it is important to understand the difference between a true partnership and contracting with a service provider to work with your program. External service providers are often expensive and even though they may provide high-quality programming, it may not be realistic to continue the relationship when budgets are tight. However, if a true partnership is formed and there are ways to receive the services for a reduced cost, for the program to use curriculum from the provider, or other ways to make it more affordable, then sustainability is more likely.

An example of a true partnership is a program that has community members provide programming for participants in an area in which they are skilled and knowledgeable, such as painting or making a presentation about their profession with hands-on examples. One challenge programs have found with these partnerships is finding individuals who are willing to participate and who can work with youth effectively. Sometimes, this may just mean conducting a brief orientation with the community members before they work with the participants. Programs that have developed positive relationships with even a small number of community members are able

to offer more variety in programming to their students, and an additional adult role model, and often can do this at little or no financial cost to the program.

Additional Data

The federal annual performance report that has been required for 21st CCLC grant recipients included grade data. Programs needed to provide grade data for their participants and changes in grades that occurred during the span of the program. Table 5 shows an example of the changes that occurred in reading and math grades from a few of our programs from the end of fall 2001 (i.e., the end of the first quarter or trimester) to the end of spring 2002 (i.e., the end of the school year).

These data are from students who were “regular” attendees (i.e., participated 30 days or more in the program for the entire school year). It is possible that a student participated frequently in the program early on, and then left the program in the spring. Indeed, many programs complain that a good portion of their participants do not continue participating once the weather gets nicer. For example, many students begin to participate in sports such as baseball come spring. Lack of continued participation in the program may have a negative impact on homework completion, and thus on students’ grades. Thus, examining grade data on such a superficial level may not tell the entire story of program outcomes.

Table 5.

**Reading Grades from end of Fall 2001 to end of Spring 2002
(N=274)**

Reading increase 40%	Reading same 25%	Reading decrease 35%
-------------------------	---------------------	-------------------------

**Math Grades from Fall 2001 to Spring 2002
(N=305)**

Math increase 33%	Math same 26%	Math decrease 41%
----------------------	------------------	----------------------

One very interesting finding came from examining students' grades in more depth. Looking at data from four Northwest programs, we discovered that the percentage of program participants who increased their reading and math grades was higher for those students with lower grades. We began by looking at the number of students with first quarter grades of a B- or higher and those with a C+ or lower (see Table 6). For reading grades (which were also called English or language arts grades in some school districts), the percentage of students making improvements was 50 percent greater for those students with a starting grade of C+ or below. For math grades, the percentage of students making improvements was 70 percent greater for those students with a starting grade of C+ or below. These outcomes suggest that students who are behind their peers, or close to getting behind, can make improvements through an out-of-school time program.

Table 6.

PERCENTAGE OF STUDENTS IMPROVING THEIR GRADES

Reading/English/L.A. (N=1500)		Math (N=1537)	
Where 1 st Quarter Grades ≥ B-	Where 1 st Quarter Grades ≤ C+	Where 1 st Quarter Grades ≥ B-	Where 1 st Quarter Grades ≤ C+
22%	33%	20%	34%

Taking Action

One day Alice came to a fork in the road and saw a Cheshire cat in a tree.

“Which road do I take?” she asked.

His response was a question: “Where do you want to go?”

“I don’t know,” Alice answered.

“Then,” said the cat, “it doesn’t matter.”

--Lewis Carroll, Alice in Wonderland

Once the data are analyzed, program staff should ask themselves, “What is all this telling us? And how does it related to successful practices?” One systematic way to go about continuous program improvement is by using the “Plan-Do-Check-Act” cycle (also known as the Deming Cycle). The “Check” and “Act” phases in particular are where evaluation data enter the picture.

Table 4 offers some guidance on this approach. Note that this approach is cyclical.

Table 4.

“PLAN-DO-CHECK-ACT” APPROACH TO CONTINUOUS PROGRAM IMPROVEMENT AND PROBLEM SOLVING	
PLAN	You will have done planning during your preoperational phase. While your program may look somewhat different than it was presented in your grant application or original work plan, you will still have goals to reflect upon once you get to the ACT phase.
DO	This is the program implementation phase. Your program has been up and running for a time, giving you a chance to observe it.
CHECK	During this phase, you are gathering and analyzing data. You will want to review relevant program goals at this point to determine to what extent they have been accomplished (as the data allow).
ACT	<p>Based on what the data are saying, program staff must consider how to respond:</p> <ul style="list-style-type: none"> • Identify and set priorities among necessary changes (changes relating to program goals and safety are paramount) • Look for opportunities to help with solutions (e.g., new partnerships or channels of communication) • Educate and train staff as needed • Update policies as necessary <p>Now is also a good time to determine if your PLAN needs modification.</p>
CONTINUE TO DO, CHECK, ACT	This process is ongoing. Set regular intervals (e.g., semi-annually or annually) for systematic review of your program.

Whatever the outcomes are from an evaluation of your out-of-school time program, remember that it is a learning experience. The feedback that you garner, and how you put that information to use, can make a difference in the lives of those you are serving.

Appendix A: Student Participant Baseline Survey

Participant Pre-Survey

Date:	Student ID#:
School:	Grade:

Please check only one box per question.

1. Do you like going to school?

All the time Most of the time Some of the time Never

2. Do you feel safe after school?

All the time Most of the time Some of the time Never

3. Do you study hard for tests?

All the time Most of the time Some of the time Never

4. How often are you in trouble at school?

All the time Most of the time Some of the time Never

5. Do your parents talk to you about school or homework?

All the time Most of the time Some of the time Never

6. Do you feel comfortable talking to teachers or other school staff?

All the time Most of the time Some of the time Never

7. Do you feel there is an adult available to help when you need it?

All the time Most of the time Some of the time Never

8. Do you get your homework done on time?

All the time Most of the time Some of the time Never

9. How often do you feel positive about school?

All the time Most of the time Some of the time Never

PLEASE CONTINUE ON BACK



10. How often do you feel upset when you come to school?

All the time Most of the time Some of the time Never

11. How well do you get along with others, including other students or adults?

Very well Fair, could be better Not well at all

12. Rate your self-esteem (i.e., how do you think of yourself?):

High Medium, or up and down Low

13. How are your grades?

Very High Above average Average Below average Failing

14. Before joining this program, had you ever participated in a before-school or after-school program?

Yes No

15. Do you think that you would benefit from having tutors or mentors help you with homework?

Yes No

16. What do you usually do after school (check all that apply)?

- | | |
|---|---|
| <input type="checkbox"/> Watch TV | <input type="checkbox"/> Work |
| <input type="checkbox"/> Video/computer games | <input type="checkbox"/> Chores |
| <input type="checkbox"/> Babysitting | <input type="checkbox"/> Do homework |
| <input type="checkbox"/> Go to babysitters' | <input type="checkbox"/> Spend time with family |
| <input type="checkbox"/> Play with friends | <input type="checkbox"/> Eat snacks |
| <input type="checkbox"/> Board Games | <input type="checkbox"/> Skateboard |
| <input type="checkbox"/> Play sports | <input type="checkbox"/> Go to the mall |
| <input type="checkbox"/> Work on hobbies | <input type="checkbox"/> Participate in an after school program |
| <input type="checkbox"/> Read | <input type="checkbox"/> Participate in science/nature programs |
| <input type="checkbox"/> Art | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Martial Arts | |

17. What would you like to do in an after-school program?



Appendix B: Student Participant Survey

Participant Survey (Spring)

Date:	Student ID#:
School:	Grade:

Did you attend an after-school program last year?

Yes

No

Part I. About Your School Day

Check only one box per question.

2. Do you like going to school?

No, hardly ever

Sometimes

Most times

Yes, almost always

3. Do you study hard for tests?

No, hardly ever

Sometimes

Most times

Yes, almost always

4. Are your classes interesting?

No, hardly ever

Sometimes

Most times

Yes, almost always

5. Do you get in trouble at school?

No, hardly ever

Sometimes

Most times

Yes, almost always

6. Do your parents talk to you about school or homework?

No, hardly ever

Sometimes

Most times

Yes, almost always

7. Do you feel comfortable talking to teachers or other school staff?

No, hardly ever

Sometimes

Most times

Yes, almost always

8. Do you get your homework done on time?

No, hardly ever

Sometimes

Most times

Yes, almost always

9. How do you feel about yourself?

Poor

Fair

Good

Excellent

10. How are your grades?

Poor

Fair

Good

Excellent



Part II. About your After-School Program

Check only one box per question.

1. Do you enjoy the after-school program?
No, hardly ever Sometimes Most times Yes, almost always

2. How many days each week would you like to attend the after-school program?
Once a week 2 days a week 3 days a week 4 days a week Every day

3. Do you feel safe in the after-school program?
No, hardly ever Sometimes Most times Yes, almost always

4. Does after-school staff help you with your homework?
No, hardly ever Sometimes Most times Yes, almost always

5. Do you have enough quiet time to complete homework at the after-school program?
No, hardly ever Sometimes Most times Yes, almost always

6. Are you doing better in school since you started coming to the after-school program?
No, not at all Probably not Probably Yes, definitely I don't know

7. Do you feel happier or less stressed since attending the after-school program?
No, not at all Probably not Probably Yes, definitely

8. Would you like more time for activities, other than homework, in the after-school program?
No, not at all Probably not Probably Yes, definitely

9. Do you have friends, or someone you like, in the after-school program?
No, not at all Sometimes Most times Yes, definitely

10. Do you feel comfortable talking to the after-school staff?
No, hardly ever Sometimes Most times Yes, almost always

11. Does the after-school staff take time to help you or talk with you when you need it?
No, hardly ever Sometimes Most times Yes, almost always



12. Would you tell others to participate in the after-school program?

No, not at all Probably not Probably Yes, definitely

13. Why do you participate in the after-school program?

- I need after-school supervision
- My friends are attending
- There are interesting activities
- My parent(s) thought it would be good for me
- My teacher recommended it
- To get my homework done
- Other, explain below:

14. What would you be doing after-school if you weren't coming to the after-school program?

15. What is your favorite part of the after-school program?

16. Do you have any ideas to make the after-school program better?



Appendix C: Spanish Student Participant Survey

Encuesta a Los Participantes

Fecha;	# de identificación del Estudiante:
Escuela:	Grado:

¿Asistió a un Programa después de Clases el año pasado?

Sí No

Parte I. Acerca de su día en la escuela:

Marque sólo una respuesta por pregunta.

1. ¿Le gusta asistir a la escuela?

No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre

2. ¿Estudia bastante para los exámenes?

No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre

3. ¿Son sus clases interesantes?

No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre

4. ¿Ha tenido alguna dificultad disciplinaria en la escuela?

No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre

5. ¿Hablan sus padres con usted sobre la escuela o la tarea?

No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre

6. ¿Se siente cómodo cuando habla con los maestros o con otros miembros del personal?

No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre

7. ¿Finaliza su tarea a tiempo?

No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre

8. ¿Cómo se siente sobre usted mismo?

Mal Regular Bien Excelente

9. ¿Cómo son sus notas?

Malas Regulares Buenas Excelentes



Parte II— Acerca del Programa después de las Clases

Marque sólo una respuesta por pregunta.

10. ¿Disfrutó el Programa después de las Clases?
No, Casi nunca Algunas veces La mayoría de las veces Sí, casi siempre
11. ¿Cuántas veces a la semana le gustaría asistir al Programa después de las Clases?
Una vez a la semana 2 días a la semana 3 días a la semana 4 días a la semana Todos los días
12. ¿Se siente seguro en el Programa después de las clases?
No, Casi nunca Algunas veces La mayoría de las veces Sí, casi siempre
13. ¿El personal del Programa después de las Clases le ayudan con su tarea?
No, Casi nunca Algunas veces La mayoría de las veces Sí, casi siempre
14. ¿Tiene suficiente tiempo para terminar tranquilamente su tarea en el Programa después de las Clases?
No, Casi nunca Algunas veces La mayoría de las veces Sí, casi siempre
15. ¿Le va mejor en la escuela desde que empezó a asistir al Programa después de las Clases?
No, para nada Probablemente no Probablemente Sí, definitivamente No sé
16. ¿Se siente más contento o menos tenso desde que está asistiendo al Programa después de Clases?
No, para nada Probablemente no Probablemente Sí, definitivamente No sé
17. ¿Le gustaría más tiempo para actividades diferentes a las tareas en el Programa después de las Clases?
No, para nada Probablemente no Probablemente Sí, definitivamente No sé
18. ¿Tiene amigos en el Programa después de las Clases?
No, para nada Algunas veces La mayoría de las veces Sí, definitivamente
19. ¿Se siente cómodo cuando habla con los maestros o con otros miembros del personal del Programa después de las Clases?
No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre
20. ¿Los miembros del personal del Programa después de las Clases toman tiempo para ayudarle cuando lo necesita?
No, casi nunca Algunas veces La mayor parte del tiempo Sí, casi siempre
21. ¿Les diría a otros que participaran en el Programa después de las Clases?
Definitivamente no Probablemente no Probablemente Sí, definitivamente



22. Por qué participa en el Programa después de las Clases?

- | | |
|--|---|
| <input type="checkbox"/> Necesito supervisión después de la escuela | <input type="checkbox"/> Mi maestro lo recomendó |
| <input type="checkbox"/> Mis amigos están asistiendo | <input type="checkbox"/> Porque puedo terminar mi tarea |
| <input type="checkbox"/> Hay actividades interesantes | <input type="checkbox"/> Otra razón, explique a continuación: |
| <input type="checkbox"/> Mis padres pensaron que sería bueno para mí | |

23. ¿Qué estaría haciendo después de sus clases si no estuviera asistiendo al Programa después de las Clases?

24. ¿Cuál es la parte que más le gusta del Programa después de las Clases?

25. ¿Tiene algunas ideas para mejorar el Programa después de las Clases?



Appendix D: Student Participant Focus Group Questions

Student Participant Focus Group Questions

- What types of things are there for you to do here in your community? (What do kids your age do in this community?)
- Do you think it is important to have a program like this here in your community?
- Why did you join/start participating in the program?
- Do you enjoy the program?
- Do you look forward to attending the program?
- Do you feel comfortable talking to the program staff?
- Do you feel there is someone available in the program to help when you need it?
- Do you think that you are doing better in school since you started coming to the program?
- What kinds of things are you working on right now?
- How interested are you in the things that you do here?
- Do you do work in the after-school program that relates to what you're doing in school during the day?
- How is the program similar to what you do at school? How is it different?
- What would you tell others about the program who do not participate?
- What would you be doing after school if you weren't coming to the program?
- Do you have any ideas to make the program better?
- What is your favorite part of the program?

Appendix E: Focus Group Protocol

General Focus Group Protocol

- Try to conduct focus groups with one other person, so that one person is facilitating the group while the other is taking notes.
- Bring food to show appreciation for attendance.
- Begin with introductions—Who you are, why you're there; also, have participants introduce themselves.
- Make reference to surveys (if using) —did they fill them out?
- Make sure there is ample time for participants to direct discussion. What do they want us to know? What do they see as important?
- Use surveys as guide/prompt.
- Bring copies of the program mission statement.
- Bring copies of focus group questions.
- Tape record session, if desired.

Appendix F: Teacher Survey

Teacher Survey

After-school program staff to complete:

Name of student:	Student ID#:
School:	Grade:

How long has this student participated in the after-school program?

- Less than 1 month 2-5 months
 6-9 months More than 1 school year

Teacher to complete:

Subject taught if middle or high school: _____

Have you known this student since before he/she entered the after-school program?

- Yes No If yes, for how long? _____

1. Overall, do you think this student has benefited from participating in the after-school program?

- Yes, definitely Probably Probably not No, not at all

If no, why not?

- Student was already doing well Program did not fit student's needs
 Too soon to know Other _____

<i>Since participating in the after-school program, this student has...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
2. Improved in turning in her/his homework on time.	1	2	3	4
3. Improved in completing homework to your satisfaction.	1	2	3	4
4. Improved in participating in class.	1	2	3	4
5. Improved in volunteering (e.g., for extra credit or more responsibilities).	1	2	3	4
6. Improved in attending class regularly.	1	2	3	4
7. Improved in being attentive in class.	1	2	3	4
8. Improved in behaving well in class.	1	2	3	4
9. Had classroom academic performance that was satisfactory or better.	1	2	3	4
10. Improved in coming to school ready/prepared to learn	1	2	3	4
11. Improved in getting along well with other students.	1	2	3	4

12. If you disagreed or strongly disagreed with any of the above statements, what was the reason?
(Check all that apply.)

- Student was already doing well Program did not fit student's needs
 Too soon to know Other _____



Section 2 of the Teacher Survey

Teachers: Please complete this section ONCE to reflect your overall perception of the after-school program.

1. Do you feel that the after-school program offers assistance to students that relates to what is being taught during the school day?
Strongly Disagree Disagree Agree Strongly Agree

Please explain:

2. Do you feel that the after-school program offers a variety of enrichment activities to participants?
Strongly Disagree Disagree Agree Strongly Agree

If disagree, how could the program improve on the activities offered?

If agree, please give an example:

3. Do you feel that you are well informed about the after-school program and what happens there?
Strongly Disagree Disagree Agree Strongly Agree

If agree, how have you been informed? (Please check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Students | <input type="checkbox"/> Other Teachers |
| <input type="checkbox"/> Program staff | <input type="checkbox"/> School announcements |
| <input type="checkbox"/> Flyers, newsletters | <input type="checkbox"/> At staff meetings |
| <input type="checkbox"/> Other (please list) | |

4. How often have you visited the after-school program?
Never Once 2-3 times Regularly

5. How often do you interact with after-school program staff?
Hardly ever Monthly Weekly Daily

6. How often do you communicate with after-school program staff about particular students or curriculum?
Hardly ever Monthly Weekly Daily

7. Other comments?



Appendix G: Parent Survey

Parent Survey

Name of child:	
School:	Child's grade:

How many years has your child been in the after-school program at this school?

- Less than one
 1
 2
 3 or more

What do you think of your child's after-school Program?

(Your answers will help make the program better for all families.)

How would you rate your child's after-school program in the following areas?

Circle one answer per question.

	Poor	Fair	Good	Excellent	Don't Know
1. The overall after-school program	1	2	3	4	DK
2. The safety of your child while he/she is at the after-school program	1	2	3	4	DK
3. The atmosphere and comfort of the of the room(s) in which the after-school program operates	1	2	3	4	DK
4. The snacks that are served to your child on a daily basis	1	2	3	4	DK
5. The hours of operation	1	2	3	4	DK
6. The transportation provided, if any None provided <input type="checkbox"/>	1	2	3	4	DK



To what extent do you agree or disagree with the following statements about the program? Circle one answer per question.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
7. I am satisfied with the kinds of programs and activities offered at the after-school program.	1	2	3	4	DK
8. There is adequate quiet time for my child to complete homework.	1	2	3	4	DK
9. The after-school program has helped my child get his/her homework done on time.	1	2	3	4	DK
10. There is adequate opportunity for physical activity.	1	2	3	4	DK

How many days per week of after-school would be ideal for your child?

1 2 3 4 5

To what extent do you agree or disagree with the following statements describing your child's experience in the after-school Program? Circle one answer per question.

My child . . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
11. Enjoys attending the after-school program.	1	2	3	4	DK
12. Feels comfortable with the after-school staff.	1	2	3	4	DK
13. Seem happier or less stressed since participating in the after-school program.	1	2	3	4	DK
14. Has friends in the after-school program.	1	2	3	4	DK
15. Completes homework with greater ease.	1	2	3	4	DK
16. Has a better attitude towards school.	1	2	3	4	DK



To what extent do you agree or disagree with the following statements about the after-school staff? *Circle one answer per question.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
17. I am comfortable talking with the staff.	1	2	3	4	DK
18. The staff welcomes suggestions from parents.	1	2	3	4	DK
19. The staff keeps me informed about my child's day at the after-school program.	1	2	3	4	DK
20. The staff welcomes parents who wish to observe.	1	2	3	4	DK
21. I am comfortable with how the staff handles discipline problems.	1	2	3	4	DK
22. The staff encourages positive interactions among the children.	1	2	3	4	DK
23. I am satisfied with the number of adult staff available to work with the students.	1	2	3	4	DK
24. I am satisfied with the manner adult staff interact with the students.	1	2	3	4	DK
25. The staff has clearly informed me about how to contact them during the after-school program.	1	2	3	4	DK
26. I am satisfied with the overall performance of the after-school staff.	1	2	3	4	DK



Please check all that apply:

Please check all that apply:

27.	Why does your child attend the after-school program?	28.	What would your child be doing after-school if he/she were not attending this program?
<input type="checkbox"/>	Student needs after-school supervision	<input type="checkbox"/>	Attending a private daycare center
<input type="checkbox"/>	Student is interested because friends are attending	<input type="checkbox"/>	Be cared for by neighbors or relatives
<input type="checkbox"/>	Student is interested because of the enrichment activities offered	<input type="checkbox"/>	Staying home with adult supervision
<input type="checkbox"/>	Parent is interested in enrichment programs	<input type="checkbox"/>	Staying home alone
<input type="checkbox"/>	Teacher recommended program	<input type="checkbox"/>	Attending a variety of places during the week
<input type="checkbox"/>	Student needs homework assistance	<input type="checkbox"/>	List additional after-school options:
<input type="checkbox"/>	Additional reasons for attending program:		

29. What do you like best about the after-school program?

30. What are some things you would like to see changed?

31. How many times have you had a chance to observe the after-school program?

- Once Two or three times More than three times Never

32. Have you been involved as a volunteer in the after-school program? Yes No

If yes, how do you participate?



Appendix H: Spanish Parent Survey

Encuesta a los Padres – Programa después de las clases

Nombre del Niño:	
Escuela:	Grado del Niño:

¿Cuántos años ha estado su niño asistiendo al programa después de las clases en esta escuela?

Menos de uno 1 2 3 ó más

¿Qué piensa del Programa después de las Clases al que asiste su niño? Sus respuestas ayudarán a mejorar el programa para todas las familias.

¿Cómo calificaría el Programa después de las Clases en las siguientes áreas?

Marque una respuesta por cada pregunta

	Malo	Regular	Bueno	Excelente	No sabe
1. El Programa después de las Clases en general	1	2	3	4	NS
2. La seguridad de su niño mientras está en el Programa después de las Clases	1	2	3	4	NS
3. El ambiente y la comodidad de los salones en los que se lleva a cabo el Programa después de las Clases	1	2	3	4	NS
4. Los snacks (bocadillos) que le sirven diariamente a su niño	1	2	3	4	NS
5. Las horas de operación	1	2	3	4	NS
6. El transporte que se brinda, si se brinda alguno No se brinda ninguno <input type="checkbox"/>	1	2	3	4	NS



¿Hasta qué punto está usted de acuerdo o en desacuerdo con las siguientes afirmaciones acerca del programa? Marque una respuesta por cada pregunta.

	Totalmente en Desacuerdo	En Desacuerdo	De Acuerdo	Totalmente de Acuerdo	No Sabe
7. Estoy satisfecho con el tipo de programas y actividades que ofrece el Programa después de las Clases	1	2	3	4	NS
8. Hay suficiente tiempo para que mi niño complete su tarea tranquilamente	1	2	3	4	NS
9. El Programa después de las Clases ha ayudado a mi niño a finalizar su tarea a tiempo	1	2	3	4	NS
10. Hay suficiente oportunidad para realizar actividades físicas	1	2	3	4	NS

Cuántos días por semana después de la escuela serían ideales para su niño?

1 2 3 4 5

¿Hasta qué punto está usted de acuerdo o en desacuerdo con las siguientes afirmaciones sobre la experiencia de su niño en el Programa después de las Clases? Marque una respuesta por cada pregunta.

My niño . . .	Totalmente en Desacuerdo	En Desacuerdo	De Acuerdo	Totalmente de Acuerdo	No Sabe
11. Disfruta asistiendo al Programa después de las Clases	1	2	3	4	NS
12. Se siente cómodo con el personal del Programa después de las Clases	1	2	3	4	NS
13. Parece estar más contento o menos tenso desde que empezó a participar en el Programa después de las Clases	1	2	3	4	NS
14. Tiene amigos en el Programa después de las Clases	1	2	3	4	NS
15. Finaliza su tarea con más facilidad	1	2	3	4	NS
16. Tiene una mejor actitud hacia la escuela	1	2	3	4	NS

¿Hasta qué punto está usted de acuerdo o en desacuerdo con las siguientes afirmaciones acerca del personal del Programa después de las Clases? Marque una respuesta por cada pregunta.



	Totalmente en Desacuerdo	En Desacuerdo	De Acuerdo	Totalmente de Acuerdo	No Sabe
17. Me siento cómodo cuando hablo con los miembros del personal	1	2	3	4	NS
18. El personal está dispuesto a recibir las sugerencias de los padres	1	2	3	4	NS
19. El personal me mantiene informado sobre cómo estuvo el día de mi niño en el programa	1	2	3	4	NS
20. El personal recibe con agrado a los padres quienes desean observar	1	2	3	4	NS
21. Me siento cómodo con la manera en que el personal trata los problemas disciplinarios	1	2	3	4	NS
22. El personal anima a las interacciones positivas entre los niños.	1	2	3	4	NS
23. Estoy satisfecho con el número de miembros del personal adulto que está disponible para trabajar con los estudiantes	1	2	3	4	NS
24. Estoy satisfecho con la manera en que el personal adulto comparte con los estudiantes.	1	2	3	4	NS
25. El personal me ha informado claramente sobre cómo contactarles durante el Programa después de las Clases	1	2	3	4	NS
26. Estoy satisfecho con el desempeño en general del personal del Programa después de las Clases	1	2	3	4	NS



Por favor marque todas las opciones que corresponda:

Por favor marque todas las opciones que corresponda:

27.	¿Por qué asiste su niño al Programa después de las Clases?	28.	¿Qué estaría haciendo su niño después de las clases si no estuviera asistiendo a este programa?
<input type="checkbox"/>	El estudiante necesita supervisión después de la escuela	<input type="checkbox"/>	Asistiría a una guardería privada
<input type="checkbox"/>	El estudiante está interesado porque sus amigos están asistiendo.	<input type="checkbox"/>	Sería cuidado por vecinos o familiares
<input type="checkbox"/>	El estudiante está interesado por las actividades beneficiosas que ofrece el programa.	<input type="checkbox"/>	Estaría en la casa con la supervisión de un adulto
<input type="checkbox"/>	El padre de familia está interesado en programas que benefician al niño.	<input type="checkbox"/>	Estaría en la casa solo
<input type="checkbox"/>	Un maestro recomendó el programa.	<input type="checkbox"/>	Asistiría a varios lugares durante la semana
<input type="checkbox"/>	El estudiante necesita ayuda para realizar su tarea	<input type="checkbox"/>	Escriba otras opciones adicionales que haría su niño después de la escuela:
	Otras razones por las que asiste a este programa:		

Sus comentarios sobre el Programa después de las Clases:

29. ¿Qué es lo que más le gusta del Programa después de las Clases?

30. ¿Cuáles son algunas de las cosas que le gustaría que cambiaran en el Programa?

31. ¿Cuántas veces ha tenido la oportunidad de observar el Programa después de las Clases?

- Una vez Dos o tres veces Más de tres veces Nunca

32. ¿Ha participado como voluntario en el Programa después de las Clases? Sí No

Si es así, ¿de qué manera participó?



Appendix I: Parent Focus Group Questions

Parent Focus Group Questions

- Do you think there is a need for this type of program (after school program) in your community?
- Why did you enroll your son/daughter in this program?
- Does your son/daughter enjoy going to the after-school program?
- Do you think the program has affected your son/daughter in the following areas:
 - Behavior
 - School performance
 - School attitude/motivation
- What do you know about how much the school and after school program support each other?
- Is the program convenient for you? (Time, transportation, etc.)
- Have you been involved with the program in any way?
- What are the best things about the program in your opinion?
- What are some things you would like to see changed?

Appendix J: Staff Survey

Staff Survey

Name of program:	
School:	Grades served by program:

1. What is your role in the after-school program? Please check one.

- Site supervisor
- Site staff
- Partner organization staff
- Regular volunteer
- Other

Check here if you are also working at the school during the regular school day.

2. Please check the highest level of education that you have completed:

- Currently in high school
- GED
- High school graduate
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctoral degree

3. Briefly describe any previous experience that you have that is related to working with children or in after-school programs.

4. What opportunities for staff development have you had this year?

5. Please check the *top three* areas in which you'd like training:

- Communicating with parents
- Communicating with teachers
- Working with partners
- Working with volunteers
- Helping students with reading
- Helping students with math
- Programming ideas
- Program management
- Behavior management
- How to evaluate the program
- Connecting after-school programming with the school day
- Other: _____

6. Briefly describe the types of activities you *regularly* do with kids in the after-school program.



7. To what extent do you agree or disagree with the following statements?

Circle one answer per question.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
I am aware of what happens during school day, for example, the work students are doing in their classes.	1	2	3	4	DK
The school supports the after-school program in general.	1	2	3	4	DK
The school shares its resources (e.g., rooms, equipment, etc.) with the after-school program.	1	2	3	4	DK
Teachers inform AS program staff when individual students are having a bad day.	1	2	3	4	DK
The program relates to what is being taught during the school day.	1	2	3	4	DK
School day teachers are well informed of what happens in the after-school program.	1	2	3	4	DK
After school staff communicate regularly with school day teachers about students' homework.	1	2	3	4	DK
There is an established system for homework check.	1	2	3	4	DK
The after-school staff keep parents informed about the program.	1	2	3	4	DK
The after-school staff keep parents informed about individual students.	1	2	3	4	DK
The AS program staff welcome parents to observe.	1	2	3	4	DK
The AS program staff welcome parents to participate.	1	2	3	4	DK
There is a balance between academic and enrichment activities.	1	2	3	4	DK
The AS program staff have sufficient resources to conduct our activities.	1	2	3	4	DK
The AS program staff have adequate support from the site supervisor.	1	2	3	4	DK
The AS program staff have adequate support from the program director.	1	2	3	4	DK
The program helps students academically and/or in homework completion.	1	2	3	4	DK
The program helps students learn how to get along with others.	1	2	3	4	DK
The program facilitates positive behavior among the participants.	1	2	3	4	DK



8. Do you think your program benefits some students more than others? If so, what types of students benefit most?

9. What are your greatest successes in the after-school program this year?

10. What have been the greatest challenges in the after-school program this year?



Appendix K: Staff Focus Group Questions

Staff Focus Group Questions

- How did you become interested in this type of position (working in an after-school program)?
What made you decide to take this position? (Are they involved in the school during the day?
What is their background, credentials, etc.?)
- Please describe the program and your role in the program
- What are the goals of the program?
- Do you think the participants enjoy coming to the program?
- Do you think the program has affected participants in the following areas:
 - Behavior
 - School performance
 - School attitude/motivation
- What types of support do you receive from the program (other program staff, site coordinator, project director)? From the school? From parents?
- How often do you communicate with school day staff? With the site coordinator? With the teachers of your participants? What systems are in place for communication (ex. student logs, regular meetings)?
- How often do you coordinate with teachers to support what they're doing with students during regular school hours?
- What are some challenges you have experienced in the program so far?
- What are some successes you have experienced in the program so far?
- How do you plan what activities/programming you offer? (Did they survey the community? Base it on community need? Is it built on research or what has been found to be successful for OST programs?)
- Are there any community organizations that work with the program? In what ways do these organizations provide support?
- Does the program encourage parental involvement? How many parent volunteers are there? Is there a parent volunteer requirement?
- Does the program engage in planned and continuous evaluation? Are there ways for the students and their parents to make suggestions about the program? How do you record what is happening at the program? How do you record successes, challenges? Do you receive feedback from others such as school staff or the program director? Do you track homework completion?
- What types of training are available to staff?

Appendix L: Partnership Survey

Partnership Survey

1. Please describe your (or your organization's) involvement with the after-school program.
2. How often does your organization work in the after-school program?
 Everyday 1-3x a week 1-3x a month
 One time special program Other _____
3. How, if at all, do you see this partnership supporting student academic achievement?
4. How, if at all, do you see this partnership supporting student social development (e.g. the development of the 40 developmental assets)?
5. How, if at all, do you see this partnership supporting program sustainability?
6. What challenges have you experienced as a result of this partnership?
7. How, if at all, do you see this partnership benefiting the mission of the after-school program?



8. Please rate your agreement on the following items for your organization (Partner) and for the after-school program (AS Program):

The after-school program staff and you (or your organization) regularly communicate about programming	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
	AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The after-school program staff and you (or your organization) regularly communicate about individual students	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
	AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The AS program staff and your organization share resources (e.g. space, equipment)	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
	AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The AS program staff and your organization have developed a plan that describes the purpose of the partnership	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
	AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
There are clear roles for the AS program staff and your organization within the partnership	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
	AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The partners have jointly developed expectations for working with children related to child behavior management	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
	AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The partners have jointly developed expectations for working with children related to student engagement	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
	AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The partners have jointly developed expectations for working with children related to emergency procedures	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
	AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know



Appendix M: Adult Participant Survey

Adult Participant Survey

Name of program:

1. For each class/course in which you participated, please answer the following questions:

Name of class/course:	Not At All	Somewhat	Yes, Definitely
Did the class/course meet your expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend this class/course to colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel the class/course was well organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of class/course:	Not At All	Somewhat	Yes, Definitely
Did the class/course meet your expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend this class/course to colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel the class/course was well organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of class/course:	Not At All	Somewhat	Yes, Definitely
Did the class/course meet your expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend this class/course to colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel the class/course was well organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of class/course:	Not At All	Somewhat	Yes, Definitely
Did the class/course meet your expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend this class/course to colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel the class/course was well organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Name of class/course:

Not At All

Somewhat

Yes, Definitely

Did the class/course meet your expectations?

Would you recommend this class/course to friends?

Do you feel the class/course was well organized?

2. What did you like about these classes/courses?

3. What would you like to see improved in these classes/courses?

4. How would you rate the program overall?

 Poor Fair Good Excellent

5. Please provide any additional comments regarding the program.

6. Are you the parent of a current School District student?

 Yes No

Appendix N: Additional Evaluation Resources

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs

Number 3, September 2002. Priscilla Little, Sharon DuPree, and Sharon Deich.

The third in this series of research briefs on evaluation in out-of-school time, this brief provides practitioners of local out-of-school time programs with techniques, tools, and strategies for improving their program and tracking their effectiveness over time. This resource also discusses the benefits and drawbacks of various evaluation techniques, and how to develop and use logic models.

[OSTB3] 47 pages. Free

<http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/issuebrief3.pdf>

Evaluation of 21st Century Community Learning Center Programs: A Guide for State Education Agencies

Number 2, April 2002. Priscilla Little, Flora Traub, and Karen Horsch.

The second in a series of research briefs on issues in out-of-school time evaluation, this brief offers an in-depth look at the new 21st Century Community Learning Center evaluation requirements (both performance measurement for accountability and program evaluation) and provides practical suggestions about how to implement 21st CCLC evaluation at the state and local level. It includes a checklist of issues to consider when designing state and local 21st CCLC evaluations.

[OSTB2] 12 pages. Free.

<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief2.html>

Learning From Logic Models in Out-of-School Time

A logic model can be a powerful tool for illustrating a program's theory of change to program staff, partners, funders, and evaluators. Moreover, a completed logic model provides a point of reference against which progress toward achievement of desired outcomes can be measured on

an ongoing basis, both through performance measurement and evaluation. This brief offers an in-depth review of logic models and how to construct them.

http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/learning_logic_models.pdf