STUDENT SURVEY RESOURCE GUIDE

Spring 2017

ABOUT THIS GUIDE

This guide was developed to help OST programs that are part of the K-12 Student Success Initiative use student surveys to collect and use information about students' experiences in their programs, and particularly about student social-emotional learning. This guide emphasizes using student surveys as a resource for program improvement—not as evidence of program impact.

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In partnership with

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Part 1: Introduction & Background

This section includes an introduction to surveying students in out-of-school time programs, particularly about their own social-emotional learning and their perspectives on programming. Background information about social-emotional learning is included, as well as an introduction to the student survey tool adapted for use in the K-12 Student Success Initiative evaluation.

There is growing recognition of the important role out-school time (OST) programs play in our communities, especially for historically marginalized youth. OST programs are often cited as key contributors to the success of students of color and low-income, rural and immigrant students. In addition, studies indicate that high-quality programs can help youth develop critical academic, social, and emotional attributes and skills (Bodilly et al., 2010; Durlak, Weissberg, & Pachan, 2010), especially when they participate in the program over a sustained period of time.

As the field of OST becomes more professionalized, there are increasing expectations for programs to collect and use data – and now there are many tools available for doing so. However, it can often be a struggle to determine what types of data to collect, how to collect those data in a meaningful way, and how to make use of available data.

Key elements of OST programs—such as relationship building, experiential learning, and identity exploration— support social-emotional learning (SEL). Given the increasing interest in these "non-cognitive" or "meta-cognitive" factors (e.g., sense of belonging, growth mindset), which are believed to support academic success, many programs want to collect data from students to understand how well their programs promote the development of SEL (Moroney, Newman, Smith, McGovern, & Yohalem, 2014). Programs also need guidance about interpreting and using data collected from students about SEL, especially in combination with other data, such as academic data (e.g., school attendance, achievement test scores) and program quality assessments.

Why survey students?

As the key stakeholders of youth programs, it makes sense that program managers and youth workers are interested in youth perceptions of the programs in which they participate. There are many ways to capture youth perspectives – both formally and informally – including interviews and surveys.

Surveys are the focus of this guide and are arguably the easiest tool for youth program staff to administer to capture student opinions, attitudes, and perspectives. Surveys also typically produce data that is reasonably easy to analyze and use (in comparison to qualitative data from interviews, for example). While this guide focuses on using a survey to measure SEL and related student perceptions, many of the tips included apply to surveying students more generally, especially to gather feedback and information about their experiences in OST programs. Finally, it is important to note that ideally, programs will use multiple measures, such as student surveys, adult surveys and program observations to gather information to help assess or improve programs.

What is social-emotional learning (SEL) and why does it matter?

The Collaborative for Academic, Social and Emotional Learning (CASEL, 2017) describes SEL as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Social-emotional skills are also referred to by many other names, including soft skills; non-cognitive or meta-cognitive skills; mindsets, essential skills, and habits (MESH) (Transforming Education, 2017); 21st century skills (P21, 2007); and readiness abilities (Krauss, et. al., 2016). Likewise, there are many frameworks for conceptualizing, defining and measuring SEL. A sampling of these, and more information about SEL, can be found through the following resources:

- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Partnership for 21st Century Learning (P21)
- The Readiness Project
- Understanding and Cultivating Social Emotional Learning (Education Northwest)

Young people's success in school, the workplace and the community depends on more than academic knowledge and test scores. Research shows that social and emotional skills are also critical for young people to reach their full potential and become productive, social, healthy and happy adults. SEL is critical from an equity and social justice perspective as well, with research highlighting the positive impacts of SEL on equity, poverty and lifetime outcomes. Economists and employers are paying increasing attention to SEL skills in the workplace like cooperation and decision making. "These and other characteristics influence people's educational attainment, employment and earnings as much as or more than academic achievement as measured by standardized achievement tests," (Duncan & Magnuson, 2011).

Adults in education and OST settings play an important role in promoting SEL to help address disparities in academic, health and readiness outcomes that persist across groups of traditionally underserved youth (Durlak, Weissberg, & Pachan, 2010). Even small and seemingly simple activities such as exercises that support students in reflecting on their experiences in school can help young people learn, connect, persist and succeed (Yeager & Walton, 2011).

A cautionary note on SEL measurement

Measuring SEL via youth or student surveys holds great potential to provide useful data about young people's perceptions of themselves and others (Larocca & Krachman, 2016; Philliber Research Associates, 2013). Surveys can also help clarify the connection between OST programs and school day learning (Partnership for Children & Youth, 2016; Youth Development Executives of King County, 2014) while offering opportunities for youth voice regarding program and school experiences. Surveys are also an efficient way to gather data from a large number of youth.

Despite this potential however, Duckworth and Yeager (2015) point out that the state of SEL measurement is in the relatively early stages and there are many reasons to be cautious. There is confusion about what is most important to measure and how best to do so. Student surveys can only provide information about what a student is willing and able to share about themselves (they are "self-reports"). Research shows that it can be difficult for survey respondents to answer surveys honestly and accurately. They may feel pressure to answer in a particular way because they believe it is socially desirable to do so. It is important to recognize that biased responses are possible. Survey administrators should do as much as possible to prevent biased responses by helping students understand how the information will be used and ensuring the responses are confidential or anonymous.

Considerations regarding confidential vs. anonymous

There are distinct differences between confidential and anonymous. Data collected confidentially means that respondents are identifiable and their responses can be linked directly to them and to other data about them. Confidential data might be identified using the respondents' names or some other unique identifier. While confidential data is identifiable, it is meant to be kept private—only certain designated people should have access to the data and these people should never share confidential data with others.

Data that is collected anonymously means there is no identifying information that could be used to link a specific response to a specific responder – in other words, there is no way to know who responded in a particular way. Anonymous data does not include any identifying information such as a participants nams or other unique identifier.

It is important to clarify the purpose of any given data collection activity early in the process because it is only possible to link data collected confidentially (using a unique identifier) with other data about individual participants. If the purpose of data collection is to make connections between multiple sources of data (such as linking a students' survey responses to their program participation data), then the data must be collected confidentially and not anonymously. Most importantly, participants should be informed about whether their participation is confidential or anonymous. Participants should also be informed about how the data will be stored securely, how long the data will be stored, and how it will be destroyed after the appropriate amount of time.

Brief background on the K-12 Initiative student survey tool

To evaluate the success of the K-12 Student Success Initiative in meeting its goals, the Research Department at The Oregon Community Foundation (OCF) wanted to capture youth perspectives as well as those of program staff and parents. As part of this effort, grantee organizations funded through the Initiative between 2013 and 2016 administered a survey to capture student perspectives about grantee programs and their own SEL development.

To develop the survey, the OCF evaluation team reviewed and assessed several existing SEL frameworks and measurement tools, looking for a tool that most closely measured the SEL areas of interest for grantees and the Initiative. Additional criteria included appropriateness for middle school age youth, the OST program setting, and the costs for training, implementation and on-going use of the tool.

The evaluation team's review was done in collaboration with grantee organizations and other Oregon stakeholders, and resulted in the selection of the Youth Skills and Beliefs Survey developed by the Youth Development Executives of King County (YDEKC) as the foundation for the Initiative survey. The YDEKC framework and tool:

In the context of this guide:

- A **domain** refers to a well-defined content area including the knowledge, skills or abilities that are represented in that area
- A **scale** is a set of survey questions (or items) that measure knowledge, skills or abilities in a particular domain area
- **Items or measures** are the actual questions included in a survey; often items or measures are grouped into scales

- Are built on a strong research-base;
- Are specifically designed for use by OST programs;
- Offer flexibility and ease of administration (e.g. online or paper);
- Can be adapted or items added based on local and program context; and
- Are currently available at no cost.

The tool includes questions that measure both student perceptions of SEL at the time the survey is taken, as well as student perceptions about how their participation in the OST program has impacted their SEL. Working with input from the grantees and other Oregon stakeholders, the evaluation team adapted the YDEKC survey, dropping content that was less relevant and adding content that was important to grantees (e.g., about cultural identity).

The key domain areas included in the K-12 Initiative survey tool and example items in each of these areas are outlined in Table 1. For a complete breakdown of the survey contents including every item in a particular scale for each domain, as well as a formatted version of the YDEKC survey adapted for use as part of the K-12 Initiative evaluation, please see Appendix 1.

Table 1. The K-12 Initiative survey tool includes items in the following SEL domains.

Domain	Example Items (Questions)	Source
Academic Identity relates to one's sense of the self as a student and learner (Osborne, 1997).	• Doing well in school is an important part of who I am • Getting a college education is important to me	YDEKC *Self – Point-in-time*
Mindsets relate to the tendency to persist in spite of obstacles with a commitment to the achievement of goals over time.	• I finish whatever I begin • I can solve difficult problems if I try hard enough	
Interpersonal Skills are the abilities to effectively cooperate, communicate, and manage conflict with others.	• I listen to other people's ideas • I feel bad when someone gets their feelings hurt	
Academic Behaviors relate to the skills and beliefs that support positive academic achievement.	• This program has helped me to connect my schoolwork to my future goals • This program has helped me to do better in school	YDEKC & Camp Fire 2014/Thrive *Program – Retrospective*
Belonging & Engagement relates to humans as inherently social creatures with a strong need to form and maintain positive connections with other people (Baumeister & Leary, 1995).	• I fit in at this program • This program helps me explore new ideas	
Goal-setting & Future Orientation relates to setting goals and monitoring progress toward their achievement as well as hope regarding one's future life circumstances.	• I know the steps to take to reach my goals • I am hopeful about my future	
Growth Mindset is the belief that intelligence and ability can increase through effort and hard work (Dweck, 2006)	• I believe I can change how smart I am • I believe that I can be good at anything I set out to do	Adapted Carol Dweck/Camp Fire 2014
Social Support relates to the positive relationships with, and support students feel they receive from, adults in their OST programs.	• I feel comfortable asking the adults in this program for help • I k now at least one adult at this program who cares about me	Camp Fire 2013
Cultural Identity & Belonging relates to the extent to which young people have explored their cultural background and feel attached or connected to it (Phinney & Ong, 2007).	• I have a strong sense of my own culture • I feel a strong attachment towards my own culture	Phinney & Ong, 2007

Part 2: Planning and conducting a student survey

This section outlines the process and important considerations in planning for and conducting a student survey. While references are made to measuring social-emotional learning throughout, much of the advice in this section could apply to surveying students on other topics as well.

Select SEL measures that align with program logic models and learning questions

A logic model is a conceptual framework (i.e., illustration, diagram or map) of the relationship between program activities and expected or desired outcomes. A detailed logic model with specific outcomes informs what should be measured and can guide decisions about the best ways to measure those outcomes.

A logic model can also inform when to implement measurement activities by separating short-, mid- and long-term outcomes. Short-term outcomes are the changes that are expected to occur either immediately or in the near future as a direct result of program activities and outputs. For example, students reporting a stronger connection to school as a result of participation in an OST program is a short-term outcome. Mid-term outcomes typically follow from short-term outcomes and often manifest as changes in behavior. Long-term outcomes are the larger scale change a program ultimately seeks, and are significantly influenced by events outside a program's control. Some mid- and long-term outcomes will occur beyond a students' participation in any particular program. For example, an increase in high school graduation rates is a long-term outcome for a program serving middle school students.

As much as possible, measuring outcomes should be timed according to the expected chronological sequence outlined in the logic model. Measuring short-term outcomes can be critical to understanding whether progress is being made and may be far more manageable and meaningful than measurement of long-term outcomes.

Logic model examples, templates and resources can be found in Appendix 2, including:

- A mini-guide about logic models developed for the Oregon Arts Commission's Connecting Students to the World of Work illustrates how logic models can provide guidance about what is most meaningful to measure.
- The logic model rubric from Community Solutions is a helpful resource for reflecting on whether your logic model includes what it should.

The following are additional resources on logic modeling:

- Innovation Network's Logic Model Workbook is a do-it-yourself guide to the concepts and purpose of a logic model.
- The Tearless Logic Model offers a facilitation approach designed for use with community-based groups and small nonprofits or programs.

In developing programs and articulating a logic model, OST managers and staff must consider whether program activities and expected outcomes relate to social-emotional learning for students and what other aspects of the student experience could be captured

through a survey. In particular, SEL measurement will be most informative and useful when it is logically connected to programming, and when a program has articulated how SEL is connected to programming via a logic model.

Reflect on the purpose of a student survey

To determine the purpose of conducting a survey and what it needs to capture, consider the following questions:

- What do you need to learn about the youth in your program?
- How will you use the information collected through the survey?
- Are you already collecting any of the information needed? Or, are there other ways to get (some of) the information you need?
- Do you have other information (e.g., about student participation) that you would like to combine with student survey responses?

Answers to the first couple of questions will help confirm whether a student survey is appropriate; it's helpful to remember that just because a survey is feasible doesn't mean it is appropriate or necessary. Answers to the last question on this list will indicate whether it is necessary to collect student survey data in a way that allows individual responses to be connected to other data (e.g., about students or their participation, or academic outcomes). Typically, the only way this is possible while still protecting the confidentiality of students (and their comfort in responding) is through use of a common ID (see Plan for Administration section below for an example of how to create unique student identifiers). An alternative to this is to capture some basic information in the survey (e.g., basic demographics) that will allow for exploring differences between groups (e.g., age groups, gender groups) without actually connecting other data about students to the survey data.

Once a program is sure that it needs to conduct a student survey, particularly to measure SEL, the purpose of doing so must be carefully considered. This is a critical starting point because the purpose informs all other aspects of design, including selecting specific tools or questions, deciding when to collect data and how best to analyze it, and preparing to take action based on the results of that analysis.

SEL measurement can be used as part of a formative evaluation – for purposes of program improvement and identifying areas for growth, or as part of a summative evaluation – to determine program effectiveness by collecting information on whether a program has had its intended impacts. A student survey that measures SEL can help staff understand students better, uncover potential problems, provide evidence that improvement efforts are effective or not, inform decisions about how to distribute resources, and/or determine whether programs are reaching their goals and having their intended impacts. The table below provides more information about the potential purposes and types of evaluation efforts.

Table 2. Types of evaluation, purposes for SEL measurement, and additional considerations

Type of evaluation	Potential purpose of collecting SEL data	Considerations for SEL measurement
Formative Evaluation (for program improvement)	*Information gathering and priority setting* • What are program participants' SEL strengths and weaknesses? • Do participants have particular SEL weaknesses the program should focus on?	SEL measures can provide valid and reliable information about participants in the aggregate but may not be sufficiently reliable for individual diagnosis (Duckworth & Yeager, 2015).
	Program improvement • Where does this program need to improve? Are there program weaknesses in promoting particular SEL characteristics? • Were program improvement efforts targeted at SEL characteristics successful?	When used to assess whether improvement efforts were successful, be sure to select SEL measures that are focused on skill areas specifically tied to improvement efforts and measures that are sensitive to short-term changes.
Summative Evaluation (for program effectiveness)	*Accountability and resource distribution* • Are particular programs underperforming or exceling in promoting SEL outcomes?	To be used for accountability to compare settings/programs, SEL measures must be reliable when used for different program settings and with different groups of students.
	Program effectiveness • Did program participants' SEL outcomes change in the expected ways? • Did the program reach its goals? Do program participants' SEL outcomes align with target benchmarks?	Evaluators must select a survey design that allows for estimating change in SEL outcomes.

Source: REL Northwest.

It can be very helpful during the planning stage to write down the purpose of any given evaluation activity, including a student survey. See Appendix 2 for planning resources.

Select, adapt or develop a survey

Once the intended purpose of the survey is established, the next step is to select, develop or adapt an existing survey. This includes considering various survey designs, determining the types of questions that will be used and how they will be worded, and how to modify an existing survey. Other important considerations include using consistent response scales, being mindful of survey length and gauging the need for translations.

Consider survey design

There are a number of possible designs to consider when developing or selecting a student survey. See Table 3 for comparisons between various designs.

Some of the most useful student survey questions are often reflective – asking students about how they have changed or have been impacted by their participation in a program. The K-12 Student Success Initiative survey includes a section of questions that are reflective. For example, "this program has helped me to become more interested in what I'm learning in school," or, "this program helps me build new skills." Questions like these are sometimes included in surveys because it is not feasible or wise to conduct the survey in a pre-post format.

In a pre-post format, students are surveyed prior to or very early in their participation (e.g., the beginning of the program year) and again at the end or after their participation (e.g. end of the program year). The exact same questions are asked so that changes in responses can be measured. While this sounds ideal, there are both programmatic and research related reasons why pre-post surveys aren't always possible or the best choice. For example, students may not all start programming at the same time, or the length of the program is too short to expect change over time. Pre-post surveys can also be victim of response shift – this is when students actually respond more negatively at the end of a program than at the beginning – this is typical when students are learning about something they are being surveyed about (e.g., SEL). For example, a program designed to teach students about growth mindset may actually see that students are more critical of their own growth mindset at the end of the program than at the beginning because they didn't know what they didn't know at the beginning of the program.

The SEL survey used as part of the K-12 Initiative evaluation is a post-only, reflective design administered to students in the last weeks of OST programming.

Table 3. Comparing survey designs for measuring SEL

<table>
<tr><th>Survey type</th><th>What it is</th><th>Pros</th><th>Cons</th></tr>
<tr><td>Post-only/ end-of-program survey</td><td>Participants are asked questions only at the end of a program.
Sample item: “Doing well in school is important to me (not true at all, somewhat true, mostly true, completely true)”</td><td>• Simplest to administer
• Least intrusive, as it is usually anonymous</td><td>• Cannot capture change unless pre-program status is known
• Not considered a rigorous design</td></tr>
<tr><td>Retrospective pre-/post-survey</td><td>Asks about a topic “then” (pre-program) and “now” (post-program) and measures change between two responses. Administered only at the end of a program.
Sample item:<table><tr><td></td><td>Before this program</td><td>After this program</td></tr><tr><td>I can handle stress</td><td>○ Not true at all
○ Somewhat true
○ Mostly true
○ Completely true</td><td>○ Not true at all
○ Somewhat true
○ Mostly true
○ Completely true</td></tr></table></td><td>• Allows for participant reflection
• Measures participant-perceived change due to program attendance
• Avoids response shift bias (when student responses worsen over time as they learn more about the concepts measured by the survey)</td><td>• Can overestimate program effects
• Complex; can be hard for younger participants to understand
• Not considered as rigorous as matched pre-/post-designs</td></tr>
<tr><td>Reflective post-program survey</td><td>Asks participants to reflect on the effect a program has had on their skills, beliefs, or behaviors
Sample item: “This program has helped me to do a better job on my homework (not true at all, somewhat true, mostly true, completely true)”</td><td>• Simplest way to get at perceived program impact
• May be more appropriate for young people than retrospective pre-/post- designs</td><td>• Will not quantify or show the magnitude of change in skills, beliefs, or behaviors
• Not considered a rigorous design</td></tr>
<tr><td>Pre-test and post-test survey</td><td>Asks about a topic at the beginning of a program (pre-program) and the end (post-program); responses of individual participants are matched to measure change between two responses
Sample item: “Doing well in school is important to me (not true at all, somewhat true, mostly true, completely true)”—asked at the beginning and end of a program or intervention</td><td>• Considered a more rigorous design
• Capable of capturing change in participants’ skills, attitudes, or behaviors</td><td>• Can underestimate program effects due to response-shift bias
• There must be a way to match pre- and post-surveys (confidential data collection including a unique identifier)
• Can be hard to have enough “matches” due to attrition
• Requires more resource</td></tr>
</table>

Source: Adapted by REL Northwest from the Youth Development Executives of King County measurement toolbox.

Types of survey questions

All survey questions are either close-ended or open-ended. Questions that are close-ended force the student to pick from a list of responses, whereas open-ended questions allow the student to write a response themselves in the space provided.

Close-ended questions are the most common type of questions used in surveys and include many types as seen in Table 4.

Table 4. Types of close-ended survey questions

Question Type	**Example**
Multiple choice: Students pick the best fit from a list of responses provided	What grade are you currently in? o 5th o 6th o 7th
Check all that apply: Students pick as many options as is appropriate from the list provided	What are you most likely to do after you finish high school? You can check more than one. o Work full-time o Join the military o Attend a community college o Attend a vocational school (e.g., cosmetologist, electrician) o Attend a four-year college o Don't know o Other
Scale: Scales ask students to select the best fit from a set of responses that represent a range of some kind	For the following statement, please pick the response that is the best fit for you: This program has helped me to do better in school o Not at all true o Somewhat true o Mostly true o Completely true How relevant was the content of the program given your career interests? o Very relevant o Relevant o Not very relevant o Totally irrelevant
Likert scale questions use *strongly agree, agree, disagree,* and *strongly disagree* as response options (sometimes with an additional neutral option). • While these are common in surveys, it is best to use response options that are more directly connected to the questions themselves, like the scale examples above.	The content was relevant to me given my career interests. o Strongly agree o Agree o Disagree o Strongly disagree

A draft checklist for survey question design, in development by Sheila Robinson and Kim Leonard for their upcoming book "Crafting Quality Questions: The art and science of survey design," is included in Appendix 2.

Adapt an existing survey

After considering the best survey design and types of questions to include in a survey, program leaders and staff might determine that the best option is to adapt or modify an existing survey.

One way to tailor a survey to more closely align with a program's logic model, goals and learning questions is to "trim" or remove some of the questions from the selected survey tool. In doing so, it is critical to keep various scales in-tact to preserve the reliability and validity of the measures. For example, you wouldn't want to only use your favorite four of the six question items in the Cultural Identity and Belonging scale. Rather, to ensure the scale accurately measures Cultural Identity and Belonging, you would need to keep all six question items in the survey.

Survey researchers often conduct analyses to test survey scales and measures – either to trim the content of a survey or assess their reliability and validity. This testing can result in simpler measures or scales, or may result in entire items being removed because they aren't valid or reliable. Information about how to conduct this type of testing is beyond the scope of this guide. Programs that wish to test their survey content are encouraged to contract with a survey researcher with expertise in doing so.

In the world of research and evaluation:

- **Reliability** refers to consistency; items and scales that are highly reliable are stable, reproducible and consistent from one testing occasion to another.
- **Validity** refers to the degree to which a question or scale actually measures what it is meant to measure.

Other important considerations

Use consistent response scales

Another important consideration when designing a survey is to use a consistent response scale. This will reduce confusion for respondents and result in higher quality data. If you choose to combine surveys or incorporate question items from multiple sources into one survey, it may make sense to consistently use a single response scale throughout.

Keep the survey as short as possible

Surveys tend to be lengthy and include question items that are somewhat redundant. While this is useful in research contexts for developing theories, it may not be as useful for OST programs that are seeking information for program improvement purposes. This reinforces the importance of aligning survey measures with your program logic model to be sure you are only

measuring the things you care about. As a reminder, there are other ways to capture the perspectives of the youth who participate in your programs.

Language translations

Depending on the student population, there may be a need to translate surveys into the primary language spoken by students. If this is necessary, we recommend working with an organization or translator who is familiar with the specific population of students served AND with survey research, if possible. Direct translations can easily lose the intended meaning of the question. Testing translated surveys, even informally (such as by sharing them with a small group of students to ask for their feedback) can be very valuable in making sure the survey is asking what you intend it to (i.e., is still valid).

Develop a survey

It is very common for OST programs (and other organizations) to develop their own student surveys, or draft questions to add to existing surveys. Developing good surveys and questions is not as easy as it seems. Many resources exist to help programs write good survey questions – a few are listed here.

- *Internet, Phone, Mail and Mixed-Mode Surveys: The tailored design method.* (Dillman, Smyth & Christian, 2014).
- *How to Conduct Surveys: A step by step guide*. (Fink, 2012).
- *Survey Research Methods*. (Fowler, 2013).

We also encourage organizations to work with survey researchers or program evaluators to help craft, and potentially test survey questions to ensure that only genuinely useful and valid information is captured.

Plan for survey administration

Once a student survey tool is finalized, the next step is to plan the administration process. Following are several aspects of administration to consider.

Determine who to survey

An important decision in the planning process is selecting who will be invited to participate in the survey. Is it desirable and feasible to survey every program participant? If so, it may also be useful to collect information about student participation (how often students attend the program) so that the relationship between program participation and survey results can be explored. Or, sometimes, it is only necessary or feasible to survey specific participants. For example, it may make the most sense to only survey students who have participated for a certain number of days or hours (sampling based on dosage).

Choose a method of administration

Available resources and context will determine what kind of survey administration makes the most sense. Administering surveys online cuts down on the time and cost of manual data entry and often results in fewer errors and higher quality data. However, this requires use of an online survey administration platform (e.g.,

SurveyMonkey, SurveyGizmo), consistent and reliable Internet access, and sufficient access to computers or tablets. Paper-and-pencil surveys may be easier to administer when access to these resources is limited. In general, the format of administration should be determined primarily based on what will be easiest for the respondents, but administration and analysis considerations can also be important (e.g., will program staff have the ability to enter and analyze data by hand if surveys are completed on paper?).

Determine when the survey will be administered

It is important to carefully consider when during the program year to administer a survey and the length of time you will collect responses – this is called the administration window. Avoiding very busy times of year (e.g., school holidays, the beginning and end of the school year) helps keep response rates as high as possible and makes administration easier for staff. However, it may be important to capture responses as close to the end of the program year as possible to maximize the number of days or hours students are exposed to programming. Depending on program design, rolling enrollments and start dates may also be an important factor to consider. It is helpful to refer to the timing outlined in the program logic model as well as the type of survey (e.g., post only, pre-post) that will be administered in order to determine the best administration window.

Ideally, the administration window will be long enough to get a high number of responses, but not so long that the experiences of students could vastly differ from the beginning to the end of the administration window. Typically, no more than a couple of weeks should separate the first and last surveys completed for any given survey collection effort.

Choose or create unique youth identifiers

If a program wants or needs to link survey responses to other data (e.g., participation data), it may be necessary to create or include unique identifiers in order to match survey responses.

Student identifiers might be official, such as a state- or school-assigned ID number; however, this introduces data security concerns as those ID numbers are often linked to sensitive and identifying information. Alternatively, programs can create unique identifiers, or instruct students to do so when they complete their surveys. For example, youth can be instructed to create a unique identifier code by providing specific code elements (see example below). If it is necessary to protect youths' anonymity, the elements of the code should be known to the youth and not the researcher.

Example of how students can create unique identifier codes

The first letter of your middle name (use "z" if you don't have a middle name):	The first letter of the month in which you were born:	The last letter of your full first name:	The second letter of your last name:	The number of older brothers you have (alive or deceased):
a h o v b i p w c j q x d k r y e l s z f m t g n u	j f m a s o n d	a h o v b i p w c j q x d k r y e l s z f m t g n u	a h o v b i p w c j q x d k r y e l s z f m t g n u	0 1 2 3 4 5 6 7

Source. Adapted by REL Northwest from Bredin and Leatherdale (2013)

Consider incentives for participation

Offering incentives can increase response rates. Incentives can be offered to youth (e.g., "Complete this survey and receive a small prize and/or be entered in a raffle to win a prize"), as well as to the program staff who are responsible for administering the survey (e.g., "If X percent of participants at your site complete the survey, your entire site will win a prize"). This strategy is most effective if participants and program staff are asked what types of incentives are most enticing to them. Incentives should never be so great as to influence responses themselves; instead, they should be appropriate as a token of thanks for the time required to administer or complete the survey.

Obtain consent

Anyone who participates in a survey should do so willingly. Obtaining informed consent means telling participants about the survey and allowing them to consent to participate or not (example consent forms are in Appendix 2). Informed consent is particularly important when collecting individually identifying and sensitive information about program participants. It may be required by particular funders or in particular evaluation contexts (e.g., when working with external evaluators who work at a university).

When obtaining informed consent, be sure to use clear language that matches the reading level of the group to be surveyed (e.g., no higher than a 6–8 grade reading level). Consent forms typically include information about the potential risks and benefits of participation, how the collected data will be used and reported on, whether participants can expect confidentiality, and should allow for participants to ask any questions.

Often when working with youth, parental consent is also necessary. In these cases, youth consent is considered "assent" and can sometimes be obtained more informally because consent is obtained from parents in addition to the youths' assent. Sometimes, the option for parents to give or refuse consent can be included in general program release forms.

Ensure the security of the data

An important part of administration planning includes setting up data security structures to protect participants' confidentiality and ensure the privacy of their information. This includes planning for how to store and protect the survey results. Security standards for online survey platforms vary; it is important to understand the details regarding how data are stored on various sites.

Once results are downloaded, they should be stored in a secure location with controlled access to protect against data breaches. When data are collected with paper-and-pencil surveys, an additional plan should be in place regarding who will have access to the data, where the data will be stored and for how long.

For more information, resources and best practices for data security and storage, check out the U.S. Department of Education's Privacy Technical Assistance Center toolkit (http://ptac.ed.gov/toolkit).

Create a detailed administration protocol

When program staff oversee survey administration, a detailed protocol is important for standardizing the process. Protocols should provide information on the following key elements of the administration process:

- Preparation for survey administration
  - Copies of surveys or ensuring access to online survey
  - Assigning unique identifiers
- Who should complete the survey and what to do if youth are absent
- When the survey should be administered (administration window)
- How to introduce the survey, including a script with specific language
- Details on the consent process
- Guidance on how to answer questions youth have about the survey
- What youth should do when they are finished
- Other logistical details, such as logging on to survey software
- What to do with survey materials after the administration is complete

An example protocol with instructions is available in Appendix 2.

Administer the survey

Once all planning is complete, it is time to administer the survey! Once survey administration has begun, it is smart to check on the tool and process to be sure things are going as intended and that all data are being recorded correctly. Survey response rates can be tracked and compared between sites/programs so that administrators can take steps to raise response rates before the survey administration window closes. It can be useful to set a response rate goal beforehand and share it with survey administrators so they have a target in mind.

Part 3: Preparing and using results from a student survey

The final section of this guide provides information and tools to help OST programs use the results of student surveys. It includes a brief introduction to analyzing survey results, as well as guidance for how to make sense of and consider using the information gathered.

How can we use what we learn?

Collecting student survey data once during a program provides a snapshot of how youth are doing, which may be useful for targeting and refining the opportunities and supports offered. For example, if participants score low on items related to sense of belonging (and belonging is an important component of the program's logic model) it may be important to consider incorporating more intentional community-building activities into the program.

If patterns in responses appear for a specific subgroup of participants (e.g., boys, English Language Learners, older youth), it may be important to gather more information to help you better understand the experiences of that particular group of youth (e.g., focus groups or student interviews). This may also indicate a need to review program curriculum and practices to ensure they are responsive to the needs and interests of all participating youth.

If student survey data are collected at multiple points (such as the start and end of the program or via surveys of the same youth over multiple years), it can be possible to track changes over time. This type of data is useful for evaluating the effectiveness of particular program components and can help demonstrate that your program contributes to participants' SEL development. It is important to note that a high level of rigor and additional data is typically needed to definitively demonstrate program outcomes, but looking at student survey data across multiple points in time can reveal information that is useful for program improvement.

For example, perhaps you notice youth appear to be making stronger gains in growth mindset than interpersonal skills. This may prompt closer examination of how the program is building these skills. If promoting interpersonal skills in youth is a program priority, incorporating more targeted activities related to this area, or training staff members in practices for building this skill set, may be valuable program improvements.

By connecting student survey results with other types of data, it may be possible to see patterns that can be useful for program development and improvement. For example, youth who spend more hours in the program could appear to show greater gains in SEL skill development than youth who participate less. Using this information – in combination with research on program quality – it may be possible to determine the ideal number of program participation hours necessary for students to experience a program's desired outcomes. Or, the information may point to a need for additional analysis to confirm the connection between participation hours and outcomes.

A note about connections to program quality assessment

Measurements related to program setting, especially adult practices and the learning environment, are especially useful for program improvement (Bryk, Yeager, Muhich, Hausman, & Morales, 2013). The Youth Program Quality Assessment (YPQA) created by the David P. Weikart Center for Youth Program Quality is an example of this type of measurement. As a validated tool that involves observations and interviews, the YPQA measures the quality of program practices (e.g., instructional practice and features of the environment) in many areas that support SEL.

OST programs that ranked higher on the YPQA were found to have students with fewer disciplinary referrals, higher math grades, higher state assessment reading results, higher grade promotion, and fewer school day unexcused absences (Naftzger, 2014). The YPQA is now used in more than 105 networks in the United States, Canada, and Mexico.

The Forum for Youth Investment offers a crosswalk of the YPQA with six common SEL domain areas in their recent report *Preparing Youth to Thrive* (Smith, et al., 2016). This crosswalk can be found in Appendix 3.

Considerations for data analysis

The following key questions are helpful when planning for data analysis and reporting as well as thinking about the types of resources a program needs in order to work with survey data.

- How will you analyze and report on survey data?
- What resources will you need to work with the data?
- Who will you share the data with and how?

Data quality checks

The quality of the survey data should be investigated before conducting more substantive analyses to ensure all responses are usable. Consider taking the following steps to ensure the quality of your data:

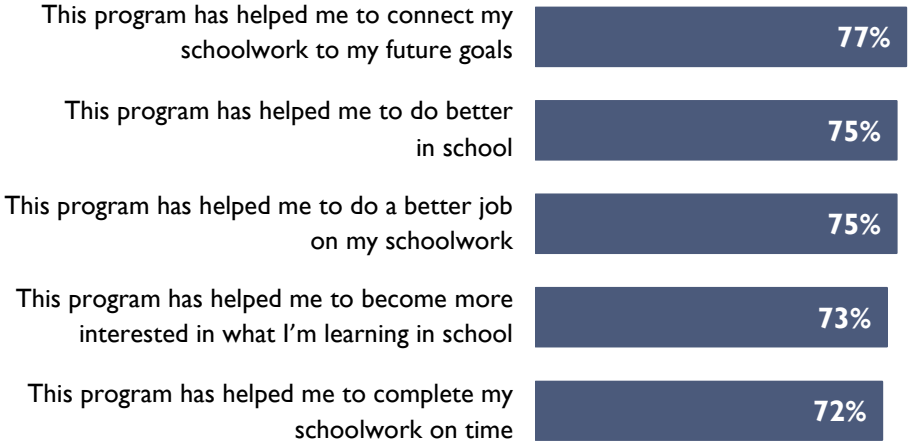
- Examine the data to look for possible errors in data entry or data exports from online platforms.
- Examine the minimum and maximum ranges for each item to check for impossible values (e.g., a value of 9 on an item with a 1–4 response scale) which may indicate data entry errors (these are more likely when data are entered by hand).
- When student identifiers are used, examine their frequency to verify there are not duplicate responses.
- Check for individuals who "flat lined" (entered the same response for multiple survey items) which could indicate careless responding.
- Online survey software platforms typically time how long it takes a participant to complete your survey. If this information is available, flag the fastest 10 percent of your sample and give those responses closer scrutiny to check for other indicators of careless responding.

- Check the percentage of responses that are missing for each item to understand overall rates of completeness. Flag items with particularly low response rates which may be problematic.
- If there is missing data, calculate scale scores using means, not sums.

Analyze the data

The first step in analyzing data is always exploratory – getting a sense of what responses are like in general. This usually means running frequencies or basic percentages of responses by question. For example – how many students answered X question with Y or Z response. This is typically what web-based survey software does automatically. Frequencies and percentages are best displayed in simple bar or column charts if visualizations are helpful in exploring the data.

Example: This bar chart represents the percentages of students who responded 3-mostly true or 4-completely true to questions in the Academic Behaviors program scale.



When exploring the overall data in this way, watch for patterns and trends. Does anything stand out as unusual or potentially meaningful? Do the results raise additional questions for you? These may help guide the next phase of analysis, which requires looking at the data in a more comparative way.

Responses to particular survey questions can be compared either within surveys or across survey administrations. Here are some examples:

- Responses could be compared between different demographic or other groups (e.g., different grade levels or program sites). This of course depends on what demographic and other information you've captured in the survey (or can connect to the survey results through unique IDs).
- Responses could be compared over time. Are responses improving for the same group of students over time? Are there differences over time with different groups of students?

These comparisons are often done using the averages (a.k.a. means) of responses to each question in a scale, though it is sometimes very useful to look at the

frequencies/percentages side-by-side, as averages can "wash out" or hide variation in responses. For example, if individual scores for three students are 80%, 90% and 70%, the average of these three scores is 80% which washes out potentially informative variation between the three students.

Considerations when number of responses are small

With a responsibility to protect the privacy of program participants, it is important to note that small sample sizes can threaten data confidentiality. For example, if you are interested in looking at survey responses for Hispanic females and there are only a small number of these students in your program, it may be possible to know which student responded to which survey, thus compromising confidentiality. It is also important to consider that small sample sizes often do not provide the most accurate estimates for the larger target population, making results less reliable.

Here are some things to keep in mind when dealing with small sample sizes:

- Make every effort to achieve high response rates and consider oversampling particular groups for whom small sample sizes are typical.
- Where possible, collapse categories when analyzing responses (e.g., collapse race/ethnicity categories with few respondents into an "Other Race/Ethnicity" category).
- To protect participants' confidentiality, do not report results for very small samples.
- Note sample sizes in any reporting and be sure to explain that strong conclusions cannot be drawn when sample sizes are small.

How to help youth workers use survey data for program improvement?

Building a culture of learning and program improvement requires intentional practice on the part of the organization. The following resources developed by the Regional Education Laboratory Northwest (REL Northwest) are included in Appendix 3 to help program leaders and staff engage in group learning and dialogue regarding survey results:

- Tips for planning meetings about survey results – This handout includes tips for thinking about your audience and breaking the information up into more accessible chunks.
- Worksheet: Data Organizer and Analysis - Use this tool to work with your colleagues to describe what you see in the data.
- Worksheet: Interpretation and Meaning-Making – Use this tool to bring together the data analysis with contextual information (such as the professional expertise of staff, other types of evaluation data, and an understanding of the research) to make meaning of the data.
- Worksheet: Action Planning – This is a template for working with your colleagues to determine which survey results are the most important for program improvement and commit to taking action.

Reporting survey results

Once data analysis is complete, it can be helpful to prepare reports to communicate the results with various audiences (e.g., program staff/leaders, organization leaders). When drafting reports, try to present the results in a way that will help the reader interpret the findings, understand the implications, and gain a clear sense of what the data means for taking actionable next steps. It can be helpful to organize the results based on the evaluation or learning questions the data is meant to help answer.

Here are a few things to consider when reporting quantitative survey data:

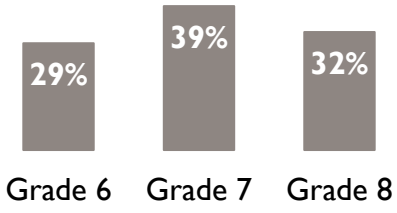
- When reporting three or more numbers, do not use text alone; present results as charts or tables.
- Charts are ideal when communicating patterns and summarizing large amounts of data visually. Be sure to consider which is the right chart type for the data and the message you want to convey. The best types of charts for most student survey data are bar or column charts, which can be used to visualize percentages, frequencies and means. Bar and column charts are particularly good for representing differences between categories or groups.
    - Pie charts should be avoided in most cases because they do not communicate information effectively (people have a hard time accurately comparing "slices" of the pie). Similarly, line graphs are best for viewing trends in data over time and are not typically appropriate for student survey data.
- Include a descriptive title and supporting text that notes the key takeaway(s) from a table or chart.
- Plainly state any limitations of the survey and data as a caution to readers to not overstate a result and to help avoid incorrect interpretations.

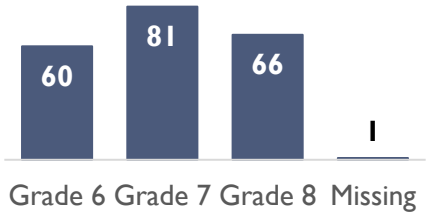
The following are additional resources for data visualization including video tutorials and Excel tips and tricks:

- Ann K. Emery offers time-saving techniques in Excel through her online resources at http://annkemery.com/excel/.
- Stephanie Evergreen offers step-by-step instructions for creating effective charts through her blog at http://stephanieevergreen.com/blog/.
- Presenting Data Effectively: Communicating Your Findings for Maximum Impact (Evergreen, S., 2013)
- Effective Data Visualization: The Right Chart for the Right Data (Evergreen, S., 2017)

Example Column Charts

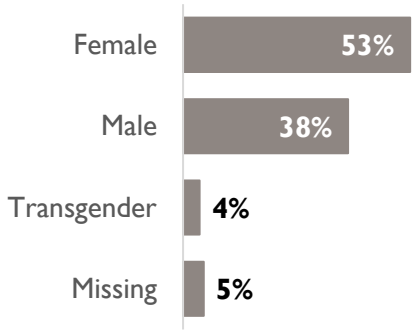
Respondents by grade level presented as **percentages** and **frequencies**.

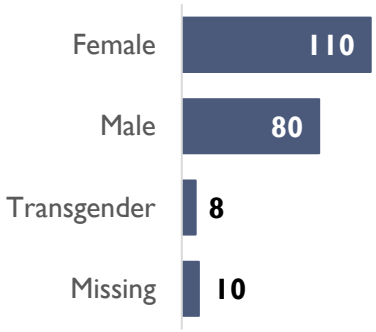




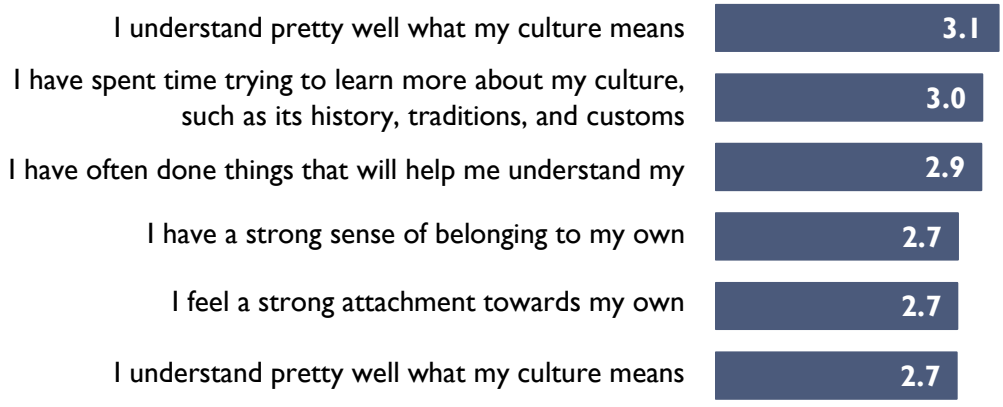
Example Bar Charts

Respondents by sex/gender presented as **percentages** and **frequencies**.





Responses to questions in a Cultural Identity and Belonging scale presented as averages (a.k.a. means).



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Appendices

Appendix 1

1. K-12 Initiative student survey content: domains, scales & items
2. Formatted version of the K-12 Initiative student survey

Appendix 2

1. Logic model example: Developing Youth Leaders
2. Logic model example: Create Your Dreams
3. Logic model template
4. World of Work Mini-guide on Logic Modeling
5. Community Solutions Logic Model Rubric
6. Overview of learning purposes, related questions, and data tools for use in continuous improvement
7. Survey Research Planning Worksheet
8. Draft Survey Question Development Checklist
9. Example instructions for collecting informed consent
10. Example student and parent evaluation consent form
11. Informed consent checklist and consent language
12. Example survey administration script

Appendix 3

1. Crosswalk of YPQA with SEL domains
2. Tips for planning meetings about survey results (including sample meeting agenda
3. Worksheet: Data Organizer and Analysis
4. Worksheet: Interpretation and Meaning-Making
5. Worksheet: Action Planning

K12 Student Success: Out of School Time Initiative – Social-emotional Learning Student Survey Content

Reliable & Valid Scales (items should not be broken up)		
Domains	**Items (Questions)**	**Source**
Academic Identity relates to one's sense of the self as a student and learner (Osborne, 1997).	• Doing well in school is an important part of who I am • Getting good grades is one of my main goals • I take pride in doing my best in school • Getting a college education is important to me • I am a hard worker when it comes to my schoolwork • It is important to me to learn as much as I can	YDEKC (Self – Point-in-time)
Mindsets relates to the tendency to persist in spite of obstacles with a commitment to the achievement of goals over time.	• I finish whatever I begin • I stay positive when things don't go the way I want • I don't give up easily • I try things even if I might fail • I can solve difficult problems if I try hard enough • I can do a good job if I try hard enough • I stay focused on my work even when it's boring	
Interpersonal Skills are the abilities to effectively cooperate, communicate, and manage conflict with others.	• I listen to other people's ideas • I feel bad when someone gets their feelings hurt • I work well with others on group projects • I respect what other people think, even if I disagree • I try to help when I see someone having a problem • When I make a decision, I think about how it will affect other people	
Academic Behaviors relate to the skills and beliefs that support positive academic achievement.	• This program has helped me to become more interested in what I'm learning in school • This program has helped me to connect my schoolwork to my future goals • This program has helped me to do better in school • This program has helped me to complete my schoolwork on time • This program has helped me to do a better job on my schoolwork	YDEKC (Program – Retrospective)

K12 Student Success: Out of School Time Initiative – Social-emotional Learning Student Survey Content

Belonging & Engagement relates to humans as inherently social creatures with a strong need to form and maintain positive connections with other people (Baumeister & Leary, 1995).	• I fit in at this program • I feel proud to be part of my program • The adults in this program take the time to get to know me • What we do in this program will help me succeed in life • There are things happening in this program that I feel excited about • This program helps me explore new ideas • This program helps me build new skills • What we do in this program is important to me • What we do in this program is challenging in a good way	
Cultural Identity & Belonging relates to the extent to which young people have explored their cultural background and feel attached or committed to it (Phinney & Ong, 2007).	• I have spent time trying to find out more about my culture, such as its history, traditions, and customs. • I have a strong sense of belonging to my own culture. • I understand pretty well what my culture means to me. • I have often done things that will help me understand my cultural background better. • I have often talked to other people in order to learn more about my culture. • I feel a strong attachment towards my own culture.	
Individual Items (items do not constitute a reliable or valid scale; stand-alone items)		
Goal-setting & Future Orientation relates to setting goals and monitoring progress toward their achievement as well as hope regarding one's future life circumstances.	• I know the steps to take to reach my goals • I am hopeful about my future	Camp Fire 2014/Thrive
Growth Mindset is the belief that intelligence and ability can increase through effort and hard work (Dweck, 2006)	• I believe I can change how smart I am • I believe that I can be good at anything I set out to do	Adapted Carol Dweck/ Camp Fire 2014
Social Support relates to the positive relationships with, and support students feel they receive from adults in their OST programs.	• I feel comfortable asking the adults in this program for help • At [this program], I know at least one adult who cares about me	Camp Fire 2013/SUN
Belonging	• Other students in the program support me.	Adapted Camp Fire 2014

K-12 Initiative Student Survey

My program: _____

My Survey ID number: _____

This survey will help us learn about how youth programs help students, and how to make programs better. The survey asks what you think about school, about yourself, and about your program.

This survey is voluntary. You do not have to answer all of the questions if you don't want to. All of your answers will be confidential. This means that when we write about what we learn from the survey no one will be able to tell who you are or how you answered the questions.

This is not a test. There are no "right" or "wrong" answers. The survey should take about 15 to 20 minutes. Please take your time and tell us what you really think.

Part 1: We have listed some things you might say or think about yourself. For each statement, please pick the response that is the best fit for you.

	Not at all true	Somewhat true	Mostly true	Completely true
I try to help when I see someone having a problem	○	○	○	○
I work well with others on group projects	○	○	○	○
I take pride in doing my best in school	○	○	○	○
I listen to other people's ideas	○	○	○	○

	Not at all true	Somewhat true	Mostly true	Completely true
I understand pretty well what my culture means to me	○	○	○	○
I have often talked to other people in order to learn more about my culture	○	○	○	○
It is important to me to learn as much as I can	○	○	○	○
I can solve difficult problems if I try hard enough	○	○	○	○

	Not at all true	Somewhat true	Mostly true	Completely true
I try things even if I might fail	○	○	○	○
I finish whatever I begin	○	○	○	○
I believe I can change how smart I am	○	○	○	○
I don't give up easily	○	○	○	○

	Not at all true	Somewhat true	Mostly true	Completely true
I stay focused on my work even when it's boring	○	○	○	○
I have spent time trying to learn more about my culture, such as its history, traditions, and customs	○	○	○	○
I am hopeful about my future	○	○	○	○
I stay positive when things don't go the way I want	○	○	○	○

	Not at all true	Somewhat true	Mostly true	Completely true
Doing well in school is an important part of who I am	○	○	○	○
I can do a good job if I try hard enough	○	○	○	○
I respect what other people think, even if I disagree	○	○	○	○
I am a hard worker when it comes to my schoolwork	○	○	○	○

	Not at all true	Somewhat true	Mostly true	Completely true
I have often done things that will help me understand my culture better	○	○	○	○
I feel a strong attachment towards my own culture	○	○	○	○
I believe that I can be good at anything I set out to do	○	○	○	○
Getting a college education is important to me	○	○	○	○

	Not at all true	Somewhat true	Mostly true	Completely true
I have a strong sense of belonging to my own culture	○	○	○	○
Getting good grades is one of my main goals	○	○	○	○
I know the steps to take to reach my goals	○	○	○	○
I feel bad when someone gets their feelings hurt	○	○	○	○
When I make a decision, I think about how it will affect other people	○	○	○	○

Part 2: The following questions might describe how you feel about your program. For each statement, please pick the response that is the best fit for you.

	Not at all true	Somewhat true	Mostly true	Completely true
Other students in the program support me	○	○	○	○
This program helps me build new skills	○	○	○	○
What we do in this program is challenging in a good way	○	○	○	○
This program has helped me to become more interested in what I'm learning in school	○	○	○	○
There are things happening in this program that I feel excited about	○	○	○	○
At this program, I know at least one adult who cares about me	○	○	○	○

	Not at all true	Somewhat true	Mostly true	Completely true
This program has helped me to do better in school	○	○	○	○
This program has helped me to do a better job on my schoolwork	○	○	○	○
I feel comfortable asking the adults in this program for help	○	○	○	○
I fit in at this program	○	○	○	○
What we do in this program is important to me	○	○	○	○

	Not at all true	Somewhat true	Mostly true	Completely true
What we do in this program will help me succeed in life	○	○	○	○
This program has helped me to connect my schoolwork to my future goals	○	○	○	○
This program helps me explore new ideas	○	○	○	○
I feel proud to be part of my program	○	○	○	○
This program has helped me to complete my schoolwork on time	○	○	○	○
The adults in this program take the time to get to know me	○	○	○	○

Tell us more about you!

	6	7	8
What grade are you currently in?	○	○	○

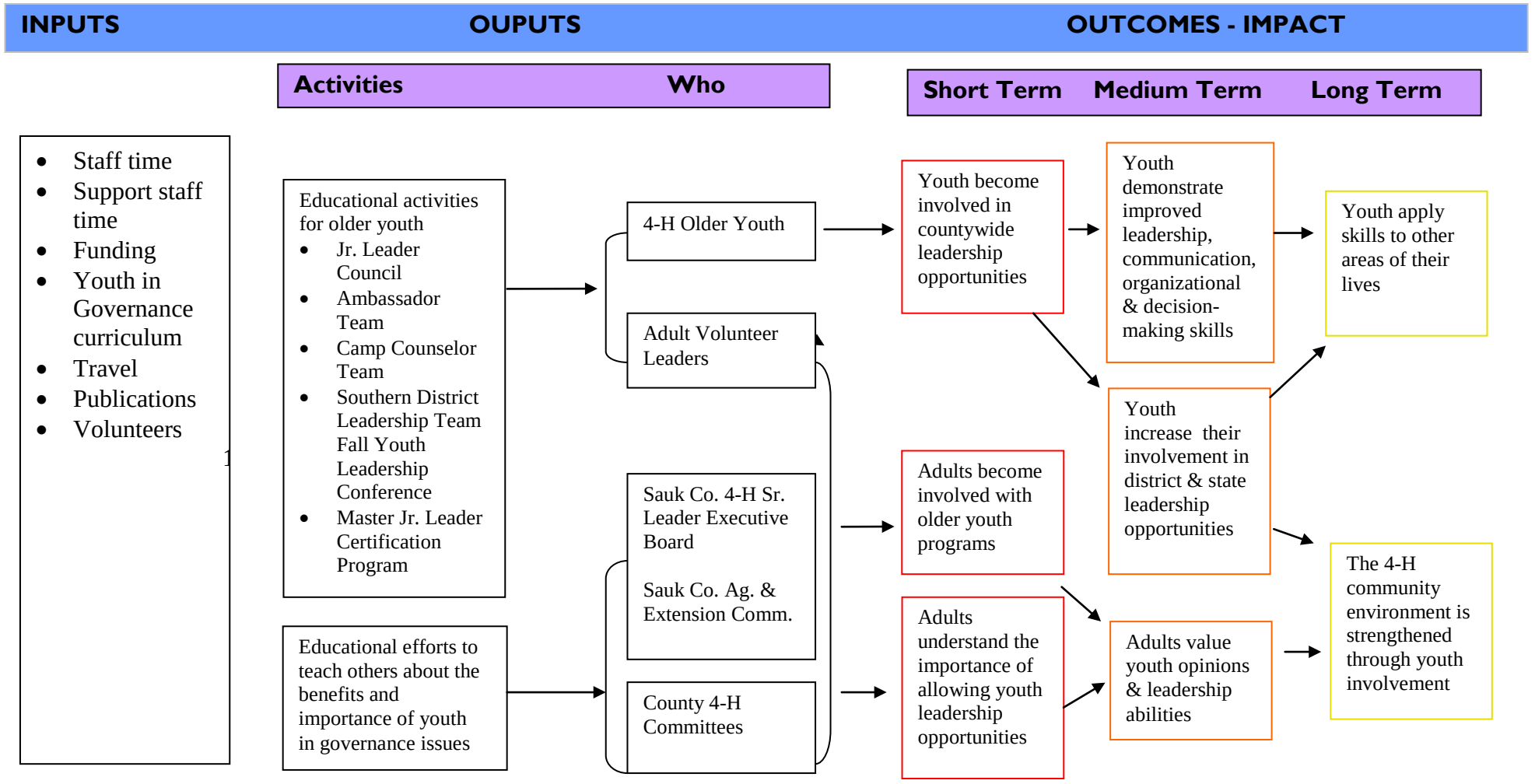
	Female	Male	Transgender
Which of the following best describes your gender?	○	○	○

What are you most likely to do after you finish high school? You can check more than one.

- ○ Work full-time
- ○ Join the military
- ○ Attend a community college
- ○ Attend a vocational school (e.g., cosmetologist, electrician)
- ○ Attend a four-year college
- ○ Other: _____
- ○ Don't know

Developing Youth Leaders: LOGIC MODEL

Situation: Older youth lack opportunities to learn and practice leadership skills that build strong citizens of the future. Research shows the importance of educating adults and building their commitment to help create the opportunities for youth to develop their leadership skills.



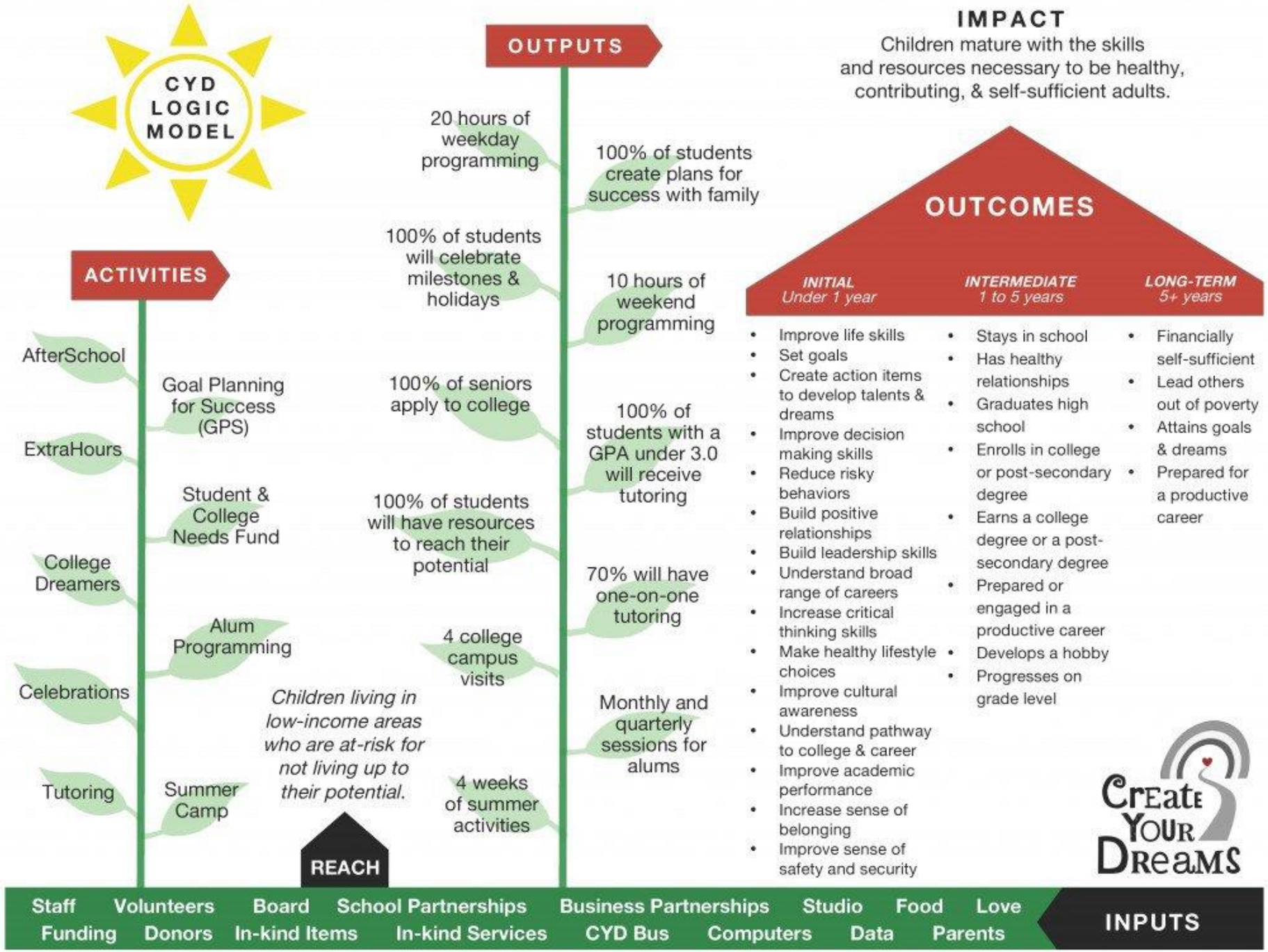
Assumptions:

- Older 4-H youth desire to be included in decision making processes, have their voices heard, and would embrace leadership opportunities.
- After an education process, adults will agree upon the importance of including youth in decision making processes and places of perceived power

External Factors:

- Competition for older youth's time
- Preexisting ideas and feelings about the value of youth ideas and ability to perform effectively on committees and boards

Prepared by Jessica Jens, 4-H Youth Development Agent, Sauk County, University of Wisconsin-Extension, Cooperative Extension, 6-2009.


CYD LOGIC MODEL
ACTIVITIES
AfterSchool
ExtraHours
College Dreamers
Celebrations
Tutoring
Goal Planning for Success (GPS)
Student & College Needs Fund
Alum Programming
Summer Camp
OUTPUTS
20 hours of weekday programming
100% of students will celebrate milestones & holidays
100% of seniors apply to college
100% of students will have resources to reach their potential
4 college campus visits
4 weeks of summer activities
100% of students create plans for success with family
10 hours of weekend programming
100% of students with a GPA under 3.0 will receive tutoring
70% will have one-on-one tutoring
Monthly and quarterly sessions for alums
Children living in low-income areas who are at-risk for not living up to their potential.
REACH
IMPACT
Children mature with the skills and resources necessary to be healthy, contributing, & self-sufficient adults.
OUTCOMES
INITIAL
Under 1 year
Improve life skills
Set goals
Create action items to develop talents & dreams
Improve decision making skills
Reduce risky behaviors
Build positive relationships
Build leadership skills
Understand broad range of careers
Increase critical thinking skills
Make healthy lifestyle choices
Improve cultural awareness
Understand pathway to college & career
Improve academic performance
Increase sense of belonging
Improve sense of safety and security
INTERMEDIATE
1 to 5 years
Stays in school
Has healthy relationships
Graduates high school
Enrolls in college or post-secondary degree
Earns a college degree or a post-secondary degree
Prepared or engaged in a productive career
Develops a hobby
Progresses on grade level
LONG-TERM
5+ years
Financially self-sufficient
Lead others out of poverty
Attains goals & dreams
Prepared for a productive career
Create Your Dreams
Staff Volunteers Board School Partnerships Business Partnerships Studio Food Love
Funding Donors In-kind Items In-kind Services CYD Bus Computers Data Parents
INPUTS

Program: _____

Goal(s):

-
-

Project Resources	Core Project Components	Evidence of Project Implementation & Participation	Evidence of Change		
INPUTS	**ACTIVITIES**	**OUTPUTS**	**OUTCOMES**		
			Short-Term	***Medium-Term***	***Long-Term***
What we invest	*What we do*	*Direct products from program activities*	*Changes in knowledge, skills, attitudes, opinions*	*Changes in behavior or action that result from participants' new knowledge*	*Meaningful changes, often in their condition or status in life*

OREGON ARTS COMMISSION

Connecting Students to the World of Work

Evaluation Mini-Guide #1: LOGIC MODELS AND PROGRAM OUTCOMES

This mini-guide is one of a series designed to provide recipients of the OAC's Connecting Students to the World of Work grants with guidance for conducting evaluations of their funded programs. Each mini-guide offers basic information on a specific topic to help grantee organizations build their capacity to implement evaluation activities.

This mini-guide focuses on development of a program logic model and identification of program outcomes. Many organizations define the expected outcomes of their program and often include these definitions in grant proposals. Program outcomes should be derived from a program logic model. There are many ways to construct a logic model, which feature different components, depending upon an organization's needs. A logic model can also be referred to as an outcome map, theory of action, or theory of change. There are many ways to conduct evaluations, and an evaluation can be conducted without a logic model, but defining the logic model will likely make the evaluation process easier.

What is a logic model?

A common definition comes from the W. K. Kellogg Foundation Logic Model Development Guide:[1]

> "The program logic model is defined as a picture of how your organization does its work—the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program."

Through a collaborative process engaging all key stakeholders, an organization develops a model that visually depicts what is implemented and what is expected to change, articulates the theoretical assumptions and underpinnings of the program, and structures all activities and evaluation efforts. Logic models can have several components and can vary which components they have, depending upon their program's needs and stakeholder preferences. A guide published by the Georgia Council of the Arts[2] provides an example of a logic model and defines the following components:

- **Program/Outcome Goal**: What do we hope to change? (This can also be noted as the "program impact".)
- **Inputs**: What resources will we invest as part of our program?
- **Activities**: What events, action steps, or activities will happen as part of our program?
- **Outputs**: What does our program produce? (i.e., attendees, materials distributed, membership renewed, etc.)
- **Outcomes**: What actually changed for our constituents, community or organization?

How is the logic model related to program outcomes?

The logic model defines program outcomes by illustrating alignment among program activities, outputs, outcomes, and the desired impact (or overarching program goal). The model provides a clear path—essentially a road map—to elucidate what constructs should be measured to assess the program's effectiveness in achieving its goals.

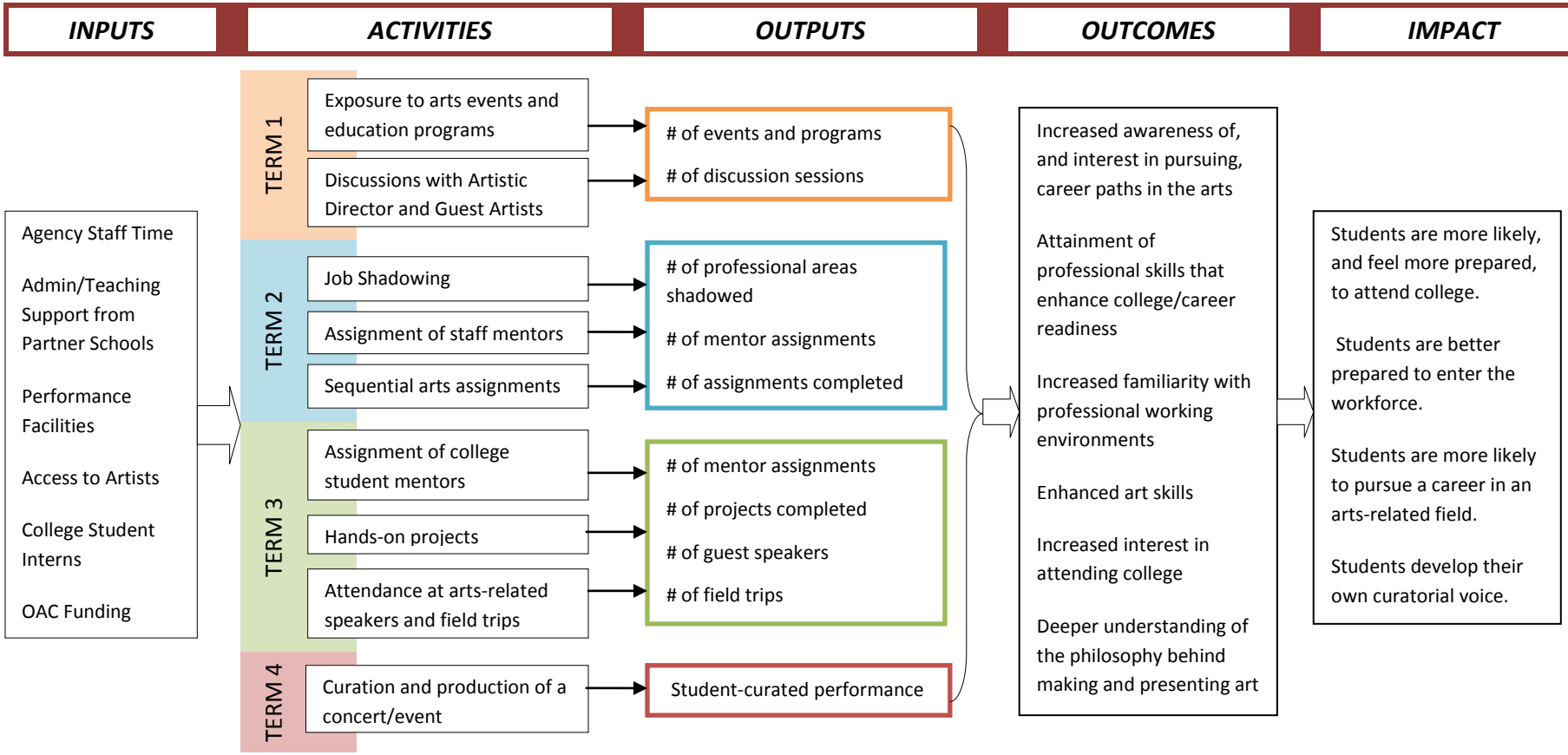
For example, an arts-related program may have the goal of supporting students' choice of arts-related careers. To do this, the program may conduct activities such as having students job-shadow arts professionals to gain exposure to arts-related careers and develop skills and experience necessary to find jobs in the field. Articulating specific pathways in the logic model will help clarify specific program outcomes. For example, as a result of job-shadowing in various professional arts-related areas, student may develop "an increased awareness of career paths in the arts" and "an increased familiarity with professional working environments." These would be two program outcomes that would lead toward achieving the program goal of supporting students in choosing arts-related careers. Next, measures that assess the degree to which each outcome has occurred will be selected (see Evaluation Mini-Guide #2).

An example of a logic model for an arts education program and an associated outcome measurement follows on the next page. Many other resources offer examples of program logic models for reference. [2, 3, 4]

[1] http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide
[2] http://www.nasaa-arts.org/Member-Files/Evaluation_Guide.pdf
[3] http://www.uwex.edu/ces/pdande
[4] http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

Example Logic Model and Outcome Selection for a World of Work Arts Education Program

Measurement methods and tools should address articulated program outcomes. For example, the program represented by the logic model below could administer surveys to students before and after the program that would address the targeted outcomes, including their interest in arts-related careers.



Program Outcome: Students have increased interest in pursuing arts-related careers.

Measurement Method: Pre/post survey on which students would answer item(s) before and after they participate in the program, so a comparison of ratings could assess any change over time. Other variables would be taken into consideration that could impact change in these areas.

Possible Survey Item: How likely are you to pursue an arts-related career? Circle one option below.

Definitely Will	Probably Will	Not sure	Probably Won't	Definitely Won't

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www.communitysolutions.ca

LOGIC MODEL ASSESSMENT RUBRIC

Criteria	Exemplary	Satisfactory	Needs Improvement
a) Comprehensive-ness	• more than 3 items listed for each component • presents a highly comprehensive picture of the program's impacts	• a minimum of 3 items are listed for each component • presents a relatively comprehensive picture of the program's impacts	• less than 3 items listed for each component • does not present a comprehensive picture of the program's impacts
b) Correct Placement of Components	• all components are placed in correct columns • client satisfaction listed as an *Output* and not *Outcome* • all *Outcomes* listed demonstrate a horizontal chronological flow from *Short-term* to *Long-term* • all *Outcomes* listed demonstrate a vertical chronological flow within each column	• all components are placed in correct columns • *Outcomes* listed demonstrate a horizontal chronological flow within each column	• components not placed in correct columns • *Outcomes* listed do not have a horizontal chronological flow
c) Correct Presentation of Components	• each *Activity* statement is described using an action-verb • majority of *Outputs* are numerically-based, few "deliverables" listed • every *Outcome* listed includes a direction of change	• majority of *Activity* statements are described using an action-verb • majority of *Outputs* are numerically-based, few "deliverables" listed • majority of *Outcomes* listed include a direction of change	• *Activities* not described with action-verbs • *Outputs* listed contain many "deliverables" • majority of *Outcomes* do not include a direction of change
d) Underlying Logic	• *Outputs*, and *Outcomes* are linked logically to *Activities*	• *Outputs*, and *Outcomes* are linked logically to *Activities*	• no logical linkage between *Activities, Outputs*, and *Outcomes* identified
e) Plausible Connections	• connections are highly plausible , i.e. the *Outcomes* listed could realistically arise from the *Inputs* and *Activities* identified • all *Intermediate Outcomes* listed demonstrate a realistic link to the *Long-term Outcomes* identified	• connections are relatively plausible , i.e. the *Outcomes* listed could realistically arise from the *Inputs* and *Activities* identified • most *Intermediate Outcomes* listed demonstrate a realistic link to the *Long-term Outcomes* identified	• *Long-term Outcomes* could not plausibly arise from the *Short* and *Intermediate-term Outcomes* identified
f) Readability	• understandable to the lay reader, no jargon included	• understandable to the lay reader, minimal jargon included	• many instances of jargon used, would not be readily understood by a lay reader
g) Brevity	• fits to one page	• fits to one page	• extends to two or more pages

Overview of learning purposes, related questions, and data tools for use in continuous improvement

Learning purpose	Learning questions	Data tools	Ways to use these data for continuous improvement
Provide opportunities for stakeholder feedback	• *What activities are youth most interested in doing?* • *What programming do youth find most and least engaging?* • *What do families find most and least useful?* • *How do families want to be engaged in the program?* • *How do school/community partners view the program?*	• Surveys • Interviews • Focus groups • Participatory methods (e.g., photovoice)	During early phases of program development, these data may be collected as part of a needs-sensing process to design a program in line with the priorities of the local community. Once a program is underway, these data provide a feedback loop that staff members may use to refine and improve the program.
Monitor program implementation and quality	**Program participation** • *How many youth participate in the program?* • *What are their demographic and academic characteristics?* • *How many hours of programming do youth receive?* • *How many youth complete the full program?*	• Program registration, enrollment, and participation database	Ongoing analysis of participation data may be used to pinpoint recruitment and retention issues. Staff members may use these data to track whether the program is engaging the intended population for the intended amount of time.
	Program practice • *Where is our program practice strong?* • *Where could we improve program practice?* • *To what degree does our organization have management practices in place to support quality implementation?*	• Observation rubrics • Staff Interviews • Staff self-reflection tools • Surveys of youth, staff members, or partners	Several toolkits, such as YPQA, are now available to help programs rigorously reflect on their own practice, both in the program setting (e.g., instructional quality and program environment) and at the organizational level (e.g., policy and management). These data are useful for focusing professional development and investments where programs most need to improve. They also help create common expectations among staff members about what high-quality practice looks like.

Learning purpose	Learning questions	Data tools	Ways to use these data for continuous improvement
Track program progress and outcomes	**Social and emotional learning** • *How do youth perceive themselves?* • *How do youth perceive their relationships (with peers and/or adults)?* • *How do youth perceive their school or program environments?* • *How do these perceptions change over time?* • *Are youth making progress on the key indicators our program intends to support?* • *What skills or behaviors do youth exhibit in the program?*	• Surveys of young people's attitudes/beliefs • Youth focus groups • Observation rubrics	If collected at just one point, these data give you a snapshot of how youth are doing in key areas of development your program seeks to address. This may be useful for targeting and refining the opportunities and supports offered. If collected at multiple points (e.g., pre-and post-survey or repeated surveys across multiple years), you may be able to use these data to track how youth progress over time.
	Academic • *How are our participants doing in school?* • *What does their school performance look like over time?* • *Are youth making progress on the key indicators our program intends to support?*	• School data (attendance, discipline, and academic performance)	

Source: REL Northwest.

SURVEY RESEARCH PLAN WORKSHEET

Research/ Evaluation questions	*Note: These are not the same as survey questions, but rather are the "big-picture" questions that drive and focus a given research effort.*	
Survey purpose statement		
What will be measured?		
Desired respondents		
Survey administration mode(s)	☐ **Online** ☐ **Paper** ☐ **Phone**	
Draft analysis plans		
Dissemination		
Timeline	Draft survey tool completed	
	Testing/piloting survey tool	
	Survey launches	
	Survey closes	
	Follow-up for responses	
	Data clean-up/organization	
	Survey analysis	
	Draft report	
	Report feedback	
	Finalize report	
Other notes		

Source: Kim Leonard and Sheila Robinson

DRAFT QUESTION DEVELOPMENT CHECKLIST

From the forthcoming Sage Publication "Crafting Quality Questions: The art and science of survey design" by Sheila Robinson and Kim Leonard (do not copy without permission)

This checklist focuses on the design of survey questions themselves; it can be used to help draft questions, or to review and refine questions as a survey tool is finalized. We cannot stress enough how helpful it is to have completed the prior steps in this guide before drafting your survey questions.

Drafting Questions

☐ **The right question types are used.**

- Open or close-ended question. Caution! Use open-ended questions sparingly and only when answer options can't be predetermined. Use close-ended questions whenever possible.
- Multiple choice – select one answer, select a fixed number of answers, or check all that apply
- Ranking or rating
- Matrix – these are questions that ask respondents to consider the relationship between two things, such as by rating multiple items with the same scale.

☐ **Questions are phrased as simply as possible.**

- Ask only one question at a time; focus on one concept per question. Avoid "double-barreled" questions (e.g. "How timely and helpful was the feedback?")

☐ **Questions are focused as narrowly as possible.**

- Focus questions on the respondent and the respondent's experiences; Unless unavoidable, don't ask what the respondent thinks about *other's* attitudes or motivations (e.g. why did they do x).

☐ **Questions include sufficient embedded instructions, placed so that they minimize respondent burden.**

- Use question-specific instructions where necessary; respondents should be able to answer each question without looking back at instructions or other contextual information whenever possible.
- Clearly communicate to respondents the type of answer that you consider adequate for this question (e.g. length or depth of open-ended question; check all that apply)
- Err on the side of repeating any overarching instructions needed across survey pages so that respondents do not have to page back and forth as they respond.

☐ **Question language is concise, so that respondents are able to quickly read and respond.**

- Be specific. Use direct language that asks for exactly what you need from respondents.
- Be certain respondents can identify the attitude or behavior of interest (e.g. what constitutes "read a magazine"?) and identify and retrieve relevant instances of a

behavior, event, or feeling (e.g. ask for them to look back in time only as far as is necessary).

☐ **Questions are phrased as consistently as possible.**

- Be consistent in voice, tone, organization, etc.

Response Options

☐ **Questions and response options are phrased in as neutral a manner as possible.**

- Ensure question text and answer options are free from leading or loaded language and don't imply a 'correct' answer.

☐ **Response options are sufficient.**

- inappropriate or inadequate answer options are one of the greatest frustrations of survey respondents.
- Use "other" option if necessary (i.e. when you believe there may be options you are unaware of).
- Yes/No is often not sufficient
- Neutral and no opinion are not the same thing; you may need both
- Don't know may also be an important option, depending on the question and respondents
- Make sure response options aren't just complete, but also ensure respondents feel heard (e.g. Gender identity or sexual orientation -- people identify a LOT of different ways and may be put off if they don't seem themselves in the options).

☐ **Response options are visually oriented in an appealing and clear manner.**

- Aim for visually appealing lists – don't make it difficult on the eye by creating matrices that are too big, or response options running across the page rather than down.
- If you're using scales throughout a survey (especially the same scale) always run them in the same direction (positive to negative or vise versa).

☐ **Response options are limited to the number needed.**

- If you're trying to get folks to rate something as ultimately 'passing muster' or not, you might consider an even number of response options — ideally two above the 'muster' point (positive options) and two below (negative options). For example: excellent, meets standard, developing but below standard, & poor.
- In contrast, if what you're after is a rating of satisfaction or the like, then a 5 point Likert or Likert-like scale may be your best bet: Strongly agree, Agree, Neutral, Disagree, Strongly Disagree.

Consider Respondents

☐ **Desired survey respondents will be able and willing to answer all questions.**

- Ask people only questions they are likely to know the answers to, and will find relevant.

Source: Kim Leonard and Sheila Robinson

- Unless measuring knowledge is the purpose for the question, respondents should have access to the information needed to answer the question accurately.
- Be sensitive; ask questions that are as unobtrusive as possible. Respondents must be willing to provide the answers called for in the question.

☐ **All questions included are necessary and have a clear purpose.**

- Be sure all questions are connected to research/evaluation questions and will provide useful information.
- Consider limiting demographic questions in particular – only include what you will use.

☐ **The language and culture of respondents is reflected in questions and response options.**

- Make any language translations necessary and ensure sufficient time to check translations with your desired respondent group. Many online survey tools include translation, but professional translation provided by those familiar with research may be warranted.
- Ensuring surveys 'translate' requires not just language translate but ensuring that concepts you are studying will make sense to your respondents. For example, questions about individuality may be challenging for those in more familial- or community-based cultures.
- Understand appropriate ways of asking about age, gender, and other demographics, or other topics). This is one place that "other" is usually not an acceptable answer option.
- Use appropriate units of measure (e.g. use metric system outside the US).

Source: Kim Leonard and Sheila Robinson

K-12 Student Success: Out-of-School Time Initiative

Staff Instructions for Informed Consent

It is crucial that students and parents/guardians explicitly consent to sharing information with OCF for the evaluation. In order to make sure that we're sharing data appropriately, we need to use an informed consent process.

What is informed consent and why is it required for evaluation participation?

- Informed consent is a process during which information is provided to potential participants about a study.
- Potential participants receive written description and may also receive the information verbally and should have a chance to ask questions as needed. Then written (signed) permission – called consent or assent – for participation in the research study is requested.
- Importantly, this consent (or assent) is voluntary – refusal to participate should result in no penalty or loss of any benefit. The participant should be able to remain a program participant whether they have consented to evaluation participation or not. Participants are also able to change their minds at any time about participation in the evaluation with no penalty or loss of any benefit.
- Informed consent is an important protection for research/evaluation participants. It ensures that they understand the benefits and risks they may experience through their participation, and that their information is only used with permission.

How do we collect informed consent?

- Grantee staff should request consent forms be signed and returned **prior** to sharing any data with the OCF evaluation team, but forms do not have to be completed prior to the student participating in the program if doing so might prevent program participation.
- Both a parent/guardian and the student should sign the consent form.
- Translated copies of the evaluation consent will be available in Spanish, Russian, and Somali though we understand that some parents/guardians may not read in their native languages. In this case, it will likely be preferable to review the consent process verbally. If needed, parents/guardians can "make their mark" rather than signing the form more formally. If additional language translations are needed, please contact Kim Leonard at kleonard@oregoncf.org
- Options for requesting consent:
    - Share consent forms with parents/guardians and students along with other enrollment forms, being sure to note clearly that the evaluation consent is NOT required for participation in the program.
    - Share consent forms with parents/guardians during the first few weeks of programming. Note: sending forms home with students for them to bring back is usually not sufficient to getting

forms returns, but with some follow-up may work as an appropriate approach to collecting these forms.

  - Grantee staff may also walk parents/guardians and students through the consent form verbally.

- Parents/guardians and students should have an opportunity to ask questions as needed. If grantee staff are unable to answer questions, they can be directed to Kim Leonard at kleonard@oregoncf.org or 503-227-6846.
- It is very important to include the name of the grantee organization, the date, and whenever possible, the student's secure student ID (assigned by the school) on each form. This will help you and the OCF evaluation team to be sure that we're only sharing and using information about students with completed consent forms.
- Parents/guardians should keep the first page of the consent form, and the second page (the signature page) should be kept on file at the grantee organization office.
- Grantees should hold copies of consent forms until the grant period is over, and be prepared to show them to the evaluation team during site visits. Evaluators may collect copies.

How do we share data with the OCF evaluation team?

- **Grantees should only share data with the OCF evaluation team for students who have signed consent forms on file.**
- Data should be shared with the OCF evaluation team ONLY through approved, secure methods. DO NOT email student data to OCF, or anyone else. Instructions for sharing data will be provided separately.

Evaluation Consent

The Oregon Community Foundation (OCF) would like to receive information about you (student) and your participation in the _____ program. Sharing this information will help us learn about the program and how it helps students. It will also help the program to improve.

What information will be shared?

The program will share basic information like your name, birthday, year in school, and school ID number. They will also share information about when and how much you come to the program. Your secure student ID – the number used by your school – will be used to look at your school records.

In the spring, you may be asked to fill out a survey about yourself, and the program.

How will my information be shared?

The information will be shared very safely. Your privacy is important to us. We will protect your information by:

- Keeping your information in a safe computer file or in a locked room or cabinet (if printed).
- When we share what we learn, we will leave things out so that no one will be able to tell who we are talking about.

What do I have to do? Are there any risks?

You may be asked to spend about 30 minutes to complete the survey in the spring.

The survey might ask questions that you don't want to answer or that make you uncomfortable because they are personal.

You will be able to skip any questions you do not want to answer.

What will I get in return?

You can help your program to learn about students and improve.

What else should I know?

You can still go to the program without sharing your information. You can also change your mind about sharing your information at any time.

If you have any questions about this, you can contact Kim Leonard (Senior Evaluation Officer) at the Oregon Community Foundation at (503) 227-6846 or email kleonard@oregoncf.org.

If I sign, what does it mean?

- I have read and understand what this form says, and I agree that my information can be shared.
- I know that I do not have to agree to share my information. Even if I agree now, I can say no later, or stop filling out my survey at any time.
- This form has nothing to do with how program staff, teachers, or principals treat me, or my grades in school.
- I know that I should keep a copy of this form for my records.

Parent/guardian should keep this page

Evaluation Consent

The Oregon Community Foundation (OCF) would like to receive information about you and your participation in the _____ program. Sharing this information will help us learn about the program and how it helps students. It will also help the program to improve.

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- This form has nothing to do with how program staff, teachers, or principals treat me, or my grades in school.
- I know that I should keep a copy of this form for my records.

_____	_____	_____
Student Name	Student Signature	Date
_____	_____	_____
Parent/Guardian Name	Parent/Guardian Signature	Date

Return this page to program staff – they will fill out this section

Organization: _____
Staff Name: _____
Secure Student ID: _____

Informed consent checklist and example consent language

Informed Consent Checklist and Consent Template

General guidelines: Keep the consent as brief as possible while still meeting the required elements below. Consider the reading level of your participants and tailor the document appropriately. If applying the consent in languages other than English, translations must also be reviewed by the IRB.

Required Elements:

Research Description

1. Statement that project is evaluation and/or research
2. Explanation of purpose of evaluation/research
3. Funding source(s) of project

Procedure(s) Description

4. Description of procedures in which participant is considering participation (and mention if any are experimental)
5. Explanation of why subject is included/criteria for selection
6. Expected duration of participation

Risks and Benefits

7. Description of benefits to subject (including monetary payments), society, or client that might occur from research
8. Description of any risks in participation

Voluntary Participation

9. Statement that participation is voluntary and that the subject may discontinue at any time, as well as that refusal to participate or withdrawal will not involve a penalty or loss of benefits to which the subject is otherwise entitled

Data Confidentiality

10. Description of extent of confidentiality—how data will be protected and used in research and who will see data and aggregations/final report
    - If there are any limits to confidentiality, explain those—such as with a focus group that participants should keep the discussion confidential, but the research team cannot guarantee that other participants will do so, and thus the participant should be aware of this

Contact Person

11. Identification of whom to contact on research team with questions or concerns
12. *If a more than minimal risk study*:
    - Explanation of risks and any medical care or special arrangements that exist to help mitigate risks incurred during the study/project (e.g., hotline to report concerns)
13. *If applicable:*
    - Any additional costs to the subject that may result from participation in the research
    - Anticipated circumstances under which the subject's participation may be terminated by the investigator without regard to the subject's consent
    - Description of procedures for orderly termination of participation by the subject
    - Description of follow-up procedures

- Request to record audio/video and description of how audio/video will be used
- Statement that participant will receive signed and dated consent form copy (if a written consent form and if applicable)
- Printed name, signature, and date lines (if a written consent form)
- Yes/no question to mark consent if survey (either written or online)

Optional Elements:

14. *If a more than minimal risk study*:
    - Identification of whom to contact at the IRB for same issues and information about research subjects' rights
15. The approximate number of subjects involved in the study
16. Statement about who your organization is (if participants may not be familiar with your work)
17. Statement that participant may ask questions before, during, and after research (if participant may not feel comfortable asking questions otherwise)

Consent Template for Program Evaluation:

We are conducting an evaluation of the [NAME] program. The purpose of this evaluation is to determine whether the program has [DONE WHAT PROGRAM SHOULD DO].

As part of this evaluation, we are [PROCEDURE DESCRIPTION: surveying, conducting focus groups, etc.] of [SUBJECT GROUP: parents, principals, etc.] who [CRITERIA FOR SELECTION: participated in the program, who are in participating districts, etc.]. The objective of this [DATA COLLECTION METHOD] is to [PURPOSE]. We expect this [DATA COLLECTION METHOD] to take no more than [X MINUTES/HOURS] of your time and [DESCRIBE RISKS: e.g., there are no anticipated risks to participation]. This study may [DESCRIBE BENEFITS].

Your participation in this [DATA COLLECTION METHOD] is voluntary. [DESCRIBE EXTENT OF CONFIDENTIALITY]. [DESCRIBE HOW RESULTS WILL BE USED/GIVEN TO OTHERS] You may choose not to participate, decline to answer any question, or stop the [DATA COLLECTION METHOD] at any time.

Please contact [NAME], [TITLE], at [EMAIL] or at [PHONE] with any questions regarding this survey.

Source: Adapted from http://www.hhs.gov/ohrp/policy/consentckls.html

Example survey administration script

Available online at:
http://collaborate.caedpartners.org/display/CAED/CORE+SEL+Pilot+Instructions+for+School+Staff

Administering student SEL surveys: Instructions for school staff members

On the designated survey day, please use the following protocol to administer student social-emotional learning (SEL) surveys. If you have any questions, please contact Panorama Education, the organization that is managing the survey administration process: support +CORE@ panoramaed.com.

1. **Distribute survey envelopes to students using the names shown through the windows of each envelope. Once all students have received their forms, please instruct them to open their envelopes and remove the survey, then discard the envelope and the cover sheet with their name on it. This will ensure that their survey responses remain confidential to others at the school.**
    a. If you discover that forms are missing before the survey is administered, please contact Panorama Education: support+CORE@panoramaed.com.
    b. **Please do not photocopy any survey forms.** Additional survey forms with no name will be included in the batch of forms for your classroom. These can be given to students in your class who do not have a form that corresponds to their name.

2. **Explain to students the purpose of the student survey:**
    "Today you will be taking a survey about how you approach your classes and how you interact with others. The results of this survey will give us feedback that helps us improve our school, so please respond honestly. There are no wrong answers, and once you have discarded the cover sheet with your name on it, neither I nor anyone else in the school will be able to identify your responses. Your responses will not impact your grades in any way."

3. **Oversee students completing the survey:**
    a. Please stand in one place in the classroom where you can see all students (to monitor behavior) but where you cannot see students' responses. Please do not circulate, as this may make students concerned about the confidentiality of their responses and lead them to respond differently.
    b. Please do not read the survey aloud to students. Each student should read and respond to the survey independently.*
    c. If a student has a question, feel free to define a word that they do not understand but please do not reinterpret an entire statement or answer a question in a way that may influence their answer. If the student is still having trouble, simply ask them to answer as best they can.

4. ***Offer appropriate accommodations to students with special needs:**
    a. When taking the survey, students with special needs should be offered accommodations consistent with their IEP. Such accommodations may include but are not limited to the following:
        i. Student is given additional time to complete the survey
        ii. Survey is read aloud by a staff member
        iii. Reponses are filled in by another staff member on behalf of the student
    b. Please note, in the case of ii and iii above, the staff member assisting the student with the survey should not be the student's primary or core subject teacher. Primary and core subject teachers will be asked to complete similar surveys about student's behavior, and seeing a student's own responses could bias the results of the teacher survey.

5. **When students finish the survey,** please instruct them to complete a quiet activity at their desks until all other students have finished.

6. **Collect all student survey forms.**
    a. Please have students discard the envelope and the cover sheet with their names.
    b. Please collect all completed survey forms (two front-and-back pages per student) and deliver these to your school's central office or survey coordinator.
    c. **Please shred any unused forms.** (Unused forms do not need to be returned to Panorama.)

Frequently Asked Questions

Why are we administering these surveys?

As you know, our district believes that student success goes beyond academic test scores. To that end, we are exploring ways to incorporate measures of student social-emotional competencies and school climate/culture into our new school accountability system. In piloting these SEL surveys, we are testing out new measures of students' social-emotional development that are being considered for inclusion in our district's school accountability system in 2015-16. For more information about the pilot, please visit: http://tinyurl.com/SELPilot .

As part of this pilot, you will also be asked to assess your students' social-emotional competencies through a confidential, individualized survey. (You will receive an email with the link to this online survey shortly if you haven't already.) The results of the students and teacher surveys will have no bearing on students' grades or on teacher evaluations; rather, they will be used to refine the assessments themselves.

Can I explain the survey items further for students who ask questions?

You may answer clarifying questions but please do not reinterpret any survey questions for students. For example, you may define any unknown words used in the survey, but you should not rephrase a whole question or statement for students. ***If a student still has questions, please advise him/her to answer to the best of his/her ability or, if necessary, to leave the question blank.***

What should I do for students who are absent on the day the survey is given?

Please set aside the forms for any students who are absent on the day the surveys are given. If time is available, please make arrangements to give the survey to students who missed the original survey day. ***Please remember to administer the survey using the protocol described above.***

Why are the questions on the surveys in my classroom different between students?

In order to test a variety of survey questions without making the survey longer for each student, we have created multiple forms of the student survey. Within your class, some students may have one survey form while others have a different form.

What if I have other questions?

Please feel free to email Panorama Education (support+CORE@panoramaed.com) with any additional questions.

Source: CORE districts.

Appendix E: Crosswalk of Youth Program Quality Assessment with SEL domains

SEL DOMAIN	YOUTH PQA ITEM
Emotional Management	(ES.1) Positive emotional climate (SB.5) Support for struggling youth (Ec.1) Staff uses non-evaluative language (AP.1) Staff share control with youth (AP.2) Staff provide an explanation
Empathy	(ES.2) Lack of bias (WW.1) Staff greet youth (WW.2) Staff warm and respectful (WW.3) Positive staff body language (Be.1) Get to know each other (Be.2) Inclusive relationships
Responsibility	(SF.4) Staff explain activities clearly (Co.2) Interdependent roles (AP.1) Staff share control with youth
Teamwork	(Co.1) Opportunities to work collaboratively (Co.2) Interdependent roles (Co.3) Shared goals (Ld.1) Practice group process skills (AP.1) Staff share control with youth (Be.3) Youth identify with program offering
Initiative	(Ch.1) Content alternatives (Ch.2) Process alternatives (AE.3) Balance concrete and abstract (Pn.1) Opportunities to make plans (SB.5) Support for struggling youth (Be.4) Publically acknowledge achievements
Problem Solving	(SB.2) Staff encourages youth to try new skills (SB.5) Support for struggling youth (AE.1) Youth engage with materials or ideas. (SF.5) Appropriate time for activities (Be.4) Publically acknowledge achievements (AP.1) Staff share control with youth (Pn.1) Opportunities to make plans (Pn.2) Multiple planning strategies used (Ch.1) Content alternatives (Ch.2) Process alternatives (Rf.1) Intentional reflection

Tips for planning meetings about survey results

Planning considerations

- Think about your audience. What motivates its learning? How can you focus the meeting on issues most relevant for your audience's work? How do you create a safe space to discuss challenging results?
- Make sure everyone has a copy of the report or presentation in advance, if possible. (For recommendations on how to display survey data in accessible manner, see Section 3.)
- For complex or long reports, break the information into more accessible chunks. Set aside time during the meeting for staff members to review the data individually and in small groups before talking in a larger group about implications and next steps.
- To keep the conversation going, come back to the data at meetings throughout the year. Staff members may need time to digest the information before they can make it useful for their work.

Sample meeting agenda

1. Introduction and overview
    a. Discuss goals and norms for the meeting
    b. Provide a brief overview of the learning questions, methods, and results

2. Divide participants into small groups to do in-depth work with a smaller set of data. You could organize these groups in many ways, including:
    a. By survey constructs (e.g., identity) or sets of related constructs (e.g., identity, interpersonal skills, and belonging)
    b. By data type (e.g., survey vs. open-ended responses) or broad content areas (e.g., youth perceptions of themselves, their relationships, or their environment)
    c. By program or youth age groups
    d. By work participants' positions in the organization

3. Allow participants to silently review the handouts and make notes

4. Give each group a worksheet to guide and document its conversation. (Examples of worksheets are on the following pages.) If you don't have time to work though analysis, interpretation, and action planning with these tools, ask the group members to discuss a broader set of questions, such as:
    a. What resonates in these findings? What challenges our thinking?
    b. What is the most important takeaway from these findings?
    c. Who needs to be paying attention to these findings? Why?

5. Direct each group to present its findings and the results of its small-group discussion with the larger group. Document the discussion and possible next steps.

Source: REL Northwest

Worksheet: Data Organizer and Analysis

Use this tool to work with your colleagues to describe what you see in the data. Follow the steps below to focus the discussion on description, while holding off on interpretation until the next step.

1. Work with your team to identify a learning question to guide your discussion.
2. List the specific survey results you will use to guide your discussion.
3. Make observations about the data with your team. This may be as simple as looking for strengths and challenges. Look for differences across groups (e.g., gender, race/ethnicity, and English learner student status) and patterns across the entire program. You may also notice variability across the types of constructs measured. Remember to SURF the data by making factual statements that are:
4.
    - **S**pecific: Link observation to data point(s)
    - **U**nderstandable: Make observations that will make sense to individuals who are not looking at the data with you
    - **R**elated: Tie the data to the question that drives the learning, looking for both strengths and challenges
    - **F**actual: Phrase statements so they reflect an accurate reading of the data
    -
5. Create a summary statement that captures the main observations across all the data points you reviewed. What do these data tell us about how youth perceive themselves, their relationships, and/or their environments?

1. Our learning question is:	**2. Data we will use to explore that question:**
3. Observations about the data	**4. Summary statement**

Source: Adapted by REL Northwest from Success Now! (http://educationnorthwest.org/successnow)

Worksheet: Interpretation and Meaning-Making

Data are not meaningful without interpretation. Use this tool to bring together your analysis with contextual information (such as your own professional expertise, other types of evaluation data, and your understanding of the research) to make meaning of the data. The "Five Whys" tool in appendix B may help you dig deeper into root causes of any challenges or gaps the data revealed, as well as explore how your program may make changes to address these issues.

1. How do these results compare with previous results?	**2. How do these results relate to other types of data (e.g., program quality, academic, and participation) we collect?**
3. How do these results resonate with what we observe about the program? What challenges our thinking?	**4. How do these results compare with what we know about this issue from research?**

Source: REL Northwest

Worksheet: Action Planning

Now that you have started to make meaning of the survey results, work with your colleagues to determine which are the most important for program improvement. This is an opportunity to summarize your overall takeaways from the survey. One way to organize this information may be to choose a finding or two in each of the broad categories of data:

- Youth perceptions of themselves (e.g., self-efficacy and growth mindset)
- Youth perceptions about their relationships (e.g., sense of belonging)
- Youth perceptions of their program (e.g., adult support and engagement)

Key questions to consider in this process are:

- Which results indicate the most room for improvement?
- According to our program logic model, which results are most critical to address?
- Which results are the most actionable or within our control to influence?
- What are the implications of these results for program design, planning, or implementation?

Summary of key findings and implications for program improvement		
Survey results to act on:	Reasons to take action:	Change we want to see:

Action step	**Resources needed**	**People responsible**	**Timeline**

Source: REL Northwest