



DEMONSTRATING THE EFFECTS OF YOUR POWER HOUR PROGRAM: A PRACTICAL TOOL KIT



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Acknowledgments

This tool kit would not have come to fruition without the collaborative effort of a number of organizations and individuals. It is one of the products to come out of the 2008-09 outcome evaluation of Boys & Girls Clubs of America's (BGCA) Power Hour homework help and tutoring program performed by Branch Associates, Inc. (BAI), with funding from Charity Projects Entertainment Fund/America Gives Back. Twenty-one Boys & Girls Clubs participated in that evaluation, and their hard work, resourcefulness and collective best practices are also reflected in this outcome measurement tool kit. BGCA gratefully acknowledges the invaluable contributions of these Clubs as well as BAI to the development of this resource.

The participating Boys & Girls Clubs were:

- Boys & Girls Club/Caring People Alliance, R. W. Brown Community Center, Philadelphia, Pa.
- Boys & Girls Club of Chattanooga, East Lake Unit, Tenn.
- Boys & Girls Club of Chattanooga, Highland Park Unit, Tenn.
- Boys & Girls Club of the East Valley, The Thunderbirds Branch & Peggy Hoag Teen Center, Tempe, Ariz.
- Boys & Girls Club of Greater Milwaukee, Augusta M. LaVarnway Unit, Wis.
- Boys & Girls Club of the Leech Lake Area, Cass Lake Unit, Cass Lake, Minn.
- Boys & Girls Club of Venice, Calif.
- Boys & Girls Club of Youngstown, Ohio
- Boys & Girls Clubs of Crittenden County, West Memphis, Ark.
- Boys & Girls Clubs of Greater Fort Worth, North Fort Worth Branch, Texas
- Boys & Girls Clubs of Greater Scottsdale, Barker Branch, Ariz.
- Boys & Girls Clubs of Greater Washington, Clubhouse 11, Washington, D.C.
- Boys & Girls Clubs of Metro Denver, J. Churchill Owen Unit, Colo.
- Boys & Girls Clubs of Metropolitan Phoenix, Harry & Sandy Rosenzweig Boys & Girls Club, Ariz.
- Boys & Girls Clubs of Northwest Indiana, Katherine House, Gary, Ind.
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- Boys & Girls Clubs of Puerto Rico, Roberto Clemente Unit, Carolina
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- Boys & Girls Clubs of San Antonio, East Side Branch, Texas
- Harlan County Boys & Girls Club, Cawood Ledford Boys & Girls Club, Harlan, Ky.
- Union League Boys & Girls Clubs, Miguel A. Barreto Boys & Girls Club, Chicago, Ill.

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- BGCA's Outcome Measurement Framework
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- Outcome Measurement Information Sheet and Non-Consent Form for Parents
- Outcome Measurement Information Sheet and Assent Form for Youth
- Template Letter to School Principal or School System Administrator
- Template for Parental Release of School Records to Boys & Girls Club
- Sample Power Hour Daily Attendance/Participation Tracking Form

* MS Excel spreadsheets for survey, program attendance and report card data entry are available for downloading from Power Hour section of BGCA's internal Web site for Club professionals and volunteers, <http://www.bgca.net/Programs/EduCareer/phhome.aspx>.

1. PURPOSE OF TOOL KIT

The purpose of this tool kit is to provide Clubs with data collection instruments and guidelines in order to demonstrate the impact of their Power Hour programs. Power Hour is intended to have a number of positive effects on participants' knowledge, attitudes and behaviors related to homework completion and success in school. The Power Hour Outcome Model (or logic model – see Appendix) describes the kinds of impacts the program is designed to have in both the short- and long-term. This tool kit will help Clubs in designing and implementing a strategy to measure these outcomes and should be considered a complementary guide to *Demonstrating Impact: A Step-by-Step Guide to Outcome Measurement* (Boys & Girls Clubs of America, 2009).

Measuring the outcomes of Power Hour is an important part of the Boys & Girls Clubs of America (BGCA) five-year strategic plan, IMPACT 2012. The strategic plan calls for improving youth outcomes in three areas: academic success, good character and citizenship, and healthy lifestyles. Power Hour is a critical BGCA program designed to improve youths' academic success through homework help and tutoring. BGCA's *Outcome Measurement Framework* (see Appendix) delineates key indicators that can be measured to demonstrate improvement in this outcome. In addition to providing programming to improve academic success, Power Hour aligns with BGCA's new programmatic strategy to encourage on-time high school graduation, called Every Member, Every Year.

Tool Kit Contents

This tool kit contains the following data collection instruments that can be used to demonstrate the impact of Power Hour (see Appendix):

- Pre-/post-test youth survey for youth ages 7 to 9, English and Spanish versions;
- Pre-/post-test youth survey for youth ages 10 to 12, English and Spanish versions;
- Power Hour daily attendance/participation form; and
- MS Excel spreadsheets for survey, program attendance and report card data entry (available for downloading from the Power Hour section of www.bgca.net).

These instruments were developed as part of a national evaluation of Power Hour conducted in 2008-2009 by Branch Associates, a research and evaluation firm, at 21 Clubs. Findings from the national evaluation are available in the Power Hour section of BGCA's internal Web site for Club professionals and volunteers, www.bgca.net.^{1,2} Although the national evaluation was designed to establish a cause and effect relationship between participation in Power Hour and youth outcomes, this tool kit is geared toward measuring changes that take place among program participants.

¹ Clubs can send an e-mail to PowerHour@bgca.org to request information on the findings of the national evaluation.

² The youth surveys from the national evaluation were slightly revised to create one survey for each age group that could be used by Clubs as both a pre-test and a post-test.

The tool kit is structured as follows. Chapter 2 highlights a few areas that need to be considered when starting to examine program outcomes. Chapter 3 focuses on the content of the youth survey and some tips on survey implementation. Chapter 4 describes the tracking of Power Hour attendance. Chapter 5 reviews how to collect outcomes from Club youths' school report cards. Chapter 6 explains how to analyze data collected from surveys, attendance forms and report cards. Finally, Chapter 7 provides some guidelines for how to report and use your outcome measurement findings.

2. GETTING STARTED

Selecting Outcomes and Indicators

Demonstrating Impact: A Step-by-Step Guide to Outcome Measurement describes the steps that Clubs should take in planning a measurement strategy. Clubs need to select which outcomes they are interested in measuring. The Power Hour Outcome Model (logic model) and the Outcome Measurement Framework list outcomes that are expected from Power Hour and other programs designed to improve academic success. Clubs do not need to measure all of these outcomes but should consider which outcomes their Power Hour program most aims to change or affect in youth.

The next step in outcome measurement is identifying indicators, or the way(s) you will capture and measure the outcomes. As described in *Demonstrating Impact*, Clubs should consider the credibility and feasibility of different indicators. The next three chapters of this tool kit describe the tools used to measure a variety of outcomes of Power Hour. The youth outcomes that are measured in the surveys, attendance form and from report cards are:

- Power Hour program attendance;
- youth attitudes: about Club, about Power Hour and about themselves;
- homework behaviors: time spent on homework and homework completion;
- school attitudes and behaviors: school engagement, class preparation, school attendance, school misbehaviors and educational expectations; and
- school grades.

Clubs may want to examine other outcomes that would require adding survey questions or other tools to measure those outcomes.

Consent and Assent

Prior to collecting data from youth on surveys or report cards, Clubs will need to get permission from youths' parents. Obtaining parental consent assures that Clubs are adequately protecting the rights of youth as "human subjects" in any kind of study or research. Parental consent may be active or passive. Active consent means that parents need to be informed of the study (typically in writing) and must sign and return a consent form stating that they agree to let their child participate (i.e., complete a survey, collect his/her report card, etc.). Passive consent means that parents must be provided information about the study, but they only need to sign and return a consent form if they do not want their child to participate. Passive consent was used in the national evaluation. It is also a good idea to get assent from the youth participants prior to survey administration. This ensures that youth understand what the study is about and that they agree to participate (see Appendix for sample parental consent and youth assent forms).

Confidentiality

Clubs will also need to think about how to keep youth surveys and report card information confidential, or private. Assuring youth that their opinions about the program or Club will be kept private helps promote honesty in answering survey questions. Youth will be more likely to answer a question honestly if they know program and Club staff, or their parents, will not see their responses. Sensitive information such as school grades also needs to be kept private. Collecting this kind of information from youth is a privilege that youth and their parents provide the Clubs through the assent/consent process. Clubs need to identify as few people as possible to handle and see the surveys and report cards (such as a study coordinator, data entry staff, etc.). Who has access to the data should be made clear on the consent and assent forms.

Clubs can take a number of steps to keep data private. Youth names are often collected on surveys so that pre-tests and post-tests can be matched by name (and changes over time can be analyzed). However, it is preferable that names not be collected on surveys. Clubs may be able to print Club IDs on the surveys and then make sure that the correct youth complete the survey with their ID (so, a master list of Club IDs and names is necessary). If it is necessary to collect youth names on the surveys, we recommend that IDs replace names in the electronic data, with a separate file that links names and IDs. This way youth names are separated from their survey responses. Once the survey data are entered electronically, names should be removed from the paper surveys (it works well to have names on the first page of the survey, so the page can be removed and destroyed) and the paper surveys should be stored in a secure location, such as a locked file cabinet.

Report cards will include youth names. These names can be blacked out and replaced with an ID prior to data entry (the same ID used on the surveys, so that survey data and report card data can be matched). The electronic data should only include an ID number and not youth names. Report cards should also be stored in a secure location.

Study results should always be reported in the aggregate so that individual youth are not identified.



More Club-Tested Tools for your Kit!

Here are some **general outcome measurement and data collection tips and strategies** that worked well for the Clubs that participated in the Power Hour national evaluation:

- It takes committed, detail-oriented staff members who understand and buy into outcome measurement to do this work accurately and in a timely manner.
- Clubs need to invest a significant amount of staff time. Make sure you have a sufficient number of staff and that they have the amount of dedicated time necessary to do the job well.

- Designate a strong lead person to provide leadership and ensure that all required data is collected and is done so consistently.
- Hold regular meetings for all staff involved to discuss and solve issues that may arise, such as delays in submitting Club attendance and Power Hour participation data.
- Selection of the best Club sites to participate in outcome measurement is a critical consideration for organizations. Club sites with *stable membership populations* that feed into the Club from one school or one school system are most desirable to avoid the problems of attrition among the members being studied. It is also critical that the staff at a particular site have *strong, ongoing relationships with youth, their parents and school personnel*.
- Build strong working partnerships with local schools. Reward schools for their support by providing them with incentives, conducting programs and activities at or for the schools and recognizing them publicly in local news media and at special events.

3. YOUTH SURVEY

The two surveys in the Appendix – one for youth ages 7 to 9 and one for youth ages 10 to 12 – can be used as pre-tests and post-tests to measure changes in outcomes. The surveys are similar. The version for younger youth uses more simple language while the one for older youth contains additional questions. Using some of the same questions for both age groups allows for analysis for the whole group (ages 7 to 12), as well as by age.

Clubs should consider *who* they want to survey (for example, particular age groups) as well as *when* to conduct the surveys. Typically programs survey participants at the start and end of a program to assess changes over time. The national evaluation conducted the baseline youth survey at the start of the school year (September 2008) and conducted the follow-up towards the end of the school year (April 2009), which generally aligned with the Power Hour programming schedule at Clubs. For the Power Hour program, BGCA recommends that Clubs administer the pre-test survey at the start of their local school year and the post-test survey toward the end of their local school year. The longer the time between pre- and post-surveys, the greater the likelihood of respondent attrition, i.e., youth who completed the pre-test are no longer in the program and available to take the post-test. On the other hand, with too short of a time period between surveys, there are likely to be fewer program effects.

Survey Questions and Scales

Both surveys (for ages 7 to 9 and for ages 10 to 12) contain five scales, which are survey questions with multiple components or items that taken together measure a specific concept or outcome better than just a single survey question. For example, question #1 (ages 7 to 9)/#3 (ages 10 to 12) measures attitude about the Club and asks youth to agree/disagree with nine items:

- a. Club staff care about what happens to me.
- b. At the Club, I feel safe.
- c. I like the way other kids treat me at the Club.
- d. I feel like I belong at the Club.
- e. I have fun at the Club.
- f. I have a say in what happens at the Club.
- g. I can talk to staff at the Club about things that are bothering me.
- h. Staff at the Club try to be fair with kids.
- i. Staff at the Club know what interests me.

The scales on the surveys have been used in other research and shown to be valid and reliable.³ The two surveys contain the following scales (Table 3.1):

³ Sources: BGCA, *Youth Development Outcome Measurement Tool Kit*, 2004. Colorado Trust, *Toolkit for Evaluating Positive Youth Development*, 2004. Public/Private Ventures and MDRC, *Multiple Choices After School: Findings from the Extended-Service Schools Initiative*, June 2002. U.S. Department of Education, *Education Longitudinal Study of 2002* (ELS: 2002).

Table 3.1. Scales Used on Youth Surveys (Ages 7 to 9 and Ages 10 to 12)

Scale	Survey Question Number (ages 7-9/10-12)	Number of Items per Question
Attitudes about the Club	Q#1/Q#3	9
Attitudes about Power Hour	Q#2/Q#6	6
Class Preparation	Q#6/Q#14	4
School Engagement	Q#5/Q#18	4
Self-Esteem/Self-Efficacy	Q#8/Q#20	5

The surveys also ask youth about their experiences in Power Hour (why they attend (Q#3/Q#7) and activities during Power Hour (Q#4/Q#8). Youth are also asked about parents/guardians help with homework (Q#7/Q#17).

The survey for youth ages 10 to 12 contains an additional scale (Table 3.2).

Table 3.2. Additional Scale on Survey for Youth Ages 10 to 12

Scale	Survey Question Number	Number of Items per Question
School misbehavior scale	Q#16	6

The survey for youth ages 10 to 12 also contains a number of additional questions (Table 3.3).

Table 3.3. Additional Questions on Survey for Youth Ages 10 to 12

Question	Survey Question Number
Duration and frequency of Club attendance	Q#1, Q#2
Participation in Club programs	Q#4
Power Hour attendance	Q#5
Grades (overall, math, language arts)	Q#9, Q#10, Q#11
Homework (completion, time)	Q#12, Q#13
School absences	Q#15
Educational expectations	Q#19

Survey Administration

The quality of survey data depends on the procedures used to collect it. Administering the Power Hour surveys carefully will require planning, but this extra effort is critically important when analyzing the results of your outcome measurement strategies so that you have findings to share that are valid and credible.

First, make sure you have consent and assent from parents and youth, respectively (see details in Chapter 2).

During administration of the survey, youth should have enough personal space to complete the survey privately. We recommend that a staff person read the instructions on the survey and then read each survey question aloud, allowing youth time to complete each question as they go along (but not too much time or youth will lose interest). This is especially important with young children and those who cannot read or who have difficulties reading. Staff may answer questions youth have about the survey (for example, what a question is asking for, or what the responses mean), but the youth should select the appropriate response. It is important that staff members do not pick responses for the youth or emphasize “good” answers, as youth are sensitive to such cues.

Once youth complete the surveys, staff should check that the information on the front page of the survey (full name, birth date and date of survey administration) is complete and legible and then immediately place the completed surveys in an envelope and seal it. Staff administering the survey should not review youths' responses to items on the survey. We realize that it is tempting to find out how youth feel about Power Hour, the Club and school, but it is important to promote honest responses and to earn youths' trust by honoring confidentiality.

Surveys can be also administered on computers. Clubs may want to consider having youth complete surveys through their membership tracking software (ETO/Social Solutions, KidTraxx/nFocus, Vision, etc.). (BGCA will work with these three providers to integrate the Power Hour youth surveys into their software applications.) Staff should still read the survey questions and responses aloud, however, especially for younger youth and youth with reading difficulties.

Clubs may want to shorten surveys if the length is hindering quality data collection (for example, if youth are losing interest at the end of the survey) or if the survey collects outcomes that the Club is not interested in measuring. When selecting questions to eliminate, it is best to eliminate entire scales rather than individual items within a scale. For example, all of question #1 relating to attitudes about the Club (on the 7- to 9-year-old survey) should be cut, rather than one or more of the individual items in that particular scale.



More Club-Tested Tools for your Kit!

Here are some **survey administration tips and strategies** that worked well for the Clubs that participated in the Power Hour national evaluation:

- Administer youth surveys during the regular Power Hour time slot; do so over a week rather than just one day to survey as many children as possible.
- Break children up into small groups by age group for survey administration and have enough staff on hand to cover each small group.
- Give children a prize, such as a snack and drink, as a reward for completing the survey.
- If your Club is using a system of Power Points to reward youth for Power Hour

participation, you can award extra Power Points for those youth who complete the pre- and post-surveys.

- Staff members should read the survey questions aloud to youth who are younger and/or have difficulty in reading them themselves. Allow for plenty of time to ensure the children fully understand the survey questions and are able to answer them honestly.
- Consider setting up the surveys so that children can take them on computers or even online by integrating them with your membership tracking software.
- To prevent attrition from affecting the size of your pre- and post-survey sample, administer surveys to youth whom you are fairly certain will remain Club members and participate in Power Hour year-round. (This is important for Clubs who renew memberships in January of each year.)
- Keep a careful list of all youth who take the pre-survey so that when it is time to administer the post-survey, you know exactly which children to approach.
- To ensure that all or nearly all of the members who took the pre-survey also take the post-survey, hold an invitation-only party or a pizza party for respondents.
- Offer feeder schools discount store gift cards as incentive rewards for allowing Club staff to administer post-surveys *at school* to participating youth.
- Allow several days or even a couple of weeks for post-survey administration to “capture” as many pre-survey respondents as possible.

4. POWER HOUR ATTENDANCE

The first component of any measurement strategy is to track member attendance. Power Hour attendance should be tracked on a daily basis. Regular attendance – both frequency (the number of days per week of program attendance) and duration (the length of time – months, years, etc. – spent in program) – are critical to program impacts. *Demonstrating Impact* notes that youth who attend a Boys & Girls Club at least 52 times per year are more likely to demonstrate positive outcomes in academic success, good character and citizenship and healthy lifestyles. Youth who attend a Boys & Girls Club 104 or more times per year demonstrate even larger positive outcomes.

Program attendance data can be linked to survey data to test the effects of program participation. Youth who attend more frequently or over a longer period of time may experience better outcomes than youth who attend infrequently or for a short period of time. Attendance data can be used to create categories of attenders and then outcomes (from surveys or report cards) can be compared across categories. In the national evaluation, three categories of Power Hour attenders were created:

- “frequent attenders” on average, attended Power Hour more than two times/week from September 2008 to May 2009;
- “attenders” on average, attended Power Hour more than once/week to two times/week from September 2008 to May 2009; and
- “infrequent attenders” on average, attended Power Hour once a week or less from September 2008 to May 2009.

Outcomes were then compared between these groups of Power Hour participants. Clubs will want to consider attendance categories that make the most sense for their program when analyzing the data.

The Power Hour Daily Attendance/Participation Tracking Form (see Appendix) can be used to track daily Power Hour attendance. The form also can be used to collect information on homework completion (an important program outcome) and participation in enrichment activities. However, as some program staff noted in the national evaluation, it can be challenging to check and report homework completion and participation in enrichment activities for every youth on a daily basis. This is especially true for large Power Hour programs and in programs that do not have enough staff for this kind of intensive monitoring and reporting. Clubs should consider these constraints when planning for data collection. Collecting accurate attendance data should be a program priority.



More Club-Tested Tools for your Kit!

Here are some **attendance/participation tracking tips and strategies** that worked well for the Clubs that participated in the Power Hour national evaluation:

- Automate tracking of Club attendance through a membership tracking software such as KidTraxx/nFocus, Club Counts, ETO/Social Solutions, Vision, etc.
- Power Hour attendance can be tracked manually, then this data can be input into a Club's membership tracking software or a simple spreadsheet. Periodically review both data sets, however, to ensure that they are accurate and in sync with each other. For example, if a child is marked as attending Power Hour on a particular day but is not counted in that day's Club attendance data, that inconsistency should be reconciled.
- It is important to have a good staff-to-youth ratio in Power Hour not only for good program quality and to provide more individualized attention, but also to check for homework completion and track participation in extra enrichment activities such as high-yield learning activities and leisure reading.
- Take advantage of your existing Power Points tracking system to collect program participation data for your outcome measurement efforts. If Club staff members are already tracking program attendance, homework completion and participation in enrichment activities so that members can earn Power Points to later redeem for incentive prizes, these same records can be used for your outcome measurement efforts.
- If using manual daily sign-in/tracking sheets in Power Hour, make sure you have staff who can dedicate time to inputting this data into a spreadsheet or membership tracking software in a timely, consistent manner (i.e., daily). This is important for accuracy.
- Better yet, provide your Power Hour coordinator with a wireless networked laptop so the data can be entered directly into a spreadsheet or the Club's membership tracking software as children enter and exit the program each day. Having the data in a spreadsheet or database makes it possible to automate many of the functions associated with analyzing such data, link data from different sources and increases the accuracy of the data.

5. REPORT CARDS

Although course grades and school attendance can be measured on youth surveys (and they are on the youth survey for older youth in the Appendix), report cards provide more accurate measures of these outcomes. Self-reported grades and school attendance by youth may be inflated (for social desirability reasons) or youth may not remember and report them inaccurately. Report cards also report student grades and attendance over several regular intervals per year; usually more often than survey data are collected, which provide more data to analyze changes over time.

Report cards, however, are both challenging to collect and represent “external data,” described in *Demonstrating Impact* as measuring results of what happens away from the Club. These data can be less credible because there are more factors than program attendance that may influence a change in grades and school attendance. Collecting report cards is also less feasible than other data collection methods, such as surveys. Report cards are difficult to collect in a reliable and consistent manner. In the national evaluation of Power Hour, we received report cards from 74 percent of the sample at baseline. However, we only received report cards from 34 percent of the sample at the end of the year (the last report card reporting period). The response rate increased slightly when we included report cards from the next to last reporting period (55 percent). Just as you want to collect data from two time points on the youth survey (pre and post), you will want to have report card outcomes from two (or more) similar time points.

It is also challenging to extract the data you need from report cards in a standardized manner. Schools use different grading systems and different course names. It can be very labor-intensive to get the information from report cards into a format that is usable for analysis. In the national evaluation, we created four variables: overall grade point average (GPA), math grade, English grade, and school attendance (percent of school days attended). We converted all grades to a numerical scale of 0 to 4, where F or its equivalent was a 0, D was 1, C was 2, B was 3 and A was 4. Only “core” subjects were included in our calculation of overall GPA. English grade was an average of grades when students took multiple English courses (reading, spelling, writing/composition, Language Arts). Some report cards used grading systems other than A, B, C, etc., 0 to 100 percent, or 0 to 4. When grades were reported in some other way (for example, “satisfactory”), we devised a system to convert those grades to the 0 to 4 scale.

Schools also report attendance in different ways on student report cards. In the national evaluation, we tried to extract the number of days present, the number of days absent and the total number of school days during a reporting period from each report card. All of these items were not always available on the report cards. If the total number of school days was missing, we assumed a 180-day school year. This was used to compute the percent of school days attended (i.e., a student was present 91 percent of the total days).

As you can see, collecting report cards and using the data can be challenging. Clubs will want to carefully consider the pros and cons of working with such data. If Clubs decide to move ahead with collecting student report cards, they may want to inform their members' schools about the study. See the Appendix for a Template Letter to School Principal or School System Administrator that can be adapted by each Club to fit its needs and circumstances.



More Club-Tested Tools for your Kit!

Here are some **report card data collection tips and strategies** that worked well for the Clubs that participated in the Power Hour national evaluation:

- Capitalize on existing formal or informal working relationships with schools to gain access to report card information. For example, one of the Clubs in the national evaluation was collaborating with its main feeder school on a homework help and tutoring grant, so the Club grant administrator had access to report card data for youth served by the school and Club.
- For the sake of continuity and consistency, designate a specific Club professional to access report cards from the schools' administrative offices when needed. Communicate this to the school(s) with a formal letter on Club letterhead.
- Cultivate personal relationships with school secretaries, as they can be particularly helpful.
- At the beginning of the school year, send a form to parents asking permission, with their signature required, to be able to contact their children's teachers on a variety of issues concerning their education, one of those being grades. You can then use the signed form to go directly to teachers for report cards. See the Appendix for a Template for Parental Release of School Records to Boys & Girls Club that you can adapt for your Club's needs.
- Once you have developed a good rapport with school administrators and/or teachers, use e-mail to communicate with them quickly and regularly and to receive report card information.
- Some schools offer Web-based systems on which parents can view their children's grades and attendance data. Work with such schools or parents directly to see if your Club can gain access to this online data.
- Club staff should know the dates on which local schools issue report cards. On those days, staff can stand at the Club entrance and collect report cards from members when they arrive. These dates and other key dates, such as standardized testing days, can easily be found in school districts' Web pages or parent and student handbooks.
- Offer prizes and/or pizza parties to youth who show their report cards to Club staff at the end of each school grading period. One Club in the national evaluation had a Report Card Raffle every quarter. When members turned in their report cards, Club staff made copies, and the members received raffle tickets for their grades. They could then place their tickets in drawings for prizes that they wanted to win.
- One strategy for ensuring that end-of-school-year report cards are collected for all youth for whom baseline report cards were collected, is to have parents of Club

members sign a release form giving permission for the schools to release report cards to the Club (see the Appendix for a Template for Parental Release of School Records to Boys & Girls Club) and work with a school administrator to obtain copies of final report cards for all youth in the Club's study sample. It depends on the school system, but such end-of-year report cards usually include grade and attendance information for all previous grading periods as well.

- Club staff should follow up with parents in person or by phone if report card information cannot be obtained from Club members, individual teachers or school administrative offices.
- Assuage parents' discomfort with sharing information about their children's school performance by assuring them verbally and in writing that the Club will preserve the confidentiality of this information and is using it for research, outcome measurement and program improvement purposes.

6. ANALYSIS

This chapter provides guidance on how to analyze the data you may collect from surveys, attendance forms and report cards. While some data analyses are relatively simple and can be run from most spreadsheet software, most quantitative analyses of these kinds of data are best handled by an expert. We recommend that Clubs seek assistance from a local expert in outcome measurement and/or program evaluation. Clubs may be able to forge relationships with a local university where students in psychology, sociology, education or nonprofit management may be available to conduct analyses.

Data Entry

All data collected from surveys and attendance forms and extracted from report cards need to be entered into usable formats for analysis. In the national evaluation, the youth surveys were first reviewed for legibility and clarity of responses and then entered into an Excel file.

Surveys often need to be “cleaned” prior to data entry and decisions need to be made about how to handle particular responses. In general, you do not want to change anything on a completed survey. If a respondent left a question blank, or did not follow instructions (such as checking more than one response when they were instructed to only select one), these are typically left as is (unless you can go back and ask the respondent to re-do a question(s)). Usually data entry staff will enter a particular code (such as “888”) if a respondent selected multiple responses when they should have selected one. Blank or incorrect responses are often excluded from analyses (called item non-response). Some changes may be made to surveys during the cleaning process such as making written responses legible for data entry staff. In addition, a respondent may write a response under “Other” that falls under one of the provided responses. For example, for a survey question on grade in school, a youth may write in 3rd grade, but a box is provided for this response. During survey cleaning, the correct box may be selected and the written response crossed out. All of this makes data entry and analysis much easier.

Data from attendance forms and report cards also need to be entered into a format where they can be easily analyzed. In the national evaluation, attendance data (which were collected in Excel from Clubs) were copied and pasted into a master Excel file. Grades and school attendance were manually entered from hard copies of report cards. Data entry is very labor-intensive; these costs should be considered at the start of any evaluation. For small outcome measurement projects, data can be tabulated by hand, but this is time-consuming and prone to inadvertent calculation mistakes. Thus, it is often better to invest the time required to enter data into an Excel spreadsheet before attempting further analysis. (MS Excel spreadsheets for survey, program attendance and report card data entry are available for downloading from the Power Hour section of BGCA’s internal Web site for Club professionals and volunteers, <http://www.bgca.net/Programs/EduCareer/phhome.aspx>.)

Set up your Excel spreadsheet such that each row represents a youth (or survey respondent) and each column corresponds to a question on the survey (or other data source). Enter the numeric code that corresponds to the selected response in the appropriate cell (see Table 6.1 below).

Table 6.1. Example of Spreadsheet for Data Entry

Name	Youth ID	DOB	Date	Survey questions 1-8 (ages 7 to 9 version), 1-20 (ages 10 to 12 version) in each column across the spreadsheet...
Youth #1				
Youth #2				
Youth #3				
Etc.				

For survey items that allow youth to answer “all that apply,” create a separate column for each possible response. Enter “0” if the response was not selected and enter “1” if it was selected. For example, for question #3, “*Why do you go to Power Hour?*” each response to this question would be a different column and those boxes that were selected by a respondent would be recorded as “1” in the appropriate column and those not selected would be entered as 0. (See Table 6.2 below.) This method allows you to capture the full range of information youth provide on the survey.

Table 6.2. Example of Spreadsheet for Data Entry (survey question: Q#3: *Why do you go to Power Hour?*)

Name	Q3_0 (I do not go to Power Hour.)	Q3_1 (Adults at the Club tell me to go to Power Hour.)	Q3_2 (My parents or guardians tell me to go to Power Hour.)	Q3_3 (My friends tell me to go to Power Hour.)	Q3_4 (I just want to go to Power Hour.)	Q3_5 (Other reason)	Q3_5 (written response)
Youth #1							
Youth #2							
Youth #3							
Etc.							

If computers are used to administer the youth surveys, or for tracking attendance, data can often be easily downloaded into a spreadsheet. This greatly reduces time spent on data entry.

All data (pre- and post-surveys, attendance, report cards) will need to be linked across youth either by name or by an assigned ID number. Use of IDs better protects youth's confidentiality. However, a master list of names and IDs will need to be maintained in order to link these data (names can then be removed from surveys to protect confidentiality). Full analyses of all data (survey, attendance, report cards) require merging files by youth name or ID.

Quantitative Analysis

Program staff should be able to tabulate basic frequencies and percentages as well as look at some changes over time. However, more complex analyses that require merging data from different sources and conducting statistical tests will require someone with expertise in quantitative research and analysis.

Basic descriptive statistics (frequencies, means) of the survey, attendance and report card data should be conducted. This provides an overview of the sample – characteristics of the youth at the start of the program and a summary of the responses to the survey questions, attendance patterns and grades. Staff should be able to prepare tables showing these basic distributions using the Excel spreadsheets created.

Analyses to examine program outcomes means looking at longitudinal data (change over time). In the national evaluation we looked at individual-level changes from baseline to follow-up, comparing these changes for Power Hour participants and non-participants, and between participants with varying levels of attendance (we defined frequent and infrequent attendance). Statistical tests (t-tests, ANOVA, chi-square) can determine whether differences between groups are statistically significant – or ***real*** differences. Real differences may indicate program effects. Conducting these types of analyses is best left to a measurement and evaluation expert.

If programs want to look at basic pre-test/post-test changes in questions and scales on the youth survey, the following steps provide some guidance for how to approach this task without engaging an experienced evaluator. Basic change information can be presented without conducting statistical tests by constructing tables that show distributions (i.e., frequencies and/or percentages) or mean values for each time the survey was administered (i.e., pre-program, post-program), along with a column that shows the amount of change⁴ (see Table 6.3).

⁴ It is important to note that the change presented in Table 6.3 is the change in "percentage points," not the percent change, which is a bit more complicated to calculate. To get percent change, subtract the two percentages and divide the result by the pre-survey value. Thus in Table 6.3, to get the percent change in youth who indicate they go to Power Hour because they "just want to go" first subtract the two percentages (final column) to get 4.8, then divide this by 50.2 (the pre or "starting" percentage), and multiply by 100. The result is a 9.5 percent increase in the proportion of youth who gave this response from baseline to follow-up. Note also that this example uses data from all youth who completed the survey at either time point. More accurate results would be obtained by comparing only youth who completed both surveys.

Table 6.3. Calculating Change over Time

Why do you go to Power Hour? (multiple responses permitted)	Pre	Post	Percentage Point Change
	Percent (N)	Percent (N)	
I just want to go to Power Hour.	50.2 (919)	55.0% (793)	4.8
My parents or guardians tell me to go to Power Hour.	26.8 (491)	29.7 (428)	2.9
Adults at the Club tell me to go to Power Hour.	23.4 (428)	27.1 (391)	3.7
My friends tell me to go to Power Hour.	14.2 (260)	14.3 (206)	0.1
Other (to complete homework, because it's fun, to learn, etc.)	16.7 (306)	5.3 (76)	-11.4
I do not go to Power Hour.	19.0 (347)	19.1 (275)	0.1

Note: Data for illustrative purposes only

For items on the student survey that are part of a scale, a bit more manipulation is required to examine results and change over time. Scales are groups of inter-related items that should be analyzed jointly. (See the *Survey Questions and Scales* section of Chapter 3 of this tool kit for specifics on the youth survey scale questions and their sub-items.) The steps below describe how to create a “scale score” and compare results at pre- and post-survey.

1. First, make sure that the numerical codes associated with response choices are in the direction you desire – usually that means that a high score corresponds to a more “positive” outcome. Most of the items on the youth surveys are worded so that “low” values correspond to “positive” outcomes; so we typically “reverse” the coding to make “high” values more positive. For example, *Attitudes about the Club* (Q#1 on the 7-9 survey; Q#3 on the 10-12 survey) have response items of: 1= Very True, 2= Sort of True, 3= Not Very True and 4= Not at All True. Thus, on an item such as “Club staff care about me” a high score (not at all true) would be a negative outcome. These codes need to be reversed so that: 4=Very True, 3=Sort of True, 2=Not Very True and 1=Not at All True.

Similar transformations are needed for most scale items on the survey. The only exceptions are two items on the school engagement scale (Q#5 on the 7-9 survey/Q#18 on the 10-12 survey). Items #5b/18b and #5d/18d are worded such that Not at All True (4) is the most positive response.

2. Second, once all items are coded in the correct direction, you will need to create a “scale score” by combining responses to all items in the corresponding scale. Scales on the surveys were listed in Chapter 3 – all items in the relevant question are part of a single scale. That is, all of the items on Q#1 (7-9 survey)/Q#3 (10-12 survey) are part of the *Attitudes about the Club* scale. All items on Q#5 (7-9

survey)/Q#18 (10-12 survey) are part of the *School Engagement* scale. To combine scale items into a single score, calculate the mean of all items combined. Suppose the responses to the four items on *School Engagement* for a particular youth are: 4, 3, 4, 2. Add these four scores and divide by 4 to get an overall school engagement score for each youth⁵ (Table 6.4).

Table 6.4 Creating a Scale Score – Example using School Engagement Scale

School engagement items	Code (reverse coded)
I work very hard on my schoolwork.	4 (very true)
I don't try very hard in school.	3 (sort of true)
I pay attention in class	4 (very true)
When I come to class, I am not ready a lot of the time.	2 (not very true)
Sum	13
Scale score	13/4=3.25

Note: Data for illustrative purposes only

- Once you have created the scale scores for all youth who completed the survey, you can look at the distribution of responses and the overall mean on the scale. To look at the distribution, tally the number (or percent) of responses that fall (for example) between 4.0 (the highest score possible) and 3.5; the number that fall below 3.5 to 3.0; the number below 3.0 to 2.5, etc. The easiest way to examine change over time on scales is to look at the change in the mean score. So, if the mean overall score on *School Engagement* was 3.42 at pre and the mean at post was 3.89, the change is 0.47. Given that these scales are all four-point scales (ranging from a high of 4 to a low of 1), a change in the range of 0.5 points can usually be considered a substantive change.

To be able to make a valid claim that a change from pre-test to post-test is statistically significant requires calculating a statistical test (in this case a t-test), which requires statistical analysis software. To determine whether any observed change is due to participation in the program requires having data on a group of youth who did not participate to serve as a comparison.

⁵ In creating a scale score, be sure to use the appropriate denominator in calculating the mean score. If a youth skipped one of the four items on school engagement, divide the remaining three scores by three instead of four. As a rule of thumb, do not calculate a scale score for an individual if they skipped more than half the items in the scale. Be sure to check the total number of items in a scale when determining what to use as a denominator and how to decide whether to create a scale score for a particular youth.

7. USE OF FINDINGS

With the extensive effort spent on data collection, Clubs need to make a commitment from the outcome measurement planning stage to using data and communicating results (both positive and negative). BGCA's *Demonstrating Impact* guide reviews how to understand and use data internally, as well as how to communicate results to a variety of community stakeholders. The Urban Institute's *Using Outcome Information: Making Data Pay Off* is an excellent resource for using the findings of outcome measurement.

Ideally, findings from outcome measurement should be used to inform operational and programmatic decision-making. Club staff should review and discuss the findings. It is important not to jump to conclusions based solely on the data because outcome measurement cannot determine whether the program (Power Hour) *caused* a particular outcome. However, it can demonstrate particular changes among youth participants that may be linked to program participation.

Clubs will want to consider with whom they will share outcome measurement findings (e.g., board members, funders, parents, community members, schools). The type of report(s) produced will depend on the audience. Findings may be presented in a more formal report, a PowerPoint presentation or bullets in a Web site or newsletter.

A typical report will contain an introduction to explain the purpose of the study; a section explaining the methodology (details about data collection), which depending on the type of report could be presented in an appendix; the findings from the analyses of the data collected; and a final section on conclusions, implications and next steps. It is this last section that should come from internal discussions with staff and others about what the findings really mean and what should be done about them. Overall, reports should be clear and concise with charts and graphs that clearly display the results.



More Tools for your Kit!

Need more information on how to do outcome measurement at your Club? You will find a library of useful, practical resources to help make your outcome measurement efforts easier and more effective on the Demonstrating Impact section of BGCA's internal Web site for Club professionals and volunteers at www.bgca.net/demonstratingimpact.

References

Demonstrating Impact: A Step-by-Step Guide to Outcome Measurement
Boys & Girls Clubs of America (2009)

Every Member, Every Year: A High School Graduation Strategy
Boys & Girls Clubs of America (2009)

Using Outcome Information: Making Data Pay Off
Series on Outcome Management for Nonprofit Organizations
The Urban Institute (2004)

APPENDIX

Power Hour Outcome Model

This outcome model (also referred to as a logic model) is designed to help Clubs see the big picture when implementing a Power Hour program. Program directors and staff can use the model to evaluate and improve program services on a continuing basis.

Inputs	Program Activities	Program Outputs	Outcomes for Members	Outcomes for Staff
<ul style="list-style-type: none"> ▪ Staff members ▪ Dedicated learning space ▪ Power Hour resources (i.e., computers, books, magazines, tables, chairs, software) ▪ Incentive rewards ▪ Funding ▪ Volunteer hours ▪ Power Hour Resource Guide, posters and supplemental forms ▪ Power Hour training ▪ Professional development for all Club staff ▪ Ongoing technical assistance from BGCA 	<ul style="list-style-type: none"> ▪ Daily homework help program ▪ One-on-one tutoring relationships ▪ Comprehensive recognition and incentive strategy ▪ Collaboration with teachers and schools ▪ Parent involvement 	<ul style="list-style-type: none"> ▪ Attendance of members in homework help sessions ▪ Number of tutoring relationships developed ▪ Number of program volunteers ▪ Attendance of parents ▪ Number of teachers or schools involved in program ▪ Number of recognition events ▪ Funds leveraged for program 	<p>Initial</p> <ul style="list-style-type: none"> ▪ Club members spend more time studying. ▪ Club members complete and turn in more homework assignments. ▪ Club members have fun learning. <p>Intermediate</p> <ul style="list-style-type: none"> ▪ Club members' grades improve. ▪ Club members become confident learners. ▪ Club members demonstrate organization and time management skills. ▪ Club members complete assignments without material rewards. <p>Long-term</p> <ul style="list-style-type: none"> ▪ Club members are intrinsically motivated, lifelong learners. ▪ Club members graduate from high school and make good school choices. ▪ Club members are proficient in basic academic disciplines. 	<p>Initial</p> <ul style="list-style-type: none"> ▪ Staff understands the importance of homework completion. ▪ Staff increases the amount of time they discuss homework with members. ▪ Staff asks members about homework every day. ▪ Staff checks completed homework. <p>Intermediate</p> <ul style="list-style-type: none"> ▪ Staff throughout building supports members on homework completion. ▪ Staff has a deeper understanding of members' academic needs. <p>Long-term</p> <ul style="list-style-type: none"> ▪ Club is a place where everyone values and supports education. ▪ Staff establishes and maintains relationships with key community stakeholders to sustain Club goals.

BOYS & GIRLS CLUBS OF AMERICA'S OUTCOME MEASUREMENT FRAMEWORK

Clubs can demonstrate their impact by identifying and tracking key indicators within the areas of academic success, good character & citizenship and healthy lifestyles. The indicators in each outcome area provide a common framework for Clubs to measure outcomes. When members attend the Club regularly, they are more likely to demonstrate positive outcomes.

CLUB ATTENDANCE

All Clubs should track individual member attendance on a daily basis and focus on increasing member annual attendance to a minimum of 52 times per year.



Impact²⁰12
A Call to Action on Behalf of America's Kids



KEY INDICATORS

Youth outcomes can be measured in a number of different ways and staff should identify the indicators that are most practical and relevant for their Clubs. Beyond tracking program participation, measuring changes in knowledge or attitudes (based on pre- and post-tests) and, ultimately, changes in behavior (primarily gathered using external data) are critical to demonstrating impact.

OUTCOME	PROGRAM PARTICIPATION	CHANGES IN KNOWLEDGE OR ATTITUDES	CHANGES IN BEHAVIORS
<i>Increased engagement in school and learning</i> <i>Improved academic success</i>	Participation in homework help/tutoring	Positive attitude toward learning	Consistent school attendance GPA/course grade improvement On-time grade progression High school graduation
<i>Demonstrated increase in positive character traits and civic engagement</i> <i>Increased positive engagement with the community</i>	Participation in volunteer activities and community service projects Hours of service completed by members	Positive attitude toward civic engagement and volunteerism	Positive Club behavior Avoidance of contact with juvenile justice system
<i>Improved healthy habits and decision-making skills</i> <i>Demonstrated commitment to leading a healthier lifestyle</i>	Engagement in at least 60 minutes of daily physical activity	Knowledge of risky behaviors	Abstinence from substance abuse and other risky behaviors

Power Hour Youth Survey (Ages 7 to 9)

Thank you for being in this study of Power Hour by completing this survey. We need your help to better understand and improve the Power Hour program at the Boys & Girls Club.

This is not a test. Please answer all of the questions as honestly as you can. If you are uncomfortable answering a question, you may leave it blank.

Thanks again for your help!

Name (please print clearly): _____

Your Date of Birth (month and day): _____

Today's Date (month/day/year): _____





QUESTIONS ABOUT THE CLUB

1. Please mark (✓) one box after each sentence.

	Very True ₁	Sort of True ₂	Not Very True ₃	Not at All True ₄
a. Club staff care about what happens to me.				
b. At the Club, I feel safe.				
c. I like the way other kids treat me at the Club.				
d. I feel like I belong at the Club.				
e. I have fun at the Club.				
f. I have a say in what happens at the Club.				
g. I can talk to staff at the Club about things that are bothering me.				
h. Staff at the Club try to be fair with kids.				
i. Staff at the Club know what interests me.				



QUESTIONS ABOUT POWER HOUR



2. Please mark (✓) one box after each sentence.

	Very True ₁	Sort of True ₂	Not Very True ₃	Not at All True ₄	I do not go to Power Hour ₅
a. Power Hour helps me get my homework done on time.					
b. Power Hour activities are fun and interesting.					
c. I look forward to going to Power Hour.					
d. Power Hour helps me do better in school.					
e. I tell my friends to go to Power Hour.					
f. The staff at Power Hour are helpful.					

3. Why do you go to Power Hour? (you can pick more than one)

- ₀ I do not go to Power Hour.

₁ Adults at the Club tell me to go to Power Hour.

₂ My parents or guardians tell me to go to Power Hour.

₃ My friends tell me to go to Power Hour.

₄ I just want to go to Power Hour.

₅ Other reason (please write in): _____



4. What do you do during Power Hour? (you can pick more than one)

- ₀ I do not go to Power Hour.
- ₁ Work with my tutor by myself.
- ₂ Work with my tutor in a small group.
- ₃ Do my homework by myself.
- ₄ Do my homework with friends.
- ₅ Do my homework with Power Hour staff.
- ₆ Do worksheets or Power Pages (such as coloring sheets, word puzzles and practice math problems).
- ₇ Other activities (please write in): _____



QUESTIONS ABOUT SCHOOL



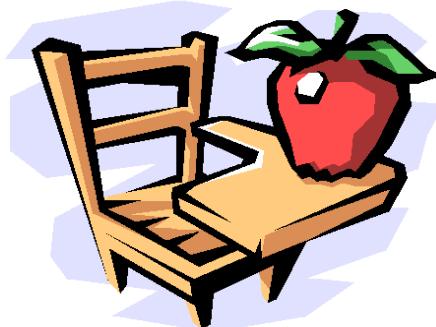
5. Please mark (✓) one box after each sentence.

	Very True ₁	Sort of True ₂	Not Very True ₃	Not at All True ₄
a. I work very hard on my schoolwork.				
b. I don't try very hard in school.				
c. I pay attention in class.				
d. When I come to class, I am not ready a lot of the time.				



6. How often do you forget to bring these things to class? (make a check mark ✓ in the correct boxes)

	I never forget ₁	I forget once in a while ₂	I forget often ₃	I usually forget ₄	Does not apply ₅
a. Pencil/pen or paper					
b. Books					
c. Homework done					
d. School agenda/folder					



7. How often do your parents do the following? (make a check mark ✓ in the correct boxes):

	Never ₁	Once in a while ₂	Often ₃	Usually ₄
a. Check on whether you have done your homework				
b. Help you with your homework				



QUESTIONS ABOUT HOW YOU FEEL ABOUT YOURSELF

8. Please mark (✓) one box after each sentence.

	All of the Time ₁	Most of the Time ₂	Some of the Time ₃	Never ₄
a. I feel good about myself.				
b. I feel I have control over things that happen to me.				
c. I feel that I can make a difference.				
d. I am good at learning new things.				
e. I feel good about my future.				

Congratulations-you completed the survey!
Thanks for helping us by sharing your thoughts and feelings.



Power Hour Youth Survey (Ages 10 to 12)

Thank you for being in this study of Power Hour by completing this survey. We need your help to better understand and improve the Power Hour program at the Boys & Girls Club.

This is not a test. Please answer all of the questions as honestly as you can. If you are uncomfortable answering a question, you may leave it blank.

Thanks again for your help!

Name (please print clearly): _____

Your Date of Birth (month and day): _____

Today's Date (month/date/year): _____



THE FIRST QUESTIONS ASK ABOUT THE CLUB.

1. I have been a member of this Club for (please choose one answer):

- ₁ 3 months or less
- ₂ More than 3 months, less than 1 year
- ₃ Between 1 and 2 years
- ₄ More than 2 years

2. In the past 4 weeks, how many times did you come to this Boys & Girls Club?
(please choose one answer)

- ₁ Not at all
- ₂ One to three times in the past 4 weeks
- ₃ Once or twice a week
- ₄ Three or more times a week

3. Please check (✓) one box after each sentence.

	Very True ₁	Sort of True ₂	Not Very True ₃	Not at All True ₄
a. Club staff care about what happens to me.				
b. At the Club, I feel safe.				
c. I like the way other kids treat me at the Club.				
d. I feel like I belong at the Club.				
e. I have fun at the Club.				
f. I have a say in what happens at the Club.				
g. I can talk to staff at the Club about things that are bothering me.				
h. Staff at the Club try to be fair with kids.				
i. Staff at the Club know what interests me.				



4. Have you participated in any of the following Boys & Girls Club programs? (please choose one answer for each program)

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a. Homework help/tutoring (ex., Power Hour) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b. Reading program/book club | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c. Academic goal-setting (ex., Goals for Graduation) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d. Tech lab/computer program/digital arts | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e. Career fair/speaker | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f. Arts or crafts (ex., ImageMakers, Fine Arts, chorus) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g. Leadership or service club (ex., Torch Club) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h. Health and life skills (ex., SMART Moves) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i. Sports or fitness programs (ex., basketball, Triple Play) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

5. Last week, how many times did you come to Power Hour? (please choose one answer)

- ₁ Not at all
- ₂ Once
- ₃ Twice
- ₄ Three or more times

6. Please check (✓) one box after each sentence.

	Very True ₁	Sort of True ₂	Not Very True ₃	Not at All True ₄	I do not go to Power Hour ₅
a. Power Hour helps me get my homework done on time.					
b. Power Hour activities are fun and interesting.					
c. I look forward to going to Power Hour.					
d. Power Hour helps me do better in school.					
e. I tell my friends to go to Power Hour.					
f. The staff at Power Hour are helpful.					



7. Why do you go to Power Hour? (check all that apply)

- ₀ I do not go to Power Hour.
- ₁ Adults at the Club tell me to go to Power Hour.
- ₂ My parents or guardians tell me to go to Power Hour.
- ₃ My friends tell me to go to Power Hour.
- ₄ I just want to go to Power Hour.
- ₅ Other reason (please describe): _____

8. Which of the following activities do you participate in during Power Hour?
(check all that apply)

- ₀ I do not go to Power Hour.
- ₁ Working one-on-one with a tutor.
- ₂ Working in a small group with a tutor.
- ₃ Doing my homework by myself.
- ₄ Doing my homework with other youth.
- ₅ Doing my homework with Power Hour staff.
- ₆ Do worksheets or Power Pages (such as word puzzles and practice math problems).
- ₇ Other activities (please describe below):



THE NEXT QUESTIONS ASK ABOUT SCHOOL AND HOMEWORK.

9. On my last report card, my grades were (please choose one answer):

- | | | |
|---|---|---|
| <input type="checkbox"/> ₁ Mostly Fs | <input type="checkbox"/> ₅ Mostly Cs | <input type="checkbox"/> ₉ Mostly As |
| <input type="checkbox"/> ₂ Ds and Fs | <input type="checkbox"/> ₆ Bs and Cs | <input type="checkbox"/> ₁₀ Other (write in below):
_____ |
| <input type="checkbox"/> ₃ Mostly Ds | <input type="checkbox"/> ₇ Mostly Bs | |
| <input type="checkbox"/> ₄ Cs and Ds | <input type="checkbox"/> ₈ As and Bs | |



10. On my last report card, my grade in **Math class** was (please choose one answer):

- ₁ F
 - ₂ D
 - ₃ C
 - ₄ B
 - ₅ A
 - ₆ Other. Describe below:
-

11. On my last report card, my grade in my **Language Arts class** was (please choose one answer):

- ₁ F
 - ₂ D
 - ₃ C
 - ₄ B
 - ₅ A
 - ₆ Other. Describe below:
-

12. I complete my homework on time (please choose one answer):

- ₁ Never
- ₂ Sometimes
- ₃ About half the time
- ₄ Most of the time
- ₅ All of the time
- ₆ I don't have any homework



13. Last week, how many hours did you spend on your homework, in and out of school? (please choose one answer)

- ₀ I did not have any homework.
- ₁ I had homework, but did not do it.
- ₂ 2 hours or less
- ₃ More than 2 hours but less than 5 hours
- ₄ 5 hours or more

14. How often do you forget to bring these things to class? (make a check mark ✓ in the appropriate boxes)

	I never forget ₁	I forget once in a while ₂	I forget often ₃	I usually forget ₄	Does not apply ₅
a. Pencil/pen or paper					
b. Books					
c. Homework done					
d. School agenda/folder					

15. Over the past school year, about how many days of school did you miss? (please choose one answer)

- ₀ None - I did not miss any days of school.
- ₁ I missed 1 or 2 days of school.
- ₂ I missed between 3 and 5 days of school.
- ₃ I missed between 6 and 10 days of school.
- ₄ I missed more than 10 days of school.



16. Over the past school year: (make a check mark ✓ in the appropriate boxes):

	Never ₁	Once in a while ₂	Often ₃	Usually ₄
a. I was late for school.				
b. I cut/skip class.				
c. I was absent from school.				
d. I got in trouble for not following school rules.				
e. I got in-school suspension.				
f. I was suspended from school or put on probation.				

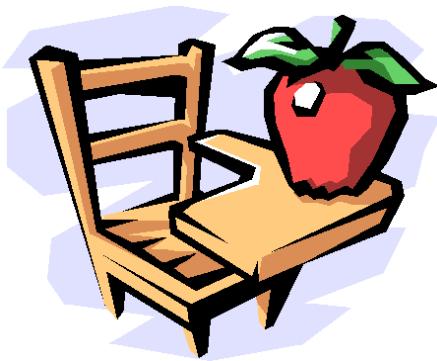
17. How often do your parents/guardians do the following? (make a check mark ✓ in the appropriate boxes):

	Never ₁	Once in a while ₂	Often ₃	Usually ₄
a. Check on whether you have done your homework				
b. Help you with your homework				



18. How true is each of the following? (make a check mark √ in the appropriate boxes):

	Very True ₁	Sort of True ₂	Not Very True ₃	Not at All True ₄
a. I work very hard on my schoolwork.				
b. I don't try very hard in school.				
c. I pay attention in class.				
d. I often come to class unprepared.				



19. How far in school do you think you will get? (please choose one answer)

- ₁ Not graduate from high school
- ₂ High school diploma or GED
- ₃ Two-year college degree
- ₄ Four-year college/university degree
- ₅ Graduate degree (Master's, Ph.D., M.D., etc.)
- ₆ Other (please describe): _____



THE NEXT QUESTIONS ASK HOW YOU FEEL ABOUT YOURSELF.

20. Make a check mark (✓) in one box after each sentence below.

	All of the time ₁	Most of the time ₂	Some of the time ₃	Never ₄
a. I feel good about myself.				
b. I feel I have control over things that happen to me.				
c. I feel that I can make a difference.				
d. I am good at learning new things.				
e. I feel good about my future.				

Congratulations-you completed the survey!

Thanks for helping us by sharing your thoughts and feelings.



Encuesta para Jóvenes en Power Hour (7 a 9 Años de Edad)

Muchas gracias por participar en este estudio del programa Power Hour y responder a esta encuesta. Necesitamos de tu ayuda para mejorar a Power Hour en el Boys & Girls Club.

Este no es un examen. Por favor responde a todas las preguntas de la manera más honesta que puedas. Si te incomoda responder a alguna de las preguntas, puedes dejarla en blanco.

¡Muchas gracias por tu ayuda!

Nombre (por favor escribe con letra legible):

Tu Fecha de Nacimiento (mes y día): _____

Fecha de Hoy (mes/día/año): _____





PREGUNTAS SOBRE EL CLUB

1. Por favor marca uno de los cuadros (✓) después de cada oración.

	Muy cierto ₁	Algo cierto ₂	Es poco cierto ₃	No es nada cierto ₄
a. El personal del Club se preocupa por mí.				
b. Cuando estoy en el Club me siento seguro.				
c. Me gusta como me tratan los demás niños cuando estoy en el Club.				
d. Siento que pertenezco al Club.				
e. Me divierto cuando estoy en el Club.				
f. Mi opinión se toma en cuenta en el Club.				
g. Puedo hablar con el personal del Club sobre las cosas que me molestan.				
h. El personal del Club se esfuerza por ser justo con los niños.				
i. El personal del Club sabe lo que me interesa.				



PREGUNTAS SOBRE POWER HOUR



2. Por favor marca uno de los cuadros (✓) después de cada oración.

	Muy cierto ₁	Algo cierto ₂	Es poco cierto ₃	No es nada cierto ₄	No participo en Power Hour ₅
a. Power Hour me ayuda a terminar mi tarea a tiempo.					
b. Las actividades de Power Hour son interesantes y divertidas.					
c. Me gusta ir a Power Hour.					
d. Power Hour me ayuda a mejorar en la escuela.					
e. Les recomiendo a mis amigos que participen en Power Hour.					
f. El personal de Power Hour me ayuda.					

3. ¿Por qué participas en Power Hour? (puedes escoger más de una respuesta)

- ₀ No participo en Power Hour.
- ₁ Los adultos del Club me dicen que participe en Power Hour.
- ₂ Mis padres o tutores me dicen que participe en Power Hour.
- ₃ Mis amigos me dicen que participe en Power Hour.
- ₄ Participo en Power Hour porque me gusta.
- ₅ Otro motivo (por favor escríbelo en la línea): _____



4. ¿Qué haces durante Power Hour? (puedes escoger más de una respuesta)

- ₀ No participo en Power Hour.
- ₁ Trabajo por mí mismo con mi tutor
- ₂ Trabajo con mi tutor en un grupo pequeño
- ₃ Hago mi tarea por mí mismo
- ₄ Hago mi tarea con mis amigos
- ₅ Hago mi tarea con el personal de Power Hour
- ₆ Hago las hojas de trabajo y las *Power Pages* (por ejemplo, las hojas para colorear, los juegos de palabras y los problemas de matemáticas de práctica)
- ₇ Otras actividades (por favor escríbelas en la línea):



PREGUNTAS SOBRE LA ESCUELA



5. Por favor marca uno de los cuadros (✓) después de cada oración.

	Muy cierto ₁	Algo cierto ₂	Es poco cierto ₃	No es nada cierto ₄
a. Trabajo duro en mis tareas.				
b. No hago mi mejor esfuerzo en la escuela.				
c. Pongo atención en la clase.				
d. Cuando llego a la clase, muchas veces no estoy preparado.				



6. ¿Con qué frecuencia se te olvida llevar estos artículos a la clase? (escribe una marca en los cuadros que tengan la respuesta correcta)

	Nunca se me olvida ₁	Se me olvida de vez en cuando ₂	Se me olvida con frecuencia ₃	Casi siempre se me olvida ₄	No aplica ₅
a. Mi lápiz/pluma o papel					
b. Mis libros					
c. La tarea que hice					
d. Mi carpeta/agenda de tareas					



7. ¿Con qué frecuencia hacen tus padres alguno de los siguientes? (escribe una marca en los cuadros que tengan la respuesta correcta)

	Nunca ₁	De vez en cuando ₂	Con frecuencia ₃	Casi siempre ₄
a. Preguntarte si ya hiciste la tarea				
b. Ayudarte con la tarea				



PREGUNTAS ACERCA DE CÓMO TE SIENTES SOBRE TI MISMO

8. Por favor marca uno de los cuadros (✓) después de cada oración.

	Todo el tiempo ₁	La mayor parte del tiempo ₂	A veces ₃	Nunca ₄
a. Me siento bien sobre mí mismo.				
b. Siento que puedo controlar las cosas que me ocurren.				
c. Siento que puedo hacer una diferencia.				
d. Soy bueno para aprender cosas nuevas.				
e. Me siento bien sobre mi futuro.				

¡Felicidades - terminaste de responder a la encuesta!

Muchas gracias por ayudarnos y compartir tus pensamientos y sentimientos.



Encuesta para Jóvenes en Power Hour (10 a 12 Años de Edad)

Muchas gracias por participar en este estudio del programa Power Hour y responder a esta encuesta. Necesitamos de tu ayuda para mejorar a Power Hour en el Boys & Girls Club.

Este no es un examen. Por favor responde a todas las preguntas de la manera más honesta que puedas. Si te incomoda responder a alguna de las preguntas, puedes dejarla en blanco.

¡Muchas gracias por tu ayuda!

Nombre (por favor escribe con letra legible):

Tu Fecha de Nacimiento (mes y día): _____

Fecha de Hoy (mes/día/año): _____



LAS PRIMERAS PREGUNTAS SON SOBRE EL CLUB.

1. He sido un miembro de este Club durante (por favor elige una respuesta):

- ₁ 3 meses o menos
- ₂ Más de 3 meses y menos de 1 año
- ₃ Entre 1 y 2 años
- ₄ Más de 2 años

2. Durante las últimas 4 semanas, ¿cuántas veces visitaste este Boys & Girls Club?
(por favor elige una respuesta)

- ₁ No lo visité
- ₂ Una a tres veces durante las últimas 4 semanas
- ₃ Una o dos veces por semana
- ₄ Tres o más veces por semana

3. Por favor marca uno de los cuadros (/) después de cada oración.

	Muy cierto ₁	Algo cierto ₂	Es poco cierto ₃	No es nada cierto ₄
a. El personal del Club se preocupa por mí.				
b. Cuando estoy en el Club me siento seguro.				
c. Me gusta como me tratan los demás jóvenes cuando estoy en el Club.				
d. Siento que pertenezco al Club.				
e. Me divierto cuando estoy en el Club.				
f. Mi opinión se toma en cuenta en el Club.				
g. Puedo hablar con el personal del Club sobre las cosas que me molestan.				
h. El personal del Club se esfuerza por ser justo con los jóvenes.				
i. El personal del Club sabe lo que me interesa.				



4. ¿Has participado en alguno de los siguientes programas del Boys & Girls Club?
(por favor elige una respuesta para cada programa)

- | | Sí | No |
|---|---------------------------------------|---------------------------------------|
| a. Ayuda/asesoría con las tareas (por ejemplo: <i>Power Hour</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b. Programa/club de lectura | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c. Establecimiento de metas académicas
(por ejemplo: <i>Goals for Graduation</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d. Laboratorio de tecnología/programa de cómputo/ artes digitales | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e. Feria de carreras profesionales/oradores | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f. Artes o manualidades (por ejemplo: <i>ImageMakers, Fine Arts, coro</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g. Club de servicio o liderazgo (por ejemplo: <i>Torch Club</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h. Aptitudes para la salud y la vida (por ejemplo: <i>SMART Moves</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i. Programas de aptitud física o deportes
(por ejemplo: baloncesto, <i>Triple Play</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

5. Durante la semana pasada, ¿cuántas veces participaste en *Power Hour*? (por favor elige una respuesta)

- ₁ No participé
- ₂ Una vez
- ₃ Dos veces
- ₄ Tres o más veces

6. Por favor marca uno de los cuadros (✓) después de cada oración.

	Muy cierto₁	Algo cierto₂	Es poco cierto₃	No es nada cierto₄	No participo en Power Hour₅
a. Power Hour me ayuda a terminar mi tarea a tiempo.					
b. Las actividades de Power Hour son interesantes y divertidas.					
c. Me gusta ir a Power Hour.					
d. Power Hour me ayuda a mejorar en la escuela.					
e. Les recomiendo a mis amigos que participen en Power Hour.					
f. El personal de Power Hour me ayuda.					



7. ¿Por qué participas en Power Hour? (marca todas las respuestas que apliquen)

- ₀ No participo en Power Hour.
- ₁ Los adultos del Club me dicen que participe en Power Hour.
- ₂ Mis padres o tutores legales me dicen que participe en Power Hour.
- ₃ Mis amigos me dicen que participe en Power Hour.
- ₄ Participo en Power Hour porque me gusta.
- ₅ Otro motivo (por favor escríbelo en la línea):

8. ¿Cuáles de las siguientes actividades realizas durante Power Hour? (marca todas las respuestas que apliquen)

- ₀ No participo en Power Hour.
- ₁ Trabajo de manera individual con un tutor
- ₂ Trabajo en un grupo pequeño con un tutor
- ₃ Hago la tarea por mí mismo
- ₄ Hago la tarea con otros jóvenes
- ₅ Hago la tarea con el personal de Power Hour
- ₆ Hago las hojas de trabajo o las Power Pages (por ejemplo: los juegos de palabras y los problemas de matemáticas de práctica)
- ₇ Otras actividades (por favor escríbelas en la línea):



LAS SIGUIENTES PREGUNTAS SON SOBRE LA ESCUELA Y LA TAREA.

9. En mi última boleta de calificaciones, mis calificaciones fueron (por favor elige una respuesta):

- | | | |
|---|---|--|
| <input type="checkbox"/> ₁ F en su mayoría | <input type="checkbox"/> ₅ C en su mayoría | <input type="checkbox"/> ₉ A en su mayoría |
| <input type="checkbox"/> ₂ D y F | <input type="checkbox"/> ₆ B y C | <input type="checkbox"/> ₁₀ Otro (escríbelo abajo)
<hr/> |
| <input type="checkbox"/> ₃ D en su mayoría | <input type="checkbox"/> ₇ B en su mayoría | |
| <input type="checkbox"/> ₄ C y D | <input type="checkbox"/> ₈ A y B | |



10. En mi última boleta de calificaciones, mi calificación de la **clase de matemáticas** fue (por favor elige una respuesta)

₁ F

₂ D

₃ C

₄ B

₅ A

₆ Otro. Anótalo en la línea:

11. En mi última boleta de calificaciones, mi calificación de la **clase de inglés (gramática, literatura, etc.)** fue (por favor elige una respuesta):

₁ F

₂ D

₃ C

₄ B

₅ A

₆ Otro. Anótalo en la línea:

12. Hago mi tarea a tiempo (por favor elige una respuesta):

₁ Nunca

₂ A veces

₃ La mitad de las veces

₄ La mayor parte del tiempo

₅ Todo el tiempo

₆ No tengo tarea



13. Durante la **semana pasada**, ¿cuántas horas dedicaste a hacer la tarea en la escuela y en cualquier otro lugar? (por favor elige una respuesta)

- ₀ No tuve tarea.
- ₁ Tuve tarea, pero no la hice.
- ₂ 2 horas o menos
- ₃ Más de 2 horas, pero menos de 5 horas
- ₄ 5 horas o más

14. ¿Con qué frecuencia se te olvida llevar estos artículos a la clase? (escribe una marca **✓** en los cuadros que tengan la respuesta correcta)

	Nunca se me olvida ₁	Se me olvida de vez en cuando ₂	Se me olvida con frecuencia ₃	Casi siempre se me olvida ₄	No aplica ₅
a. Mi lápiz/pluma o papel					
b. Mis libros					
c. La tarea que hice					
d. Mi carpeta/agenda de tareas					

15. Durante el **último año escolar**, ¿cuántos días estuviste ausente de la escuela? (por favor elige una respuesta)

- ₀ Ninguno - no estuve ausente de la escuela.
- ₁ Estuve ausente 1 ó 2 días.
- ₂ Estuve ausente entre 3 y 5 días.
- ₃ Estuve ausente entre 6 y 10 días.
- ₄ Estuve ausente más de 10 días.



16. Durante el **último año escolar**: (escribe una marca en los cuadros que tengan la respuesta correcta)

	Nunca ₁	De vez en cuando ₂	Con frecuencia ₃	Casi siempre ₄
a. Llegué tarde a la escuela.				
b. Falté a una clase.				
c. Me ausenté de la escuela.				
d. Me metí en problemas por no seguir las reglas de la escuela.				
e. Me suspendieron dentro de la escuela.				
f. Me suspendieron uno o más días de la escuela o me pusieron en un periodo de prueba.				

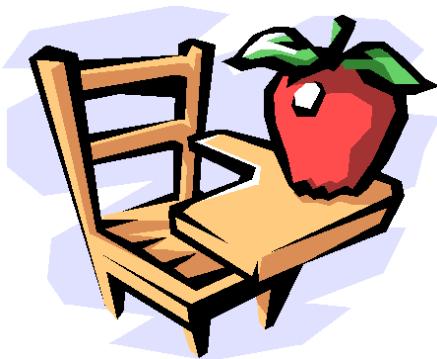
17. ¿Con qué frecuencia hacen tus padres/tutores legales alguno de los siguientes? (escribe una marca en los cuadros que tengan la respuesta correcta):

	Nunca ₁	De vez en cuando ₂	Con frecuencia ₃	Casi siempre ₄
a. Preguntarte si ya hiciste la tarea				
b. Ayudarte con la tarea				



18. ¿Qué tan cierto es cada uno de los siguientes? (escribe una marca *✓* en los cuadros que tengan la respuesta correcta):

	Muy cierto ₁	Algo cierto ₂	Es poco cierto ₃	No es nada cierto ₄
a. Trabajo duro en mis tareas.				
b. No hago mi mejor esfuerzo en la escuela.				
c. Pongo atención en la clase.				
d. A menudo llego a la clase sin haberme preparado.				



19. ¿Qué tanto crees que avanzarás en la escuela? (por favor elige una respuesta)

- ₁ No me graduaré de la escuela superior (preparatoria)
 - ₂ Obtendré un diploma de la escuela superior (preparatoria) o un título de equivalencia (GED)
 - ₃ Obtendré un título técnico de dos años
 - ₄ Obtendré un título universitario de cuatro años
 - ₅ Obtendré un título de postgrado (maestría, doctorado, doctor en medicina, etc.)
 - ₆ Otro (por favor descríbelo en la línea):
-



LAS SIGUIENTES PREGUNTAS SON ACERCA DE CÓMO TE SIENTES SOBRE TI MISMO.

20. Escribe una marca (✓) en uno de los cuadros después de cada oración.

	Todo el tiempo ₁	La mayor parte del tiempo ₂	A veces ₃	Nunca ₄
a. Me siento bien sobre mí mismo.				
b. Siento que puedo controlar las cosas que me ocurren.				
c. Siento que puedo hacer una diferencia.				
d. Soy bueno para aprender cosas nuevas.				
e. Me siento bien sobre mi futuro.				

¡Felicidades - terminaste de responder a la encuesta!
Muchas gracias por ayudarnos y compartir tus pensamientos y sentimientos.



Power Hour Outcome Measurement Information Sheet for Parents

Power Hour is a Boys & Girls Clubs of America (BGCA) homework help and tutoring program for Club youth ages 6 to 18. [Name of Club] is interested in examining the effects of Power Hour on youth participants and how we can have the most impact with Power Hour.

All youth [*or if only surveying certain ages, note here*] who participate in Power Hour will be asked to complete two surveys – one in [*pre-survey month*] and another in [*post-survey month*]. The surveys will ask about Club participation and activities, homework and attitudes about school. Club staff will administer the surveys at the Club.

Club staff will also collect school report cards from youth after each marking period in order to examine the effects of Power Hour on school grades and attendance.

Confidentiality

All of the information provided by participants will be kept confidential. [*Note: Make sure your Club can and will keep information confidential. Note specifically who will have access to identified surveys and report cards*]. When the results are presented in reports, no information will be included that could identify any youth personally.

Youth will be asked to provide their name and date of birth on the surveys. This will help link the two surveys and link the surveys to attendance and report card information. Surveys and report cards will be stored in a locked file cabinet and all data will be maintained on a secure computer.

Parents/guardians who consent to have their son/daughter participate in the study do not need to do anything.

Parents who **DO NOT CONSENT** to have their son/daughter participate in the evaluation should sign the attached Parent Non-Consent Form and return it to the *Power Hour Coordinator* by [*date*].

Thank you!

We really appreciate your cooperation in this important study for [Club name]!

Power Hour Outcome Measurement Parent Non-Consent Form

This is to certify that I have read the attached Information Sheet explaining the Power Hour study.

I **DO NOT** consent to have my son/daughter, _____-

(insert name), participate in the study.

(Signature of parent/guardian)

(Printed name of parent/guardian)

Date

Power Hour Outcome Measurement Information Sheet for Youth

[Club name] is conducting a study to examine the effects of the Power Hour program on youth. As part of this study, all youth [or if only surveying certain ages, note here] who participate in Power Hour are being asked to complete two surveys – one in [pre-test month] and another in [post-test month]. The surveys ask questions about activities at the Club, homework, and school. The surveys are not tests; they ask you questions about things you do and how you feel about different things. You will be asked to write your full name and birth date on the surveys.

You will also be asked to bring in your school report cards after each marking period to the Club, so that grades and school attendance can be included in the study. Staff will remind you to bring in your report cards.

[Club name] will keep all of the information from the surveys and report cards private. [Note: Make sure your Club can and will keep information confidential. Note specifically who will have access to identified surveys and report cards]. Club staff will place survey and report card information in a locked file cabinet and on a secure computer. Your name will not be included in any reports.

If you agree to complete the survey and participate in the study, please sign the attached form and turn it in to Club staff. If you have any questions, please ask Club staff.

Thank you for your participation in this important study for [Club name]!

Power Hour Outcome Measurement Youth Assent Form

To be completed by all Power Hour participants:

Your signature below indicates that you have read the information (or have had it read to you) provided in the "Power Hour Outcome Measurement Information Sheet for Club Youth," have received answers to your questions, and have freely decided to participate in the study. By agreeing to participate in the study, you are not giving up any of your legal rights.

Signature of Participant

Printed Name of Participant

Date

To be completed by Program Coordinator:

I certify that the nature and purpose of the Power Hour study has been explained to the above-named individual.

Signature of Program Coordinator

Printed Name of Program Coordinator

Name of Club

Date

Template Letter to School Principal or School System Administrator

[Date]

[Club Name]

[Address]

[City, State ZIP]

Dear [School Administrator]:

[Name of Local Club], an affiliate of Boys & Girls Clubs of America (BGCA), is conducting a study of one of its after-school programs, Power Hour.

Power Hour is a homework assistance and tutoring program for children ages 6 to 18. The program is conducted in a nonthreatening environment using adults or older students who serve as “Homework Helpers.” These staff or volunteers also offer fun, age-appropriate activities to stimulate Club members’ interest in learning. By showing how fractions are used in order to cook a meal, for example, volunteers help Club members learn to value the knowledge homework can bring. Power Hour’s long-term goals are to ensure that youth graduate from high school, pursue postsecondary educations and become life-long learners.

[Insert information about your Club, including history of the organization, mission and/or youth development philosophy, the number of members served, days and hours of operation, and a description of Club programs that promote members’ academic achievement. Demonstrate your Club’s commitment to young people’s academic success by citing any past or existing collaborations or partnerships with local schools or expressing the desire to build such collaborations.] This outcome measurement study is designed to demonstrate the impact of Power Hour on Club youth. [Name of Local Club] will be collecting data from youth surveys, school and Club attendance records, and student report cards.

We wanted you to be informed of the study since it involves some of your students. If you have any questions, you may contact [Name of Contact] at [Name of Local Club].

Thank you.

Sincerely,

[Name of Club CPO or Unit Director]

[Title]

Template for Parental Release of School Records to Boys & Girls Club*

I, _____ [name of parent/guardian], the parent and/or legal guardian of _____ [name of Club member]), grant the Boys & Girls Club of _____ [name of Club] my permission to obtain school records, transcripts, grade reports (report cards and progress reports), and all test results including _____ [name of your state's applicable annual mandated standardized test(s) for the member's grade level].

I also grant Boys & Girls Club of _____ 's [name of Club] staff my permission to speak with teachers, counselors, and other school administrators at my child's school in order to obtain and exchange information as part of the services provided by the Boys & Girls Club of _____ [name of Club].

I authorize the Boys & Girls Club of _____ [name of Club] to access and/or receive copies of my student's academic transcripts, report cards, and test scores including _____ [name/acronym of your state's applicable annual mandated standardized test(s) for the member's grade level] necessary to assist my son/daughter in achieving his/her educational goals.

Parent Signature

Date

Name of Student (please print)

Student's Social Security No./
School ID No.

Name of School

* Adapted with permission from a form originally developed by Boys & Girls Clubs of Greater Fort Worth, Texas.

Sample Power Hour Daily Attendance/Participation Tracking Form

Club name:

Period of:



Legend: Att = Attendance (Y = Yes; N = No)
HW = Homework (C = Complete; I = Incomplete; N = Did not have any HW)
Extra = Enrichment Activities (Y = Yes; N = No)