



Beyond School Bells
nebraskachildren

Summer of Youth

Student Voice Data Collection Summary Report

February 2023



Report prepared by the Cultural Competence Center LLC

-- DRAFT --

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Summer of Youth

Student Voice Data Collection Summary Report

Background

Afterschool Matters. Nebraska is fortunate to have high quality afterschool and summer Expanded Learning Opportunities (ELOs) in communities across the state. Decades of research confirm what common sense suggests; we see results when Nebraska youth regularly participate in ELO programs outside of the traditional school day. Student attendance, behaviors, and ultimately their grades in school improve.

Additionally, ELO programs do even more for Nebraska's children and families. These coordinated programs provide safe, caring places for young people to interact with mentors and caring adults when their parents or caregivers are at work. ELOs provide nutritional snacks, meals, and much needed exercise and movement. Opportunities are created for youth to have fun with their classmates and make new friends as they explore new ideas, build real world skills, and explore career interests.

Indeed, the benefits of ELO programs are multi-faceted, but they only work when youth want to be in the programs. Simply put, for ELO programs to attract and retain youth, they must engage youth in programs reflecting youth interests.

That is why Beyond School Bells, Nebraska's statewide afterschool network and a public / private partnership of the Nebraska Children and Families Foundation, decided to ask Nebraska youth in ELO programs across the state to identify the types of learning opportunities and experiences they enjoy and would like to see more of in their ELO program. Rather than use a standard questionnaire, we created an interactive tool to elicit the interests of young people about their ideas of the types of opportunities they would like to experience more of in their afterschool and summer programs. We are excited by the findings and the opportunity that it provides us to support programs that reflect youth interests.

The report that follows represents our first attempt at collecting and reporting this data, and it won't be the last. This summer, together with our partners at the Nebraska Department of Education, we will use this information to help identify parameters for a new round of grant awards that will be offered to Nebraska ELO programs targeted by the Nebraska Department of Education for additional support.

But we won't stop there. As we look to the future, we pledge to continuing using innovative methods to raise the voices of youth so that communities across Nebraska can develop high quality ELO programs that excite, engage, and inspire all of our youth.

Method of Data Collection

During the week of December 19th, 2022, four school districts across the state of Nebraska participated in an activity with youth in afterschool programs to gather their interests for afterschool and summer activities. Afterschool programs were invited to participate if they were a school district receiving ESSER III funding to hold summer and afterschool programs as a new Community Learning Center (CLC) site or an existing CLC site expanding their programming. Nebraska's ESSER III funds were provided to school districts for the purpose of making an impact on high-need areas.¹

The Brainstorming Activity Sheet (see Appendix A), Administration Guide and Information Form (see Appendix B), and Parent Information Letter (see Appendix C) were created by Beyond School Bells (BSB) staff to facilitate the data collection process. School Community Coordinators at each site who agreed to participate were provided a 30-minute training session during the second week of December on how to administer the data collection activity. Students and staff participating in the activity were provided funds to purchase pizzas as a thank you for their time. School staff leading the activity were provided a stipend to cover their time to recruit students, participate in the training, and administer the activity. Each facilitated activity lasted from 45 minutes to one hour.

The Brainstorming activity was structured by Beyond School Bells staff and implemented by a facilitator at the site who was also a staff member. The activity started with the facilitator reading a purpose statement to the students (see Administration Guide in Appendix B) and reviewing the images on the Brainstorming sheet (see Appendix A). To get the students thinking about interesting clubs or opportunities, they were asked to list the top three clubs or activities they experienced in the past. After

¹ Nebraska is the only state that selected school districts to receive funds by developing a scoring criterion that included the district's student achievement data, access to community health resources, and COVID-19 cases per capita. This process helped to ensure that communities with the highest need received federal funds and didn't add an application process to communities already stretch thin.

writing down their top three, the students were asked to share those experiences with someone sitting next to them.

The next step of the activity had the students look at each bubble with a graphic and a theme in it, then to rate that theme by coloring in the thermometer up to the number that shows how interested they were in participating in a club with that theme. A zero means the student was not at all interested, a five means the student was kind of interested, and a ten means the student would definitely sign up for a club with that theme.

The last step of the activity was for the students to put their own ideas into the empty bubbles on the Brainstorming sheet, putting one idea into each bubble.

After the activity was over, facilitators completed the Information form and mailed the completed Brainstorming sheets and Information form back to the Beyond School Bells offices using a pre-stamped envelope. Each completed Brainstorming sheet was assigned a unique number and the student data were entered into an Excel spreadsheet. Individual identifiers were removed.

Data Analysis

Once materials were returned to BSB, the individual student sheets were identified by district, school, and a unique student number. All responses were then entered into an Excel spreadsheet. Four BSB staff reviewed all student suggestions and each staff member identified themes that they believed were representative of the students' suggestions. A meeting was held where staff came to consensus on the themes.

The themes were chosen based on how the suggested club or opportunity might be implemented. For example, there were many field trip type activities suggested and the type of field trip varied widely across the student suggestions. Instead of grouping all field trip suggestions under the heading "field trips" the suggestion was coded based on any specifics the student might have included. For example, "trip to the library" was coded as the theme *literacy*. The student suggestion of a "trip to Mexico to watch a soccer match" was coded as the theme *experiential* because the student was seeking a unique experience. If student responses were uninterpretable, they were excluded from analysis.

The final list of themes includes Arts, Board Games, Crafts, Culture, eSports, Experiential, Gender Specific, Life Skills, Literacy, Sports, and STEM (see Appendix D). The student suggestions for future clubs/opportunities were each coded based on the identified themes. Each student suggestion, including the Top Three past experiences, were coded for one theme that best matched the student suggestions.

Results

In all, 154 students participated in this data collection activity. A total of 17 schools in four school districts in Nebraska collected data from youth in their programs. Thirty-four (34) students in three middle schools and one hundred-twenty (120) students from 14 elementary schools engaged 19 representative student groups for participation in the data collection activity. Eight of the schools were from large school districts (student population greater than 30,000) and nine of the schools were from small districts (student population less than 5,000). Seventeen (17) students were English language learners. Table 1 shows a demographic summary of the student participants compared to percentages of school aged students in Nebraska.

Table 1: Student Participant Demographics

Demographic Group	Number of Participants	Percent of Participants	Percent of Statewide Youth²
Girls	80	52%	48%
Boys	74	48%	52%
American Indian/Alaskan Native	9	6%	1%
Asian	5	3%	6%
Black	19	12%	6%
Hispanic/Latino	57	37%	20%
Native Hawaiian / Pacific Islander	2	1%	>1%
White	60	40%	65%
Two or More Races	5	4%	4%

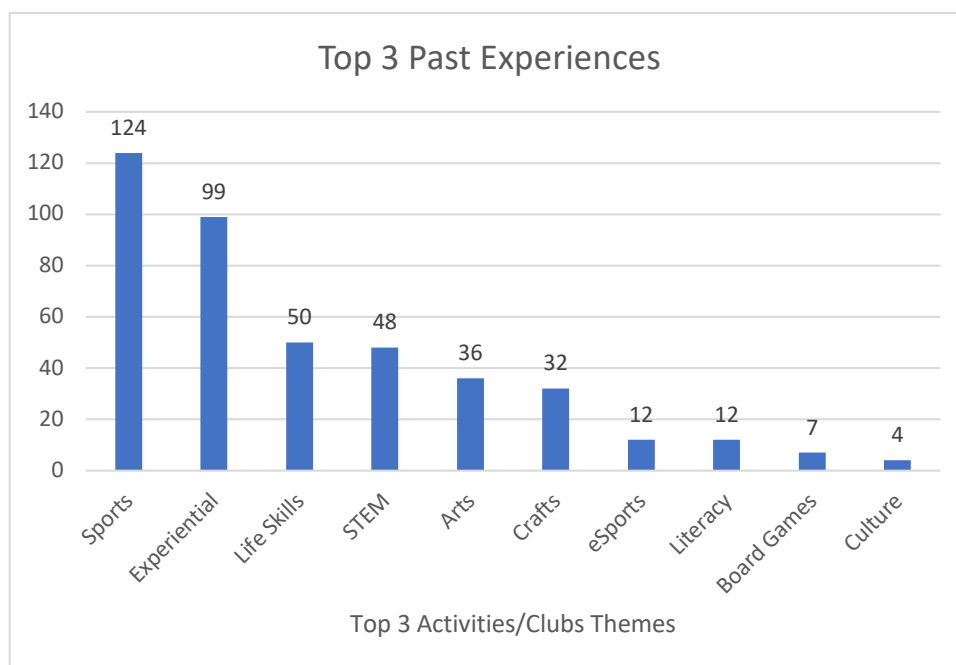
² Percent of School-aged Youth during the 2022-2023 School Year, Nebraska Student Demographics, found at: <https://www.education.ne.gov/dataservices/data-reports/>

One hundred fifty-four (154) students completed the Brainstorming sheets. On those sheets, students provided 424 top three past experiences, 1,477 thermometer ratings, and 503 suggestions for clubs/opportunities they wish to experience in their afterschool or summertime programs in the future.

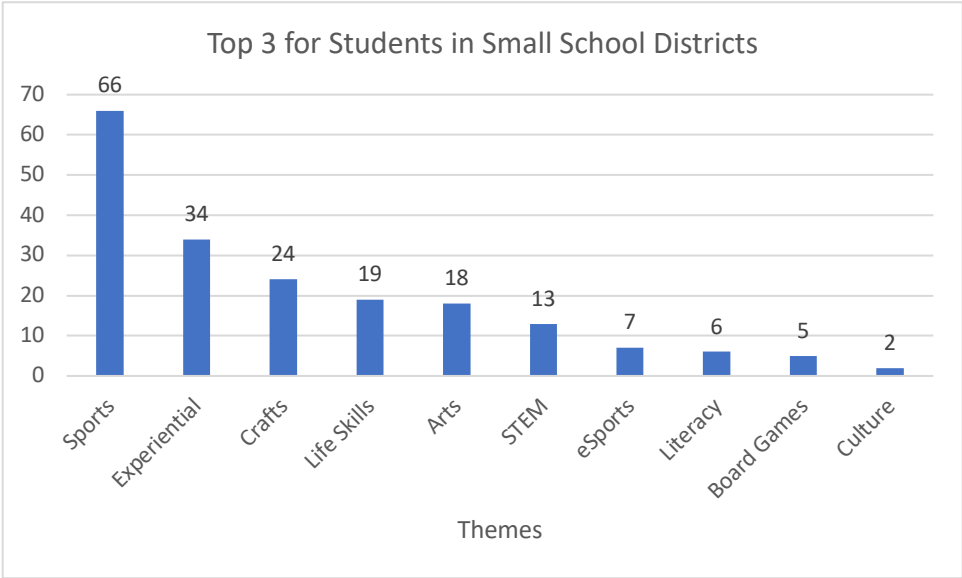
The graphs that follow summarize the three different data collection steps from the Brainstorming activity. Students were specifically asked to *not* provide demographic information on the Brainstorming sheets. The facilitators were each asked to complete an Information form for the purpose of providing details about the administration of the Brainstorming activity and general descriptions of the student participants. We recognize this was not a perfect collection of how students self-identify. Using the Information sheet, a) encouraged the facilitator to ensure the group of students invited to participate were representative of the students at that school and b) separated the student demographics from the students' individual Brainstorming sheets.

The first set of graphs show data from the *Top 3 Past Experiences* of student participants. Graph 1 shows the summative data from all participants. Graphs 2 – 5 disaggregate those data by large or small school participants and by elementary or middle school participants.

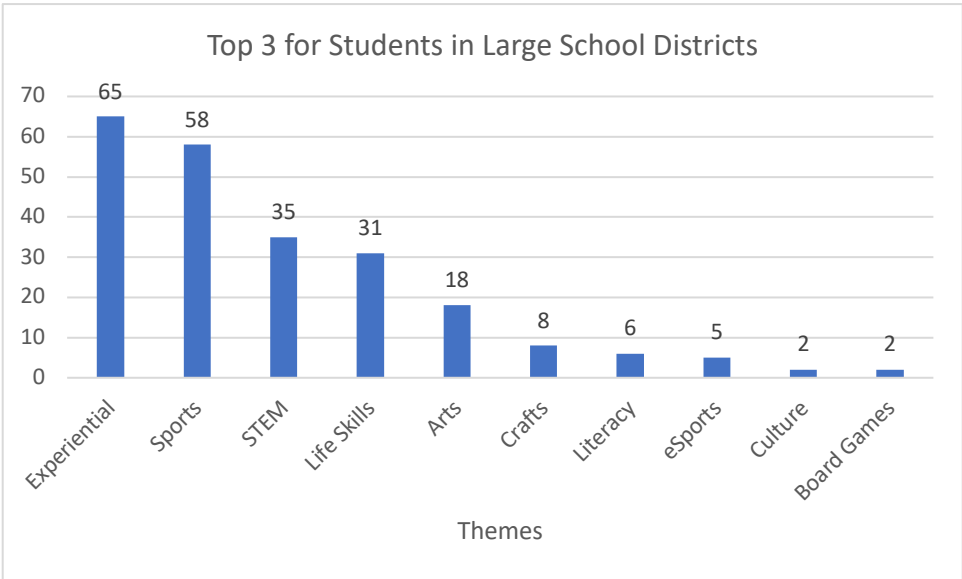
Graph 1: Top 3 Past Experiences



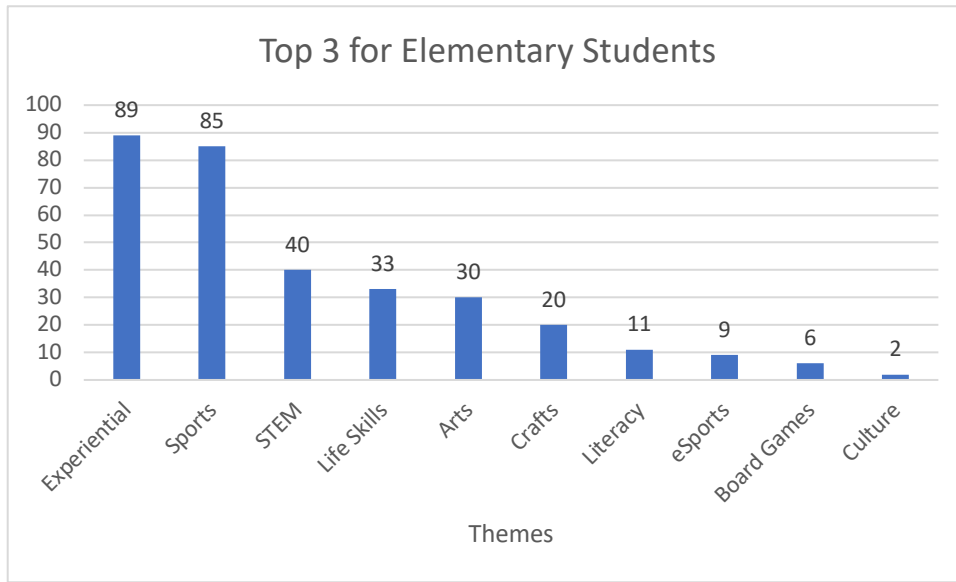
Graph 2 – Top 3 Past Experiences by Students in Small School Districts



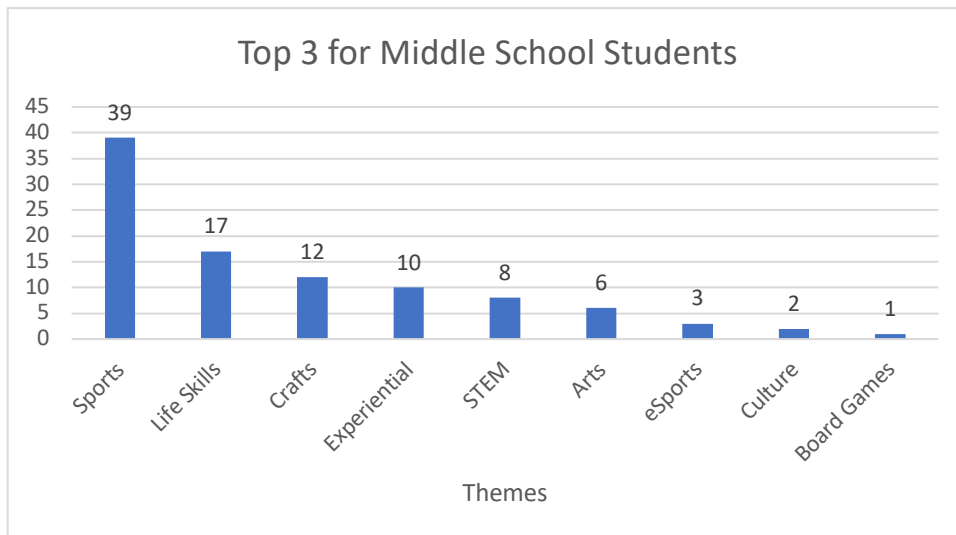
Graph 3 – Top 3 Past Experiences by Students in Large School Districts



Graph 4 – Top 3 Past Experiences by Elementary Students



Graph 5 – Top 3 Past Experiences by Middle Schools

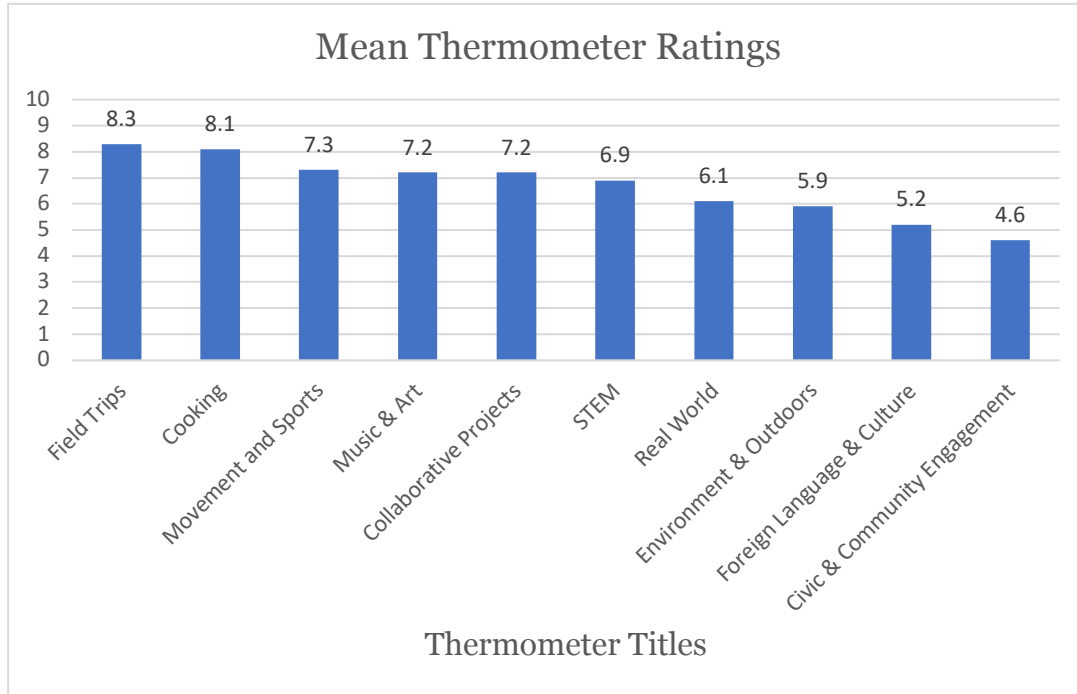


Overall, students enjoyed *sports* clubs/activities most often in the past, however, when disaggregated, elementary students and students in large districts identified *experiences* most often as a favorite past club or activity.

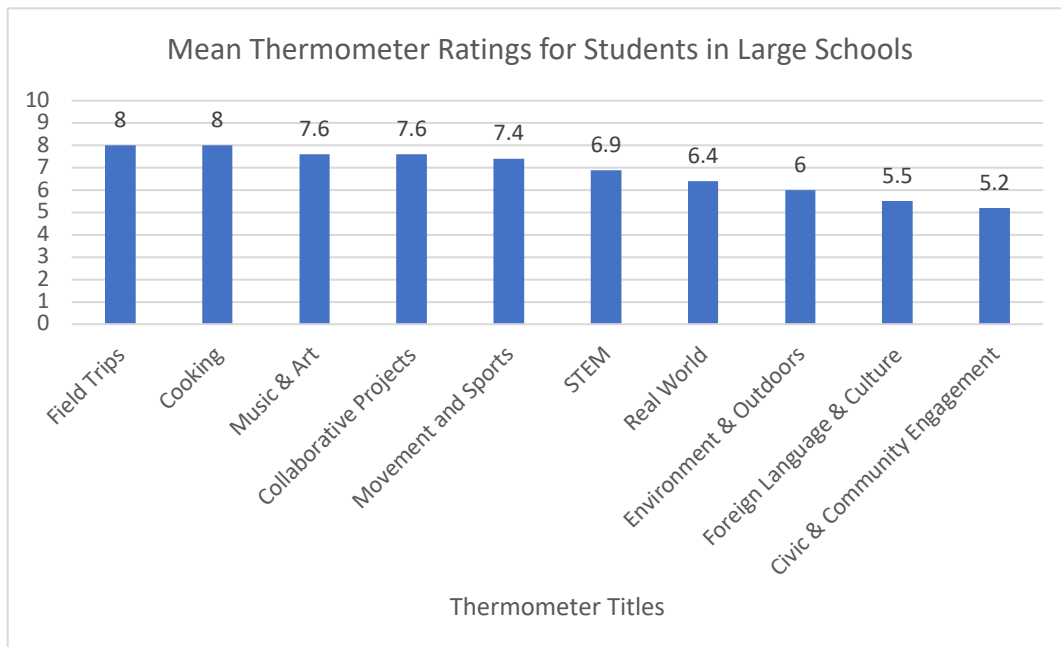
The second set of graphs show data from the *Thermometer Ratings* of student participants by means. Graph 6 shows the summative data from all participants. Graphs

7 – 10 disaggregate those data by large or small school participants and by elementary or middle school participants.

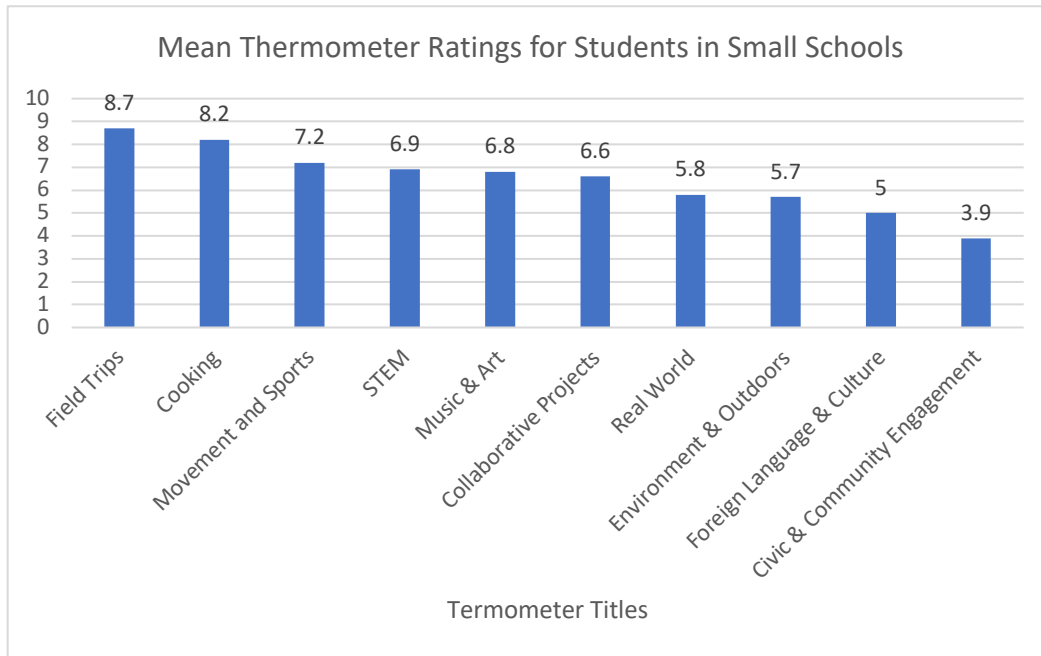
Graph 6: Means of Student Ratings of Pre-Identified Themes, Thermometer Ratings



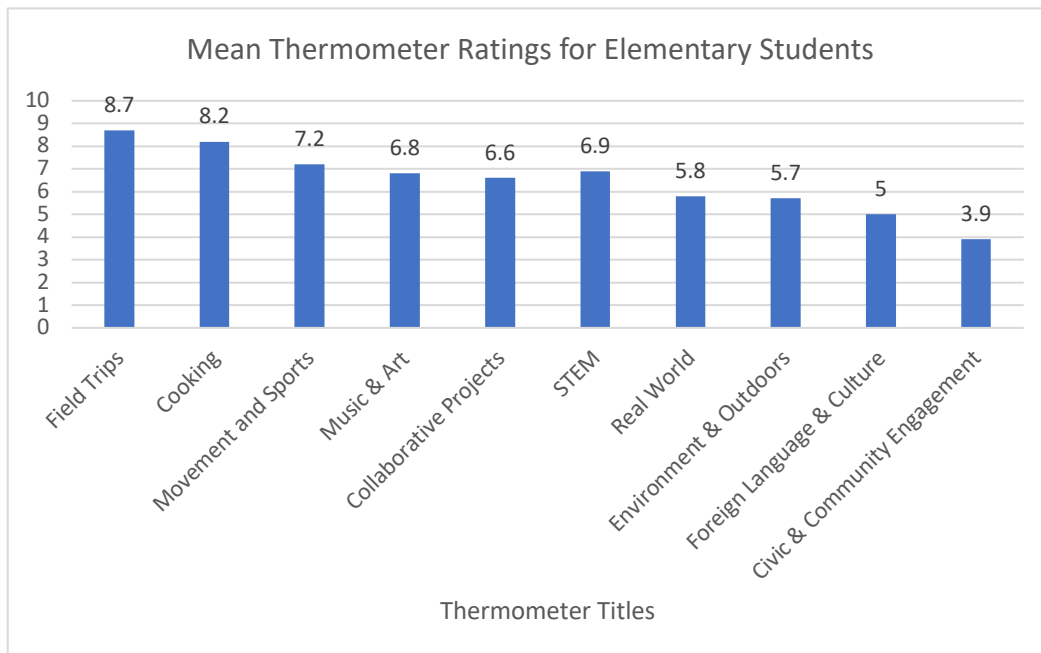
Graph 7 – Mean Thermometer Ratings by Students in Large Schools



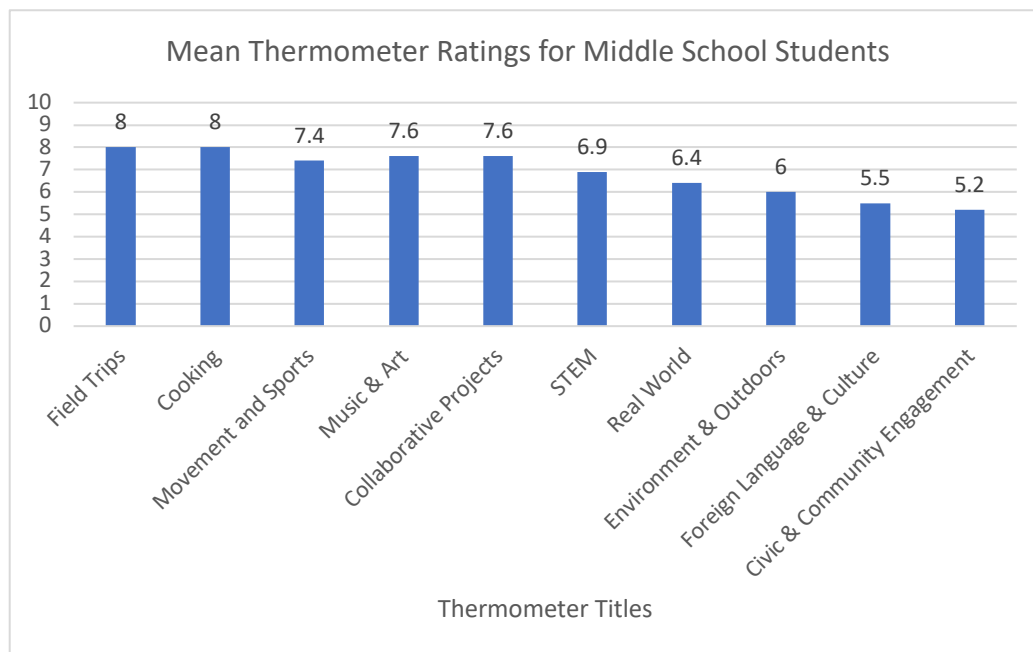
Graph 8 – Mean Thermometer Ratings by Students in Small Schools



Graph 9 – Mean Thermometer Ratings by Elementary Students



Graph 10 – Mean Thermometer Ratings by Middle School Students



Field trips were consistently the highest rated theme for the thermometer ratings for all students, with *cooking* a very close second, or even tied as was the case for middle school students. Students in large school districts and middle school students rated *civic and community engagement* over one point higher than smaller school districts and elementary students. Middle school students were the most interested in all themes presented on the Brainstorming sheet with all the categories receiving an average above 5 on the 10-point scale and a range across categories from 5.2 to 8. Elementary students, however, were more diverse in their preferences with scores ranging from 3.9 (*civic & community engagement*) to 8.7 (*field trips*).

The last set of graphs show data from the *Student Suggestions for Future Activities*. Results of the 503 themed student suggestions for future clubs or opportunities are presented in Graph 11. Table 2 on page 11 lists a comprehensive sample of student responses by theme. Student suggestions are only listed once in the lists of sample responses. Graphs 12 – 15 disaggregate the student suggestions by large or small school participants and by elementary or middle school participants.

Graph 11: Number of Student Suggestions Categorized by Themes

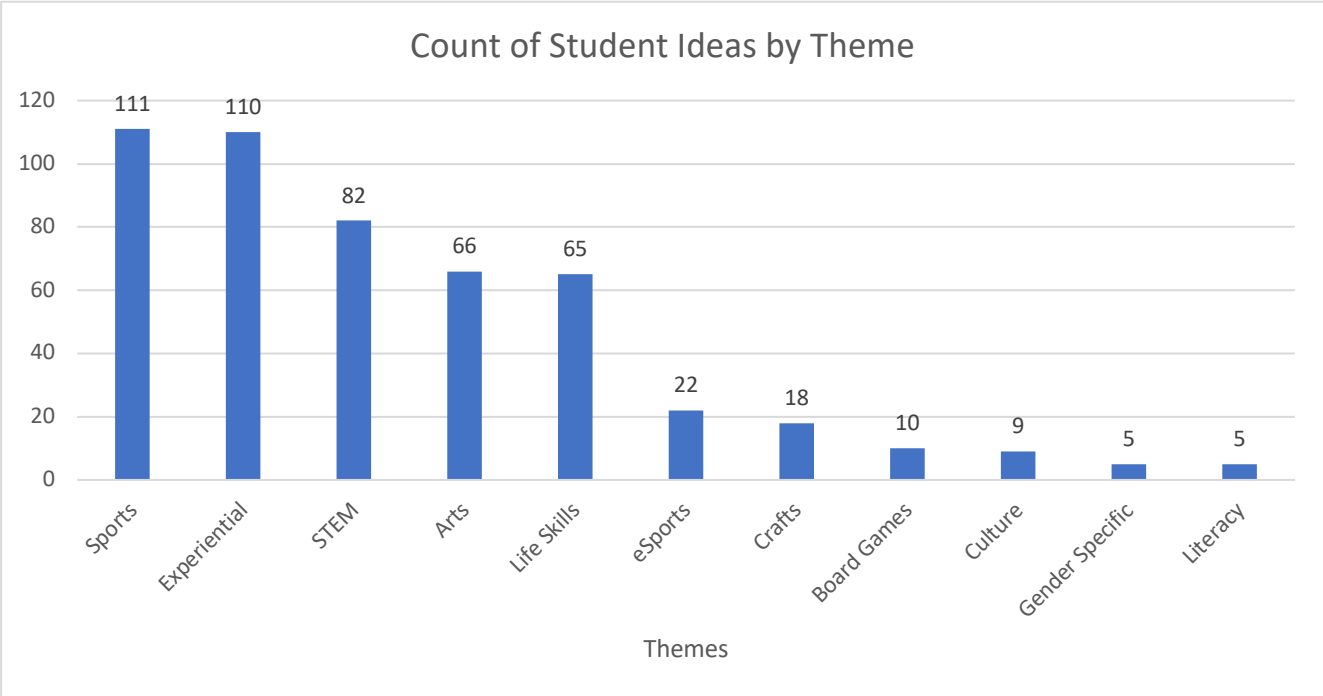
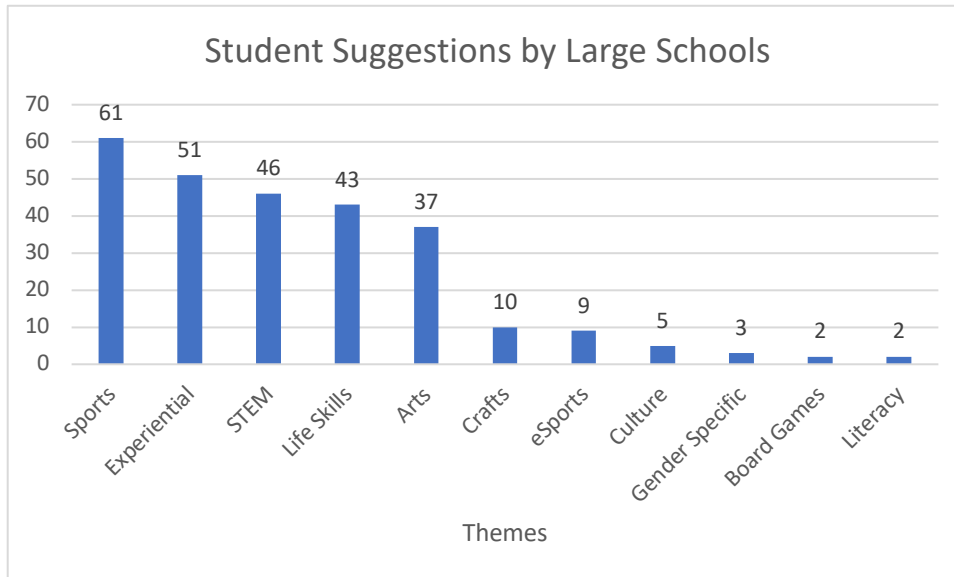


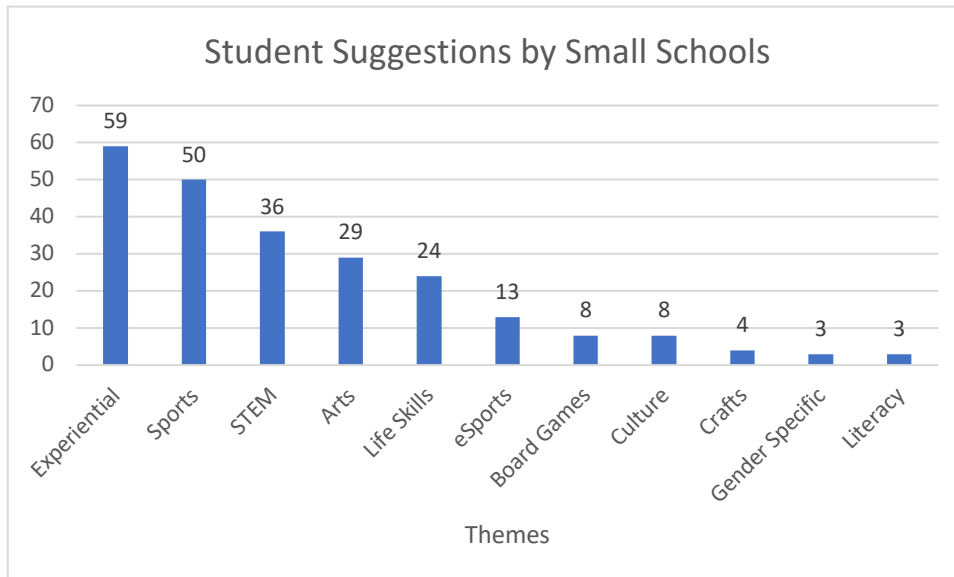
Table 2: Variety of student suggestions for clubs/opportunities by theme

Sports	soccer, swimming, gym/P.E., snowball fight, biking, running/racing, walking, gymnastics, soccer, football, basketball, archery, group games, tournaments, cheer, volleyball, hockey, bowling, recess, tag, dance, roller skating, golf, Kratos (fitness), ice skating, softball/baseball, water games
Experiential	Harry Potter club, field trips, Chipotle, McDonald's, laser tag, Camp Kitaki, fishing, movie theater, pool, pizza, shopping/going to the mall, going to the zoo, go karts, puppies, rope a fake cow, chat club, Husker game, go to the YMCA, camping, friendship club, dog walking, sledding, free choice, humor club, nerf club, trampoline, make a snowman, drink soda, Urban Air
STEM	building/construction club, math, nature, volcanos, engineering, science experiments, crystals, astronomy/stars, crime investigation club, garden plants/gardening, Legos, robotics, gadgets, coding, scientists, Earth science, slime, make rockets, learn about animals, tech skills, bubbles, how to create water, insects, make hair products
Arts	art club, pottery, music, acting in plays, drawing, theater/drama, photography, clothing design, musicals, painting, clay, piano, animation
Life Skills	cooking, choosing recipes, sewing, volunteer club, paint a house, baking/make cake pops, babysitting, how to make money, how to ride a bike, how to use tools, about our bodies club, 4-H, how to do nails and hair, how to drive a car/motorcycle, swim lessons, civic engagement, talk about jobs, cleaning
eSports	Roblox club, gaming, tournaments, game room, PS5, virtual reality
Crafts	ring making, wood working club, bracelets/necklaces, coloring sheets, make stuffed animals, make ornaments, basket weaving
Board/Table Games	Pokémon, Dungeons & Dragons, chess, game nights, Connect Four
Culture	Pride club, Japanese, Languages, sign language
Gender Specific	boys' club, Boys on the Run, Girls on the Run, men's fashion
Literacy	comic books, book club, reading club, library visits, English

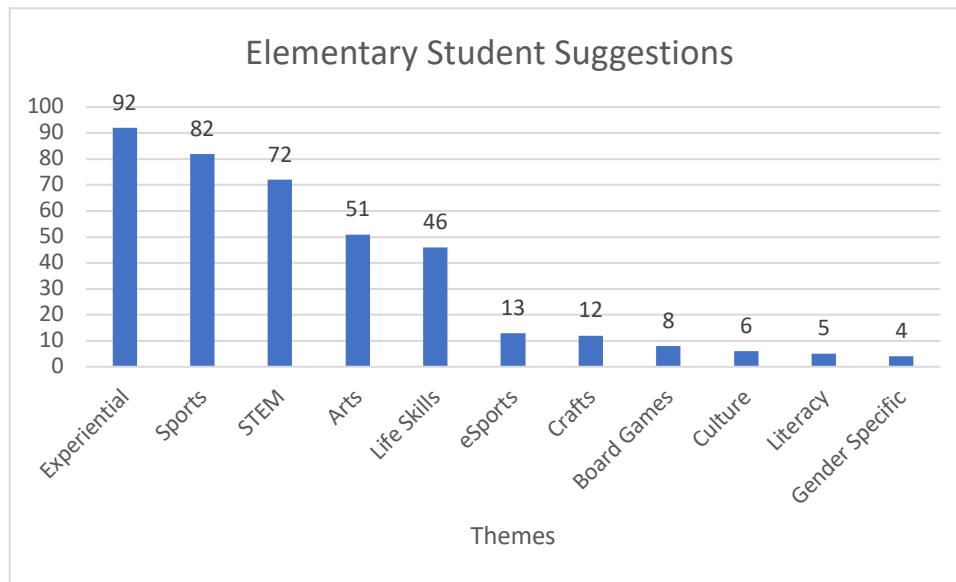
Graph 12 – Student Suggestions by Large Schools



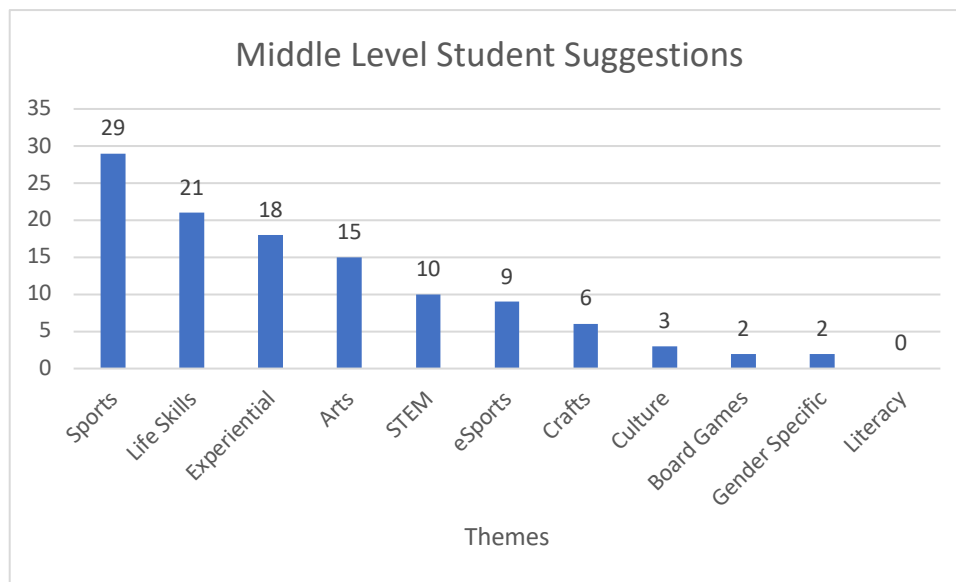
Graph 13 – Student Suggestions by Small Schools



Graph 14 – Student Suggestions by Elementary Schools



Graph 15 – Student Suggestions by Middle Schools



Sports and *experiential* activities topped the list of suggestions from students, however, when disaggregated, middle level students identified *life skills* second to *sports* as their top two choices. As noted in Table 2, suggestions that were coded under the theme *life skills* included learning how to do new things. This was an interesting outcome from disaggregating the data by elementary and middle level students and

could be informative for programs at the middle school level. Additionally, the identification of *gender specific* clubs was unique and somewhat unexpected. Interest in *experiential* opportunities was a frequent suggestion from small schools and elementary students looking to experience something they might not get to otherwise.

The variety of student responses are represented in Table 2. All student responses in Table 2 are unique and do not reflect the frequency of responses, which are presented in Graph 11.

Summary Comments

This Brainstorming activity was carefully constructed. The development of the Brainstorming sheet took many weeks of consultation with a graphic designer and program evaluator to result in the final version presented in Appendix A. Once the Brainstorming sheet was developed, consultation with program managers occurred to consider best how to implement the activity with students in the afterschool setting. From those conversations, an implementation guide for facilitators was developed.

A BSB program manager field tested the Brainstorming activity with a group of students during the afterschool time at a local elementary school. The field test facilitator had questions identified ahead of time to ask students, which facilitated feedback on the Brainstorming sheet and the implementation of the activity. The students generously provided their feedback, and the process was improved.

A 30-minute training was provided to facilitators prior to administration and contact information for BSB staff was available if concerns or questions arose throughout the process. Self-addressed and stamped envelopes were provided with the activity materials to make the process of returning materials easier.

The three components of the Brainstorming activity were designed to stimulate student thinking about their interests in afterschool and summer programming opportunities. We began with reflecting about past experiences that were of high interest and some discussion about those experience and what students liked most about them. The students identified their Top 3 favorite past experiences on the Brainstorming sheet. Then, students moved to some potential opportunities that BSB staff have heard from staff and students historically about what is of high interest and considered additional options students may have not considered. These were presented

as images and words as we did not want language barriers to hinder creative thinking. The thermometers were added to the images to gauge student interest on the pre-determined themes. Finally, students were asked to provide their own suggestions in the empty bubbles on the Brainstorming sheet. These empty bubble suggestions are where BSB staff will focus their interpretations and suggestions moving forward.

The themes, or categories, of the student suggestions were determined by considering how the students' suggestions would be implemented. How would a club or opportunity be administered in the afterschool or summer group-like setting? For example, several students suggested going to a swimming pool and others suggested swimming lessons or swimming competitions. Those suggestions range from experiential (going to a swimming pool) to an organized sporting event such as swimming as a competitive sport. The different swimming experiences would be introduced to students in very different ways, and we wished to categorize the suggestions accordingly. See Appendix D for a full list of the themes with some explanation for the type of student responses that would align with each.

Consistently, students showed high interest in sports and experiential opportunities. Experiential opportunities are defined as enjoying an experience for the sake of the experience; to have opportunities to do unique things such as going to a movie, a beach, or McDonald's or having social time with friends.

Students also provided many Life Skills suggestions. The theme of Life Skills is defined as learning how to do something that leads to self-help or self-care such as swim lessons at the Y, cooking, making food, hair and nail care, and learning about jobs. See Table 1 for a thorough list of the variety of student suggestions coded by each theme.

The decision to not ask students directly for their personal demographics on the Brainstorming sheet was multifaceted. We did not want to hinder students' willingness to be candid with their suggestions, nor to hinder our interpretation of students' suggestions based on any demographic characteristic. Keeping the students' responses anonymous also made it easier to access students for this data collection event. Even though the information we were gathering from students was not considered sensitive in nature, we do recognize student demographic characteristics as sensitive data. The data from the facilitator on the Information form is not perfect as it is not self-report data from the student. However, we focused our summary data on the schools and grade

levels of students and used the racial and gender data as benchmarks for inclusion of a diverse student sample in this data collection event. The data will not be disaggregated by gender or race as those data are not tied to the individual student responses.

Evaluator Comments

Several suggestions are offered by this evaluator (Dr. Teresa Wanser-Ernst, Cultural Competence Center LLC) moving forward.

- As Table 1 shows, the data in this report are generally representative of the students in Nebraska. However, the next round of data collection should include schools from the mid-size population range (5,000-30,000 students) and additional guidance to facilitators regarding the sampling of students to ensure representativeness.
- The process for the Brainstorming activity was well-developed and replicable with minimal training.
- It is encouraged that this process be repeated when large or small-scale programming changes are being considered. Student voice is critical to the effectiveness of ELO programming and this activity is well-suited to that purpose.
- Implementation of the Brainstorming activity can occur in a statewide, district-wide, or site-based data collection event.
- Representation of all students is also a critical component to collecting student suggestions. It is important to ensure all demographic groups within the school, district, or state are represented in the student suggestions collected through this activity.
- This activity encouraged adult facilitation through reading the prompts to students or dictating student responses.
- I commend BSB for engaging the services of a program evaluator to assist in the development and facilitation of this process, which increased the validity of the data collected.

Appendix A - Brainstorming Activity Sheet

TOP 3
LIST YOUR TOP 3 FAVORITE THINGS YOU HAVE EVER DONE IN AFTERSCHOOL:

1ST _____
2ND _____
3RD _____

WHAT DO YOU WANT YOUR AFTERSCHOOL/SUMMER PROGRAM TO LOOK LIKE?

YOUR IDEAS HERE

TITLE YOUR IDEA: _____

TITLE YOUR IDEA: _____

TITLE YOUR IDEA: _____

WHAT WOULD YOU DO WITH 1-2 MONTHS?

MOVEMENT SPORTS

REAL WORLD CHALLENGES

COLLABORATIVE PROJECTS

MUSIC

FIELD TRIPS

TIME WITH FRIENDS

COOKING

STEM

ENVIRONMENTAL & OUTDOOR

CODING

ROBOTICS

ASTRONOMY

GAMING

CIVIC & COMMUNITY ENGAGEMENT

FOREIGN LANGUAGE & CULTURE

SUMMER FUN!

Appendix B - Administration Guide and Information Form

Youth Voice Brainstorming Sessions Facilitator Administration Instructions

Dear Facilitator,

Thank you for your assistance in collecting youth voices about programming ideas for afterschool experiences. Not only will this activity give you an opportunity to hear from youth in a meaningful way, but the data collected during this process will also shape Expanded Learning Opportunities across Nebraska during the summer of 2023 and beyond.

As the facilitator of this process, your assistance in collecting this data is essential. You are administering this process on behalf of Beyond School Bells and we appreciate your willingness! To help us ensure data is collected in a consistent manner across the state, we ask that you ***please carefully read and follow the instructions as outlined below.***

PLANNING YOUR BRAINSTORMING SESSION

- A. Please read all directions carefully before conducting your session.
- B. Please review the Brainstorming sheet before conducting your session.
- C. Please convene a group of no less than 6 students and no more than 10 students. Students to invite should be
 - a. students who are eager and productive participants.
 - b. students who can draw, write, or dictate their ideas to an adult.
 - c. representative of the demographics of their community (gender, ethnicity, ableness, etc.)
- D. If you are scheduling two Brainstorming groups, consider grouping students by gender (a girls group and a boys group), English language learners, or grade level such as grades 4&5 and grades 2&3.
- E. Schedule your session during the week of December 12th, 2022. The session will take approximately 45-60 minutes.
- F. Schedule a place to hold the session such as a classroom with chairs and tables for students to place their Brainstorming sheets and write.
- G. Be sure to have pencils or colored pencils available.
- H. Complete the Information Form on page 5 and return with the completed Brainstorming sheets.

CONDUCTING THE BRAINSTORMING SESSION

To ensure consistency, please follow the script below as closely as possible.

Say:

Thank you all for being here today. You have been invited to participate in sharing your ideas about things you have done in afterschool programs and things you would be interested in doing during afterschool or summer time in the future. Students across the state of Nebraska are sharing their ideas this week and all of your ideas will be combined and shared with adults who organize programs for youth like you. None of your names will be shared with anyone outside of this room but your ideas will be shared with lots of interested adults.

Ask:

Does anyone have any questions?

Answer any questions about the process.
Pass out the Brainstorming sheets.

Say:

Do not put your name on these sheets.

Let's take a couple of minutes and look at the drawings on your Brainstorming sheet. These drawings are there to help you remember activities you have participated in in the past, or think about activities you might like to participate in during summer or afterschool time in the future.

(note: It is OK to read anything on the sheet for students who might struggle with some of the words or to help them understand what the images are.)

To start, think about some of the best times you've had during summer or afterschool programs in the past. If you can think of your favorite one, two, or three clubs, activities, or programs that you have really liked in the past, write those in the box at the top of the sheet, where it says "Top 3". Write one idea on each line.

Take a few minutes to help students think of past experiences. Pause while the students write. It is OK for you to write answers for them if they ask you to or are struggling to write.

Say:

Now, we would like you to share your favorite clubs or activities with the person sitting next to you. Each of you should take turns sharing what you wrote down. We will take about five minutes to share. (note: Students should share with the person next to them, rather than move around the room. This part shouldn't take too long.)

Say:

Now we're going to take a close look at the drawings on the sheet. We are going to do this step on our own, not with a partner.

Each bubble with a drawing in it is a theme for clubs or activities. Next to each bubble is a thermometer with the numbers zero, five, and ten. We would like you to fill in the thermometer up to the number that shows how interested you are in participating in a club with that theme. Zero means you are not at all interested and wouldn't sign up for a club with that theme. A five means you're kind of interested. A ten means you really want to explore that theme and would definitely sign up for a club with that theme. Please go ahead and fill in each thermometer based on your interests. Are there any questions? (note: Students may need to have additional explanation on what to do if they are confused. Students should do this step independently, not with a partner. We want to know what each student thinks.)

Give students several minutes to complete this step. Answer any questions students might have about the drawings, the words attached to the drawings, or what they are supposed to do. Once students have filled in all of the thermometers, you can move them to the last step.

Say:

Now, you are going to fill in the empty bubbles at the bottom of the sheet. In the big three empty bubbles, we would like you to draw or write in themes we haven't thought of. What are YOU interested in? Is there anything you would like to learn about or get more information about? Are there any issues or needs you have because of the COVID pandemic? Is there something you want to explore but you can't on your own? Use this as an opportunity to let adults know what you want to do during your afterschool or summer time.

Maybe there's a theme that's similar to one that is already on the sheet but your idea is more specific. For example, theater could be in the music & art theme, but it is more specific. In the smaller bubble attached to the bigger bubble, write or draw in a club that fits that theme. With our theater theme example, a club could be writing plays. (note: you may need to pause here and check for understanding or ask if there are questions)

Draw or write one idea per bubble. If you have more ideas and need more bubbles, you can use the white space on the sheet to make more bubbles. Be sure to give each bubble a title.

Give students plenty of time for this step. They may need assistance with Brainstorming. It's OK if they brainstorm with their peers but we want to encourage them to write down their own ideas. We encourage students to think outside the box!

Whatever students write on the sheets, we will respect and keep in confidence. The contents of their sheet will be combined with all the other sheets we collect. Results will not be reported by student, school, or district but as a statewide data collection effort.

AFTER THE SESSION HAS ENDED

Please complete the information form. This data is important for us to describe the group of students across the state who participated in this data collection. Return the completed form with the Brainstorming sheets. Please collect all of the Brainstorming sheets, even if they are blank, and mail them back to Beyond School Bells in the self-addressed, stamped envelope, as soon as possible. Thank you for assisting us with this data collection! We look forward to learning what the students are excited about.

INFORMATION FORM

Facilitator: Please complete and return with the Brainstorming sheets

Your name (if we have follow-up questions): _____

Your email address: _____

Your program site name: _____

How many sessions did you conduct? _____

Date(s) of the session(s)? _____

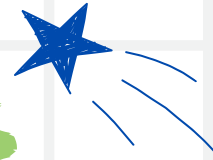
Where did you hold the session(s)? _____

Are the participants part of an existing club? If yes, what is the name of the club?

If more than one session was conducted, please complete the table below for each session.

Demographics	Session 1	Session 2
How many students participated in total?		
What grade levels were the students (please list)?		
How many girls participated?		
How many boys participated?		
How many students have English as a second language?		
To the best of your knowledge, how many students in each ethnic/race category participated?		
American Indian or Alaskan Native		
Black or African American		
Hispanic/Latino		
Asian		
Native Hawaiian/Pacific Islander		
White		
Two or More		
Unsure		

Youth Voice Brainstorming Sessions



Information for families

Your child is invited to participate in a facilitated brainstorming session to find out what clubs they have liked in their afterschool/summer programs and share their ideas about the kinds of activities, clubs, and programs they would like to have available to them in the future.

- This fun and interactive process will take place during your student's time in the afterschool program and will take 45-60 minutes to complete the process.
- Participating students and staff members get to enjoy a pizza party!
- They will be a group with 5-9 other students.
- The group brainstorming activity will be facilitated by a staff member at your child's program.
- Each child will fill out a brainstorming sheet (see below).
- Facilitators will gather general demographic data about the group, but no identifying information will be gathered about your student. Students will not put their names on brainstorming sheets and sheets will be destroyed by Beyond School Bells after data is collected.
- Youth will be participating in the process in programs all across Nebraska. Beyond School Bells will be analyzing student data sheets for creative ideas as well as themes of what students are wanting more of in Expanded Learning Opportunities (ELOs). The voices of youth will help direct how several different federal and private funds are used in ELOs across the state Summer 2023 and beyond!



Reach out to Beyond School Bells if you have any questions or concerns:
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Appendix D - Themes for Coding Student Responses

Brainstorming Activity Themes for Top 3 and Ideas

Sports

- Organized/self-directed
- Individual/Team
- Outdoor/Indoor

STEM

- Structured/self-directed
- STEM-related trips
- Coding, design
- Construction, building
- Math club
- Creating hair products

Arts

- Structured learning using art media or learning about art, music, theater
- Trips to learn about something in the Arts
 - o Theater, Concert
 - o Art museum

Crafts

- Structured/self-directed, for the sake of making something “crafty”

Culture

- Learning about a culture or others
- History, trips to museums
- Learning a new language
- Sign language

Literacy

- Reading
- English language learning
- Trips to the library

eSports

- Online and offline
- Gaming system (computer)

Board Games

- Tabletop, not electronic
- Teams/individual

Life Skills

- Learning “how to” do something that leads to self-help or self-care
 - o Swim lessons at the Y
 - o Cooking, making food
 - o Hair, nail care
 - o Talk about jobs
 - o Scouts
 - o Civic & community engagement

Experiential

- Enjoying an experience for the sake of the experience, opportunities to do unique things (field trips to an experience vs learning in place)
 - o Going to a movie
 - o Going to a beach
 - o Going to McDonalds
 - o Social time with friends

Gender Specific

- Boys/girls on the run
- Men’s fashion