

Summer of Discovery

Student Voice Data Collection Summary Report

February 2024



Table of Contents

Background	1
Method of Data Collection	2
Data Analysis	3
Description of Student Participants	4
Results	6
Top Three Past Experiences	6
Graphs 1 – 5A	7
Thermometer Ratings of Categorical Programming	12
Graphs 6 – 10A	13
Student Suggestions for Future Activities	18
Graphs 11 – 15A	21
Summary Comments	26
Evaluator Comments	28
Table 1	5
Table 2	5
Table 3	20
Appendix A	29
Appendix B	30
Appendix C	35
Appendix D	36

Summer of Discovery

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.

The report that follows represents the first two administrations of the Brainstorming Activity. The first administration took place in December of 2022 and the second administration was in October and December of 2023.

Beyond School Bells pledges to continue 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 Nebraska's youth.

Method of Data Collection

During the fall of 2023, nine school districts/communities and 11 different schools 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

Additionally, during the week of December 19th, 2022, four school districts participated in the Brainstorming Activity as the first group of participants. Both sets of data are presented in this report.

The Brainstorming Activity Sheet (Appendix A), Administration Guide and Information Form (Appendix B), and Parent Information Letter (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 on administering the data collection activity during the second week of October 2023. 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 and familiar to the students. 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

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.

experienced in the past. After 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 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 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 and analyzed using SPSS. Individual identifiers were removed.

Data Analysis

Staff from the Cultural Competence Center LLC (CCC) identified themes during the analysis of student results after the first administration of the Brainstorming Activity in the fall of 2022. Those themes were applied to the student data for the fall 2023 administration, with an addition of the theme “mindfulness.” The themes emerged 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” a student’s 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 from the 2022 administration of the Brainstorming Activity included Arts, Board Games, Crafts, Culture, eSports, Experiential, Gender Specific, Life Skills, Literacy, Sports, and STEM (see Appendix D). An additional category was added to the list of themes from the 2023 administration. Several students

suggested opportunities that were categorized as *mindfulness*, so that category was added to the 2023 list of themes. Each student suggestion for future clubs/opportunities was coded based on the identified theme that best matched each student suggestion.

Student suggestions were grouped together and reported in aggregate. The group of suggestions were disaggregated by school district population (small, large), and by grade level bands (elementary, secondary).

Description of Student Participants

In all, 124 students participated in the fall of 2023 data collection activity. A total of 11 afterschool programs in nine school districts in Nebraska collected data from youth in their programs. Nine (9) students in one high school, ten (10) students in one middle school, and one hundred-five (105) students from nine elementary schools engaged 13 representative student groups for participation in the data collection activity.

Five of the groups were from large school districts (student population greater than 30,000), one group was from a mid-sized school district (population between 10,000-30,000) and seven of the groups were from small districts (student population less than 6,000). The mid-sized district² was grouped with the large school districts to protect participants' identities; therefore, data are reported for large and small districts. There were 58 student participants in the large district category and 66 students in the small district category.

On page 5, Table 1 shows the demographic summary (count and percent) of the student participants from the 2023 administration of the Brainstorming Activity compared to the percent of school aged student demographics across Nebraska. Fifteen (15) students were English language learners.

Table 2 shows the demographic summary of the student participants from the 2022 administration of the Brainstorming Activity. The demographic data about the student participants are similar to the demographic data of students in Nebraska, aiding in the representativeness of the student results presented in this report. Demographic data were reported as a group of students by the activity facilitator. Therefore, we

² This school district has a student population of approximately 20,000 students and resides in a large city, which factored into the decision to include these students' suggestions with students in the large school district category.

cannot disaggregate individual student results by student demographic variables. We can, however, disaggregate by building/site demographic variables (i.e., district size, grade level).

Table 1: 2023 Student Participant Demographics (n=124)

Demographic Group	Number of Participants	Percent of Participants	Percent of Statewide Youth³
Girls	68	55%	48%
Boys	56	45%	52%
American Indian/Alaskan Native	3	2%	1%
Asian	1	1%	6%
Black	11	9%	6%
Hispanic/Latino	30	24%	20%
Native Hawaiian / Pacific Islander	1	1%	>1%
White	71	57%	65%
Two or More Races*	9	7%	4%

*Total races identified is greater than 124 because of the Two or More category.

Table 2: 2022 Student Participant Demographics (n=154)

Demographic Group	Number of Participants	Percent of Participants	Percent of Statewide Youth⁴
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%

*Total races identified is greater than 154 because of the Two or More category.

³ Percent of School-aged Youth during the 2023-2024 School Year, Nebraska Student Demographics, found at: <https://www.education.ne.gov/dataservices/data-reports/>

⁴ 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 twenty-four (124) students completed the Brainstorming Activity sheets during the fall of 2023. On those sheets, students provided 353 top three past experiences, 1,408 thermometer ratings, and 492 suggestions for clubs/opportunities they wish to experience in their afterschool or summertime programs in the future.

There were 105 elementary (grades K-6) students and 19 secondary (grades 7-12) students who completed the brainstorming sheets. Data from middle school and high school were grouped together as “secondary” students. There were nine high school students and 10 middle school students that participated.

Results

The graphs on the following pages summarize the three different data collection steps from the Brainstorming Activity, which includes a) past experiences, b) thermometer ratings, and c) suggestions or ideas for future programs.

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 responses on the brainstorming sheets.

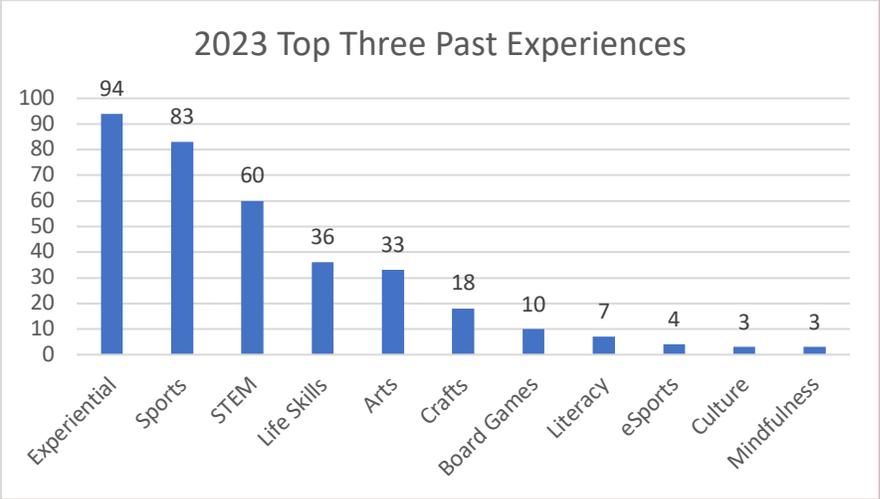
Top Three Past Experiences

The Brainstorming Activity began with the facilitator prompting students to consider previous out of school time experiences and identifying the best they have had. Students were asked to list up to three of their top experiences and to write those on their brainstorming sheet. There were no changes between the methods of data analysis from the 2022 administration to the 2023 administration except for the addition of “mindfulness” to the themes.

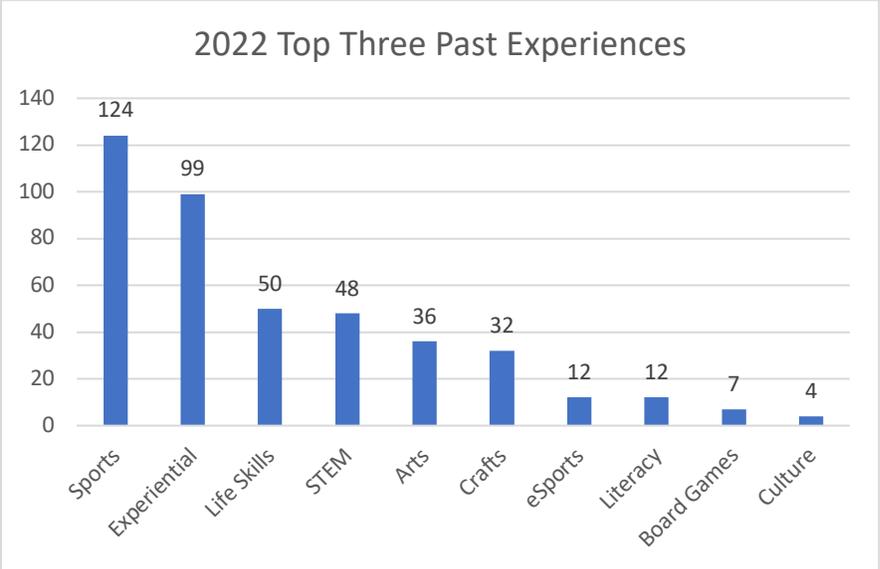
The first set of graphs show data from the *Top Three Past Experiences* of student participants. Graph 1 shows the summative data from participants of the 2023 administration, followed by the same information from the 2022 administration in

Graph 1A. Graphs 2 – 5A disaggregate the same data by students in small and large school districts and by elementary or middle/secondary school student participants for each year of the administration of the Brainstorming Activity (Fall 2022 and Fall 2023).

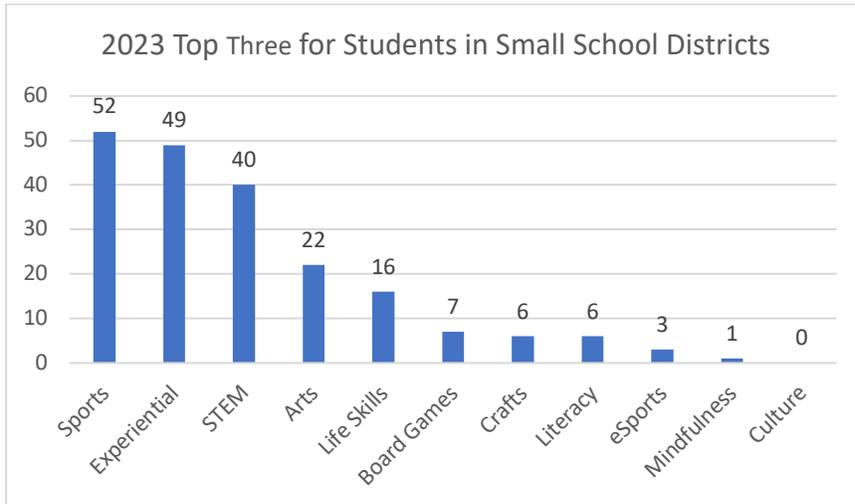
Graph 1: 2023 Top Three Past Experiences



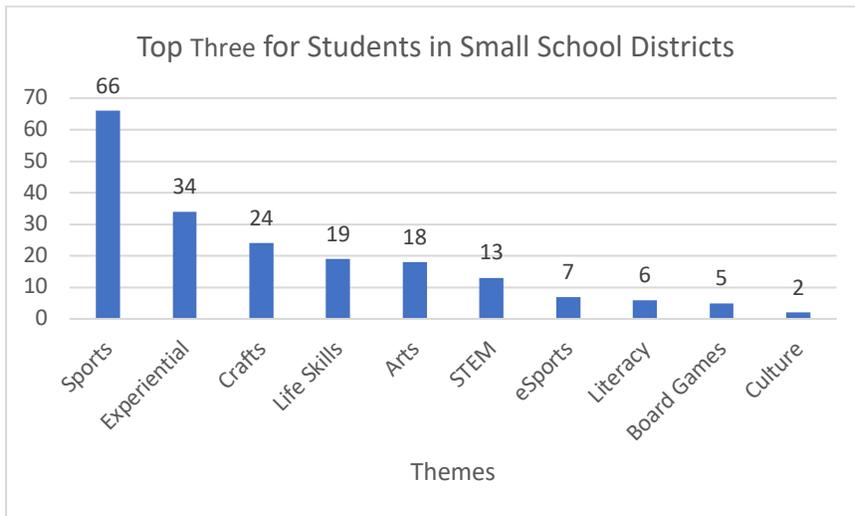
Graph 1A: 2022 Top Three Past Experiences



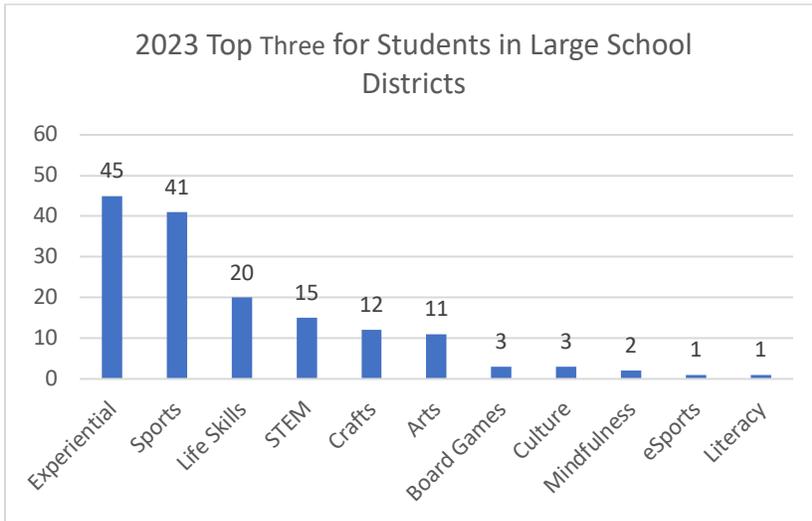
Graph 2 – 2023 Top Three Past Experiences by Students in Small School Districts



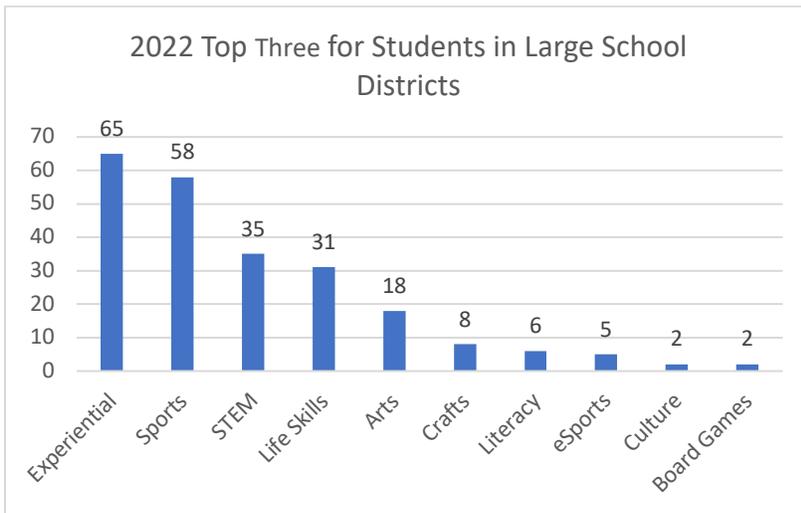
Graph 2A – 2022 Top Three Past Experiences by Students in Small School Districts



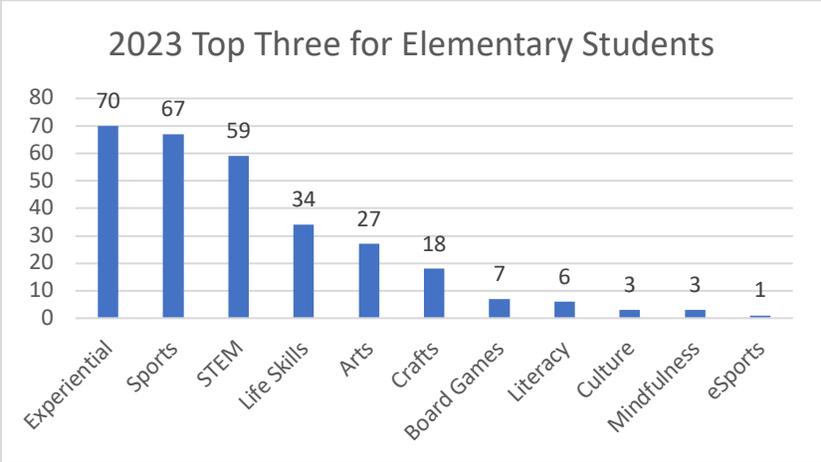
Graph 3 – 2023 Top Three Past Experiences by Students in Large School Districts



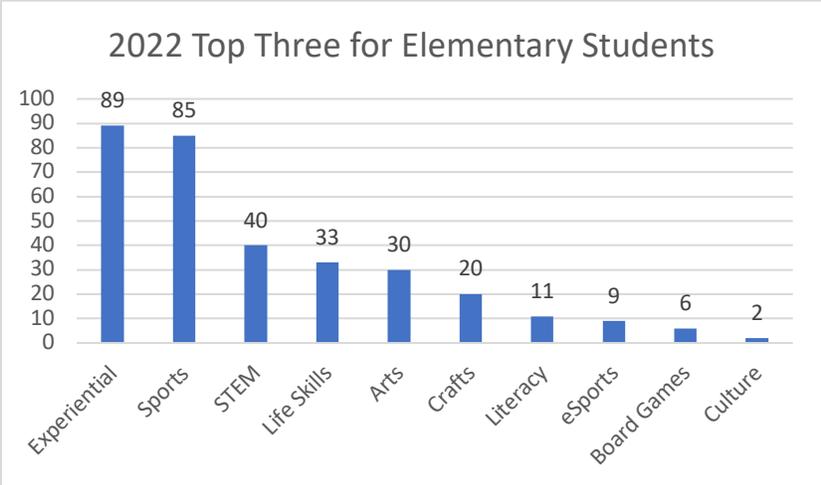
Graph 3A – 2022 Top Three Past Experiences by Students in Large School Districts



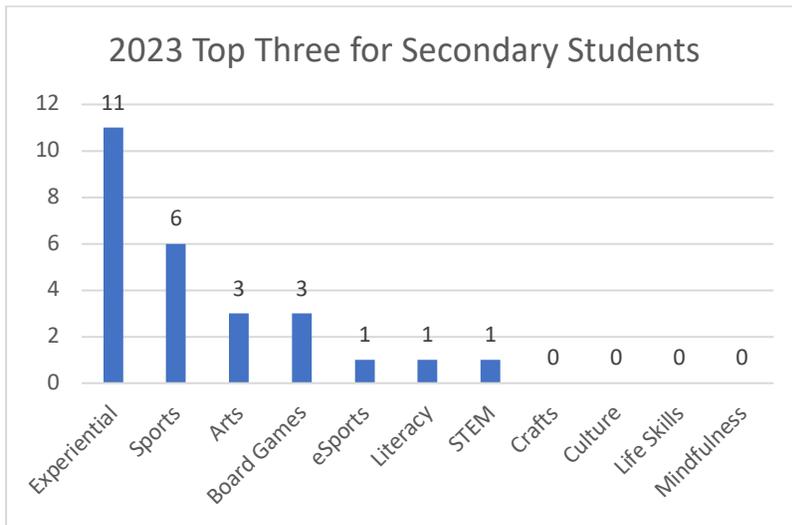
Graph 4 – 2022 Top Three Past Experiences by Elementary Students



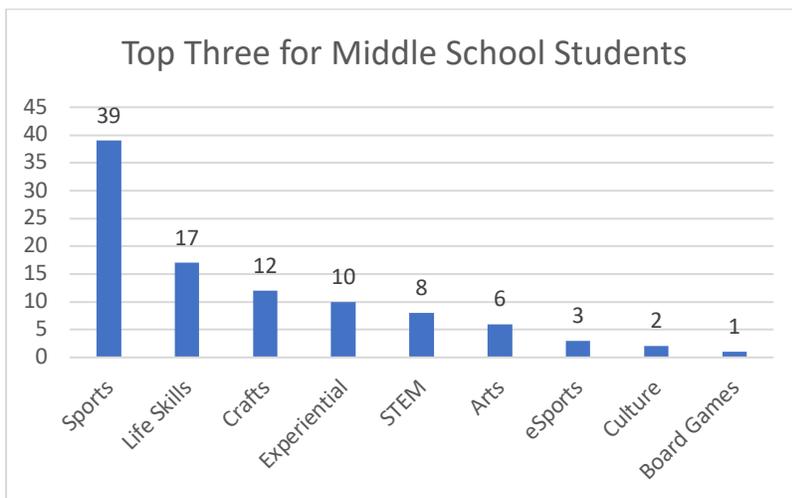
Graph 4A – 2022 Top Three Past Experiences by Elementary Students



Graph 5 – 2023 Top Three Past Experiences by Secondary School Students



Graph 5A – 2022 Top Three Past Experiences by Middle School Students



For the 2023 administration of the Brainstorming Activity, students seemed to value *experiential* activities the most (see chart on page 19 for a list of examples). This was a contrast compared to the 2022 administration where students reported having generally enjoyed *sports* activities most often in the past. For both administrations, students in small districts reported *sports* more often and students in large districts reported *experiential* opportunities more often as favorite past experiences.

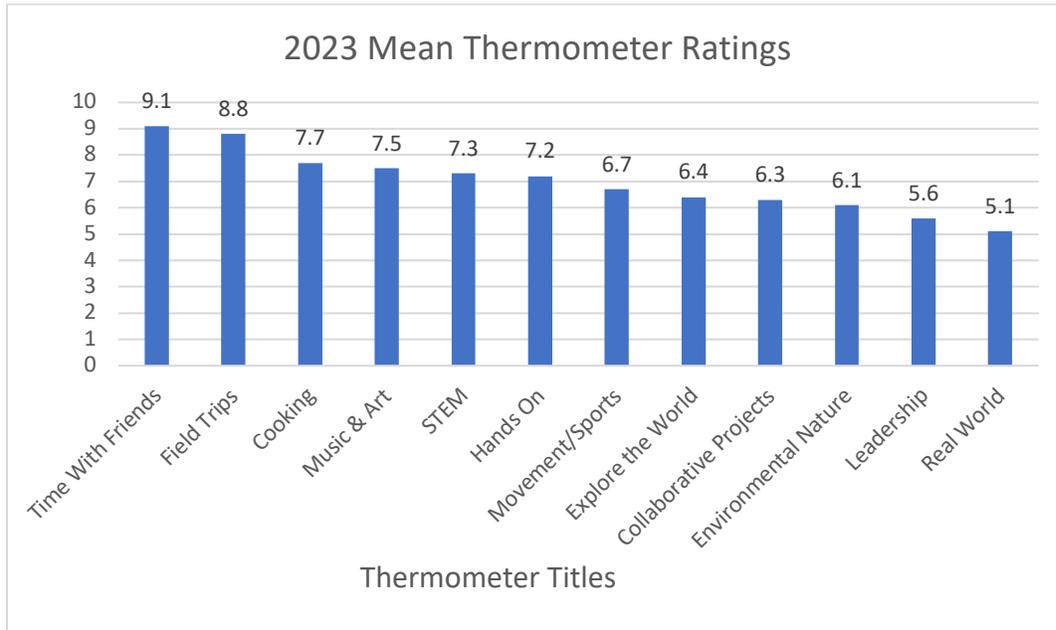
Thermometer Ratings of Categorical Programming Options

The next set of graphs show data from the second step in the Brainstorming Activity: *Thermometer Ratings*. Students were presented a set of graphics of various possible themes or activities that could occur in out-of-school programs. Each graphic was linked to a thermometer and students were asked to shade in the thermometer up to the number that shows how interested they would be to sign up for a club with that theme. On a scale of 0 to 10, a zero means not at all interested, a five means kind of interested, and a ten means they would “definitely sign up” for a club with that theme (see brainstorming sheet in Appendix A).

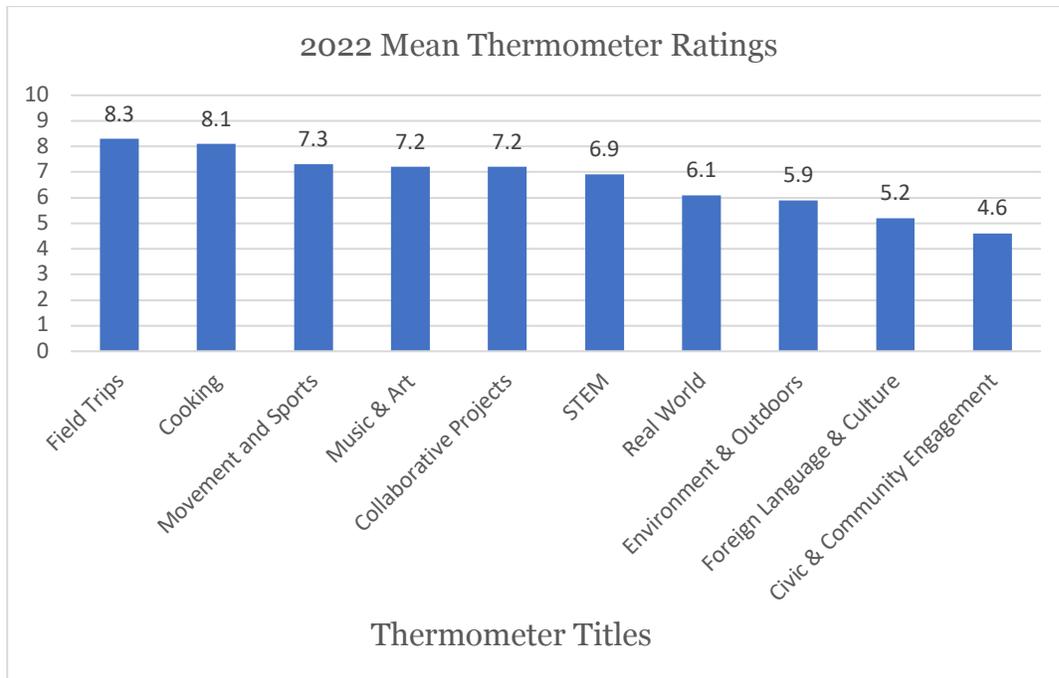
For the 2023 Brainstorming Activity, the titles of the graphics were simplified based on feedback from the facilitators of the 2022 administration. Some students were confused by some terms used which resulted in some graphics not getting ratings on the 2022 administration. Differences between the thermometer ratings for the 2022 and 2023 administrations include changing *civic & community engagement* to *leadership* and *foreign language and culture* to explore *the world*. Additionally, *time with friends* and *hands-on* were added as categories as they were common suggestions in the 2022 administration. Therefore, results of the two administrations should be compared with the changes in mind.

Data from the thermometer ratings are presented in graphs 6 through 10A by the mean rating. Graphs 6 and 6A show the summative data from all participants. Graphs 7 – 10A disaggregate those data by small or large school districts and by elementary or secondary school participants.

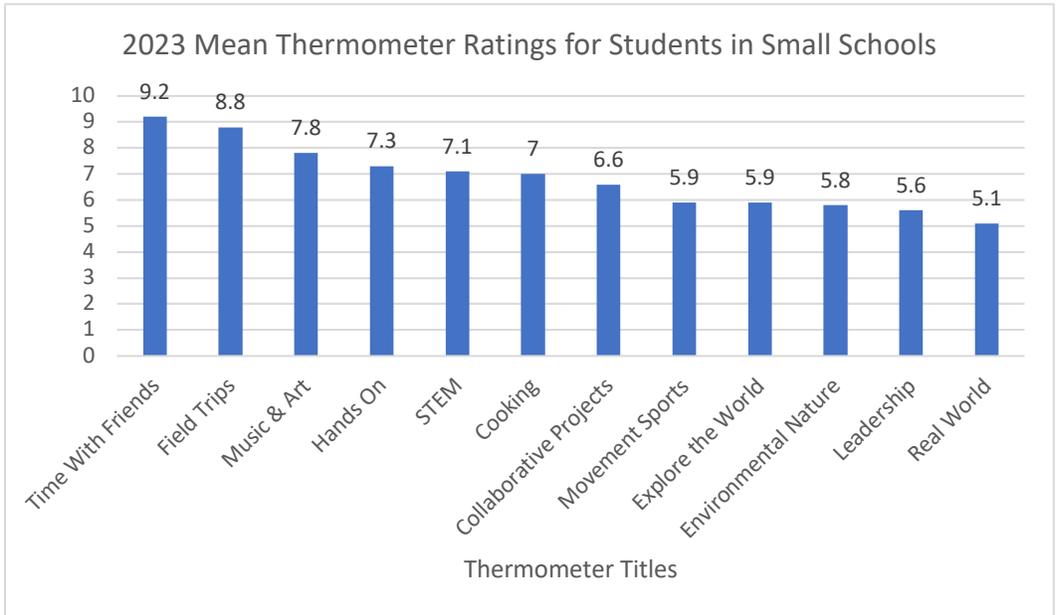
Graph 6: 2023 Means of Student Ratings of Pre-Identified Themes, Thermometer



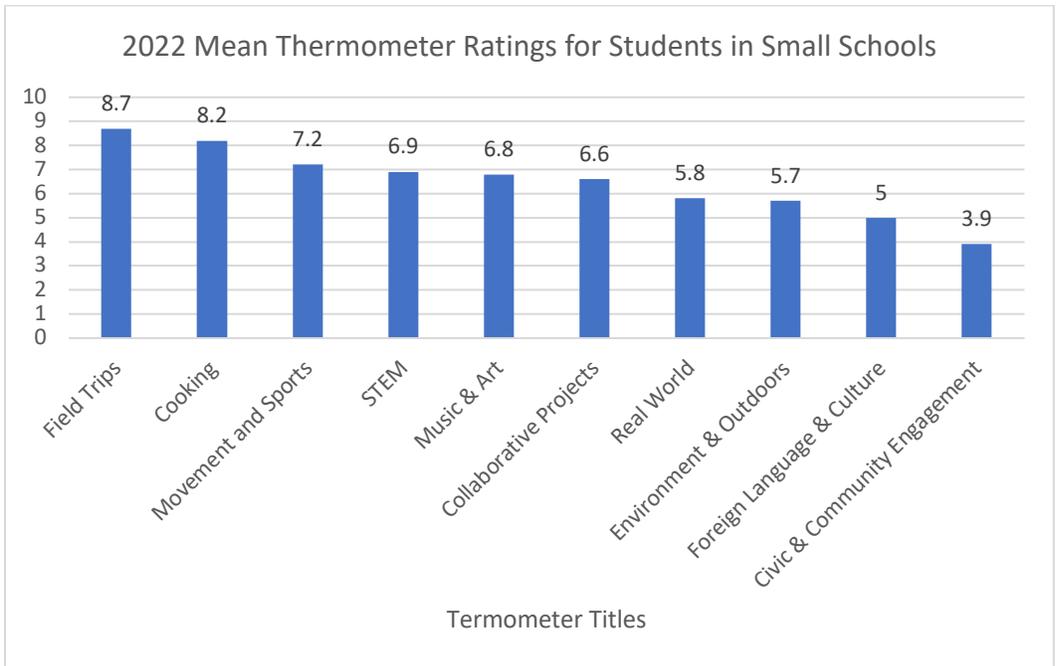
Graph 6A: 2022 Means of Student Ratings of Pre-Identified Themes, Thermometer



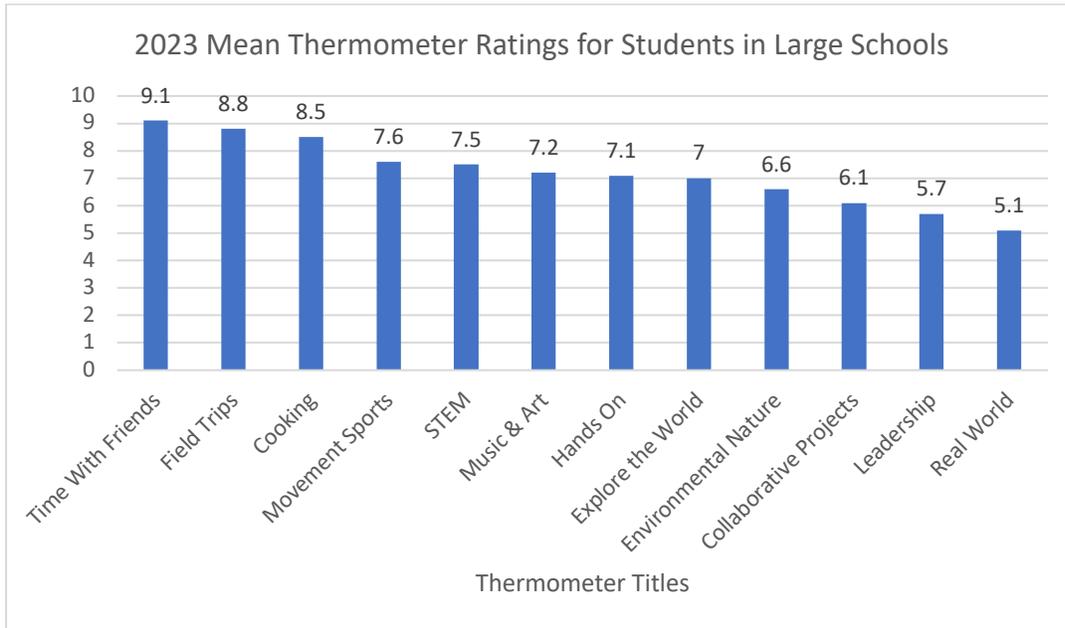
Graph 7 – 2023 Mean Thermometer Ratings by Students in Small Schools



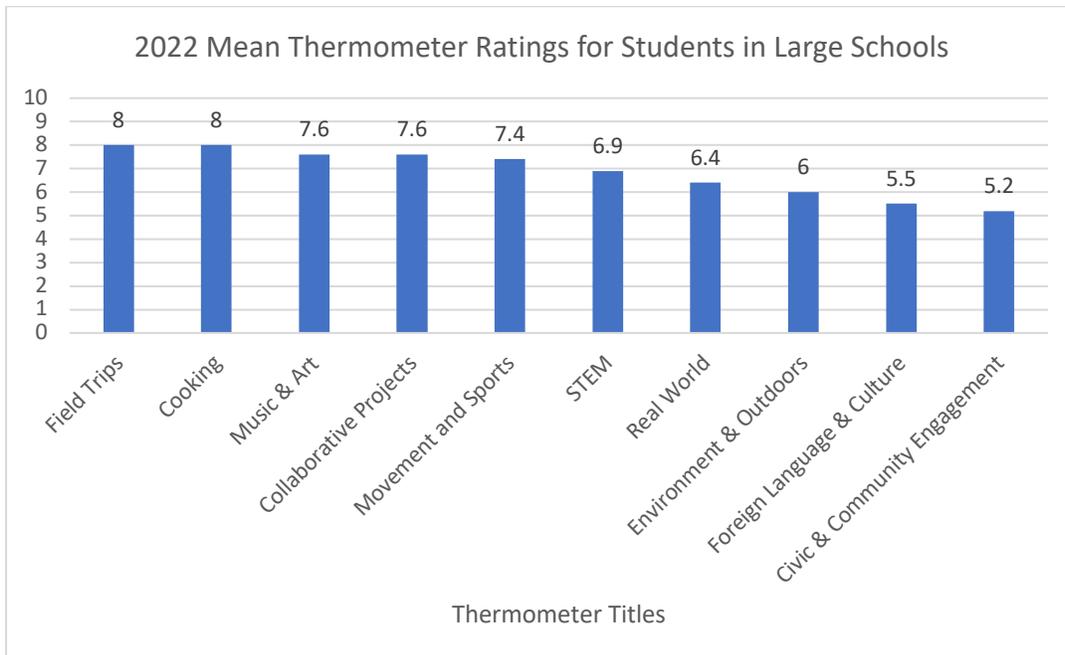
Graph 7A – 2022 Mean Thermometer Ratings by Students in Small Schools



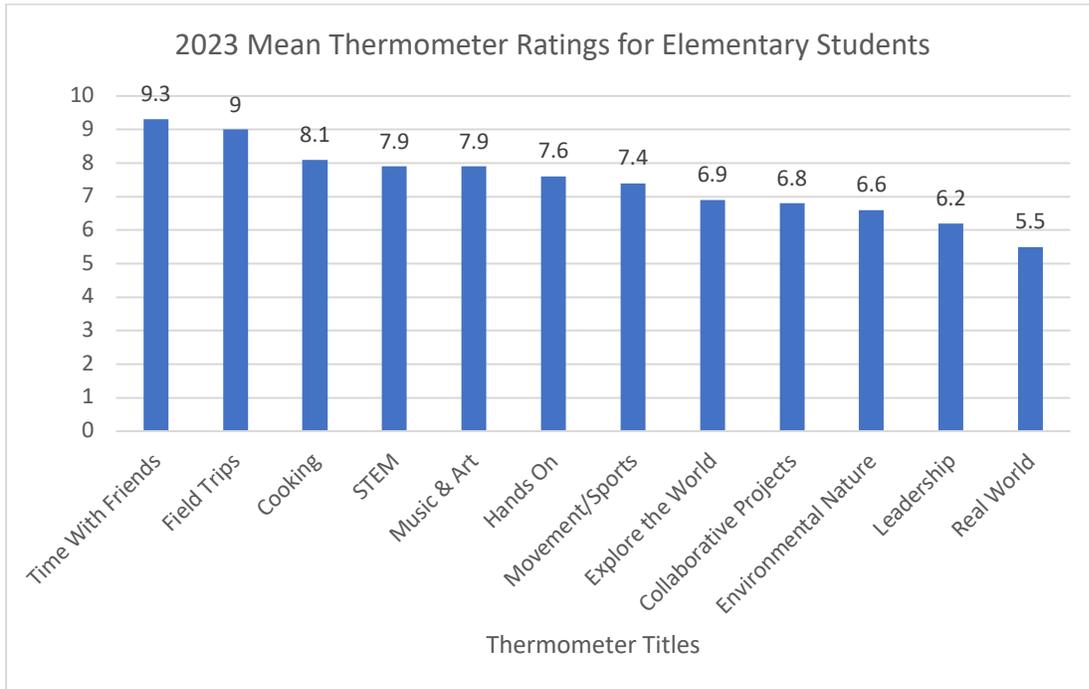
Graph 8 – 2023 Mean Thermometer Ratings by Students in Large Schools



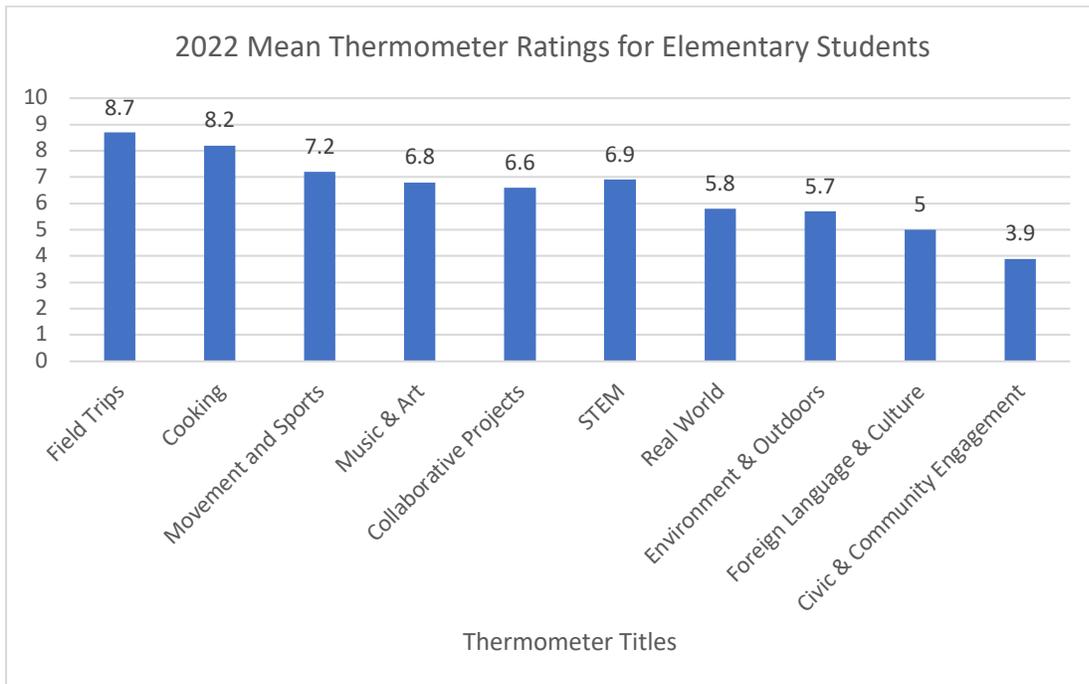
Graph 8A – 2022 Mean Thermometer Ratings by Students in Large Schools



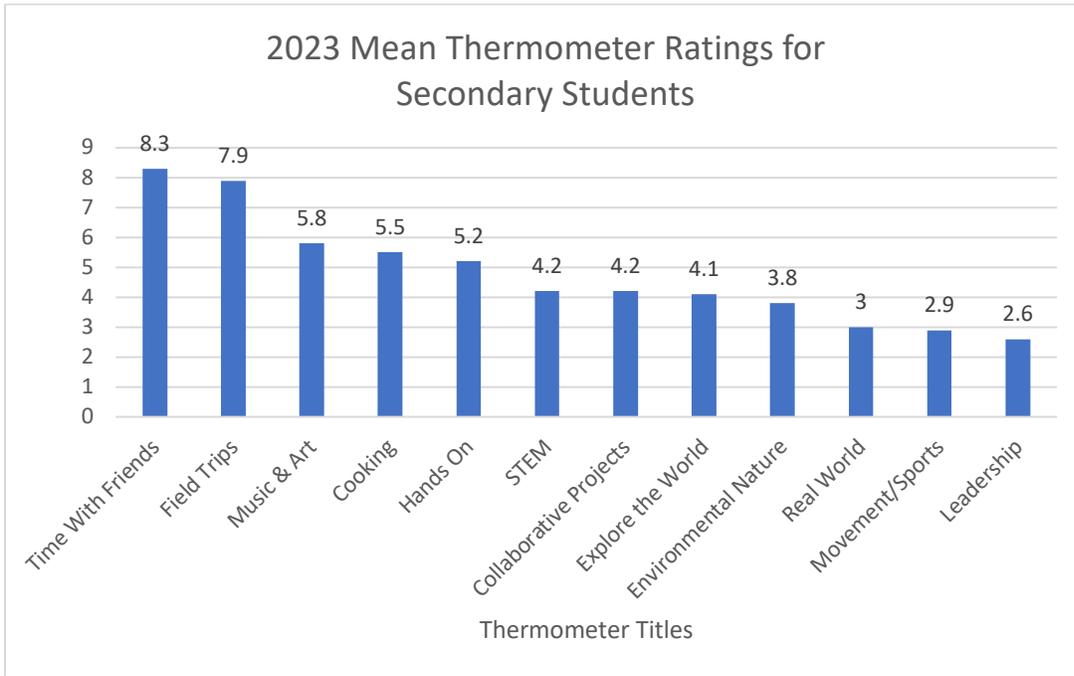
Graph 9 – 2023 Mean Thermometer Ratings by Elementary Students



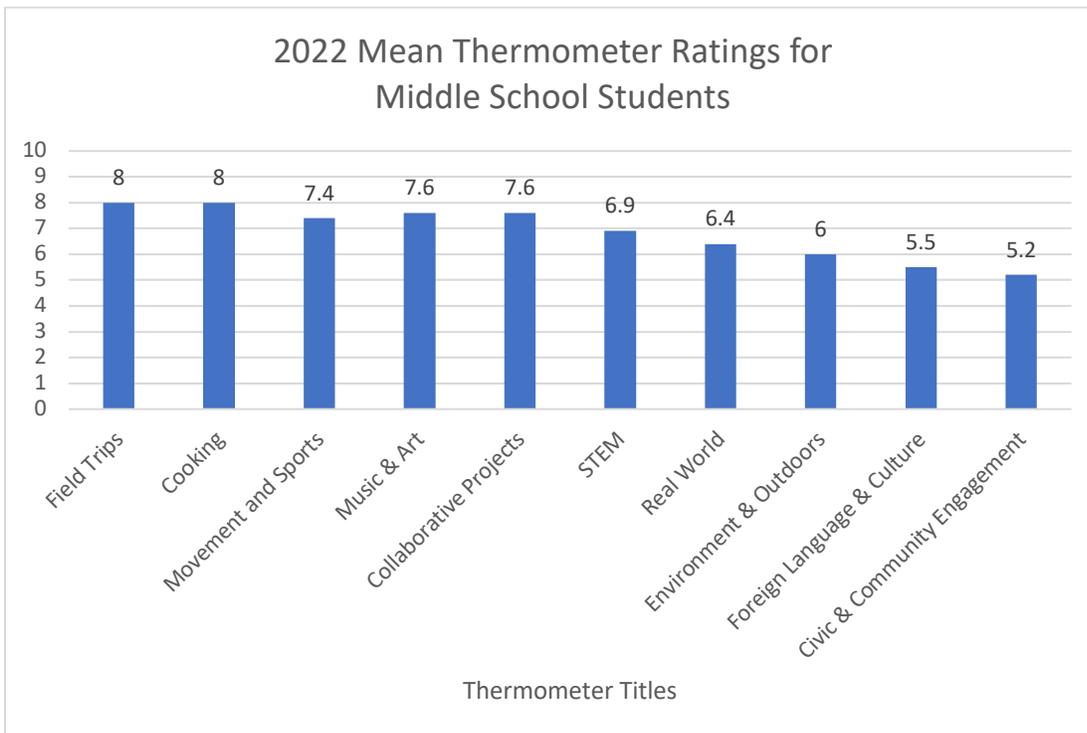
Graph 9A – 2022 Mean Thermometer Ratings by Elementary Students



Graph 10 – 2023 Mean Thermometer Ratings by Secondary School Students



Graph 10A – 2022 Mean Thermometer Ratings by Middle School Students



Field trips were consistently the highest rated theme for all students, aside from the addition of *time with friends*, which was added as a thermometer rating for the 2023 administration. *Time with friends* is clearly important to all students and should be a consideration to all programs providing out-of-school programming.

In 2022, middle school students were interested in all the themes presented on the brainstorming sheet, with all the categories averaging above 5 on the 10-point scale, with a range across categories of 5.2 to 8. However, with the addition of *time with friends* in the 2023, the responses of secondary students leaned more towards *time with friends* (8.3), *field trips* (7.9), the *music & arts* (5.8), *cooking* (5.5), and *hands-on* (5.2) activities. Elementary students were more diverse in their preferences in the 2023 administration with a range of 9.3 for *time with friends* to 5.5 for *real world*.

Student Suggestions for Future Activities

The last set of graphs show data from the students' suggestions for what they would like to learn more about, and opportunities they would like to experience, or something they want to explore but can't on their own. Table 3 (page 20) is a comprehensive sample of student suggestions by theme. Suggestions are listed once in Table 3. The frequency of responses for each theme are presented in Graphs 11-15A.

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 *sport* (swimming competition) to *life skill* (swimming lessons). The different swimming experiences would be introduced to students in very different ways, and we wished to categorize the suggestions accordingly.

The theme *experiential* identifies activities that provide students with unique opportunities that are outside of the program site (e.g., laser tag, horseback riding, going to a college sporting event). The theme *sports* includes structured, or organized, physical activities (e.g., basketball, softball, swim team). The theme *life skills* is defined as learning how to do something that leads to self-help or self-care (e.g., how to drive a car, hair and nail care, learning about jobs).

A list of the themes with a brief definition/explanation for each was created to lead to consistency across and within raters as each student suggestion was categorized into a theme. Each student suggestion was matched with one theme that best fit the suggestion. See Appendix D for the list of themes with definitions/explanations.

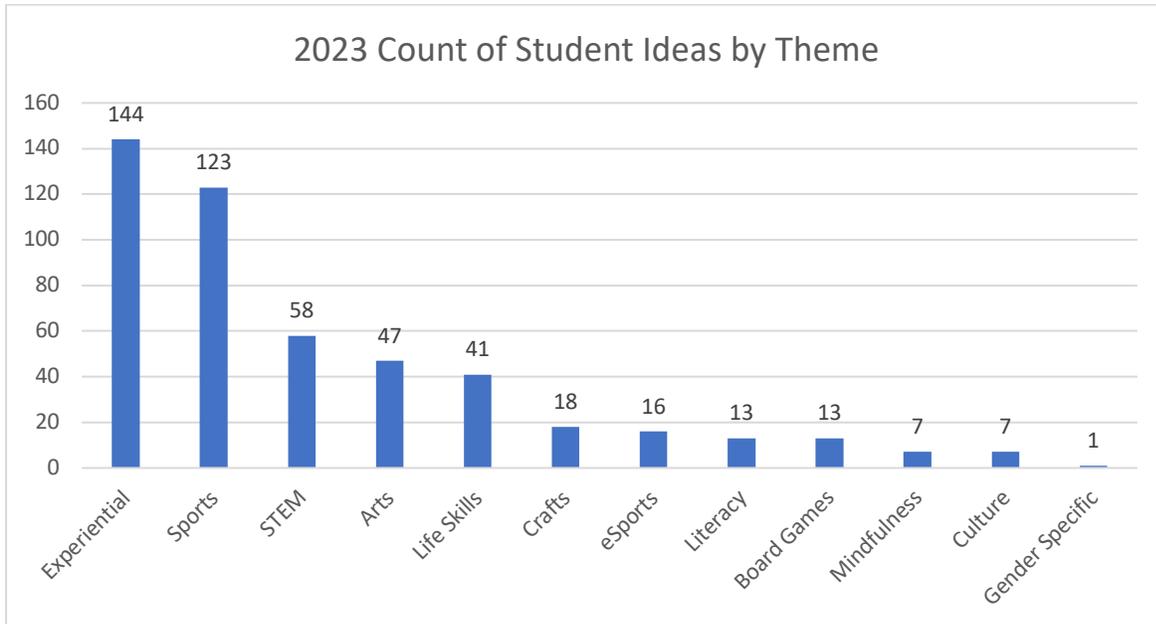
Table 3: Variety of student suggestions for clubs/opportunities by theme*

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, axe throwing, lemonade stand, water fights, downtown walk, nap time, visiting a farm, get food from local fast food/ice cream shop
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, geology, catching insects, animal science, inventing
Arts	Art club, pottery, music, acting in plays, drawing, theater/drama, photography, clothing design, musicals, painting, clay, piano, animation, guitar, watching plays, jazz club, carving
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, learning about the military, horseback riding, how to be a teacher, leadership, help janitor/staff, candy making, volunteering
eSports	Roblox club, gaming, tournaments, game room, PS5, virtual reality
Crafts	ring making, woodworking club, bracelets/necklaces, coloring sheets, make stuffed animals, make ornaments, basket weaving, gingerbread houses
Board/Table Games	Pokémon, Dungeons & Dragons, chess, game nights, Connect Four
Culture	Pride club, Japanese, Spanish, French, sign language, Bible study, trying foods from other cultures, Portuguese
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, time to read
Mindfulness	Calming, being happy, learning/talking about feelings, take a break from society, time to be alone

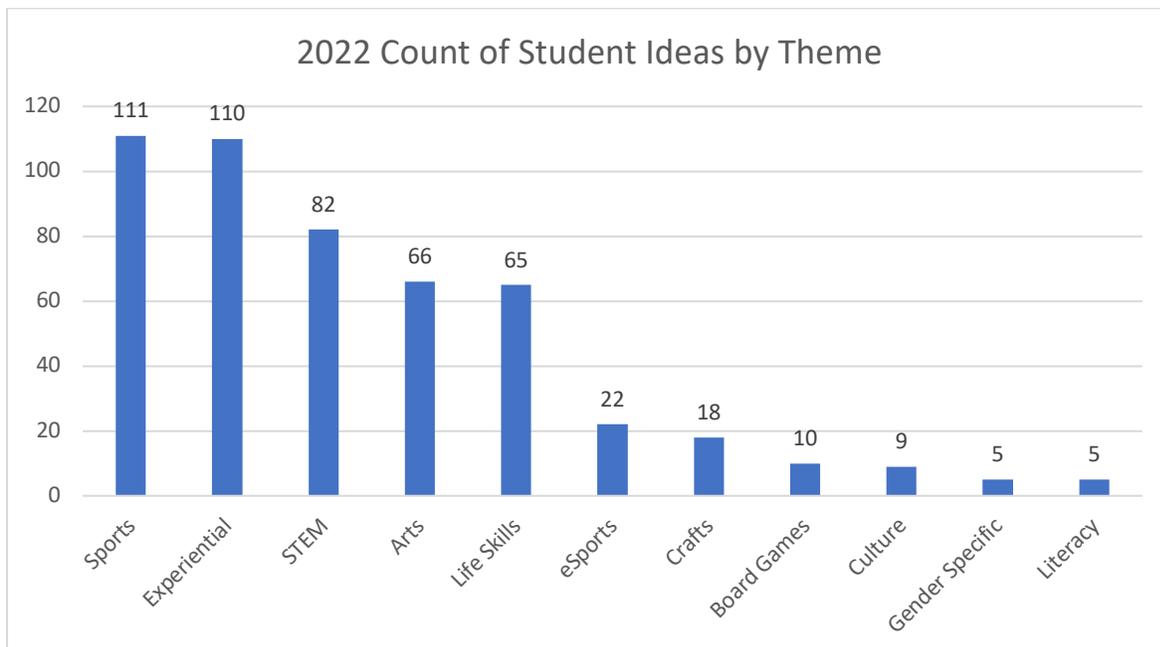
* The bolded examples have been added to the 2022 list as additional examples from the 2023 administration.

The 2023 student suggestions for future clubs or opportunities are presented in Graph 11 and results from 2022 in Graph 11A. Graphs 12 – 15A disaggregate the student suggestions by small or large school participants and by elementary or secondary participants.

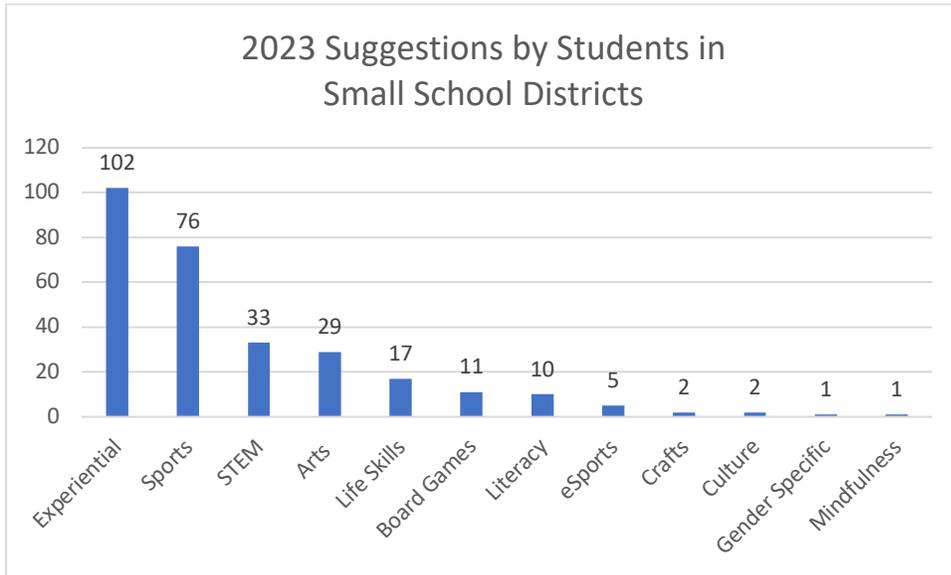
Graph 11: 2023 Number of Student Suggestions Categorized by Themes



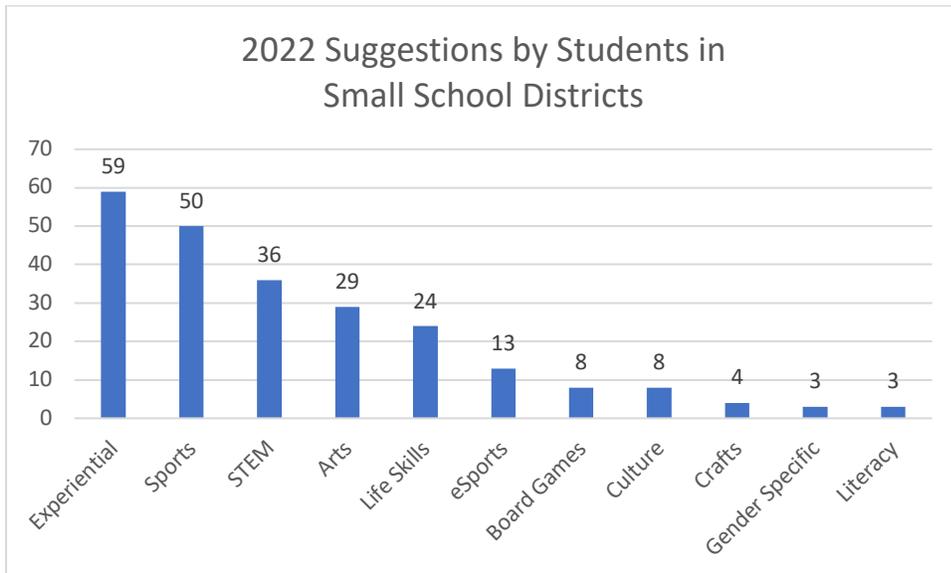
Graph 11A: 2022 Number of Student Suggestions Categorized by Themes



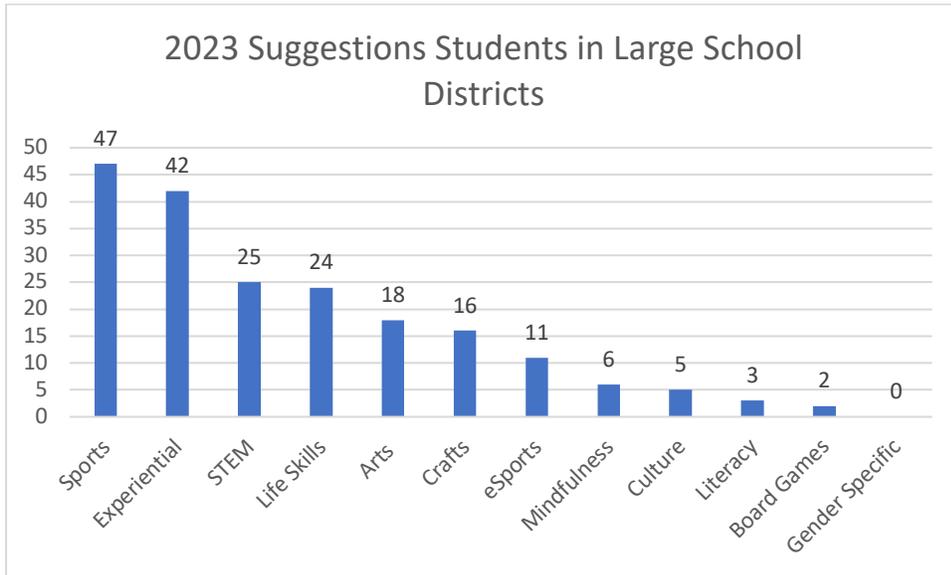
Graph 12 – 2023 Suggestions by Students in Small School Districts



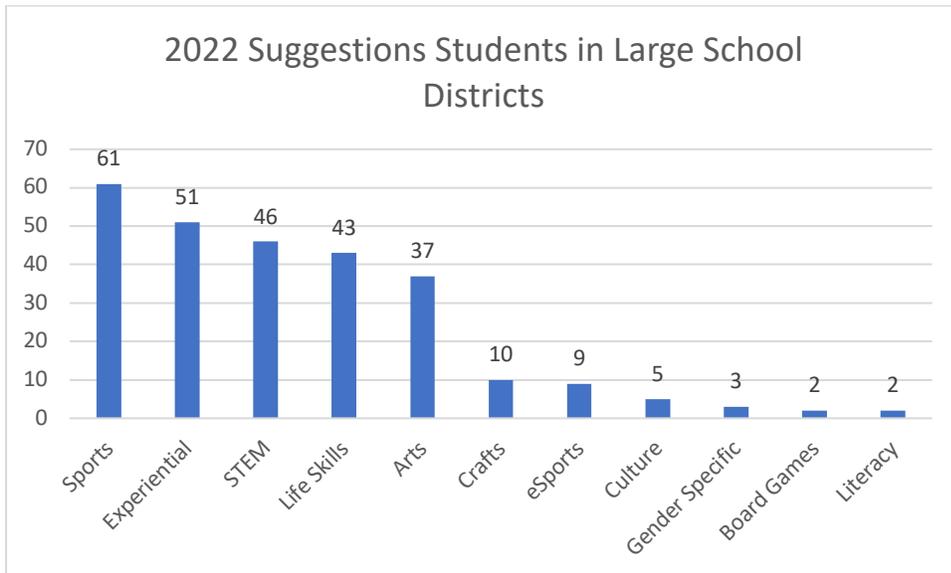
Graph 12A – 2022 Suggestions by Students in Small School Districts



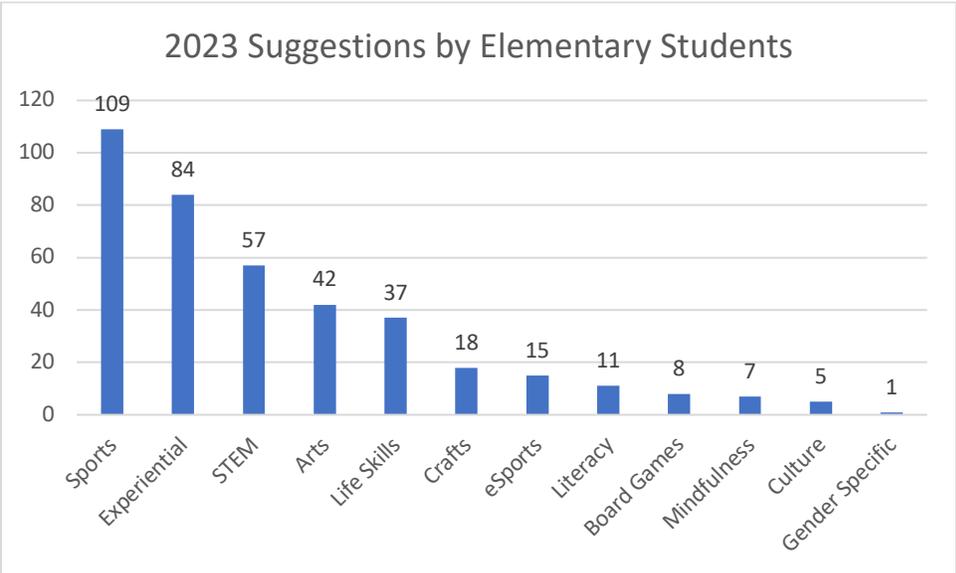
Graph 13 – 2023 Suggestions Students in Large School Districts



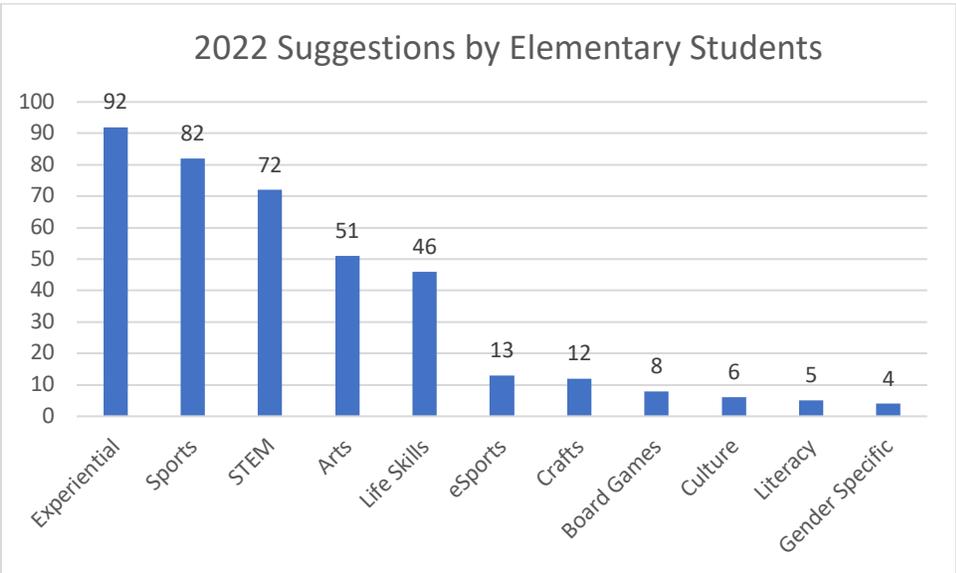
Graph 13A – 2022 Suggestions Students in Large School Districts



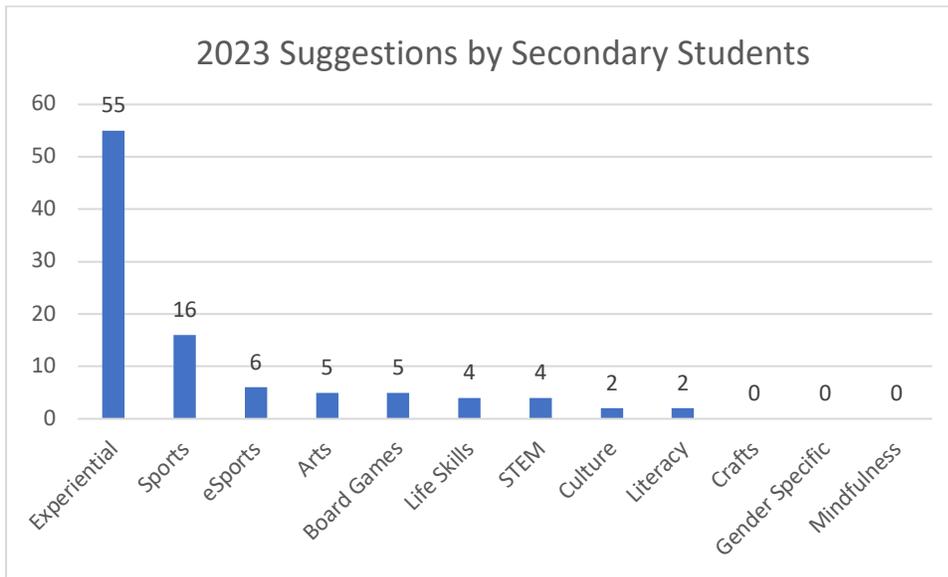
Graph 14 – 2023 Suggestions by Elementary Students



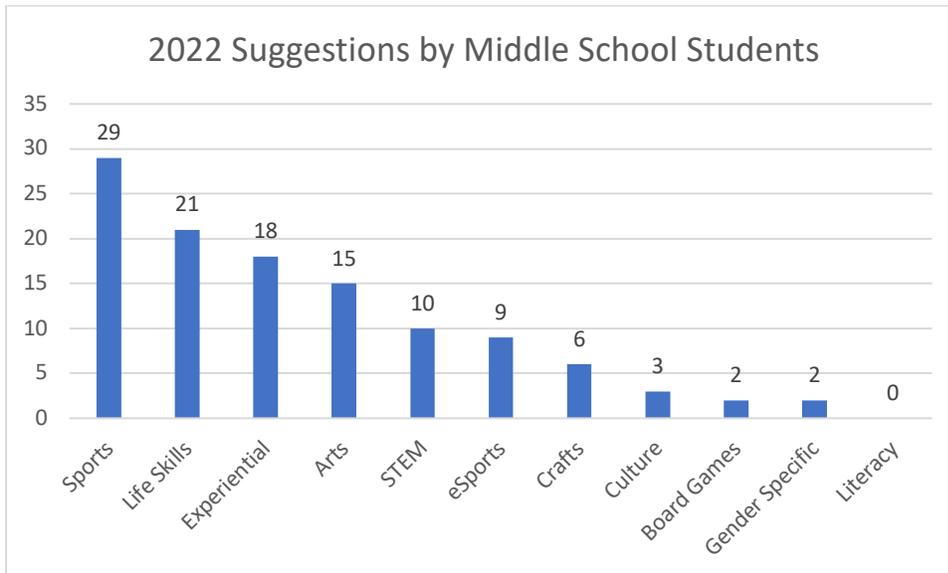
Graph 14A – 2022 Suggestions by Elementary Students



Graph 15 – 2023 Suggestions by Secondary Students



Graph 15A – 2022 Suggestions by Middle School Students



Sports and *experiential* activities topped the list of suggestions from students for both administrations. Students in the 2023 administration favored *experiential* activities over *sports*. For both administrations of the Brainstorming Activity, when disaggregated by the size of the school district, students in small districts chose

experiential activities as their most frequently suggested activity, contrasted with students in large districts selecting *sports* activities more frequently.

When disaggregated by grade level bands, elementary and secondary students differed slightly. Elementary students listed *sports*, *experiential*, and *STEM* activities as the top three categories for programming. Secondary students listed *experiential*, *sports*, and *eSports* as the first three activities.

For the 2023 administration, high school students were included for the first time. When combined with the middle level students, this group included 19 students in grades 7-12 who suggested a combined total of 55 *experiential* activities, far exceeding any other category; *eSports* followed the closest at 16 suggestions. It is important to note here that 19 students is not a large enough sample to be representative of the state's secondary students, however, the addition of high school students in this year's sample could provide some interesting considerations for discussion when planning programming for these older students.

Summary Comments

The 2022 Brainstorming Activity was carefully constructed and modified for 2023 based on feedback from facilitators of the 2022 administration. 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 (see Appendix B).

A BSB program manager field tested the Brainstorming Activity with a group of students during the afterschool time at a local elementary school. The program manager 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 developed and provided to facilitators prior to administering the Brainstorming Activity 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. The Brainstorming Activity began with reflecting about past experiences that were of high interest and some discussion about those experiences and what students liked most about them. The students identified their Top Three favorite past experiences on the brainstorming sheet.

Then, students moved to the thermometer ratings. The categories for this component were chosen based on what BSB staff have heard from program leaders and students about what is of high interest, along with considerations for activities they may not have previously considered. The categories were presented as images and succinct words as we did not want language barriers to hinder creative thinking. The thermometers were added to the images as a quick way 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 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 were not disaggregated by gender or race as those data are not matched to individual student responses.

Evaluator Comments

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

- As Table 1 displays, the data in this report are generally representative of the students in Nebraska. However, the next round of data collection should include more schools from the mid-size population range (10,000-30,000 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 student participation with adult facilitation. The facilitator was encouraged to read the prompts to students or dictate student responses if needed, which minimized the impact for students who were not strong readers or writers.
- 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 _____

MOVEMENT SPORTS

REAL WORLD CHALLENGES

COLLABORATIVE PROJECTS

MUSIC

FIELD TRIPS

HANDS ON!

TIME WITH FRIENDS

COOKING

STEM

CODING AND GAMING

ROBOTICS CLUB

ASTRONOMY

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

ENVIRONMENTAL & NATURE

LEADERSHIP

YOUR IDEAS HERE

EXPLORE THE WORLD

TITLE YOUR IDEA:

TITLE YOUR IDEA:

TITLE YOUR IDEA:

TITLE YOUR IDEA:

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 October 30, 2023. 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. The student demographic information should be found on your enrollment forms or collected from the school.

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 summertime 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 four 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 summertime.

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 the Brainstorming sheets, even if they are blank, and mail them back to Beyond School Bells in the self-addressed, stamped envelope, by November 10, 2023. 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

Join Beyond School Bells, Nebraska's Statewide Afterschool Network, in elevating youth voice across the state!

Your child is invited to participate in a facilitated brainstorming session to share about the activities they currently enjoy afterschool and the creative ideas they have for new activities, clubs, and programs that they would like to participate in.

The fun interactive process will be facilitated by a staff member of your child's afterschool program and will take place during their afterschool time.

The session will take approximately 45-60 minutes, during the week of October 23 (or soon after).

There will be a total of 6-10 youth in each brainstorming session.

Facilitators will gather general demographic data about the group (from program registration forms) but no identifying information will be collected about your student. Youth will not put names on their brainstorming sheets and sheets will be destroyed by Beyond School Bells after data is collected.

Youth from all across Nebraska will participate. Beyond School Bells will use the information from students to hear creative ideas and find themes that represent what students today are interested in. This information will guide afterschool programs across the state for years to come.

There are no requirements to participate. If you or your child choose not to participate, please let afterschool staff know!

Each student will fill out one brainstorming sheet (see back).


Beyond School Bells
nebraskachildren



Questions? Follow the QR code to find out more about the process or contact:

Stephanie Vadnais
svadnais@nebraskachildren.org
Alison O'Toole
aotoole@nebraskachildren.org

Appendix D - Themes for Coding Student Responses

Brainstorming Activity Themes for Top Three and Ideas

Sports

- Organized
- 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

Mindfulness

- Awareness of feelings
- Take care of self/self-care
- Relaxation

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