

## **Appendix B**

### **Afterschool Center Director Survey**

OMB No.: xxxx-xxxx  
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# U.S. DEPARTMENT OF EDUCATION

National Study to Inform the 21st Century Community  
Learning Centers Program

## AFTERSCHOOL CENTER DIRECTOR SURVEY

*October 2021*

This survey is part of the National Study to Inform the 21st Century Community Learning Centers Program, which is being conducted for the U.S. Department of Education by Mathematica. This survey asks about the needs of students attending your center, your center's strategies for addressing those needs, and your center's characteristics. If you have any questions about the study or your center's participation, email us at [STUDY EMAIL]@mathematica-mpr.com.

**We would like you to know the following:**

- The survey takes about 30 minutes to complete.
- **Your answers will be completely confidential; no information that identifies you, your center, or your regional or district afterschool program will be reported.** Your responses are protected from disclosure per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. We will not provide information that identifies you, your center, or your regional or district afterschool program to anyone outside the study team except if required by law. Your responses will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district, regional or district afterschool program, afterschool center, or person. Any willful disclosure of such information for nonstatistical purposes, without your consent, is a class E felony.
- This survey is voluntary, but your response is critical for producing valid and reliable data. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Your answers to questions will not affect your job or any hiring decisions now or in the future and will only be shared with the study team (they will not be shared with anyone from your grant or program).
- Participation in this survey does not pose any special risks to you. The study has safeguards in place to ensure respondents' confidentiality, including restricted access to survey data and separating identifying information such as staff and center names from survey responses. All members of the study team sign a confidentiality pledge, and all staff with access to identifiable study data have received clearance from the U.S. Department of Education and are subject to severe legal consequences for any breach of confidentiality. Any data that identifies you will be destroyed at the end of the study. If you have any questions about your rights as a research volunteer, contact HML IRB toll free at 1-202-753-5040 and reference IRB number XXXXXXXX.

I have read and I understand the above statements and agree to participate in the survey.

If you would like a copy of this disclosure statement, please contact Kristina Rall at KRall@mathematica-mpr.com or (202) 264-3468.

Paperwork Reduction Act Statement - This information collection meets the requirements of 44 U.S.C. § 3507, as amended by section 2 of the Paperwork Reduction Act of 1995. You do not need to answer these questions unless we display a valid Office of Management and Budget control number. The OMB control number for this information collection is XXXX-0XXX, expiring xx-xxx-20xx. We estimate that it will take about 30 minutes to read the instructions, gather the facts, and answer the questions. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the content or the status of your individual submission of this form, write directly to U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202. **Send only comments relating to our time estimate to this address, not the completed**

## A. STUDENT AND FAMILY NEEDS

These first questions ask about the needs of the students and families that your afterschool center served during the 2021–2022 school year.

**A1. During the 2021–2022 school year, to what extent did the students served by your afterschool center have the following needs?**

SELECT ONE PER ROW

	NOT AT ALL	TO A SMALL EXTENT	TO A MODERATE EXTENT	TO A GREAT EXTENT
a. Need for improved academic skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Need for improved social and emotional skills and well-being.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Need for improved health and physical well-being.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Need for improved college and career readiness.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Need for more opportunities to develop personal, academic, and civic interests.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**A1a. During the 2021–2022 school year, what were the top 2 needs of the students served by your afterschool center?** *(Note for reviewer: only the needs selected in A1 as having a small, moderate, or great extent will appear in this list.)*

	TOP 2 NEEDS (MARK ONLY 2)
a. Need for improved academic skills.....	1 <input type="checkbox"/>
b. Need for improved social and emotional skills and well-being.....	2 <input type="checkbox"/>
c. Need for improved health and physical well-being.....	3 <input type="checkbox"/>
d. Need for improved college and career readiness.....	4 <input type="checkbox"/>
e. Need for more opportunities to develop personal, academic, and civic interests.....	5 <input type="checkbox"/>

**A2. Please select up to three of the most important types of information your afterschool center used to identify or monitor students' needs during the 2021-2022 school year.**

	SELECT UP TO THREE (3) TYPES OF INFORMATION
a. Informal conversations with students during normal afterschool activities.....	1 <input type="checkbox"/>
b. Structured input from students (through surveys, scheduled meetings, etc.).....	2 <input type="checkbox"/>
c. Informal conversations among center staff during normal afterschool activities.....	3 <input type="checkbox"/>
d. Structured input from center staff (through surveys, scheduled meetings, etc.).....	4 <input type="checkbox"/>
e. Informal conversations between center staff and school-day teachers or administrators.....	5 <input type="checkbox"/>
f. Structured input from school-day teachers or administrators (through surveys, scheduled meetings, etc.).....	6 <input type="checkbox"/>
g. Informal conversations with parents/guardians when they drop off or pick up their child.....	7 <input type="checkbox"/>
h. Structured input from parents/guardians (through surveys, scheduled meetings, etc.).....	8 <input type="checkbox"/>
i. Center staff's ratings of students' outcomes using a specific tool or form.....	9 <input type="checkbox"/>
j. School records obtained by the afterschool center (on students' achievement, behavior, attendance, etc.).....	10 <input type="checkbox"/>

**A3. Please select up to three of the most important factors that contributed to your afterschool center's decisions on what activities to offer during the 2021-2022 school year.**

	SELECT UP TO THREE (3) FACTORS
a. Organizational mission.....	1 <input type="checkbox"/>
b. Plans specified in 21st Century Community Learning Centers grant application.....	2 <input type="checkbox"/>
c. Requirements from other funding sources.....	3 <input type="checkbox"/>
d. Priorities set by school district.....	4 <input type="checkbox"/>
e. Needs of students or their parents/guardians identified by the afterschool center.....	5 <input type="checkbox"/>
f. Interests of students and/or their parents/guardians.....	6 <input type="checkbox"/>
g. Opportunities presented by community partners, such as universities, museums, and businesses.....	7 <input type="checkbox"/>

**A4. During the 2021–2022 school year, what grades did your afterschool center serve?**

**SELECT ALL THAT APPLY**

- 1  Kindergarten
- 2  1st grade
- 3  2nd grade
- 4  3rd grade
- 5  4th grade
- 6  5th grade
- 7  6th grade
- 8  7th grade
- 9  8th grade
- 10  9th grade
- 11  10th grade
- 12  11th grade
- 13  12th grade

**A4a. About how many students were enrolled in your afterschool center in spring 2022? Your best estimate is fine; you do not need to look up the exact number.**

|\_|\_|\_| NUMBER OF ENROLLED STUDENTS IN SPRING 2022

**A5. Thinking about students who were enrolled at your afterschool center in spring 2022, about what percentage of students typically attended...**

*Please enter a percentage from 0 to 100 for each option. Percentages should add up to 100. **Your best estimates are fine; you do not need to look up the exact percentages.***

	PERCENTAGE OF STUDENTS
a. Fewer than once a week.....	_ _ _
b. Once a week.....	_ _ _
c. 2-3 times a week.....	_ _ _
d. 4-5 times a week.....	_ _ _

**A6. During your time as the director of this afterschool center, to what extent has your center focused on increasing students' afterschool attendance?**

**SELECT ONE ONLY**

- 1  Not at all → GO TO B1
- 2  To a small extent
- 3  To a moderate extent
- 4  To a great extent

**A7. During your time as the director of this afterschool center, has your center used any of the following strategies to try to increase students' afterschool attendance?**

Center has not used strategies to increase students' afterschool attendance → GO TO B1

SELECT ALL THAT APPLY

	CENTER HAS USED THIS STRATEGY
a. Offered fieldtrips, prizes, or other incentives for attendance.....	1 <input type="checkbox"/>
b. Offered stipends for older students to attend (to create a work-like experience)	2 <input type="checkbox"/>
c. Gave positive public recognition for strong attendance.....	3 <input type="checkbox"/>
d. Sought student input or feedback on programming.....	4 <input type="checkbox"/>
e. Sought parent/guardian input or feedback on programming.....	5 <input type="checkbox"/>
f. Communicated clear attendance policies or expectations.....	6 <input type="checkbox"/>
g. Created attendance contracts with students and/or parents.....	7 <input type="checkbox"/>
h. Increased student leadership opportunities.....	8 <input type="checkbox"/>
i. Called parents/guardians to check on absent students.....	9 <input type="checkbox"/>
j. Increased the afterschool center's visibility in the school during the school day...	10 <input type="checkbox"/>
k. Maintained flexible attendance policies for teenagers to accommodate competing demands.....	11 <input type="checkbox"/>
l. Used virtual programming strategies to engage students who can't attend onsite	12 <input type="checkbox"/>
m. Other ( <i>specify</i> ) _____	13 <input type="checkbox"/>



**A7a. During your time as the director of this afterschool center, how useful were the following strategies to try to increase students' afterschool attendance? (Note for reviewer: only the strategies selected in A7 will appear in this list.)**

SELECT ONE PER ROW

	USEFULNESS OF THIS STRATEGY			
	NOT AT ALL USEFUL	A LITTLE USEFUL	MODERATELY USEFUL	VERY USEFUL
a. Offered fieldtrips, prizes, or other incentives for attendance.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Offered stipends for older students to attend (to create a work-like experience).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Gave positive public recognition for strong attendance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Sought student input or feedback on programming...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Sought parent/guardian input or feedback on programming.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Communicated clear attendance policies or expectations.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Created attendance contracts with students and/or parents.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Increased student leadership opportunities.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Called parents/guardians to check on absent students.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Increased the afterschool center's visibility in the school during the school day.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Maintained flexible attendance policies for teenagers to accommodate competing demands.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. Used virtual programming strategies to engage students who can't attend onsite.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. Other ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## B. ACTIVITIES OFFERED TO STUDENTS OR PARENTS/GUARDIANS

These next questions ask about activities offered to students or parents/guardians at your afterschool center.

**B1.** On a typical afternoon during the 2021–2022 school year, for how much of the afterschool time at your center could students choose which activities to participate in?

- 1  All of the afterschool time
- 2  Most of the afterschool time
- 3  Some of the afterschool time
- 4  None of the afterschool time

**B2. During the 2021–2022 school year, which specific types of activities in each of the following categories did your afterschool center offer?**

SELECT ALL THAT APPLY

	SPECIFIC TYPES OF ACTIVITIES OFFERED
a. Academic support activities.....	1 <input type="checkbox"/> Direct academic instruction based on state/district standards 2 <input type="checkbox"/> Tutoring 3 <input type="checkbox"/> Computer-based academic instruction 4 <input type="checkbox"/> Homework help in a group setting 5 <input type="checkbox"/> Other ( <i>specify</i> ) _____
b. Enrichment activities.....	1 <input type="checkbox"/> Applied arts (sewing, cooking, woodworking, etc.) 2 <input type="checkbox"/> Performing arts (theater, dance, music, etc.) 3 <input type="checkbox"/> Visual or digital arts (graphic design, photography, film, etc.) 4 <input type="checkbox"/> STEM projects (robotics, coding, experiments, etc.) 5 <input type="checkbox"/> Writing or literary projects (newspaper, creative writing, etc.) 6 <input type="checkbox"/> Other project-based learning 7 <input type="checkbox"/> Competitions in specific topics (Mathletes, chess tournament, etc.) 8 <input type="checkbox"/> Service learning, volunteering, or other forms of civic engagement 9 <input type="checkbox"/> Cultural activities (multicultural festivals, genealogy activities, etc.) 10 <input type="checkbox"/> Field trips 11 <input type="checkbox"/> Other ( <i>specify</i> ) _____
c. Health and wellness activities.....	1 <input type="checkbox"/> Snack and/or meals 2 <input type="checkbox"/> Organized sports 3 <input type="checkbox"/> Physical or meditation activities focused on mindfulness (yoga, Tai Chi, etc.) 4 <input type="checkbox"/> Other fitness activities (such as aerobics classes) 5 <input type="checkbox"/> Health/nutrition education lessons and/or games 6 <input type="checkbox"/> Other ( <i>specify</i> ) _____
d. Family engagement activities.....	1 <input type="checkbox"/> Family math or science activities 2 <input type="checkbox"/> Family literacy activities 3 <input type="checkbox"/> Family social activities (game or movie activities, arts and crafts, cooking classes, etc.) 4 <input type="checkbox"/> Culminating event (art show, music performance, debate, etc.) 5 <input type="checkbox"/> Adult education activities (GED, ESL, literacy, etc.) 6 <input type="checkbox"/> Adult enrichment activities (workout classes, parenting classes, personal finance classes, etc.) 7 <input type="checkbox"/> Other ( <i>specify</i> ) _____
e. Social and emotional support.....	1 <input type="checkbox"/> Lessons or games to develop social and emotional skills 2 <input type="checkbox"/> One-on-one check-ins or group meetings for social and emotional support 3 <input type="checkbox"/> Mentoring 4 <input type="checkbox"/> Meetings with caseworkers or social workers 5 <input type="checkbox"/> Other ( <i>specify</i> ) _____
f. College and career readiness activities.....	1 <input type="checkbox"/> Internships and other work experiences 2 <input type="checkbox"/> Entrepreneurship 3 <input type="checkbox"/> Outside speakers with expertise in particular career areas 4 <input type="checkbox"/> College preparation activities (college counseling, assistance with college applications, etc.) 5 <input type="checkbox"/> Career and technical student organizations 6 <input type="checkbox"/> Other ( <i>specify</i> ) _____

**B3. In a typical week during the 2021–2022 school year, about what percentage of time, on average, were students at your center engaged in each of the following categories of activities? Your best estimates are fine; you do not need to look up this information.**

*Please enter a percentage from 0 to 100 for each category. Percentages should add up to 100. If activities differed across grades, think about students roughly in the middle of the grade range that your center served (such as upper elementary students in a K-8 center).*

	PERCENTAGE OF TIME
a. Academic support activities (tutoring, direct academic instruction, etc.).....	<input type="text"/>
b. Enrichment activities (performing arts, STEM projects, service learning, etc.)...	<input type="text"/>
c. Health and wellness activities (snack/meals, meditation activities, organized sports, etc.).....	<input type="text"/>
d. Social and emotional support activities (check-ins, meetings with social workers, mentoring, etc.).....	<input type="text"/>
e. College and career readiness activities (internships, college preparation activities, etc.).....	<input type="text"/>

**B4. During the 2021–2022 school year, about what percentage of parents/guardians of your afterschool center’s enrolled students attended a family engagement activity (such as a family math, science, literacy, or social activity) offered by your center either virtually or in person?**

My center did not offer family engagement activities. → GO TO B5

*Please enter a percentage from 0 to 100. Your best estimate is fine; you do not need to look up the exact percentage.*

|\_|\_|\_| PERCENTAGE OF PARENTS/GUARDIANS WHO ATTENDED A FAMILY ENGAGEMENT ACTIVITY

**B4a. During the 2021–2022 school year, among parents/guardians who attended family engagement activities offered by your afterschool center, about how often did they typically attend?**

- 1  More than once a month
- 2  Monthly
- 3  Quarterly
- 4  Once or twice during the year

**B5. Please indicate up to three specific types of activities that were most useful for your afterschool center's efforts to address students' needs during the 2021–2022 school year. (Note for reviewer: only the strategies selected in B2 will appear in this list.)**

SELECT UP TO THREE (3) FROM THE ENTIRE LIST BELOW

	SPECIFIC TYPES OF ACTIVITIES OFFERED
a. Academic support activities.....	1 <input type="checkbox"/> Direct academic instruction based on state/district standards 2 <input type="checkbox"/> Tutoring 3 <input type="checkbox"/> Computer-based academic instruction 4 <input type="checkbox"/> Homework help in a group setting 5 <input type="checkbox"/> Other ( <i>specify</i> ) _____
b. Enrichment activities.....	1 <input type="checkbox"/> Applied arts (sewing, cooking, woodworking, etc.) 2 <input type="checkbox"/> Performing arts (theater, dance, music, etc.) 3 <input type="checkbox"/> Visual or digital arts (graphic design, photography, film, etc.) 4 <input type="checkbox"/> STEM projects (robotics, coding, experiments, etc.) 5 <input type="checkbox"/> Writing or literary projects (newspaper, creative writing, etc.) 6 <input type="checkbox"/> Other project-based learning 7 <input type="checkbox"/> Competitions in specific topics (Mathletes, chess tournament, etc.) 8 <input type="checkbox"/> Service learning, volunteering, or other forms of civic engagement 9 <input type="checkbox"/> Cultural activities (multicultural festivals, genealogy activities, etc.) 10 <input type="checkbox"/> Field trips 11 <input type="checkbox"/> Other ( <i>specify</i> ) _____
c. Health and wellness activities.....	1 <input type="checkbox"/> Snack and/or meals 2 <input type="checkbox"/> Organized sports 3 <input type="checkbox"/> Physical or meditation activities focused on mindfulness (yoga, Tai Chi, etc.) 4 <input type="checkbox"/> Other fitness activities (such as aerobics classes) 5 <input type="checkbox"/> Health/nutrition education lessons and/or games 6 <input type="checkbox"/> Other ( <i>specify</i> ) _____
d. Family engagement activities.....	1 <input type="checkbox"/> Family math or science activities 2 <input type="checkbox"/> Family literacy activities 3 <input type="checkbox"/> Family social activities (game or movie activities, arts and crafts, cooking classes, etc.) 4 <input type="checkbox"/> Culminating event (art show, music performance, debate, etc.) 5 <input type="checkbox"/> Adult education activities (GED, ESL, literacy, etc.) 6 <input type="checkbox"/> Adult enrichment activities (workout classes, parenting classes, personal finance classes, etc.) 7 <input type="checkbox"/> Other ( <i>specify</i> ) _____
e. Social and emotional support	1 <input type="checkbox"/> Lessons or games to develop social and emotional skills 2 <input type="checkbox"/> One-on-one check-ins or group meetings for social and emotional support 3 <input type="checkbox"/> Mentoring 4 <input type="checkbox"/> Meetings with caseworkers or social workers 5 <input type="checkbox"/> Other ( <i>specify</i> ) _____
f. College and career readiness activities	1 <input type="checkbox"/> Internships and other work experiences 2 <input type="checkbox"/> Entrepreneurship 3 <input type="checkbox"/> Outside speakers with expertise in particular career areas 4 <input type="checkbox"/> College preparation activities (college counseling, assistance with college applications, etc.) 5 <input type="checkbox"/> Career and technical student organizations 6 <input type="checkbox"/> Other ( <i>specify</i> ) _____

B6

**During the 2021–2022 school year, how often did the activities at your afterschool center include the following instructional features?**

SELECT ONE PER ROW

Instructional features	ALWAYS	OFTEN	SOMETIMES	NEVER
<b>Small adult/youth ratio or extra time</b>				
a. One-on-one or small group instruction with an adult.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Students practice a specific skill over an extended time.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Activities based on a curriculum designed to teach certain skills</b>				
c. Uses purchased curricula for a specific subject.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Uses curricula designed by content expert (literacy specialist, social worker, etc.) in my organization.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Uses the same curricula or instructional strategies as the school day.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Differentiated learning</b>				
f. Instruction differentiated by student skill level.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Instruction informed by data on student needs.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Strategies to make learning relevant and engaging</b>				
h. Uses innovative learning strategies (inquiry-based learning, design thinking, game principles, etc.).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Students practice a skill in a real-life way, such as to solve a real problem or undertake tasks found in jobs or daily life	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Students practice a skill through role play or games.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Combines topics or skills from multiple subjects.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. Outside content expert presents material.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Encourages reflection</b>				
m. Students reflect on learning, such as through debrief, discussion, and journaling.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**B7. During the 2021–2022 school year, how often did activities at your afterschool center include the following relationship-building features?**

SELECT ONE PER ROW

Relationship-building features	ALWAYS	OFTEN	SOMETIMES	NEVER
<b>Provides adult support</b>				
a. Students interact with a positive adult role model.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Staff lead students in conversations about challenging issues or situations.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Facilitates a sense of belonging</b>				
c. Students collaborate with other students to complete a task or accomplish a goal.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Students learn about each other’s interests, perspectives, or experiences.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Engage families</b>				
e. Involves families as audiences for youth presentations or performances.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Involves families participating in subject-specific programming (family math competitions, multicultural events, etc.).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Involves family members as volunteers or activity leaders.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**B8. During the 2021–2022 school year, how often did activities at your afterschool center include the following youth development features?**

SELECT ONE PER ROW

Youth development features	ALWAYS	OFTEN	SOMETIMES	NEVER
<b>Challenges youth</b>				
a. Presents challenging tasks which require student effort...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Students receive and/or provide constructive feedback...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Students work toward a goal over an extended time.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Provides opportunities for recognition</b>				
d. Students can earn recognition for effort and achievements.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Students create a product or performance.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Incorporates youth input and leadership</b>				
f. Students design or lead a task or activity.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Students make plans or set goals.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Students make choices that shape the activity.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Activity was designed based on students' expressed interests.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Students engage in self-expression.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Students mentor/coach other students.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Uses active learning</b>				
l. Hands-on learning.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. Moderate to vigorous physical movement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
n. Uses materials or technology that are new to the students.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
o. Outdoor location.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Culturally appreciative</b>				
p. Uses materials that reflect cultural differences and a variety of perspectives.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
q. Explicitly affirms cultural differences.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>



**B9. During the 2021–2022 school year, how often did activities at your afterschool center include the following features related to college and career readiness?**

SELECT ONE PER ROW

College and career readiness features	ALWAYS	OFTEN	SOMETIMES	NEVER
<b>Career readiness</b>				
a. Introduces future career options.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Introduces career role models.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Takes place in a workplace setting.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Students interact with professionals.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Students earn wages.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Postsecondary readiness</b>				
f. Takes place in a postsecondary institution.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Students interact with college students.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**B10. During the 2021–2022 school year, what proportion of activities at your center were led by the following types of staff?**

SELECT ONE PER ROW

	ALL	MOST	SOME	NONE
a. Certified teachers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Other school-day instructional staff members (instructional aides, teaching assistants, etc.).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Youth workers with no school-day instructional positions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

The following questions ask about training you or other staff at your center received as part of working for your afterschool center.

*Training is a learning session for staff in which all participants learn the same content, skills, or practices. Training may be provided by you or by other staff from your center, staff from your regional or district afterschool program, or someone from outside your regional or district afterschool program.*

**B11. During the 2021–2022 school year, as part of your work for your afterschool center, did you receive any training?**

- 1  Yes  
0  No → GO TO B13

**B12. About how many total hours of training did you receive? Your best estimate is fine; you do not need to look up the exact number.**

|\_|\_|\_| TOTAL HOURS OF TRAINING THAT YOU RECEIVED

**B13. During the 2021–2022 school year, as part of their work for the afterschool center, did other center staff receive any training from you or anyone else?**

- 1  Yes  
0  No → GO TO B15

**B14. About how many total hours of training did a typical staff member receive? Your best estimate is fine; you do not need to look up the exact number.**

|\_|\_|\_| TOTAL HOURS OF TRAINING THAT A TYPICAL STAFF MEMBER RECEIVED

**B15. During the 2021–2022 school year, on which of the following topics did you or other staff at your center receive training as part of working for your afterschool center?**

	SELECT ALL THAT APPLY	SELECT ALL THAT APPLY
	TOPICS ON WHICH YOU RECEIVED TRAINING	TOPICS ON WHICH OTHER CENTER STAFF RECEIVED TRAINING
<b>a. Academic skill building</b>		
1. General tutoring	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Approaches or curricula to assist students struggling with math or reading	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Project-based learning	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Other ( <i>specify</i> ) _____	4 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>b. Health and wellness</b>		
1. Standards for healthy eating, nutrition, and/or physical activity	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Specific strategies or curricula for promoting health and wellness	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Sports coaching strategies or techniques	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Other ( <i>specify</i> ) _____	4 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>c. Social and emotional skill building and youth development competencies</b>		
1. Helping students recognize and handle their emotions	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Helping students work together, build community, and show empathy	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Helping students set and pursue goals and make responsible decisions	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Positive behavior support	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Mentoring and connecting with different age groups	5 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Trauma-informed approaches and adverse childhood experiences	6 <input type="checkbox"/>	6 <input type="checkbox"/>
7. Encouraging youth voice and leadership	7 <input type="checkbox"/>	7 <input type="checkbox"/>
8. Cultural competence	8 <input type="checkbox"/>	8 <input type="checkbox"/>
9. Other ( <i>specify</i> ) _____	8 <input type="checkbox"/>	8 <input type="checkbox"/>
<b>d. Family engagement</b>		
1. Strategies for staff to form relationships with families	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Supporting families to connect and build community with each other	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Planning activities or programs that involve families (e.g. family literacy programs)	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Training to support families of English learners	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Other ( <i>specify</i> ) _____	5 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>e. College and career readiness training</b>		
1. Supporting college preparation and application	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Supporting work and internships	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Other ( <i>specify</i> ) _____	3 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>f. Other staff capacity-building</b>		
1. Supporting special populations (English learners, special education students, etc.)	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Facilitation techniques	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Partnering with school-day teachers	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Other ( <i>specify</i> ) _____	4 <input type="checkbox"/>	4 <input type="checkbox"/>

**B16.** Of all the topics listed below, please indicate up to three topics on which you and other staff at your afterschool center received the most training during the 2021–2022 school year. *(Note for reviewer: only the strategies selected in B15 will appear in this list.)*

	Select up to three (3) from the entire list below	Select up to three (3) from the entire list below
	TOPICS ON WHICH YOU RECEIVED THE MOST TRAINING	TOPICS ON WHICH OTHER CENTER STAFF RECEIVED THE MOST TRAINING
<b>a. Academic skill building</b>		
1. General tutoring	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Approaches or curricula to assist students struggling with math or reading	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Project-based learning	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Other ( <i>specify</i> ) _____	4 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>b. Health and wellness</b>		
1. Standards for healthy eating, nutrition, and/or physical activity	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Specific strategies or curricula for promoting health and wellness	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Sports coaching strategies or techniques	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Other ( <i>specify</i> ) _____	4 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>c. Social and emotional skill building and youth development competencies</b>		
1. Helping students recognize and handle their emotions	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Helping students work together, build community, and show empathy	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Helping students set and pursue goals and make responsible decisions	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Positive behavior support	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Mentoring and connecting with different age groups	5 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Trauma-informed approaches and adverse childhood experiences	6 <input type="checkbox"/>	6 <input type="checkbox"/>
7. Encouraging youth voice and leadership	7 <input type="checkbox"/>	7 <input type="checkbox"/>
8. Cultural competence	8 <input type="checkbox"/>	8 <input type="checkbox"/>
9. Other ( <i>specify</i> ) _____		
<b>d. Family engagement</b>		
1. Strategies for staff to form relationships with families	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Supporting families to connect and build community with each other	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Planning activities or programs that involve families (e.g. family literacy programs)	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Training to support families of English learners	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Other ( <i>specify</i> ) _____	5 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>e. College and career readiness training</b>		
1. Supporting college preparation and application	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Supporting work and internships	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Other ( <i>specify</i> ) _____	3 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>f. Other staff capacity-building</b>		
1. Supporting special populations (English learners, special education students, etc.)	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Facilitation techniques	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Partnering with school-day teachers	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Other ( <i>specify</i> ) _____	4 <input type="checkbox"/>	4 <input type="checkbox"/>

## C. STRATEGIES TO IDENTIFY AND SUPPORT STAFF NEEDS

These questions ask about ways your afterschool center identifies and supports staff needs.

**C1. During the 2021–2022 school year, which of the following methods did your afterschool center use to collect information on the quality of staff practices?**

**SELECT ALL THAT APPLY**

- 1  Observations of staff practices by completing a rubric, checklist, or other tool
- 2  Observations of staff practices without completing a rubric, checklist, or other tool
- 3  Staff members' descriptions of their own practices
- 4  Feedback from parents/guardians
- 5  Feedback from students
- 6  Other (*specify*) \_\_\_\_\_
- 7  Center did not collect information on the quality of staff practices

**C2. Did your center identify any improvement goals for the 2021–2022 school year?**

*Improvement goals are written statements that identify staff practices, student experiences or outcomes, or other aspects of the center that staff at the center are trying to improve.*

- 1  Yes
- 0  No → GO TO C3

**C2a. Did information on the quality of staff practices have a major, minor, or no role in informing the improvement goals for the 2021–2022 school year?**

- 1  Major role
- 2  Minor role
- 3  No role

**C2b. During the 2021–2022 school year, did your center's improvement goals have a major, minor, or no role in determining the following center decisions?**

SELECT ONE PER ROW

Center's decisions	MAJOR ROLE	MINOR ROLE	NO ROLE
a. Staff hiring and retention decisions.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Types of training offered to staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Types of one-on-one feedback provided to staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Activities offered to students.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Other ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

The following questions ask about coaching you or other staff at your center received as part of working for your afterschool center.

**Coaching** is a conversation in which a coach provides individualized feedback to staff or helps staff reflect on their practices. Some of these conversations may be formal—for example, scheduled in advance—and others may be informal. Coaching may be provided by you or by other staff from your center, staff from your regional or district afterschool program, or someone from outside your regional or district afterschool program.

**C3. During the 2021–2022 school year, as part of your work for your afterschool center, did you receive any coaching?**

- 1  Yes
- 0  No → GO TO C5

**C4. During the 2021–2022 school year, about how many times did you participate in a coaching conversation with a coach? Your best estimate is fine; you do not need to look up the exact number.**

|\_|\_| | NUMBER OF TIMES YOU RECEIVED COACHING

**C5. During the 2021–2022 school year, as part of their work for the afterschool center, did other center staff receive any coaching from you or anyone else?**

- 1  Yes
- 0  No → GO TO C7

**C6. During the 2021–2022 school year, about how many times did a typical staff member participate in a coaching conversation with you or anyone else providing coaching? Your best estimate is fine; you do not need to look up the exact number**

|\_|\_| | NUMBER OF TIMES A TYPICAL STAFF MEMBER RECEIVED COACHING

The following questions ask about staffing at your center.

**C7. Thinking about the staff who worked at your afterschool center in spring 2022, about how many people were in each of the following staff categories? Your best estimate is fine; you do not need to look up the exact numbers.**

	NUMBER OF PEOPLE
a. Paid employees of the center.....	_ _ _
b. Unpaid volunteers for the center.....	_ _ _
c. Staff from contractors, vendors, or other partners.....	_ _ _

**C8. Thinking about the paid employees who were working for your afterschool center at the beginning of the 2021–2022 school year, about what percentage of those employees were still working for your center in spring 2022? Your best estimate is fine; you do not need to look up the exact percentage.**

- 1  0 to 20 percent
- 2  21 to 40 percent
- 3  41 to 60 percent
- 4  61 to 80 percent
- 5  81 to 100 percent

**C9. During your time as the director of this afterschool center, to what extent has your center focused on reducing staff turnover?**

**SELECT ONE ONLY**

- 1  Not at all → GO TO C11
- 2  To a small extent
- 3  To a moderate extent
- 4  To a great extent

**C10. During your time as the director of this afterschool center, has your center used any of the following strategies to try to reduce staff turnover?**

- Center has not used strategies to reduce staff turnover → GO TO C11

SELECT ALL THAT APPLY

	CENTER HAS USED THIS STRATEGY
a. Increased staff salaries.....	1 <input type="checkbox"/>
b. Created a staff pipeline through program alumni.....	2 <input type="checkbox"/>
c. Offered opportunities to earn certificates or enroll in other postsecondary education.	3 <input type="checkbox"/>
d. Shifted from using volunteers to paid staff.....	4 <input type="checkbox"/>
e. Shifted from using part-time to full-time staff.....	5 <input type="checkbox"/>
f. Changed required qualifications for staff.....	6 <input type="checkbox"/>
g. Offered benefits for part-time staff or improved benefits for full-time staff.....	7 <input type="checkbox"/>
h. Created career pathways for staff within the afterschool center or program.....	8 <input type="checkbox"/>
i. Provided more training or coaching for staff.....	9 <input type="checkbox"/>
j. Provided additional resources for staff.....	10 <input type="checkbox"/>
k. Other (specify) _____	11 <input type="checkbox"/>

**C10a.** During your time as the director of this afterschool center, how useful were the following strategies to try to reduce staff turnover? *(Note for reviewer: only the strategies selected in C10 will appear in this list).*

SELECT ONE PER ROW

	USEFULNESS OF THIS STRATEGY			
	NOT AT ALL USEFUL	A LITTLE USEFUL	MODERATELY USEFUL	VERY USEFUL
a. Increased staff salaries.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Created a staff pipeline through program alumni.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Offered opportunities to earn certificates or enroll in other postsecondary education.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Shifted from using volunteers to paid staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Shifted from using part-time to full-time staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Changed required qualifications for staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Offered benefits for part-time staff or improved benefits for full-time staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Created career pathways for staff within the afterschool center or program.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Provided more training or coaching for staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Provided additional resources for staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Other ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

The following questions ask about funds your afterschool center may have received specifically to address the effects of the COVID-19 pandemic.

**C11.** During the 2021–2022 school year, did your afterschool center use any funds that a state or local education agency distributed specifically to address the effects of the COVID-19 pandemic (for example, funds from one of the COVID relief bills such as the American Rescue Plan)?

- 1  Yes
- 0  No → GO TO D1

**C12.** During the 2021–2022 school year, how did the COVID-19 funds compare with your center's typical annual budget?

- 1  Less than half of the center's typical annual budget
- 2  At least half, but less than the full amount, of the center's typical annual budget
- 3  Similar to or more than the center's typical annual budget



**C13. During the 2021–2022 school year, how did your afterschool center use the COVID-19 funds?**

**SELECT ALL THAT APPLY**

- 1  Expanded enrollment in the afterschool center
- 2  Hired more staff
- 3  Increased number of hours or days per week on which the afterschool center offers services
- 4  Increased the number of weeks in the school year in which the afterschool center offers services
- 5  Started or expanded activities focused on students' academic needs
- 6  Started or expanded activities focused on students' social and emotional needs
- 7  Started or expanded activities focused on the needs of parents/guardians
- 8  Started or expanded staff development focused on students' academic needs
- 9  Started or expanded staff development focused on students' social and emotional needs
- 10  Started or expanded ways to collect or use information on the quality of staff practices
- 11  Other (*specify*) \_\_\_\_\_

## D. CENTER CHARACTERISTICS

**D1. During the 2021–2022 school year, in a typical full week, how many days did your afterschool center provide services to students?**

**SELECT ONE ONLY**

- 1  1 day
- 2  2 days
- 3  3 days
- 4  4 days
- 5  5 days

**D2. During the 2021–2022 school year, on a typical day, for approximately how many hours did your afterschool center provide services to students?**

*Please round to the nearest 0.5 hours (such as 1.5, 2.0, etc.).*

|\_|\_| . |\_| HOURS

**D3. How many years of experience do you have working in the following roles?**

*Please round up to the nearest whole number and include the current school year. If you do not have the experience listed, enter "0" in the column.*

	NUMBER OF YEARS
a. Director of <b>this</b> afterschool center.....	_ _
b. Director of <b>any other</b> afterschool center or youth program.....	_ _
c. Other type of paid staff member or volunteer at <b>any</b> afterschool center or youth program (including this afterschool center).....	_ _
d. Regular full-time teacher in a school.....	_ _
e. Other school-day instructional staff member (such as an instructional aide or teaching assistant).....	_ _

**D4. How many hours a week do you typically work as the center director?**

*If you don't know the exact number, please enter your best estimate.*

|\_|\_|\_| NUMBER OF HOURS PER WEEK WORKING AS THE CENTER DIRECTOR

**Thank you for providing this important information about your afterschool center!**