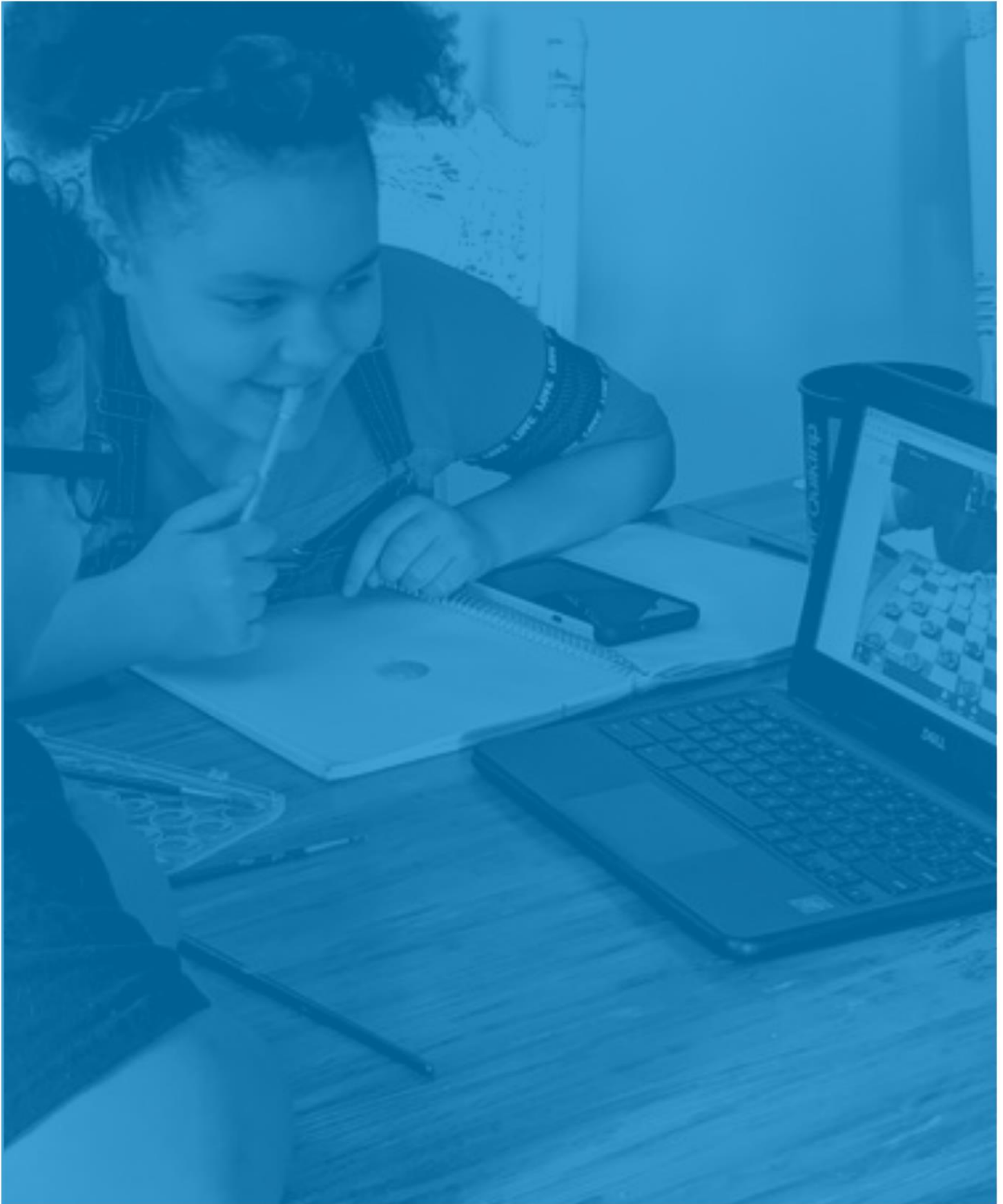




**BOYS & GIRLS CLUBS  
OF AMERICA**

# **A GUIDE TO USING DATA TO MEASURE THE VIRTUAL CLUB EXPERIENCE**





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## Data and the Virtual Club Experience

COVID-19 has presented challenges that Clubs, and Youth Centers have never faced before. This makes assessing program quality using a Continuous Quality Improvement (CQI) Process in for virtual programming much more important. The CQI process helps Clubs build and maintain quality programs.

### The Components of the Continuous Quality Improvement Process:

1. **Assess:** Understand the needs of your youth and Club to make data-driven and -informed decisions
2. **Plan:** Understand the fundamental, practical how-to of programming, which include program plans and schedules
3. **Improve:** Understand what works, doesn't work and what you might need to change.



This guide will focus on the **ASSESS** component of the Continuous Quality Improvement:

- **Quality Practice:** Quality afterschool practices that lead to transfer outcomes.
- **Attendance and Participation:** Tracking who is using and participating in virtual activities.
- **Youth Experiences:** How youth and caregivers experience the Virtual Club and Virtual Club programming.
- **Youth Outcomes:** How Clubs are benefitting from virtual programming.

Use the **ASSESS** process of CQI to collect data across these four categories.

- Visit Spillet Leadership University at <https://www.bgca.net/Training> to access distance learning trainings
- Provide opportunities for key staff to become certified trainers through the virtual National Trainer Initiative (vNTI). Go to [bgca.net/NTI](https://www.bgca.net/NTI) to learn how to host a training, become a trainer and to view available trainings

For more information on using the entire CQI Process review “Program Basics For COVID-19” which can be found here: [Program Basics For COVID-19](#) as well as the CQI Tool-Kit that can be found here: <https://cqitoolkit.org/>.



## The Club Experience

COVID-19 has caused disruptions to the lives of youth and providing a high-quality experience is more important than ever. Three Club Program Models that have emerged in determining the best ways to meet needs.

### The Club Experience Program Models (Either One or More of These Approaches)

Element	What It Looks Like
<b>Virtual Model</b>	<ul style="list-style-type: none"><li>• Virtual Instructor-Led Sessions</li><li>• Take home packets for youth and family/caregiver engagement</li><li>• Pre-recorded sessions and/or videos</li><li>• <b>MyFuture</b></li><li>• External Resources (i.e. ABC Mouse &amp; Playworks)</li></ul>
<b>In- Person Model</b>	<ul style="list-style-type: none"><li>• Social distancing guidance incorporated into in-person sessions</li><li>• In-person, instructor led sessions</li><li>• Hygiene practices incorporated into program schedules</li></ul>
<b>Hybrid Model</b>	<ul style="list-style-type: none"><li>• Mixed method of Virtual Model and In-Person (e.g. small groups spend one week of in-Club activities and one week of virtual sessions)</li></ul>

The resources in this guide will focus on using data to support the high-quality virtual engagement of youth, which includes engagement methods from the virtual model and the hybrid model.



## Quality Practice

**Quality practice** identifies the quality afterschool practices that lead to transfer outcomes. Quality practice data assesses your Club's use of these practices such as staff interactions, incorporating youth voice, and creating a youth-centered learning environment. Quality is apparent in two areas, content and staff practices. These are essential practices in both the physical and virtual Club space. Access <https://bit.ly/VCQualityStandards> for the complete list of Virtual Club Quality Standards for each form of virtual youth engagement

**If you are conducting a live session and already using the Youth Program Quality Assessment (YPQA) make the following modifications:** Omit the Safe Environment domain except for Emotional Safety. Also, remove the Mentoring item from the Leadership scale. All other domains, scales, and items can be captured in the virtual space with only small changes. On the next page is a checklist of high-quality experience standards based on session type in the virtual model.



## Virtual Instructor Led Quality Practices Check-List

Check off that each virtual instructor-led session includes the following quality practices.

Element	What It Looks Like	Element Present In Session	
<b>Warm Welcome</b>	Time to greet each young person by name, thank them for coming, and engage in conversation.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Group Agreements</b>	Agreements to help everyone feel welcome and agree how they will interact with each other.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Community Builder</b>	An icebreaker to engage the group and create an environment for learning and exploration.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Main Activity</b>	An interactive activity in which youth work to explore new concepts or practice a new skill, work in groups and have the opportunity to create tangible products.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Reflection</b>	Helping youth connect what they've learned or practiced and how they can apply it in other areas of their lives.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Recognition</b>	A celebration of youths' efforts and encouragement of participants to recognize each other's accomplishments.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Closing &amp; Checkout</b>	Guiding youth to their next activity or giving details of when they will meet again.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Media Selection</b>	Use of appropriate media designed to complement the learning experience and help meet the goals of the session.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Active Participation</b>	Use of a variety of methods such as chats, polls and the camera to encourage youth contributions and create connections.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Presentation Style</b>	Use of simple instructions for hands-on activities and providing examples or demonstrations to foster understanding.	YES <input type="checkbox"/>	NO <input type="checkbox"/>



## Attendance and Participation

Attendance and Participation data tells you which youth are attending sessions and how often. Virtual engagement offers multiple modalities that can be used to track youth **engagement** and **participation**. Below is a list of key virtual engagement strategies and data collection measures that you can use to track engagement and participation and enter into your Club member management system.

### Virtual Attendance and Participation Data Collection Methods

#### Zoom

Youth must have an email address (or access to one). Require youth to register before they can enter a session. Have youth create usernames using their first and last name to make it easier to track them. During the session you can view a list of all of the attendees. After the session download, save and print out the list of participants using your host dashboard, which Zoom will save for 24 hours. On the dashboard click on the session and go to registration where you can view all attendees and the time that they registered for your session.

- **Best used for: Live virtual led sessions; Quick updates; Check-ins; Demonstrations**

#### GoToMeeting

Youth must have an email address (or access to one). Require youth to register before they can enter a session. Have youth create usernames using their first and last name to make it easier to track them. During the session you can view a list of all of the attendees. After the session you can view a report of your completed meetings for up to 90 days. Go to the meeting history section of your host dashboard where you can view the meeting subject, date, time, duration and number of attendees. The attendee names, email addresses and join/leave times can also be reviewed.

- **Best used for: Live virtual led sessions**

#### Google Hangouts

Youth must have an email address (or access to one). Hangouts supplies audit logs which gives a report of all of the users in the meeting and the time that they joined. The audit log can be accessed by using an administrator account on the Administrator home page under reports. Audit logs can be downloaded and exported into Google Sheets or Excel for saving and printing.

- **Best used for: Live virtual led sessions; Quick updates; Check-ins; Demonstrations**

#### Facebook

Youth must have a Facebook account and username. It may be hard to track youth just by their Facebook username. If you use this to track which youth you have engaged you will need to establish a way to link them with their Facebook username. Facebook can track reactions, comments and number of shares. While this doesn't tell you the unduplicated number of youth for attendance, increases in reactions, comments or shares can tell you if a particular post is popular and if it drives people back to the content.

- **Best used for: Quick updates; Check-ins**





## Facebook Live

The ability to view a Facebook Live video requires a Facebook account and username. It may be hard to track youth just by their Facebook username. If you use this for tracking you will need to establish a way to link your youth with their Facebook username. Facebook Live can track the number of live viewers, which include the peak number of concurrent viewers (highest number of viewers watching the video while it was live) as well as the number of viewers during each moment of the live broadcast. Viewers can make comments in real time. Additionally, you can track reactions, comments and number of shares. Facebook Live videos stay live for 8 hours.

- **Best used for: Quick updates; Check-ins; Demonstrations**

## Instagram

Youth must have an Instagram account and username. If you use this to track which youth you have engaged you will need to establish a way to link them with their Instagram username. Instagram can track reactions and comments. While this doesn't tell you the unduplicated number of youth for attendance, increases in reactions or comments can tell you if a particular post is popular and if it drives people back to the content.

- **Best used for: Quick updates; Check-ins**

## Instagram Live

Youth must have an Instagram account and username. If you use this to track which youth you have engaged you will need to establish a way to link them with their Instagram username. Instagram can track reactions and comments. While this doesn't tell you the unduplicated number of youth for attendance, increases in reactions or comments can tell you if a particular post is popular and if it drives people back to the content..

- **Best used for: Quick updates; Check-ins**

## YouTube

Anyone can view a video. However, users must have a YouTube channel in order to post videos, leave comments or reactions. YouTube will track the number of views, top videos viewed, where videos were accessed, (i.e. Facebook, and email server), likes and dislikes and the date it was viewed. Videos created on other social media platforms (i.e. Facebook, Instagram) can also be posted here in order to increase reach and engagement. While this doesn't tell you the unduplicated number of views, increases in views can tell you if a particular activity is popular and if it drives people back to the content.

- **Best used for: Pre-recorded Videos; Quick updates; Demonstrations**

## YouTube Live

Anyone can view a live YouTube video. However, users must have a YouTube channel in order to post videos, leave comments or reactions. Viewers can make comments in real time. YouTube will record up to 12 hours of live video and save them with the comments and reactions as a public video that lives on YouTube. While this doesn't tell you the unduplicated number of views, increases in views can tell you if a particular activity is popular and if it drives people back to the content.

- **Best used for: Quick updates; Check-ins; Demonstrations**





### Self-Directed Take Home Activity Packets

Since take home packets are self-directed, you will be unable to track real time engagement in the activities. There are a few ways to track engagement. Track the number of packets that are distributed to families which includes physical distribution, number of downloads and number of email attachments. Provide a place where youth can share photos or videos of their projects and products to track the number of youth completing activities. Although this information does not provide attendance, it does provide a gage of the level of engagement and use.

- **Best used for: Independent Activities; Activities that require little or no help or internet**

### MyFuture

This is a BGCA supported virtual platform created for youth. Youth participation can be tracked by activity completion, project uploads and badges. This gives insights on the level of youth engagement and links completed activities back to individual youth. You also have the ability to award stars for completion. Data is provided in real time. New user information can be used to keep track of the number of youth registered but does not track actual attendance. See the detailed instructions below on using MyFuture to track participation in activities.

- **Best used for: Independent Activities; Activities that are completed online**

## Using My Future to Track Participation

### Step 1:

Log into the Staff Dashboard at [www.myfuture.net/staff/](http://www.myfuture.net/staff/) with your bgca.net username and password. If you've logged in the Dashboard the last 2 weeks, clear your cache by hitting "CTRL + SHIFT + R" at the same time.

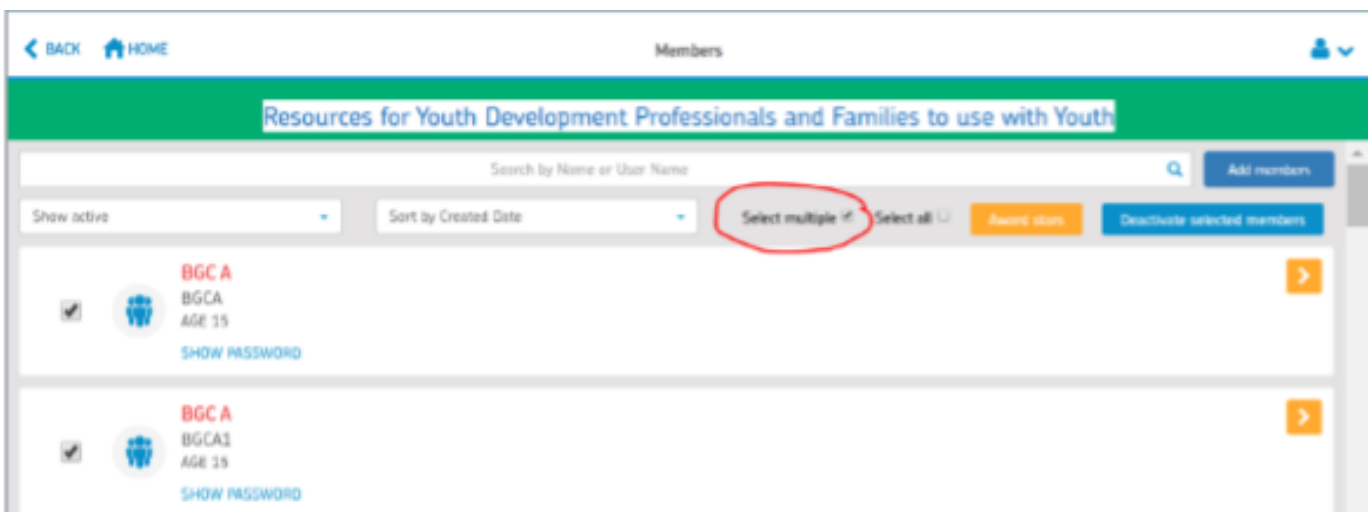
### Step 2:

Click "Members"



### Step 3:

Click "Select Multiple"

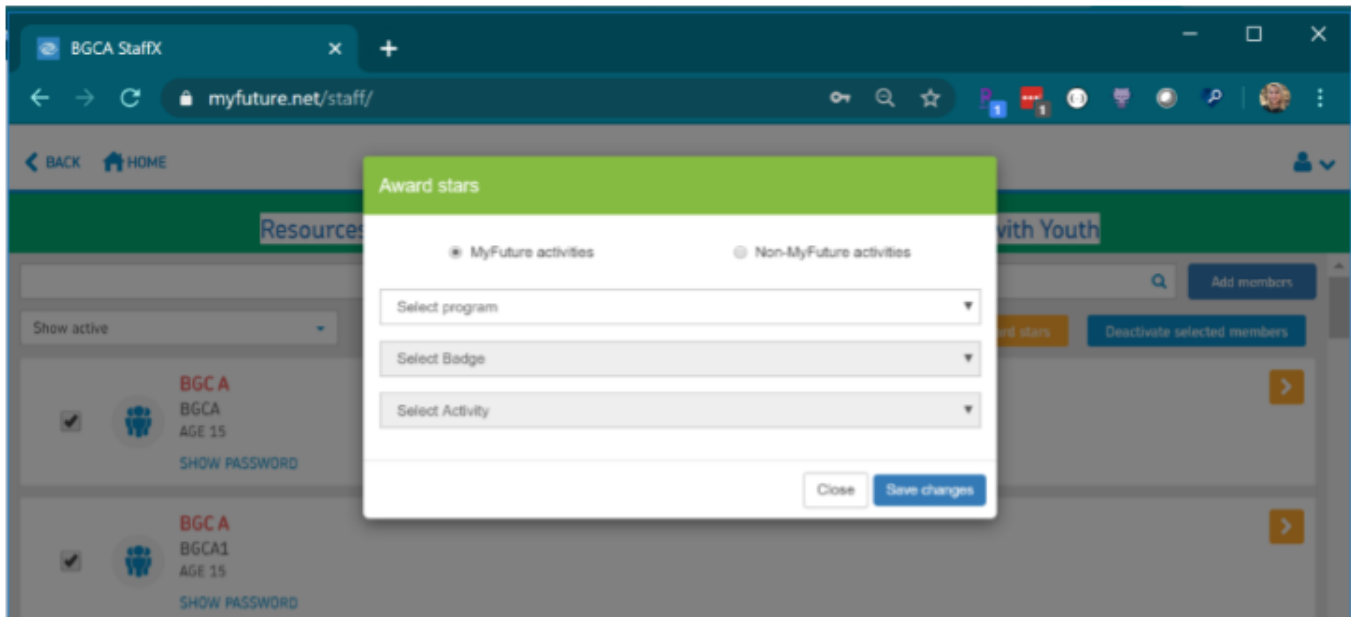


**Step 4:**

Select the members who completed the activity.

**Step 5:**

Click “Award Stars”



**Step 6:**

You can pick MyFuture activities OR select a non-MyFuture activity

**Step 7:**

For a **MyFuture Activity**, select the program, badge and activity name completed. For a **non-MyFuture activity**, select the program area (i.e. The Arts, Education) and type in the activity name.

**Step 7:**

Hit “Save Changes”! You can now view member stars as part of your activity and program tracking data.



## Youth Experience

Youth Experience is data that helps you understand how youth and caregivers experience the Club Experience. Virtually, this data may be limited and addresses only a portion of their Club experience. However, virtually you can still use and this data to develop programs and activities and make changes based on feedback. There are a variety of methods that can be used in order to collect this data which will vary based on session type. Below are examples of data collection methods you can use to learn about the virtual youth experience.

### Virtual Youth Experience Data Collection Methods

#### Virtual Instructor Led Sessions

After session is completed, ask youth for their verbal feedback. Use the comments feature for youth to visually share what they thought of the activity. Create a poll or survey or have them create their own quick videos giving feedback.

- **Immediate Feedback:** Thumbs up/Thumbs down, Emojis, Memes, Photos, Gifs, Number rankings, Finger rankings (fist to five), Kahoot poll, Word Cloud, Poll Everywhere, Chat box, Pulse checks
- **Feedback Given Later:** SurveyMonkey, Survey Gizmo, Youth created video uploads, Flipgrid, Listening sessions, Facebook poll

#### MyFuture

Youth are able to leave their feedback at the end of their activity. It is anonymous. In order to gain feedback from youth at your Club, use other methods to learn about their MyFuture experience.

- **Immediate Feedback:** Short-surveys are embedded at the end of each activity
- **Feedback Given Later:** Listening sessions, Pulse checks, Flipgrid, Youth share their projects with each other and give feedback; Youth become “critics” and film their critiques of activities; Youth interview each other

#### Live Video Sessions

Youth can provide immediate “real-time” feedback during live video sessions using the comments feature.

- **Immediate Feedback:** Thumbs up/Thumbs down, Emojis, Memes, Photos, Gifs, Number rankings



### Pre-Recorded Video Sessions

Pre-recorded sessions can be placed on various platforms. Several social media platforms (i.e. YouTube, Facebook) have the comments feature enabling youth to give feedback. For other platforms that do not have comments enabled, use other suggested methods to obtain youth feedback.

- **Immediate Feedback:** : If posted on a platform such as YouTube where they can leave comments: Thumbs up/Thumbs down, Emojis, Memes, Photos, Gifs, Number rankings
- **Feedback Given Later:** If not on a platform that allows comments to be shared: SurveyMonkey, SurveyGizmo, Flipgrid, Youth created video uploads, Listening sessions

### Social Media Posts

Posting on social media platforms such as Facebook or Instagram allow for immediate verbal and visual feedback from youth. Youth can also go back and add their reactions as long as the post remains up.

- **Immediate Feedback:** : Thumbs up/Thumbs down, Emojis, Memes, Photos, Gifs, Number rankings, Finger rankings (fist to five)
- **Feedback Given Later:** As long as a post remains up, youth have a chance to use the comments feature to give feedback any time.

### Self-Directed Take Home Activity Packets

Self-directed activity packets are not designed to provide immediate feedback. Use one of the suggested methods to obtain feedback from youth and families.

- **Feedback Given Later:** SurveyMonkey, SurveyGizmo, Flipgrid, Facebook poll, Listening Sessions, With Adults: Emails, phone calls, texts



## Youth Outcomes

**Youth Outcomes** is information gathered indicating the success of key program objectives such as gains in knowledge, skills or changes in behavior. Continuing to use high-quality practices when engaging youth virtually are positive indicators that their participation will lead to intended outcomes. To measure youth outcomes in a virtual space, you may use different forms of measurement than when you engage youth in-person in the Club.

**In order to better track youth outcomes virtually, regardless of the session type there should be a tangible product youth can demonstrate as a result of completing program activities.** For example, a song or dance learned or created, a completed STEM or art project or the ability to share knowledge learned in different formats are tangible ways to track outcomes virtually. These examples are strong indicators that the program worked as intended.

### Virtual Youth Outcomes Data Collection Methods

Engagement Strategy	Data Collection Methods
<b>Virtual Instructor Led Sessions</b>	<ul style="list-style-type: none"> <li>• Give all youth the opportunity to share their product online with other youth and staff and recognize them for their contributions.</li> <li>• Create time during the sessions for youth to practice a skill and have them demonstrate it to the group.</li> <li>• Ask reflection questions that enable youth to reflect on what they have learned, it's importance and how they can use it in other areas of their lives.</li> <li>• Ask probing questions during the session to check for understanding.</li> <li>• Provide different ways that youth can show what they have learned.</li> </ul>
<b>MyFuture</b>	<ul style="list-style-type: none"> <li>• Youth have the opportunity to both upload projects and earn badges after completing an activity. Take time to review projects, give stars and use the activity board to provide additional recognition.</li> <li>• Have youth share their products via your Club's social media page.</li> </ul>
<b>Live Video Sessions</b>	<ul style="list-style-type: none"> <li>• During the session ask probing questions for youth to respond to in the comments section to demonstrate knowledge and understanding.</li> <li>• Ask reflection questions that enable youth to reflect on what they have learned, it's importance and how they can use it in other areas of their lives.</li> </ul>



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<b>Pre-recorded Video Sessions</b>	<ul style="list-style-type: none"><li>• Ask youth to take a picture or video of their product and have them share via social media or email. Encourage youth to share with their friends and families.</li></ul>
<b>Self-directed Take Home Activity Packets</b>	<ul style="list-style-type: none"><li>• Ask youth to take a picture or video of their product and have them share via social media or email. Encourage youth to share with their friends and families.</li></ul>

When implementing a virtual session decide which data collection methods you will use to track outcomes and create a tracking form for each youth indicating if they achieve your selected outcomes criteria. Create a system that works for you and your Club to able to assess the use of quality practices, attendance and participation, youth experiences and youth outcomes.





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## Resources

All resources that are linked within this document appear here with full URLs in alphabetical order.

### **Calendar of Upcoming Webinars, Virtual Training, Events and Deadlines**

<https://www.bgca.net/Lists/EventsDeadlines/calendar.aspx>

### **Continuous Quality Improvement (CQI) Tool-Kit**

<https://cqitoolkit.org/>

### **Fist to Five Process**

<https://www.ncfp.org/knowledge/fist-to-five-voting-and-consensus/>

### **Flipgrid**

<https://info.flipgrid.com/>

### **Group Agreements Download**

<https://bit.ly/3dFmCjA>

### **Kahoot**

<https://kahoot.com/>

### **MyFuture**

<https://myfuture.net/>

### **Program Basics For COVID-19**

<https://www.bgca.net/Programs/Back%20to%20Club%20Resources/Program%20Basics%20for%20Covid-19.pdf>

### **Pulse Checks Guide**

<https://cqitoolkit.org/assess/#pulseChecks>

### **Spillett University Training Opportunities**

<https://www.bgca.net/Training>



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**Virtual Club Quality Standards**

<https://bit.ly/VCQualityStandards>

**Virtual National Trainer's Initiative**

<https://bgca.net/NTI>

**Implementation Plan**

Think about your current Virtual Club and answer the following:

1. What are your desired outcomes?
2. Do the types of activity sessions you currently offer allow you to measure these outcomes?
3. What does success look like?
4. How can you move from where you are to where you want to be?