



## Recruiting and Enrolling Youth into Your Program

Now that you have some logistics in place, you need youth! One of the best tactics you can use to enroll youth in your program is to make your program as attractive as possible. If your program is engaging and fun, it will be attractive to youth. Even better, if your program meets the needs of the parents of your community by not only being engaging and fun, but by also being a safe place for kids to be, a way to provide out-of-school time care for their children, and by being affordable, then you have a winner!

Read on for more examples and ideas for recruiting and enrolling youth into your program.

The Iowa Afterschool Alliance believes that when a program implements quality standards, then programming is better and kids are happier and can achieve better outcomes. Quality standards include:

### Positive Relationships

Examples of ways programs build positive relationship include:

- » Establishing a respectful environment for all involved in the program – adults, youth, parents, administrators, support staff, etc. that is also respectful of all cultures and is inclusive on all levels.
- » Positive interactions between participants and the creation of an environment in which youth know adults care about and for them. This can be established through a personalized approach to working with all youth.
- » Positive problem solving practices
- » Identifying and meeting youth needs
- » Appropriate ratios

## Appropriate Indoor and Outdoor Learning Environments

When building or evaluating your program spaces, consider the following:

- » A suitable environment – clean, safe, hazard free, room to move. Is your space friendly for all students including those with special needs?
- » Is there adequate supervision of all areas of the program space?
- » Are the materials to be used appropriate and accessible? If your space is “look, don’t touch” you might have a problem.

## Effective Programming

When programming is effective, you should be able to note characteristics of the following:

- » Youth should have choices in how they want to be creative and explore their interests (both academic and non-academic). However, this independence should be balanced with responsibility.
- » All program offerings should in some way be able to identify how youth grow and develop through participation. This means intentional planning – let kids have fun, but can that fun also be life changing? Sure!
- » Empowering staff through strong professional development and program structure support but also building in a level of flexibility.
- » Nutritional snacks and/or meals should be provided
- » Recognition of youth accomplishments. Youth displays of work, art, projects, etc. are strongly encouraged.

## Strong Partnerships

The benefits of strong partnerships positively enhance programming by:

- » Increasing family communication through high quality family engagement events.
- » Making connections between families in need and the agencies or resources that can support them.
- » Providing opportunities for youth to be involved in the community.
- » Building a strong network of people who can advocate with and for you and your program.
- » Providing financial or in-kind support.

## Effective Administration

Programs that are administered effectively demonstrate:

- » High-quality planning techniques for all administrative levels of program support (program planning, budgeting, sustainability, outreach, policies and procedures, quality improvement, etc.). This means that plans are created, executed, and reviewed in a thoughtful way and that changes are implemented with little to no disruption.
- » New staff are appropriately onboarded into the organization and to the program.
- » Existing staff are supported through quality professional development and are given opportunities to provide feedback for administrative level planning and evaluation.
- » All documentation is collected, stored, and utilized in compliance.
- » Programs are advocated for to the fullness potential.

## Insights from the Field or Suggestions from Providers

Existing sites have also shared tips or hints regarding what they have done to recruit and retain youth. Read their insights here:

### From Clinton:

We have early out Wednesday each week where we take a couple field trips a month. Offering a “variety” of expanded learning opportunities for kids can be very beneficial. Our recent evaluation praised us saying specifically that “variety” of field trips and activities keeps kids coming back.

### From Storm Lake:

Mailing **Good News** postcards to parents/guardians with something the child had accomplished, succeeded at or is proud of. Also include a mention on how much you enjoy seeing him/her every day. ***\* I had kids tell me that because of the postcard their parents told them they had to attend the program everyday.***

Attend the Parent Teacher Conference and stand at the front doors to GREET families as they enter and walk them to the classrooms. Make small talk, say something good about their children. Also have a table by the front door with your program information, teachers’ contact information, school calendars with events/early dismissal/special grade level activities, and information for Family Literacy; Adult ELL, skill/job training programs, classes to help study for citizenship, and information on expanded library hours for families with children in the before & after school programs.

At the school’s Family Fun Night have the same table with everything but also include local resources for child care, dental, mental care, etc. ‘Recruit’ those local agencies and businesses to have tables to hand out needed information, giveaways, or fun family hands on activities.

Publish pictures of their children doing great things in program and hang on the walls or publish a program newsletter and send it out.

**Mostly- Let them know they may contact you with any concerns because you truly care about their child/children.**

### From Sioux City: SHIP/Beyond the Bell

My biggest advice for recruiting and retaining youth is building relationships with the students, the parents, the school day staff, and school administration. That really is the key for having your program to stay at full capacity. Then set some guidelines and rules around attendance. If you are allowing the students to attend a wonderful program for free, they need some accountability to show up. It’s not been easy, but over the years we’ve incorporated an attendance policy, and if they don’t adhere we fill their spot on the roster with another student waiting to attend. We communicate all of this in our parent handbook, in a contract they sign upon registration, we call and check in them multiple times before kicking them out. It’s working well to meet the needs of those students and families who we feel truly need these services!

## From Council Bluffs:

Our tips & tricks for recruiting and retaining youth in programming include:

- » Student-driven program offerings
- » Selection of activities
- » Familiar staff (school para educators, custodians, nutrition services, teachers, etc.)
- » Snack time (reimbursement through district nutrition department)
- » Over communication with parents/families/students (we do this through (1) personalized emails and phone calls to families about program opportunities, (2) send home paper registration and reminders for events/changes, (3) send personalized program reminders with detailed info via email to secondary students about their club schedule each day)
- » Recruit engaging community partners
- » Make the program relative to real life (career academies - art, fire, police, medical, esthetician, etc.)
- » Students (or teachers) share about programs in home rooms or on the school news station, reviews in the school paper, etc.

We do have leadership kids in clubs make signs advertising clubs to put around the school too. And we definitely use Facebook and the school websites to post registration and updates!

## From Burlington:

As a school district we have an advantage because our students are already in the building where our afterschool programming takes place. That makes recruiting and retaining much easier than an off-site program. Our strategies have included: sending flyers home, a table at Parent Teacher Conferences, newsletters that are attached to school social media pages, tables and recruitment at school registration, and notices on the District social media and District website.

Retaining students comes down to the type of program you offer, staffing, and youth voice. I have been successful in having youth focus groups over pizza to gather their own input for their building's programming. When the students are older (5th+) it is easier to gain input and have them lead their own "clubs" during programming hours. When they are younger, talking over pizza during their lunch time is an effective method of gathering input. Then make sure that staff is treating program as an enrichment program and not an extension of school. That requires a good PD schedule to know your staff's needs, evaluation of their needs, and strategy.

## From Oakridge (Des Moines):

Getting churches to help with snacks, activities, and tutoring would definitely be a big help. Working with the city's Parks and Rec. Dept. to see what they have to offer regarding field trips. Libraries would be another great resource for hands on activities.

## From YouthPort (Cedar Rapids):

- » Staff who are involved and know the families.
- » Dinner is offered every night.
- » Programming that interests the kids.
- » Word of mouth from current students, we are always adding to our waitlists.

## Included in this section:

Click on the document title below to jump to that resource.

- \* [Planner for Brainstorming](#)
- \* [Group Discussion Guidelines](#)
- \* [Understanding Program Families](#)
- \* [How to Tell Your Story](#)
- \* [Survey of Student Needs](#)
- \* [Elementary Student Interest Survey](#)
- \* [Secondary Student Interest Survey](#)
- \* [Summer Learning Family Survey](#)
- \* [Campfire Heart of Iowa Sample Flyer and Registration Form](#)



# Planner for Brainstorming

Use this checklist to plan brainstorming sessions and to follow up later on which elements need improvement or revision. If students are leading the sessions, share the checklist and techniques with them ahead of time to help them build their leadership and facilitation skills.

Date: \_\_\_\_\_

Topic for Brainstorming Session: \_\_\_\_\_

## Getting Ready

- Places are provided for writing responses (board, easel/pad, paper) that all can see.
- Goals for the brainstorming session are clear.
- Roles and responsibilities of staff and/or student leaders of the brainstorming session have been shared in advance.
- The length of the session is adequate for the goals to be accomplished.
- Select timekeeper, recorder and facilitator in advance.

## During Brainstorming

- Guidelines are clear and have been explained to the group:
  - Participants can say whatever response comes to mind.
  - Responses are recorded without judgment. There are no right, wrong or silly responses.
  - The more responses, the better.
- Timekeeper keeps group on track.
- Recorder writes down responses.
- Facilitator makes sure all responses are heard.

## Looking Back

- Time limit:
  - Reasonable
  - Needed more time
  - Too much time
- Participants responded well, providing lots of responses.
- The atmosphere was relaxed and comfortable.
- Responses were limited and participants were too quiet.
- Participants were shy and needed encouragement.
- More conversation was needed beforehand.
- Responses were out-of-control; participants were shouting and facilitation should have been better.
- Responses were useful.
- Everyone could see the response list.
- The session led to next steps.
- Participants seemed to find the process interesting, helpful and/or useful.

Comments:

Revision notes:





## Group Discussion Guidelines

Many aspects of projects involve small or large group discussions, such as choosing a project theme, finalizing a driving question, research and investigation, and planning a culminating event. Use these guidelines during group discussions to ensure the group stays on track and everyone has a chance to participate. Consider sharing them with the facilitator (may be staff or a student leader) and participants before a discussion begins as a way to build consensus around group norms. Ask for input around additional guidelines that could be added to this list.

### Participants:

- Listen, even if you do not agree
- Allow all speakers to finish what they're saying
- Agree or disagree with ideas, without making it personal
- Allow for silence; let people think
- Use "I" statements (speak only for yourself)
- Stay on topic and task
- Give everyone a chance; don't hog time
- Be brief
- Appreciate people for participating, even if you don't agree with their ideas

### Facilitator:

- Ask for clarification, examples, or illustrations of points
- Reframe participants' points to ensure proper understanding
- Summarize occasionally and ask what more needs to be addressed
- Don't force participation – allow opportunities for small group sharing



# Understanding Program Families

Ask families to complete this form as part of registration for your program. Be sure to translate this into families' native languages, if applicable.

Child's Name: \_\_\_\_\_

Other children's names and ages: \_\_\_\_\_

## I. Contact Information

Name of Parent of Guardian: \_\_\_\_\_

Contact Information:

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Email: \_\_\_\_\_

The best time of day to contact me is usually: \_\_\_\_\_ to \_\_\_\_\_

The best way to reach me is (*circle all that apply*):

- cell phone (text)
- cell phone (call)
- home phone
- work phone
- email
- other: \_\_\_\_\_

## II. About My Child

Which of your child's qualities or abilities are you most proud of? \_\_\_\_\_

What quality or ability (or lack thereof) are you most concerned about? \_\_\_\_\_

[Continue to the next page]





# Understanding Program Families

If I could teach my child or help my child learn just three things, they would be:

- 1)
- 2)
- 3)

What are your child’s strongest subjects in school? Where does he or she struggle?

Rate the following items from 1 to 5. One meaning I don’t like doing this type of activity with my child and five meaning I love doing this type of activity with my child.

Activity	Rating (1-5)
Playing games	
Doing homework	
Doing crafts	
Organizing projects	
Taking trips	
Shopping	
Doing hair and nails	
Reading	
Doing sports	
Cooking	
Watching movies or plays	
Talking	
Listening to music/dancing	
Fixing/building things at home	
Gardening	
Working	

[Continue to the next page]





# Understanding Program Families

In the chart, list a few activities above that you gave 4's or 5's. Think about how these activities could help your child learn new skills.

Activity (playing games, reading, doing homework, etc.)	What can my child learn from this activity? (basic math, following directions, vocabulary, etc.)

What skills or special knowledge (how to sew, speaking a different language, organizing events, connection with a local community college, etc.) that you have would you be willing to offer to the program and/or share with program youth?

Other thoughts, ideas, or questions:



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## How to Tell Your Story

*The following document was obtained from the Utah Afterschool Network. The Iowa Afterschool Alliance would like to thank Utah for their work in this field and would like to note that the word “parent” can be replaced with “caretakers” or other adults in a child’s life.*

Given that parents are the primary teachers in the life of a child, connecting with the parents is an important aspect of operating a successful afterschool program. However, it can be very challenging. While you see the child for several hours a day depending on the set-up of your program, you might not see the parent on a daily basis. You will deal with a diverse group of parents, so be prepared to see and understand a variety of parenting techniques. If you see the parents on a daily basis, take advantage of this opportunity to build relationships of trust. Always focus on the positive when speaking with parents. Remember, as parents are dropping-off or picking up their children, they are often rushed, stressed, or tired after a long day of work, so be sensitive to their circumstances.

If you do not have daily personal contact with parents, there are still things you can do to facilitate parental involvement. Plan activities such as cooperative learning workshops, game nights, or a special Saturday activity where families bond with one another and with the program staff. Focus on creating a strong open line of communication, such as establishing a parent bulletin board, or sending newsletters, memos and reminders for parents. Ask for feedback and establish convenient methods for parents to contact and speak with program staff with such as an answering machine during the night.

Remember that you will deal with all different types of parent backgrounds and cultures. Whatever the situation, always support the family unit and if you find yourself in a difficult situation, do the best you can to encourage and support parents. Involve them in the program as much as possible, and when appropriate, refer them to parenting groups or community resources. Let them know that you are there to help and support their efforts as parents. As relationships with parents are developed, and parental involvement increases, your program will be more successful, and you’ll have a more profound effect in the lives of those you serve.



# Survey of Student Needs

## Part I: Survey of Student Needs

**Directions:** Use this survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills. Then ask them to assign a priority level — low, medium, or high — to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences and parent feedback. After collecting the forms, compile the information in **Part II: Summary of Student Needs.**

School-Day Teacher Name: \_\_\_\_\_

Grade Level (s): \_\_\_\_\_

Subject/Topic Area	Specific Skills	Priority Level
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low





## Survey of Student Needs

### Part II: Summary of Student Needs

**Directions:** Make copies of *Part I: Survey of Student Needs* tool and compile all the needs identified. To aid in the decision-making process, you can sort the information by grade level, subject/topic area or priority level. An example appears below. Use the blank form on the following page for your program.

*Sample:*

#### Lincoln School – School-Day Teacher Programming Needs

School-Day Teacher Name and Grade Level	Subject/Topic Area	Specific Skills	Priority Level
Ms. Meier, Grade 4	Math concepts	<ul style="list-style-type: none"> <li>• Long division</li> <li>• Fractions</li> </ul>	Medium
Ms. Davisson, Grade 4	Interacting with students with special needs	<ul style="list-style-type: none"> <li>• Understanding disabilities</li> <li>• Communicating respectfully</li> </ul>	High
Ms. Smythe, Grade 5	Life science labs and experiments	<ul style="list-style-type: none"> <li>• Life stages of insects</li> <li>• Plant structures and functions</li> </ul>	Low





# Survey of Student Needs

School-Day Teacher Name and Grade Level	Subject/Topic Area	Specific Skills	Priority Level
			<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
			<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
			<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
			<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
			<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low



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# Elementary Student Interest Survey

\_\_\_\_\_’s After School Program  
Name

You’re in charge of the after school program! Think about what you would do and **mark up to three choices in each category.**

In my after school program, we will learn about/do...

## Math (choose up to three)

Puzzles/Games

Measuring

Earning Money

Spending Money

Saving Money

Shopping/Comparing Prices

Time

Math Arts and Crafts

Fractions

Origami

Guessing/Estimating



Shapes

Magic

Math in Nature

Sports Math

Cooking/Restaurant Math

Math Computer Games

Dice/Card Games

Coin Games/Probability

Surveys/Statistics

Patterns/Jewelry Making

Math in Music



## Science (choose up to three)

Gardening

Cooking

Animals

Health and Nutrition

The Human Body

Video Games/Coding

Marshmallow Engineering



Building

Space

Weather and Natural Disasters

Experiments

Sports Science

Computers

Paper Airplane Design





# Elementary Student Interest Survey

## Language Arts (choose up to three)

Comic Books

Theater Arts

Creative Writing

Movies



Book Club

World Languages

Advertising

Reporting/Newspaper



## Social Studies (choose up to three)

Geography

Holidays

Our Town

Other Countries

World Religions



Inventors

Explorers

Wars

The Government

World Leaders





# Secondary Student Interest Survey

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

We want to hear about your interests so that we can offer activities and projects that are meaningful to you. Please answer each of the following questions as thoughtfully as you can. Your voice matters and can help shape our program!

## 1. What are your favorite subjects/topics in school? Choose your top three.

### Science

- Earth science
- Biology
- Chemistry
- Physics
- Health science
- Computer science

### English/Language Arts

- Creative writing
- Literature
- Plays
- Poetry
- Film

### Math

- Algebra
- Geometry
- Trigonometry
- Statistics
- Calculus
- Finance

### Social Studies

- Geography
- Local history
- World history
- Culture
- World leaders
- Wars
- World religions

## 2. What classes/topics would you like to see offered? Choose your top five.

### Science

- |   |   |
|---|---|
| <input type="checkbox"/> Cooking              | <input type="checkbox"/> Gardening                    |
| <input type="checkbox"/> Engineering          | <input type="checkbox"/> Robotics                     |
| <input type="checkbox"/> Fashion Design       | <input type="checkbox"/> Video Game Design            |
| <input type="checkbox"/> Coding               | <input type="checkbox"/> Forensics                    |
| <input type="checkbox"/> Health and Nutrition | <input type="checkbox"/> Sports Science               |
| <input type="checkbox"/> Climate Studies      | <input type="checkbox"/> Disease/Public Health        |
| <input type="checkbox"/> Space Exploration    | <input type="checkbox"/> Alternative Energy Solutions |
| <input type="checkbox"/> Physics of Billiards | <input type="checkbox"/> Technology/Invention         |

### Math

- |  |  |
|--|--|
| <input type="checkbox"/> Sports Statistics   | <input type="checkbox"/> Math Art                |
| <input type="checkbox"/> Architecture/Design | <input type="checkbox"/> Roller Coaster Calculus |
| <input type="checkbox"/> Energy Efficiency   | <input type="checkbox"/> Optical Illusions       |
| <input type="checkbox"/> Math in Music       | <input type="checkbox"/> Game Probability        |





# Secondary Student Interest Survey

## Financial Literacy

- |  |  |
|--|--|
| <input type="checkbox"/> Employment and Income         | <input type="checkbox"/> Stock Market/Investing    |
| <input type="checkbox"/> Smart Consumerism             | <input type="checkbox"/> Banking Methods           |
| <input type="checkbox"/> Budgeting and Saving          | <input type="checkbox"/> Planning for College      |
| <input type="checkbox"/> Credit and Debt               | <input type="checkbox"/> Starting a Business       |
| <input type="checkbox"/> Insurance and Risk Management | <input type="checkbox"/> Financial Decision-Making |
| <input type="checkbox"/> Understanding Taxes           | <input type="checkbox"/> Cryptocurrency            |

## Language Arts

- |   |  |
|---|--|
| <input type="checkbox"/> Sign Language              | <input type="checkbox"/> Spanish             |
| <input type="checkbox"/> Slam Poetry                | <input type="checkbox"/> French              |
| <input type="checkbox"/> Debate                     | <input type="checkbox"/> Reporting/Newspaper |
| <input type="checkbox"/> Media Studies              | <input type="checkbox"/> World Folktales     |
| <input type="checkbox"/> Podcasting                 | <input type="checkbox"/> Mythology           |
| <input type="checkbox"/> Comic Books/Graphic Novels | <input type="checkbox"/> Blogging            |

## Social Studies

- |   |   |
|---|---|
| <input type="checkbox"/> Model United Nations | <input type="checkbox"/> Justice Studies            |
| <input type="checkbox"/> Social Networking    | <input type="checkbox"/> Cultural Studies           |
| <input type="checkbox"/> Healthcare Policy    | <input type="checkbox"/> Global Humanitarian Issues |
| <input type="checkbox"/> My Ancestry          | <input type="checkbox"/> Immigration                |

## Creative Arts

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> Graphic Design        | <input type="checkbox"/> Band      |
| <input type="checkbox"/> Advertising/Marketing | <input type="checkbox"/> Animation |
| <input type="checkbox"/> Film                  | <input type="checkbox"/> Theater   |
| <input type="checkbox"/> Photography           | <input type="checkbox"/> Painting  |

## Sports/Athletics

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Martial Arts | <input type="checkbox"/> Step Dance |
| <input type="checkbox"/> Boxing       | <input type="checkbox"/> Yoga       |
| <input type="checkbox"/> Basketball   | <input type="checkbox"/> Baseball   |
| <input type="checkbox"/> Soccer       | <input type="checkbox"/> Swimming   |





## Secondary Student Interest Survey

### 3. What issues/causes do you care about? Choose all that apply.

- The environment
- Health/disease
- Homelessness
- World hunger
- Animal welfare
- Civil rights
- International relations
- Cyber security
- Space exploration
- Other: \_\_\_\_\_





# Summer Learning Family Survey

Program leaders should use surveys at the start of a program and at the end of a program to measure changes and impact. Because young children may not fully understand surveys, it is easier and often more reliable to use surveys with students in third grade and above. You can also consider putting surveys into a digital format that automatically tabulates results and provides options to create graphs and tables you can use in reports and presentations.

## Summer Learning Family Survey

Thank you for being part of our summer learning program. We want to make improvements to our program, and we need your feedback. Please complete this survey and return it to the program as soon as possible.

What is your child's name? \_\_\_\_\_

What grade will your child be in next school year?

- 3
- 4
- 5
- 6
- 7

What school does the child attend during the school year?

- ABC Elementary
- DEF Middle School

Where would your child be if not in the summer learning program?

- Alone, without adult supervision
- With siblings, without adult supervision
- With adult supervision sometimes
- With adult supervision always

Do you work outside the home or go to school during the summer months?

- Yes
- No





# Summer Learning Family Survey

## Perception

Check one response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Without the summer program, I believe that my child would stay out of trouble.					
Without the summer program, I believe my child would have fun things to do during the summer.					
Without the summer program, I believe my child would practice reading or doing math.					
Without the summer program, I believe my child would be exposed to positive influences.					

## Impact

Check one response in each row to indicate how you believe the summer program impacted your child.

Statement	N/A 0	No Impact 2	Some Impact 3	Significant Impact 4
My child developed positive relationships with teachers.				
My child is more enthusiastic about school.				
My child did more reading as a result of the program.				
My child exercised more as a result of the program.				
My child is getting along with peers better.				
My child made new friends.				
My child learned new skills.				
My child was more active.				
My child is more prepared to return to school in the fall because of this program.				
My child experienced new places as a result of field trips.				
The at-home family activities showed me what my child was learning in the program.				

How would you rate the impact of the **program** overall? Check one.

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Good
<input type="checkbox"/>	Fair
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Poor



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# Summer Learning Family Survey

## Structure

Check one response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
The facility was appropriate for this program.					
The number of weeks was appropriate for this program.					
The length of each week was appropriate for this program.					
The drop-off time was convenient for me.					
The pick-up time was convenient for me.					
The drop-off procedures were easy to follow.					
The pick-up procedures were easy to follow.					
My child knew where to go when dropped off.					
I knew where to find my child at the end of the day.					
Staff members were available to answer my questions at the beginning and end of the day.					
I knew the daily and weekly schedules.					
The adult/family programs were scheduled at convenient times.					

How would you rate overall logistics of the program? Consider program start and end times, transportation arrangements, and program facility. *Check one.*

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Good
<input type="checkbox"/>	Fair
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Poor





# Summer Learning Family Survey

## Staff

Check one response in each row to express your opinion.

Statement	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Staff members were kind and supportive.					
Staff members treated me and my child with respect.					
Staff members understood the needs of my family.					
Staff members provided consistent structure for my child.					
Staff members seemed qualified to work with my child.					
Staff members notified with me with information or progress reports.					

How would you rate the quality of the **staff** overall? Check one.

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Good
<input type="checkbox"/>	Fair
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Poor

What did you like best about the summer learning program?

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What would you suggest for improvements next year?

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# Camp Fire Heart of Iowa

## Colfax Elementary

### Before and After School Program 2019-2020

Session	1st Child Rate	2nd/3rd Child Rate
Before & After Care (includes scheduled late starts &	\$65.00	\$62.50
Mornings only & Early Out (Includes scheduled late starts)	\$45.00	\$42.50
Afternoons only & Late Start (Includes scheduled afternoon	\$50.00	\$47.50
Late Start morning ONLY	\$15.00	\$12.50
Single Session (1 session before OR after school)	\$15.00	\$12.50

#### Program Hours:

Before School 6:30AM– 8:00AM

After School 3:15PM– 6:00PM

**Registration Fee: \$15.00/child**

Every School Day, In-service, or  
Vacation Day (Pre-Registered)

#### For more information:

**Scarlett Craig: Site Director**  
campfirecm@campfireiowa.org

**Danielle Walter: Program Dir.**  
campfire@campfireiowa.org

**Registration fee: \$15.00/child**

**Inclement Weather Late Start and/  
or Early Out: \$5.00, not included in  
session fee**

**Half day rate: \$10.00, not figured  
with session registration**

**Forms needed: Registration &  
Health form before attending**

Return this form with **\$15.00/per child** Registration Fee to the Child Care Site or  
Elementary School Office.

Advance payment is required to ensure proper staffing and supplies. Payments are due the Friday before your child attends program. You may decide to register for multiple sessions. Credits will be given if your child misses a session or program is cancelled due to weather.

**Please Notify Staff if you anticipate any absentees. Additional Forms are required to complete registrations.**



Find us on all social media outlets!



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section resources

# Program Registration Form

Child 1: \_\_\_\_\_ Grade \_\_\_\_\_ Gender: \_\_\_\_\_  
Child 2: \_\_\_\_\_ Grade \_\_\_\_\_ Gender: \_\_\_\_\_  
Child 3: \_\_\_\_\_ Grade \_\_\_\_\_ Gender: \_\_\_\_\_

## Parent/Guardian Information

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Address: \_\_\_\_\_ Email: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone Number: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

## Parent/Guardian Information

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Address: \_\_\_\_\_ Email: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone Number: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

## Emergency Contact Information (Not Parent/Guardian)

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Address: \_\_\_\_\_ Email: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone Number: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

**Please circle the session your child/children will be attending**

Before & After (\$65.00)	Mornings ONLY & Early Out (\$45.00)	Afternoons ONLY & Late Start (\$50.00)	Late Start Days ONLY (\$15.00)	Single Session (\$15.00)
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### Program Hours:

Before School 6:30AM– 8:00AM

After School 3:15PM– 6:00PM

Every School Day, In-service, or Vacation Day

(Pre-Registered)

This form, along with a health form & the \$15.00 registration fee must be turned in before attending the program.

\*Payments are due the Friday before your child attends the Camp Fire Program.

For more information, contact Scarlett Craig  
campfirecm@campfireiowa.org