



SAN FRANCISCO
STATE UNIVERSITY



Public Research Institute

1600 Holloway Avenue
San Francisco, CA 94132

Phone 415.338.2978
Fax 415.338.6099

Parent Survey on Afterschool Programs

Report
February 2009

Parent Survey on Afterschool Programs

Prepared for the San Francisco Department of Children, Youth and Their Families

Public Research Institute
San Francisco State University

February 2009

John D. Rogers, Ph.D.
Associate Director

Diane Godard, M.A.
Senior Research Associate

Holley Shafer, M.A.
Senior Research Associate

Jessica Fields, Ph.D.
Interim Director

This study was conducted with the assistance of

Tate Brazas, B.A.
Jeffrey Cookston, Ph.D.
Julia Sinclair-Palm, B.A.
Lynn Sorsoli, Ph.D.

Sandra Naughton
(DCYF)

Table of Contents

Executive Summary..... 4

Introduction..... 6

 Purpose 6

 Methodology 7

Results..... 13

 Primary Research Aims..... 13

Attendance at different types of afterschool 13

Desired attendance at different types of afterschool programs 19

Reasons parents chose their current afterschool arrangements22

Impact of fees paid and willingness to donate to afterschool programs 24

Importance of afterschool program to the decision to enroll in current school..... 29

Parents ratings of quality of afterschool care..... 30

Difficulties parents face finding programs that meet family needs..... 37

Providing information about afterschool programs 39

Conclusions 41

Appendix A: Questionnaire 44

Parent Survey on Afterschool Programs—Executive Summary

Background and methodology

In 2008, the San Francisco Department of Children, Youth and Their Families and the San Francisco Unified School District commissioned San Francisco State University's Public Research Institute (PRI) to conduct a multilingual telephone survey with San Francisco parents to inquire about needs and concerns about the availability, accessibility, and quality of afterschool programming.

PRI completed telephone interviews with a sample of 1,096 randomly selected parents with children enrolled in grades kindergarten through 8 in San Francisco public schools. Of families who had multiple children enrolled in the public school, one child was randomly selected, and the survey questions were asked about that specific child. The large size of the sample promotes confidence in the patterns we identify across the entire sample. Analyses by subpopulation such as ethnic group, region, or participation involve fewer respondents and thus should be interpreted with greater caution.

The complete sample was weighted by ethnicity to obtain a distribution that matches the demographic balance of SFUSD. Unweighted, the sample somewhat under-represents parents of Hispanic/Latino and Asian/Asian American children. In order to provide regional analysis of parents and afterschool programs in San Francisco, we used reported zip codes to assign respondents to geographical regions of the city—Central, North, Southeast, and West, as defined in the 2007 San Francisco City Survey.

The overall survey response rate (completed interviews divided by all eligible cases) was 31%, a rate that is comparable to that achieved in similar studies. While we found no significant differences in refusal rates by grade level or region, parents of African American, Chinese, and other Asian/Asian American children were more likely to refuse participation than parents of Hispanic/Latino or White children. Spanish speakers had the lowest refusal rate of 10%.

Selected findings

Participation. Overall, 63 percent of families surveyed reported that the child selected for the survey participates in one or more afterschool programs or activities. Forty four percent are enrolled in one program, and 19 percent are enrolled in two or more. The majority of reported participation involved school-based programs ($n = 470$) and other extracurricular activities (sports and clubs; $n = 255$). Not all parents seek or desire afterschool programs for their children: A quarter (24%) of parents surveyed do not have children participating in afterschool and do not want their children to participate.

The survey suggests that race/ethnicity, linguistic group, and socioeconomic status are an important part of parents' experiences and perceptions of afterschool. For example, native English speakers were more likely to participate in afterschool programs on and off campus, extracurricular activities; those with Spanish as their first language were the least likely to participate in all afterschool programs, activities, or care. Hispanic/Latino children were the least likely to have any participation (56%), and White children the most likely (73%). Across all types of programs, low-income children were significantly less likely to participate than other children (58% vs. 66%). This difference was most evident for participation in extracurricular activities (12% for low-income families vs. 31% for others).

Satisfaction and priorities. Parents' satisfaction with afterschool options was consistently high—above 3.30 on all items on a 4-point scale. Parents most frequently cited improved grades and school performance as benefits of afterschool participation. Only 6% said that they had not noticed any benefits from their children's afterschool activities. The five most important program characteristics of afterschool programs, across all respondents, were child's interest or enjoyment in program/activity, adequate number of staff, hours when child could attend, opportunities for child to develop a caring

relationship with staff, and location of the program in relation to child's school. Differences in child's grade level do not appear associated with meaningful differences in parents' ratings of these characteristics of afterschool programs.

Race/ethnic group again emerges as a meaningful factor, yielding differences that are statistically significant on all items except for "opportunity to spend time with children their age." The importance that parents of Asian/Asian American children assign the discussed characteristics is much like that of the surveyed sample as a whole. In contrast, parents of Hispanic/Latino children offer *higher* ratings than the sample as whole of the importance of a number of characteristics, including the availability of academic support, physical activity, help with homework, and help with English. The ratings offered by parents of African American children also suggest a set of priorities unlike the sample as a whole, though not to the extent that Hispanic/Latino parents' ratings do. These parents rated the ability to meet with staff, ability to speak first language, and cultural diversity *higher* than the sample as a whole. In contrast, parents of White children rated opportunities for children to build relationships with staff, and for parents to be able to meet with staff to discuss children's progress, cost, accreditation, and cultural diversity of *lesser* importance than did respondents as a whole.

Unmet needs. Responses to questions about additional times that parents *would like* their child to participate in each program type provided the best estimation of unmet afterschool needs. More than a quarter of respondents (27%, $n = 295$) indicated a desire for additional participation across all program types. Few families already participating in programs or activities reported that they need additional time for those same activities.

Identifying available afterschool options. Children's grade level appears to inform parents' difficulty finding afterschool programs, activities, or care that meet their family's needs: almost one third (30%) of parents with older children (grades 6-8) indicated that they had no difficulty at all finding afterschool programs, as compared with the 17% and 23% of parents of students in grades K-2 or 3-5, respectively, who encountered no difficulties.

Race too appears to be a factor. One third of parents of White children indicated that they faced no difficulty identifying afterschool programs—a higher percentage than the approximately 20% of parents of Hispanic/Latino, African American, and Asian/Asian American children who reported no difficulties finding afterschool programs. Language differences seem to inform parents' sense that quality afterschool programs are available to them and their children. Two in ten parents with little to no English language ability indicated that they had not tried to identify an afterschool program for their child, as compared with just 4% of those with English language skills.

The survey offers insight into strategies for informing parents about afterschool. Parents most frequently endorsed the idea of sending information home with their child or sending it by mail. Few preferred that information be posted on a website (6%) or distributed at meetings (6%). Spanish-speaking parents were more likely to prefer information distributed at community or parent meetings.

Fees and donations. A substantial number of parents said that their household pays a fee for afterschool (41%). Parents of White and Asian/Asian American children were most likely to report fees (67% and 46% respectively). Perceived cost may be an obstacle to afterschool enrollment: of parents who had not tried to enroll their child in afterschool, 15% ($n = 29$) cited the cost as the main reason. Over two thirds (72%) of all afterschool participants answered that they would be willing to make a donation to their child's afterschool program. Of those willing to specify an amount, nearly two thirds (64%) indicated that they would be willing to donate less than \$100, with 36% willing to donate \$100 or more. Program costs were not among the program characteristics rated as most important by parents of participating or nonparticipating children.

Introduction

Purpose

The San Francisco Afterschool for All Council, the San Francisco Department of Children, Youth and Their Families, and the San Francisco Board of Education's Parent Advisory Council are working together to gather input from parents about their afterschool needs, as well as the challenges and strengths of existing afterschool programs across the city. The goal of the project is for the partners to gain information about and an understanding of the following topics:

- How existing programs are meeting families' needs for afterschool programming in terms of availability, quality, type of programming, location, and other such aspects;
- Factors that contribute to parents' and youths' decision to choose one afterschool program over another; and
- Perceived strengths and challenges of existing afterschool programs.

The San Francisco Afterschool for All Council is a group comprised of leaders from San Francisco Unified School District, the City of San Francisco, parents, afterschool providers, community organizations, and funders. The Council provides a means for joint planning, responsibility and accountability to develop and expand a comprehensive, citywide afterschool system. The Council is charged with a 2005 pledge from Mayor Gavin Newsom and the Superintendent of Schools to support the creation of a citywide afterschool system that would address existing challenges and aim to provide afterschool for all elementary and middle school children by the year 2010.

The mission of the Parent Advisory Council (PAC) is to represent the perspectives and concerns of parents in policy discussions before the San Francisco Board of Education. The PAC works to engage public school parents in the school board's decision-making process and to build an active partnership for student achievement among parents, the Board of Education, and district staff. The PAC also supports parents' participation in school-site and district-level governance and parents' empowerment as education policy advocates.

The San Francisco Department for Children, Youth, and their Families (DCYF) is mandated by the city charter to strive toward the goals of ensuring that children and youth are healthy; are ready to learn and succeeding in school; live in safe, supported families and safe, supported, and viable communities; and contribute to the development and vitality of San Francisco. DCYF's work to expand access to high-quality afterschool programming is one of its core strategies to meet these goals.

In recent years, more federal, state, and local funds have been used to expand afterschool programming in the city. This funding has significantly altered the afterschool landscape, necessitating a more in-depth survey of parents' current afterschool needs and concerns. The information gathered through a phone survey of parents can inform citywide policy and programmatic efforts to ensure that the public and private investments in afterschool programming truly meet the needs of San Francisco's families.

In 2008, DCYF and SFUSD commissioned San Francisco State University's Public Research Institute (PRI) to conduct a multilingual telephone survey with a sample of 1,096 San Francisco parents in order to inquire about their needs and concerns related to the availability, accessibility, and quality of afterschool programming. The survey instrument was developed by PRI in collaboration with the SFUSD and DCYF, and the PAC.

PRI is a Research and Service Organization in San Francisco State University's College of Behavioral and Social Sciences. PRI was founded in 1984 with a mission of public service, education, training, and research in the public interest. PRI provides a broad spectrum of research services to government agencies, non-profit organizations, community groups, and academic researchers throughout the Bay Area and California.

Methodology

Sample

SFUSD provided PRI a random sample of approximately 1,000 families per grade level (grades kindergarten through 8) for use in the survey. A total of 5,874 families were selected (again at random), and 4,775 of these were contacted before the goal of 1,000 interviews was reached. Of families who had multiple children enrolled in the public school, one child was randomly selected, so that the probability of selection was the same for all families. Parents' answers to the survey questions referred to the specific child selected for the survey.

Prenotification postcards were mailed to all selected households approximately one week before the start of interviewing. Respondents were entered in a drawing from each night of interviewing for a \$25 gift card.

The complete sample was weighted by ethnicity to obtain a distribution that matches the demographic balance of SFUSD (using data provided by SFUSD), including two categories defined as missing for analytical purposes: "declined to state" (n = 91) and one undefined code (n = 9). The 18 respondents with no data on either ethnicity or region were assigned a neutral weight of 1.

The description in these pages (Methodology section) of respondent characteristics is based on unweighted data; all other reported statistics are based on weighted data. Unweighted and weighted sample characteristics are shown below in Table 1. Please note that there is some missing data for nearly all measured characteristics. Parents could decline to answer any question, and SFUSD ethnicity data was not complete for all records (for analytical purposes, ethnicity data are available for 91% of the sample or 994 respondents, and are missing for 9% of the sample or 102 respondents). For these reasons totals do not always add to the sample size and weighted ethnicity percentages differ slightly from population figures.

Unweighted, the interviewed sample somewhat under-represents parents of Hispanic/Latino (24% of SFUSD enrollment, 20% of completed interviews) and Asian/Asian American (39% of SFUSD enrollment, 29% of completed interviews) children. Previous research completed at PRI found that completion of interviews with respondents who speak a primary language other than English can require substantially more call attempts than with speakers of English.¹ Thus, language is likely the primary reason for the under-representation of parents of Hispanic/Latino and Asian/Asian American children. Future surveys could improve linguistic representation as well as response rates across racial/ethnic and linguistic groups by conducting data collection over a longer period of time.

¹ Rogers, J.D. & Godard, D.M. (2005). Persistent Callbacks and Linguistic Representation: Examples from a Survey of Trust and Confidence in the California Courts. Paper presented at the annual meeting of the Pacific Association for Public Opinion Research, December 15-19, San Francisco, CA.

TABLE 1: SAMPLE CHARACTERISTICS BY DEMOGRAPHIC SUBGROUPS (PERCENT OF CATEGORY)

	Unweighted		Weighted	
	<i>n</i>	Percent	<i>n</i>	Percent
<i>All families</i>	1096	100.0	1,096	100.0
<i>Child's sex</i>				
Male	574	52.5	587	53.6
Female	520	47.5	507	46.4
<i>Child's ethnicity</i>				
African American	146	14.7	130	13.1
Asian/Asian American	285	28.7	410	41.3
White	242	24.4	111	11.2
Hispanic/Latino	202	20.3	240	24.2
Other	119	12.0	102	10.3
Missing ethnicity	102	-----	102	-----
<i>Child's first language</i>				
English	722	65.9	276	75.2
Spanish	128	11.7	61	90.2
Chinese	142	13.0	110	63.1
Other language	104	9.5	45	75.3
<i>Grade in school</i>				
K-2	418	38.1	183	72.3
3-5	350	31.9	174	76.7
6-8	328	29.9	136	74.0
<i>Low-income benefits</i>				
No benefits received	702	65.4	293	73.8
Any benefits received	372	34.6	188	75.1
<i>Region</i>				
North	143	13.3		
Central	39	3.6	76	76.5
Southeast	503	46.7	247	73.2
West	393	36.5	149	73.9

Region: In order to provide regional analysis of parents and afterschool programs in San Francisco, we used reported zip codes to assign respondents to one of four geographical regions of the city. We drew the regions and their definitions from the 2007 San Francisco City Survey.

Central: Districts 5, 6 and 8 (Civic Center, South of Market, Western Addition, Haight, Buena Vista, Fillmore, Castro, Noe Valley, Diamond Heights, Glen Park, Twin Peaks, Glen Canyon Park, Treasure Island).

North: Districts 2 and 3 (Financial District, Russian Hill, Nob Hill, North Beach, Chinatown, Telegraph Hill, Pacific Heights, Laurel Heights, Presidio Heights, Seacliff, Marina, Presidio, Cow Hollow).

Southeast: Districts 9, 10 and 11 (Mission, Potrero Hill, Bernal Heights, Bayview, Hunters Point, Excelsior, Ingleside, Visitacion Valley, Portola, Ocean View).

West: Districts 1, 4 and 7 (Richmond, Sunset, West Portal, St. Francis Wood, Miraloma Park, Forest Hill, Parkside, Stonestown, Park Merced).

The list of zip codes and assigned regions appears in Table 1a below.

TABLE 1A: REGIONS, BY ZIP CODE

zip code	zip code <i>n</i>	region <i>n</i>	% of sample
Central			
94117	30	39	4
94130	9		
North			
94102	32	143	13
94103	20		
94105	1		
94108	8		
94109	24		
94115	27		
94123	11		
94129	3		
94133	17		
Southeast			
94107	19	503	47
94110	113		
94112	148		
94114	27		
94124	108		
94134	88		
West			
94116	78	393	36
94118	19		
94121	74		
94122	96		
94127	47		
94131	36		
94132	43		
total		1078*	100

*Zip code unknown for 18 survey respondents.

Nearly half of the survey respondents (47%) were from the city's Southeast region, while only 4% ($n = 37$) were from the Central region. The small size of the Central region subsample makes estimations difficult; thus, after this section, we exclude the Central region from analyses in this report based on region.

Following, in Tables 2-5, we provide some description of the sample by region. Grade level was, for the most part, evenly distributed across the regions (see Table 2).

TABLE 2: GRADE IN SCHOOL (PERCENT)

	Central	North	Southeast	West
K-2	28	42	38	38
3-5	31	27	32	33
6-8	41	31	30	28
<i>n</i>	39	143	503	393

Reflecting the racial and ethnic composition of San Francisco, parents of Hispanic/Latino children (31%) constitute the largest percentage of respondents from the Southeast region. Parents of White and Asian/Asian American children represent the largest proportion of respondents from the West region. Respondents with African American children constitute the largest race/ethnic group in the Central region; as noted earlier, this region is omitted from later sections of this report because of its small size. For more details, see Table 3 below.

TABLE 3: RACE/ETHNIC GROUP (PERCENT)

	Central	North	Southeast	West
Hispanic/Latino	11	19	31	7
African American	30	16	19	5
Asian/Asian American	14	31	23	37
White	38	21	14	38
Other	8	12	12	13
<i>n</i>	37	135	465	343

As we indicate in Table 4, the North and Southeast regions included the highest percentages of parents who do not speak English (25% and 18%, respectively).

TABLE 4: PARENT DOES NOT SPEAK ENGLISH (PERCENT)

	Central	North	Southeast	West
English	95	75	82	94
No English	5	25	18	6
<i>n</i>	39	143	503	393

The West includes the lowest percentage of parents receiving benefits for low-income families—17%. On the other end of the spectrum, over half of the families in the North region receive multiple benefits for low-income families (see Table 5).

TABLE 5: HOUSEHOLD RECEIVES MULTIPLE LOW-INCOME BENEFITS (PERCENT)

	Central	North	Southeast	West
NO	63	46	57	83
YES	37	54	43	17
<i>n</i>	38	140	495	385

A random sample of 1,096 observations provides 95% confidence for percent estimates within plus or minus 3 percentage points. Confidence intervals for subpopulations will vary considerably, and will generally be larger than those based on the entire sample. In other words, the size of the overall sample allows us to be especially confident in the patterns we identify there. Because subpopulations (by, for example, race/ethnic group, region, or participation) are smaller, we should approach those findings more cautiously.

Missing data is present in every survey because respondents may decline to answer any question, and because not all questions are applicable to all respondents. Because of this, crosstabulations may present varying totals for the same question and will typically not match univariate totals. Each table can only include respondents who provided answers to all items represented in that table.

Statistically significant results are reported based on a $p < .05$ criterion, a standard benchmark in social science research. All differences discussed in the narrative reflect significance tests based on this criterion (the term “significant” refers in every case to statistically significant differences).

Implementation

Interviewing took place between June 11, 2008 and July 10, 2008. The survey was conducted in English ($n = 879$), Spanish ($n = 119$), and Chinese (Mandarin and Cantonese; $n = 98$)². The average interview time was 24 minutes. Telephone interviews were completed with 1,096 randomly selected parents with children currently enrolled in grades kindergarten through 8 in San Francisco Public Schools. A completed interview was defined by a respondent reaching the last question of the survey (i.e., having the opportunity to answer all questions) regardless of the number of questions actually answered.

The overall survey response rate (completed interviews divided by all eligible cases) was 31% (AAPOR RR #4).³ This response rate is comparable to the 34% achieved in a survey of San Francisco parents that PRI conducted in 2004. These rates are also comparable to the most recent available results for the California Health Interview Survey (2005: 30% statewide; 26% in San Francisco) and the California Behavioral Risk Factor Surveillance System Survey (2005: 29%). The cooperation rate, as defined by completed interviews divided by completed interviews plus refusals and break-offs, was 64%. The refusal rate, as defined by refusals and break-offs divided by all known eligible cases, was 29%. The relatively high cooperation rate and low refusal rate may be taken as an indication that, although

² Unfortunately we cannot provide a breakdown of the numbers of completed interviews in Mandarin vs. Cantonese. In general, PRI surveys in San Francisco have yielded more interviews with Cantonese speakers than Mandarin speakers by a considerable margin (two to three times as many Cantonese vs. Mandarin speakers). There is some reason to believe that this distribution may be changing and future surveys may include more speakers of Mandarin (<http://articles.latimes.com/2006/jan/03/local/me-cantonese3>).

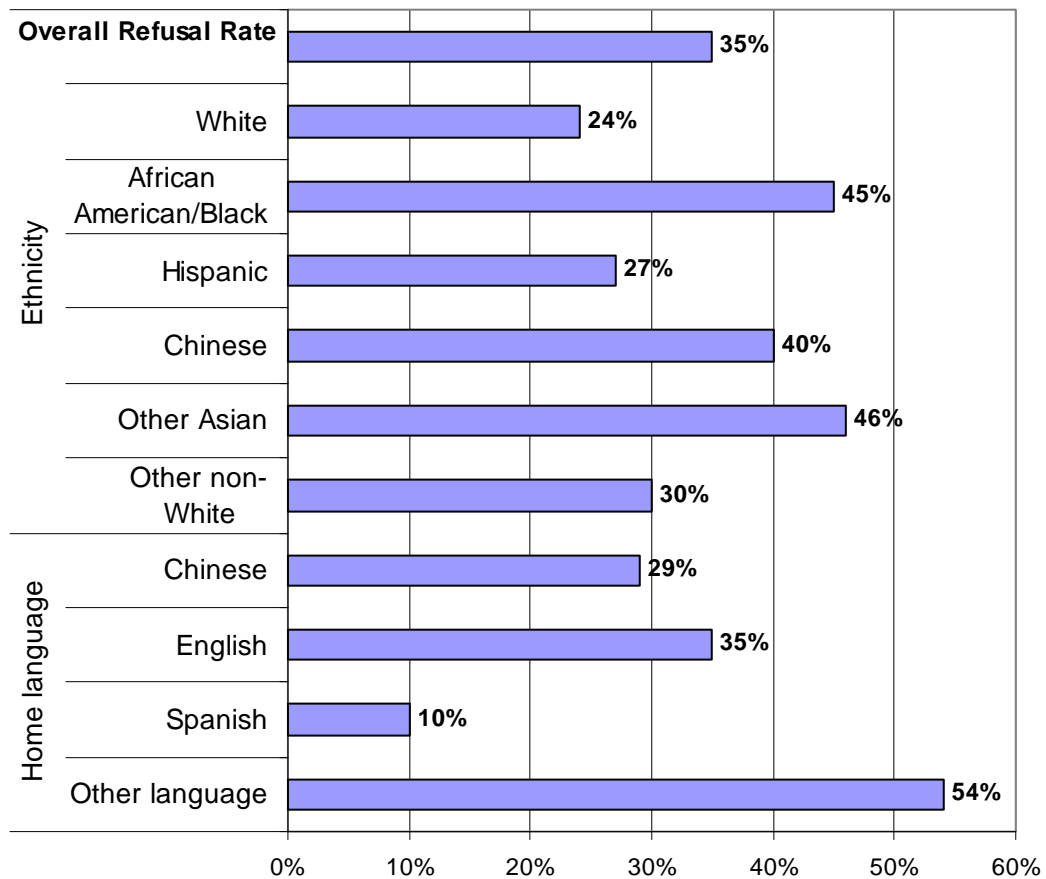
³ AAPOR RR #4, American Association for Public Opinion Research (2008), *Standard Definitions: Final dispositions of case codes and outcome rates for surveys*. 5th Edition. Lenexa, KS: AAPOR.

parents are difficult to reach within the limited time frame of a four-week survey, they are generally well disposed towards completing an interview if they can be contacted at a convenient time.

Who refused to be interviewed?

We looked at refusal rates by ethnicity, preferred language of communication, grade level of selected child, and region, using data provided by SFUSD with the survey sample. There were no significant differences in refusal rates by grade level or region. However, we found that parents of African American, Chinese, and other Asian/Asian American children were more likely to refuse participation than parents of Hispanic/Latino or White children. When home language is considered, those speaking a non-English language other than Chinese or Spanish were more likely than Chinese, English, and Spanish speakers to refuse. Spanish speakers had a particularly low refusal rate of 10% (see Figure 1).

Figure 1: Refusal Rates by Ethnicity and Home Language



Results

Primary Research Aims

The San Francisco Afterschool for All Advisory Council, in consultation with its collaborators, stakeholders, and PRI, specified a number of analytical goals for this report. Those goals include the following:

1. Describe attendance at different types of afterschool programs;
2. Describe *desired* attendance at different types of afterschool programs (unmet needs);
3. Explain why parents chose their current afterschool arrangements;
4. Examine (a) impact of fees on different types of households and (b) amount participants are willing to pay for their child's program;
5. Explore importance of afterschool program to the decision to enroll in current school;
6. Determine parent ratings of quality of afterschool programming; and
7. Examine difficulties parents face finding afterschool programs that meet family needs.

These aims are overlapping, complementary, and intertwined. In the analysis offered in the following pages, we address each in turn. However, each section has implications for the others.

1. *Attendance at different types of afterschool programs*

We asked participants to describe the hours and days in which their children participate in afterschool programs and activities. Responses to this question were highly variable and required extensive case-level coding. The correlation between hours and days of participation was fairly high ($r = .79$). We could only calculate hours of participation when parents could provide both a start time and an end time; in a number of cases parents were not able to provide times but were still able to tell us that their child participated on a particular day. The numbers of hours and days are reported for weekdays only.

Levels of program participation are presented in Table 6 below. The majority of reported participation (defined as any participation for which a number of days is specified) involved school-based programs ($n = 470$) and other extracurricular activities such as sports and clubs ($n = 255$). Although a large number of parents reported participation in non-program activities, these activities accounted for a relatively small number of participation hours per week ($M = 3.5$). Participation in afterschool at someone else's home ($n = 21$) and other types of programs or care ($n = 13$) was low, and thus are not included in subgroup analysis. Because multiple selections were possible, percentages may not add to 100%.

Overall, 63 percent of families surveyed reported that the child selected for the survey participates in one or more afterschool programs or activities. Forty four percent are enrolled in one program/activity, and 19 percent are enrolled in two or more programs/activities. Most (70%) parents reported that their children participate five days per week.

TABLE 6: PROGRAM/ACTIVITY/CARE PARTICIPATION BY TYPE, HOURS PER WEEK, AND DAYS PER WEEK¹

	Number participating	Percent of all families (participating)	Percent of all families (not participating)	Percent of participating families ²	Average hours per week ³	Average number of days per week ⁴
Afterschool Program at school	470	43%	57%	68%	10.9	4.2
Afterschool Program off campus	170	16%	84%	25%	8.7	3.4
Extracurricular activity (scouts, sports, clubs)	255	23%	77%	27%	3.5	2.1
Other caregiver's home	21	2%	98%	3%	9.6	3.7
Other care	13	1%	99%	2%	6.7	2.8
Any program	691	63%	37%	100%	11.0	4.2

¹ Mean differences for *average days* were all statistically significant for programs at school, programs away from school, and other activities ($p < .05$).

² Multiple selections possible.

³ Weekdays only.

⁴ Weekdays only.

Of families whose children are enrolled in only one program, activity, or care ($n = 479$), a majority (63%) are enrolled in an afterschool program at school. Of those enrolled in more than one program/activity ($n = 212$), most are enrolled in extracurricular activities and either an afterschool program at school or an afterschool program off campus.

There was little variation in hours reported across different days of the week (Table 7). Reported hours differed significantly across the primary three program / activity types; most hours were spent at school ($M = 10.8$) and the least on extracurricular activities ($M = 3.6$). Categorized start and end times for participation are shown in Table 8 below. The majority of afterschool participation begins between 2 PM and 4 PM (88%), and ends between 4 PM and 6 PM (87%).

TABLE 7: AVERAGE HOURS OF PARTICIPATION BY DAY OF WEEK

	<i>n</i>	Mean Hours
Monday	463	2.60
Tuesday	463	2.72
Wednesday	475	2.67
Thursday	455	2.66
Friday	432	2.70
Saturday	66	2.40
Sunday	22	1.91

Note: *n* indicates the number of respondents who provided both start and end times

TABLE 8: START AND END TIMES FOR PARTICIPATION: PERCENT OF PROGRAM PARTICIPANTS (ANY MENTION)

Start Time	<i>n</i>	Percent	End Time	<i>n</i>	Percent
Before 2 PM	56	10.0	Before 4 PM	94	16.8
2 PM – 4 PM	495	88.3	4 PM – 6 PM	487	86.7
After 4 PM	132	23.4	After 6 PM	116	20.7

Note: Percentages based on 561 participants who provided both start and end times (categories not exclusive).

Afterschool participation is shown below in Table 9 as a percentage of demographic subgroups and type of afterschool participation. As noted above, multiple selection was possible and percentages may not add to 100%.

There were significant differences in participation rates among families reporting that their child's first language is English and those with a first language of Spanish, Chinese, or another non-English language. Native English speakers were more likely to participate in afterschool programs on campus and in extracurricular activities; and Chinese language speakers had the highest participation rates for off campus programs. Children with "other" (not English, Spanish, or Chinese) first languages and those with Spanish as their first language were the least likely to participate in all afterschool programs (49% and 62%, respectively), activities, or care. In terms of ethnicity, Hispanic/Latino children were the least likely to have any participation (56%), and White children the most likely (73%).

Across all types of programs, low-income children were significantly less likely to participate than other children (58% vs. 66%). This difference was most evident for participation in extracurricular activities (12% for low-income families vs. 31% for others).

It is possible that households that include extended family members may have reduced rates of afterschool participation. Parents who reported more than two adults in their households also reported significantly lower rates of afterschool participation (52%) than those reporting that their households included one or two adults (65% and 67%, respectively).

TABLE 9: PROGRAM PARTICIPATION BY DEMOGRAPHIC CHARACTERISTICS (PERCENT OF GROUP)

	Afterschool program at school	Afterschool program off campus	Extracurricular activity	Any participation	No participation
<i>All Families</i>	42.9	15.5	23.3	63.1	36.9
<i>Child's sex</i>					
Male	44.1	14.5	24.4	63.5	36.5
Female	41.4	16.6	46.3	62.3	37.7
<i>Child's ethnicity</i>					
African American	41.0	19.4	20.1	65.7	34.3
Asian/Asian American	43.1	17.3	19.4	64.1	35.9
White	48.7	17.4	40.9	73.0	27.0
Hispanic/Latino	41.7	10.1	20.2	55.9	44.1
Other	40.0	9.4	20.0	58.1	41.9
<i>Child's first language</i>					
English	45.0	16.3	31.4	68.5	31.5
Spanish	36.2	12.7	15.6	51.8	48.2
Chinese	44.2	19.9	10.4	62.6	37.4
Other language	38.0	4.3	16.1	49.0	51.0
<i>Grade in school</i>					
K-2	43.8	16.3	23.2	63.3	36.7
3-5	45.9	17.4	23.9	66.2	33.8
6-8	38.9	12.7	23.0	59.6	40.4
<i>Low-income benefits</i>					
No benefits received	44.7	14.1	30.8	66.3	33.7
Any benefits received	39.8	16.4	11.8	58.2	41.8
<i>Region</i>					
North	41.9	20.4	16.8	68.3	31.7
Southeast	42.9	13.4	20.1	58.4	41.6
West	43.5	15.5	31.7	67.7	32.3

We asked parents who reported that their children come straight home after school on a daily basis if they had previously attempted to enroll their children in afterschool programs⁴. We asked parents reporting that they had not tried to enroll their children in an afterschool program to provide the main reason that they had not attempted enrollment. Parents who said that they had tried to enroll their children, but were unable to do so were asked to provide the main reason why they were unable to

⁴ Responses for a relevant question (“What is the main reason your child comes straight home on these days rather than participate in after school programs or activities”) are omitted due to a programming error: parents who had responded that their children come straight home every day were not asked this question.

enroll their children. Similar answer categories were used for both questions. Following these questions, we asked why children who had previously been enrolled were no longer enrolled.

Among those parents that reported they had tried to enroll their child in an afterschool program unsuccessfully, 72% of the parents were trying to enroll their child in their program at school while 27% were trying to enroll their child in a program at another location (1% were unsure of the location).

Parents who had not attempted to enroll their child in an afterschool program may have had some difficulty answering the question, as there were a substantial number of “don’t know” responses. Of those who did answer, the most commonly cited factors were scheduling (26%) and cost (15%). Open-ended responses suggested that parents of children with special needs ($n = 9$) may be reluctant to enroll their children in afterschool programs and that some parents ($n = 12$) feel that they simply do not have enough information about afterschool programs (details provided below in Tables 10 – 12). Totals for the open-ended “other responses are unweighted and for this reason the totals do not precisely match the weighted totals listed in Table 10.

TABLE 10: REASONS CHILD WAS NOT ENROLLED

	Enrollment not attempted		Enrollment not successful	
	<i>n</i>	Percent	<i>n</i>	Percent
Hours of program don't fit needs	45	25.6	11	11.7
Too expensive	27	15.4	18	18.6
Lack of transportation	16	8.9	5	5.7
Not eligible (age)	13	7.3	12	12.2
Programs were full	11	6.1	33	33.9
Not eligible (grades)	5	3.0	4	3.7
Poor quality of program	5	2.8		Not asked
Child is unsafe	5	2.6		Not asked
Unsafe transportation	4	2.2	1	1.0
Staff doesn't speak primary language	2	0.9	1	1.0
Other	44	25.1	12	12.2
total	176	100.0	97	100.0

Note: Tables 11 and 12 are based on unweighted data.

TABLE 11: “OTHER” RESPONSES: WHAT IS THE MAIN REASON YOU HAVE NOT TRIED TO ENROLL YOUR CHILD?

	<i>n</i>	Percent
Don't know about programs / lack of information	12	27.9
Child has special needs	8	18.6
Wants or needs child to be at home	8	18.6
Inconvenient	4	9.3
Child has special needs and feel child would be unsafe	1	2.3
I think there are other kids that need it more	1	2.3
Inconvenient and lack of transportation	1	2.3
Just don't want to use it anymore	1	2.3
Just used to the child care they already use	1	2.3
My child is so good so I don't need to register her for afterschool program	1	2.3
New to this school and want to learn about the school first	1	2.3
Parent is not working now	1	2.3
Parents want more control over child's activities	1	2.3
Preferred have a one-on-one tutor	1	2.3
Want to see how the program works first	1	2.3
Total	43	100.0

TABLE 12: "OTHER" RESPONSES: WHAT IS THE MAIN REASON YOU WERE NOT ABLE TO ENROLL YOUR CHILD?

	<i>n</i>	Percent
Child was not interested / would not go	6	40.0
Child has special needs program can not meet	3	20.0
Too late, late application	2	13.3
Child did not qualify due to parents' high income	1	6.7
Child had to be enrolled from kindergarten	1	6.7
Safety issues (children have been physically abused)	1	6.7
We do not know how to apply to the afterschool program	1	6.7
total	15	100.0

Reasons provided for the termination of afterschool participation were more varied. As shown in Table 13 below, the most common reasons cited include "Program did not meet child's or family's needs" (22%), "Family no longer requires afterschool care (18%), and "Program does not provide the hours I need" (11%). Of the "Other" responses, the most common reason cited was "Changed Schools" ($n = 12$); these responses are shown in Table 14 (again, "other" responses are based on unweighted data).

TABLE 13: WHY DOES YOUR CHILD NO LONGER PARTICIPATE IN THE PROGRAM? (MULTIPLE SELECTION)

	<i>n</i>	Percent
Program did not meet child's or family's needs	30	22.1
Family no longer requires afterschool care	24	17.6
Program does not provide the hours I need	16	11.4
Child no longer eligible due to age	12	9.0
Program too expensive	10	7.0
Transportation was unavailable	9	6.3
Transportation was unsafe	4	2.9
Child no longer eligible due to grades	3	2.5
Found more convenient alternative	3	1.9
Found alternative more interesting to child	3	2.3
Concerns about program quality	0	0
Other reason	38	27.4
total	137	100

Note: Table 14 is based on unweighted data.

TABLE 14: "OTHER" RESPONSES: WHY DOES YOUR CHILD NO LONGER PARTICIPATE IN THE PROGRAM? (MULTIPLE SELECTION)

	<i>n</i>	Percent
Changed schools	12	32.4
Program ended	8	21.6
Child did not like program	5	13.5
Child's health condition	2	5.4
Program full	2	5.4
Students who need afterschool program [not clear]	1	2.7
Application period expired	1	2.7
Child has disability, expressed isolation	1	2.7
No program available at school	1	2.7
No space available in program	1	2.7
School closed	1	2.7
Too far	1	2.7
Unsafe for children	1	2.7
total	37	100.0

2. Desired attendance at different types of afterschool care (unmet needs)

After asking parents about the days and program types in which their children participate in afterschool programs, we asked about additional times when they *would like* their child to participate in each program type. The responses to this question represent the best estimation of unmet needs for afterschool. As with participation, we evaluated unmet needs by the number of days (up to seven) in a week in which additional participation was desired. More than a quarter of respondents (27%, $n = 295$) indicated a desire for additional participation across all program types.

Although the number of parents indicating unmet needs ($n = 295$) is less than half of the number with children participating in programs ($n = 691$), the average number of days desired and the pattern of responses across program types are comparable to the results for actual participation. Average days and hours for care at someone else's home and other types of care are not reliable due to the low number of responses, so we do not present them here (see Table 15 below).

TABLE 15: AFTERSCHOOL NEEDS, BY PROGRAM TYPE

	Number indicating need	Percent of all families surveyed	Average number of days per week
Afterschool program at school	185	17%	3.94
Afterschool program off campus	52	5%	3.4
Extracurricular activity	164	15%	2.6
Other caregiver's home	7	<1%	-
Other care	12	1%	-
Any program	295	27%	-

We considered the relationship between program participation and unmet need. Table 16 below illustrates, within program/activity type, the percentage of families who participate and who desire additional participation (in the *same* type of program/activity). Equivalent percentages are shown for participation and unmet needs across all program/activity types (reflecting any reported participation or additional needs for *any* program/activity type).

Few families already participating in programs or activities reported that they desire additional participation for those same activities (4% for afterschool programs at school and for extracurricular activities, and < 1 percent for off campus programs); similarly, the percentage who do not participate but have unmet needs is also low (13% for afterschool programs at school, 4% for off campus programs, and 11% for extracurricular activities). A majority for each program type described their needs as being met, either by participation or lack of need.

Across all program/activity types, 24% of respondents report that their child does not participate but does not desire additional participation. Of nonparticipants, 35% (13% of all respondents) report interest in any afterschool participation. Of participants, 22% (14% of all respondents) would like additional participation. Combining participants and nonparticipants, more than one quarter (27%) of parents responding to the survey indicated that they would like additional afterschool opportunities for their children.

TABLE 16: PARTICIPATION AND NEED FOR PROGRAMS/ACTIVITIES (PERCENT OF ALL RESPONDENTS)

	Afterschool program at school	Afterschool program off campus	Extracurricular activity	Any program or activity
Don't participate, don't need additional time	44	81	66	24
Don't participate, need additional time	13	4	11	13
Participate don't need additional time	39	15	19	49
Participate, need additional time	4	<1	4	14

Note: Results for program/activity types are specific to those programs/activities; results for any program or activity reflect all reported or desired participation across all types.

Desired additional participation is tabulated by demographic characteristics below in Table 17. There were significant differences by language and ethnicity for all program types, and also for income and region for all extracurricular activity and rates of any desired participation. African American parents and those reporting “other” ethnicity were most likely to report that they desired additional participation for their children (40% and 41% respectively), and Hispanic parents were least likely (17%) to do so. Low income parents were somewhat less likely (20%) than other parents (31%) to report desired additional participation.

TABLE 17: DESIRED PROGRAM PARTICIPATION BY DEMOGRAPHIC CHARACTERISTICS (PERCENT OF GROUP)

	Afterschool program at school	Afterschool program off campus	Extracurricular activity	Any Participation	No Unmet Need
<i>All Families</i>	16.9	4.7	15.1	27.0	73.0
<i>Child's sex</i>					
Male	16.6	5.1	15.0	27.3	72.7
Female	17.2	4.2	14.7	26.3	73.7
<i>Child's ethnicity</i>					
African American	27.6	10.4	18.5	39.6	60.4
Asian/Asian American	13.3	3.3	15.5	23.2	76.8
White	14.9	7.8	16.8	30.4	69.6
Hispanic/Latino	11.3	1.2	9.3	17.4	82.6
Other	29.2	5.7	19.8	41.9	58.1
<i>Child's first language</i>					
English	22.4	6.9	19.8	37.1	62.9
Spanish	3.1	1.3	3.1	3.8	96.2
Chinese	6.1	0.4	7.8	10.4	89.6
Other language	31.6	6.3	23.4	41.5	58.5
<i>Grade in school</i>					
K-2	16.3	4.5	14.9	27.3	72.7
3-5	19.1	3.7	16.3	28.8	71.2
6-8	15.4	5.9	13.9	24.6	75.4
<i>Low-income benefits</i>					
No benefits received	17.9	4.8	18.3	31.5	68.5
Any benefits received	15.0	3.6	10.0	20.1	79.9
<i>Region</i>					
North	11.0	4.8	11.6	20.0	80.0
Southeast	16.8	3.4	13.4	25.5	74.5
West	19.3	5.8	19.7	32.6	67.4

Respondents reporting any afterschool participation were asked to describe (1) the most common afterschool activities on which their children spent time and (2) the activities they felt were the most important. In Tables 18 and 19, we present these activities for respondents with and without unmet needs according to their children’s participation in each type of program. Up to three activities could be selected for the “most common” activities, and up to two activities could be designated as “most important”. For school-based programs, homework completion and assistance was the most commonly reported activity; it was also rated most important. Off-campus programs were similarly rated, but it is perhaps noteworthy that respondents with unmet needs rated homework completion as being most important, but sports as the most common activity engaged in by children. (Please, however, note that there are only 31 respondents in this category). Sports and performing arts are the predominant extracurricular activities, both in terms of actual engagement and perceived importance.

TABLE 18: MOST COMMON AFTERSCHOOL ACTIVITIES (PERCENT WITHIN CATEGORY, MULTIPLE SELECTION POSSIBLE)

	Respondents with No Unmet Needs		Respondents with Unmet Needs	
School-based afterschool program	Homework completion	55.5	Homework completion	47.8
	Homework assistance	38.8	Homework assistance	38.7
	Indoor play/free time	37.0	Indoor play/free time	28.2
	Sports / Phys. Ed	33.4	Sports / Phys. Ed	26.6
	Creative arts / Crafts	19.4	Creative arts / Crafts	24.8
	<i>n</i> = 368		<i>n</i> = 295	
Off-Campus afterschool program	Homework completion	49.6	Sports / Physical Education	42.6
	Sports / Physical Education	30.4	Homework completion	33.1
	Indoor play/free time	27.4	Indoor play/free time	21.9
	Homework assistance	24.7	Creative arts / Crafts	19.9
	Performing arts	17.6	Performing arts	19.5
	<i>n</i> = 138		<i>n</i> = 31	
Extracurricular Activities	Sports / Physical Education	64.1	Sports / Physical Education	61.4
	Performing arts	23.4	Performing arts	25.9
	Indoor play/free time	14.3	Homework completion	15.8
	Creative arts / Crafts	11.8	Creative arts / Crafts	10.0
	Homework completion	11.1	Homework assistance	9.5
	<i>n</i> = 175		<i>n</i> = 78	

TABLE 19: MOST IMPORTANT AFTERSCHOOL ACTIVITIES (PERCENT WITHIN CATEGORY, MULTIPLE SELECTION POSSIBLE)

	Respondents with No Unmet Needs		Respondents with Unmet Needs	
School-based afterschool program	Homework completion	50.3	Homework completion	44.0
	Homework assistance	38.0	Homework assistance	31.4
	Sports / Physical Education	21.3	Sports / Phys. Ed	29.7
	Indoor play/free time	20.2	Performing arts	17.3
	Academic support / Tutoring	17.1	Academic support / Tutoring	16.9
	<i>n</i> = 367		<i>n</i> = 100	
Off-campus afterschool program	Homework completion	40.3	Homework completion	38.3
	Sports / Physical Education	26.8	Sports / Physical Education	37.0
	Homework assistance	19.3	Homework assistance	28.0
	Indoor play/free time	18.9	Social Development	18.7
	Academic support / Tutoring	13.7	Academic support / Tutoring	17.6
	<i>n</i> = 138		<i>n</i> = 31	
Extracurricular Activities	Sports / Physical Education	49.1	Sports / Physical Education	49.9
	Performing arts	18.8	Homework completion	23.9
	Homework completion	12.9	Performing arts	22.6
	Indoor play/free time	12.9	Homework assistance	18.0
	Homework assistance or Social Development	10.0	Academic support / Tutoring	14.3
	<i>n</i> = 177		<i>n</i> = 79	

3. Why do parents choose their current afterschool arrangements?

We asked parents to rate 19 characteristics of afterschool programs according to their importance as “the ideal afterschool arrangements for your child.” Each characteristic was rated on a 4-point scale ranging from 1 (“Not at all Important”) to 4 “Very important”⁵. Parents of participating children and those of children who do not participate demonstrated strikingly similar priorities (see Table 20). The highest-rated characteristics for both groups included the child’s interest, adequate number of staff, opportunities for the child to develop a caring relationship with staff, and location of the program in relation to the child’s school. Both also rated hours of attendance, academic support, and cost as important characteristics. The greatest difference lay in the value assigned to afterschool programs providing help for their child to learn English: those with a child enrolled in an afterschool program rated help with English markedly higher ($M = 3.16$) than did those without a child enrolled in afterschool activities ($M = 2.94$).

⁵Recoded from original question so that higher scores represent higher importance ratings.

TABLE 20: PARTICIPANTS VS. NON-PARTICIPANTS ON PROGRAM CHARACTERISTICS

	PARTICIPANT (n = 691)	NON-PARTICIPANT (n = 405)
Location of the program in relation to child's school	3.75	3.78
Location of the program in relation to child's home	3.62	3.54
Location of program in relation to parents' workplace	3.07	2.97
Cost of the program	3.69	3.69
Safe transportation home	3.72	3.59
Hours when child could attend	3.74	3.85
Help for child to learn English	3.16	2.94
Cultural diversity of the students	3.38	3.40
Physical activity	3.73	3.73
Help with homework	3.74	3.71
Academic support	3.75	3.70
Enrichment activities like art, music, or community service	3.66	3.73
Opportunity for child to spend time with children their age	3.73	3.75
Child's interest or enjoyment in the program/activity	3.85	3.88
Ability of the staff to speak child's or family's first language	3.43	3.46
Opportunities for child to develop a caring relationship with staff	3.79	3.77
Adequate number of staff	3.84	3.88
Opportunities to meet with program staff to discuss child's progress	3.74	3.68
Whether the program is licensed or accredited	3.78	3.64

Contrary to expectations, respondents expressed few concerns about transportation issues. In several questions, transportation cost or availability was offered as a possible reason for limitations on afterschool participation for parents whose child comes straight home from school rather than participating in afterschool programs. Table 21 below shows counts and percentages of parents citing cost, safety, or availability as a factor (combined). Although transportation-related concerns were rare, they were most notable as a reason that parents have not tried to enroll children in afterschool programs (6%) and a reason that those who have stopped participating did so (9%).

TABLE 21: TRANSPORTATION AND PATTERNS IN PARTICIPATION

Pattern in Participation	Parents Citing Transportation as Explanation	
	Number	Percent
Child comes home rather than participate in afterschool program (<i>n</i> = 278)	7	3
Have made different arrangements for care of different children (<i>n</i> = 217)	3	1
Parent has not tried to enroll child in afterschool program (<i>n</i> = 247)	16	6
Parent failed in attempt to enroll child in afterschool program (<i>n</i> = 112)	4	4
Child no longer participates in afterschool program (<i>n</i> = 137)	12	9

4. Impact of fees on different types of households, and amount participants are willing to pay for their child's program

A substantial number of parents said that their household pays a fee for afterschool (41%).⁶ Afterschool programs away from school were the most likely to involve a fee (59%), followed by extracurricular activities (55%) and afterschool programs at school (29%). Participants reporting fees are shown below in Table 22 by demographic categories. Parents of White and Asian/Asian American children were most likely to report fees (67% and 46% respectively), while parents of African American and Hispanic/Latino children were comparatively less likely to say that they paid a fee (25% and 22% respectively). Fees were more likely to be reported by parents of young children (57% for those in grades K-2 vs. 25% of those in grades 6-8). Not surprisingly, parents receiving low-income benefits were less likely than others to report paying a fee (27% vs. 50%).

Of parents who had not tried to enroll their child in afterschool, 15% (*n* = 29) cited the cost as the main reason, second only to “program’s hours don’t fit needs.” Of parents who had tried unsuccessfully to enroll their child in afterschool, 20% (*n* = 17) said that the main reason was that the program was “too expensive,” second only to “the program was full.”

⁶ Percentages are based on parents reporting afterschool participation.

TABLE 22: FEE CHARGED FOR AFTERSCHOOL ACTIVITY (PERCENT OF GROUP)

	Afterschool program at school	Afterschool program off campus	Extracurricular activity	Any participation
<i>All families</i>	29.8	70.7	71.0	41.1
<i>Child's sex</i>				
Male	24.4	71.0	70.8	37.2
Female	35.9	70.8	70.9	45.7
<i>Child's ethnicity</i>				
African American	14.5	46.2	38.5	25.4
Asian/Asian American	29.7	90.0	72.9	45.8
White	60.0	87.5	83.3	67.3
Hispanic/Latino	13.6	55.0	58.3	22.0
Other	23.8	50.0	64.7	32.7
<i>Child's first language</i>				
English	35.3	69.8	75.6	46.9
Spanish	8.6	44.4	30.0	16.8
Chinese	26.2	84.8	52.2	38.2
Other language	30.3	100.0	90.0	41.3
<i>Grade in school</i>				
K-2	48.6	86.4	81.9	56.8
3-5	27.5	62.0	66.0	37.8
6-8	7.6	56.3	59.1	25.0
<i>Low-income benefits</i>				
No benefits received	38.6	82.2	72.9	49.8
Any benefits received	14.5	57.4	58.3	26.7
<i>Region</i>				
North	18.6	51.6	57.1	30.3
Southeast	20.3	73.2	63.8	32.2
West	50.3	82.2	81.0	59.4

We asked respondents about the amount they paid for their child to participate in each type of program. We then recorded fees according to whether they were paid by the hour, day, week, month, or year. The majority of fee arrangements reports were on a monthly basis: 87% of afterschool programs at school, 78% of off campus programs, and 85% of extracurricular activities for which fees were reported). We converted reported fees to a weekly basis for all but “yearly” fees, because of the difficulty in determining whether this time period refers to a school year or a calendar year. The conversion formulas are as follows.

<i>Hourly</i>	Multiplied by weekly hours of afterschool participation reported for a typical week.
<i>Daily</i>	Multiplied by the total days of afterschool participation reported for a typical week.
<i>Weekly</i>	Used as reported.
<i>Monthly</i>	Divided by 4.3 (average weeks per month on annual basis).
<i>Yearly / Other</i>	Not calculated

Please note: Because of the wide variety of afterschool arrangements, results concerning the amount and frequency of fees should be interpreted with care. Of the 449 parents reporting they pay a fee for their child’s afterschool participation, only 263 respondents across all program types could be converted to a common metric. This result should not be regarded as a high-precision estimator of citywide afterschool fees.

The average weekly reported fee across all afterschool program and activity types is \$62.58. Reported fees ranged from a minimum of \$1.16 to a maximum of \$362.79. See Table 23 below for details on fees by program type.

TABLE 23: WEEKLY AFTERSCHOOL COST (CONVERTED)

	<i>n</i>	Average Fee	Standard Deviation	Median Fee
Program at school	148	\$ 64.17	35.23	\$ 63.95
Program away from school	82	\$ 38.40	41.69	\$ 23.26
Extracurricular activity	97	\$ 41.19	31.37	\$ 34.88
All programs	263	\$ 62.58	47.48	\$ 58.14

We used an equivalent procedure to compile responses for the question, “What would you say is the most your family can afford to pay for your child’s afterschool programs, activities, and care?” This question was asked of all respondents reporting any participation, but as with the previous question not all respondents were able to provide a number, $n = 455$. These results are below in Table 24 by demographic groupings. As with the preceding results, they should be interpreted with caution. Considering all responses, the weekly average maximum cost (\$58.15) is slightly *lower* than the actual amounts paid ($M = \$62.58$). However, those parents answering both questions ($n = 172$) tended to report that the maximum they could afford ($M = \$75.75$) is slightly *higher* than the actual amounts paid ($M = \$67.90$). The 45 parents who declined to state their ethnic / racial identity reported considerably higher amounts for this question ($M = \$68.06$) than others; this is the reason for most breakdowns by ethnicity showing results below the overall mean.

TABLE 24: MOST FAMILY CAN AFFORD TO PAY (AVERAGE DOLLARS PER WEEK, CONVERTED)

	<i>n</i>	Mean Cost	Standard Deviation
<i>All families</i>	455	\$54.14	\$48.80
<i>Child's sex</i>			
Male	240	\$50.69	\$44.05
Female	214	\$58.32	\$54.01
<i>Child's ethnicity</i>			
African American	51	\$36.49	\$31.06
Asian/Asian American	120	\$56.77	\$50.52
White	130	\$76.85	\$59.17
Hispanic/Latino	69	\$38.41	\$33.98
Other	40	\$49.93	\$42.67
<i>Child's first language</i>			
English	319	\$60.25	\$50.33
Spanish	40	\$30.90	\$34.64
Chinese	57	50.15	50.24
Other language	39	52.82	52.82
<i>Grade in school</i>			
K-2	195	67.47	59.81
3-5	151	46.62	40.75
6-8	109	42.90	31.31
<i>Low-income benefits</i>			
No benefits received	328	62.95	52.84
Any benefits received	116	34.84	32.94
<i>Region</i>			
North	48	48.98	49.19
Southeast	190	44.48	45.48
West	188	69.50	69.50

We asked respondents (1) if they would consider making a donation to their child's afterschool program, and (2) if so, how much they would be willing to donate on a one-time basis. Across all afterschool participants, 72% answered that they would be willing. Of these, nearly two thirds (64%) indicated that they would be willing to donate less than \$100, with an additional 21% willing to donate \$100 - \$200. Because the bulk of the responses were in the lowest category (up to \$100), we present these results as the percent of those willing to donate \$100 or more (30% of all those willing to make a donation). These results are shown below in Tables 25 and 26.⁷

⁷ Weighting has a pronounced effect on base numbers for these distributions by ethnicity, such that the base n for parents of White children is reduced relative to the unweighted (actual) numbers.

TABLE 25: WHAT DO YOU THINK A REASONABLE DONATION AMOUNT WOULD BE?

	<i>n</i>	Percent
Less than \$100	255	64.5
\$100 - \$200	83	21.1
\$201 - \$300	25	6.4
\$301 - \$400	8	1.9
\$401 - \$500	15	3.8
\$501 - \$1000	8	2.0
Over 1000	2	0.4
Total	395	100.0

TABLE 26: WILLINGNESS TO DONATE TO AFTERSCHOOL PROGRAM (PERCENT OF GROUP)

	Willing to make Donation (<i>n</i> = 686)		Donation \$100 or More (<i>n</i> = 395)	
	<i>n</i>	Percent	<i>n</i>	Percent
<i>All Families</i>	491	71.5	140	35.6
<i>Child's sex</i>				
Male	270	72.4	75	35.7
Female	220	70.7	64	35.0
<i>Child's ethnicity</i>				
African American	62	70.6	16	36.1
Asian/Asian American	204	80.2	49	29.5
White	53	62.0	30	70.5
Hispanic/Latino	91	66.3	19	24.9
Other	39	66.1	9	32.9
<i>Child's first language</i>				
English	281	67.5	98	43.2
Spanish	57	67.8	9	18.4
Chinese	119	83.2	24	24.9
Other language	34	78.8	10	40.7
<i>Grade in school</i>				
K-2	178	69.8	49	33.6
3-5	163	70.5	35	27.4
6-8	150	75.0	56	46.9
<i>Low-income benefits</i>				
No benefits received	288	71.0	104	44.5
Any benefits received	191	72.0	31	20.9
<i>Region</i>				
North	90	77.6	14	20.0
Southeast	225	71.2	55	30.5
West	159	71.1	64	49.0

5. Importance of afterschool program to the decision to enroll in current school

Parents with children who attended afterschool programs at school (including those with children on a waiting list) were asked about the relationship between, on the one hand, the availability, quality, and reputation of afterschool programs and, on the other, their decisions to enroll their children in their selected schools. As Table 27 indicates, most respondents indicated that both concerns are “very important” (vs. all categories combined: “very important”, “somewhat important”, “not very important”, or “not at all important”). There was little variation between subgroups of the sample when broken down by grade, language, income, and region. However, parents of African American children appeared to favor quality and reputation while parents of Asian/Asian American children placed somewhat greater importance on availability.

**TABLE 27: AFTERSCHOOL AVAILABILITY AND QUALITY RATED “VERY IMPORTANT” IN CHOICE OF PROGRAM
(PERCENT OF GROUP VS. ALL CATEGORIES)**

	Availability		Quality / Reputation	
	<i>n</i>	Percent	<i>n</i>	Percent
<i>All families</i>	496	80.9	493	74.3
<i>Child's sex</i>				
Male	277	85.2	272	76.0
Female	217	75.3	219	72.5
<i>Child's ethnicity</i>				
African American	56	47.9	53	84.0
Asian/Asian American	183	74.6	187	64.5
White	57	70.0	55	61.8
Hispanic/Latino	105	94.5	103	87.6
<i>Child's first language</i>				
English	284	83.2	276	75.2
Spanish	62	93.5	61	90.2
Chinese	105	73.1	110	63.1
Other language	46	30.7	45	75.3
<i>Grade in school</i>				
K-2	185	83.0	183	72.3
3-5	175	83.0	174	76.7
6-8	136	75.3	136	74.0
<i>Low-income benefits</i>				
No benefits received	300	81.8	293	73.8
Any benefits received	183	79.6	188	75.1
<i>Region</i>				
North	72	78.9	76	76.5
Southeast	251	83.9	247	73.2
West	152	76.4	149	73.9

Note: Parents of children enrolled in afterschool programs at school or on waiting list.

6. Parent ratings of quality of afterschool care

We asked parents to indicate the importance of nineteen characteristics of afterschool programs on a 4-point scale ranging from 1 (“Not at all important”) to 4 (“Very important”). Table 28 presents mean scores for those characteristics in rank order, across all survey respondents. A number of statistically significant differences emerged when analyzing these data by population subgroups. However, please note that while group differences may be significant, the mean scores on specific characteristics may not be. We recommend caution when comparing importance ratings with small differences of .5 scale points or less.

Race/ethnic group emerges as a meaningful factor, yielding differences that are statistically significant on all items except for “Opportunity to spend time with children their age.” The importance that parents of Asian/Asian American children assign the discussed characteristics is much like that of the surveyed sample as a whole. In contrast, when compared to the survey respondents as a whole, parents of Hispanic/Latino children offer *higher* ratings of the importance of a number of characteristics, including the availability of academic support, physical activity, help with homework, and help with English. These parents also valued the availability of staff to meet to discuss children’s wellbeing, staff members’ ability to speak child’s first language, and the program’s location in relation to the parents’ workplace. Finally, these parents valued accreditation of programs and a program characterized by cultural diversity.

The ratings offered by parents of African American children suggest a set of priorities unlike the sample as a whole, though not to the extent that Hispanic/Latino parents’ ratings do. These parents rated the ability to meet with staff, ability to speak first language, and cultural diversity *higher* than the sample as a whole. In contrast, parents of White children rated a similar number of characteristics of *lesser* importance than do survey respondents as a whole. These lower rated items include opportunities for children to build relationships with staff, and for parents to be able to meet with staff to discuss children’s progress, cost, accreditation, and cultural diversity. These parents similarly rated location a lesser concern, in terms of programs’ proximity to both home and workplace. Similarly, safe transportation was rated lower by these parents. Curricular issues also received lower importance ratings from parents of White children; these issues include help with homework, ability to speak child’s first language, help with English, and academic support.

TABLE 28: MEAN IMPORTANCE RATINGS OF 19 PROGRAM CHARACTERISTICS—RACE/ETHNICITY

	Race/Ethnicity				
	All Respondents	Hispanic/Latino	African American	Asian/Asian American	White
Child's interest or enjoyment in program/activity	3.87	3.92	3.91	3.82	3.85
Adequate number of staff	3.87	3.88	3.93	3.87	3.77
Hours when child could attend	3.81	3.84	3.90	3.80	3.77
Opportunities for child to develop a caring relationship with staff	3.78	3.83	3.90	3.79	3.57
Location of the program in relation to child's school	3.77	3.86	3.76	3.74	3.72
Opportunity for child to spend time with children their age	3.74	3.82	3.84	3.67	3.69
Physical activity	3.73	3.91	3.81	3.62	3.69
Help with homework	3.72	3.90	3.89	3.72	3.30
Academic support	3.72	3.93	3.86	3.72	3.28
Enrichment activities like art, music, or community service	3.70	3.85	3.77	3.61	3.66
Opportunities to meet with program staff to discuss child's progress	3.70	3.90	3.91	3.61	3.43
Whether the program is licensed or accredited	3.69	3.87	3.83	3.68	3.32
Cost of the program	3.69	3.80	3.83	3.70	3.46
Safe transportation home	3.64	3.76	3.71	3.68	3.30
Location of the program in relation to child's home	3.57	3.72	3.59	3.55	3.33
Ability of the staff to speak child's or family's first language	3.45	3.67	3.71	3.32	3.28
Cultural diversity of the students	3.39	3.71	3.60	3.25	3.12
Help for child to learn English	3.03	3.47	2.95	3.16	1.95
Location of the program in relation to parents' place of employment	3.01	3.40	3.03	2.95	2.49
<i>n</i>	925	219	113	361	92

Language differences and socioeconomic status also appear to be associated with differences in the relative importance of afterschool program characteristics (see Table 29). Non-English speakers rated both help with English and cultural diversity higher than did the sample as a whole. Ratings suggest that parents receiving benefits for low-income families assign greater importance than did the sample as a whole to cost, ability to speak first language, cultural diversity, help with English, and location in relation to workplace.

TABLE 29: MEAN IMPORTANCE RATINGS OF 19 PROGRAM CHARACTERISTICS—LANGUAGE AND INCOME

	All Respondents	English Not Child's First Language	Receive Low- income Benefits
Child's interest or enjoyment in program/activity	3.87	3.85	3.87
Adequate number of staff	3.87	3.85	3.88
Hours when child could attend	3.81	3.81	3.79
Opportunities for child to develop a caring relationship with staff	3.78	3.82	3.87
Location of the program in relation to child's school	3.77	3.74	3.77
Opportunity for child to spend time with children their age	3.74	3.75	3.75
Physical activity	3.73	3.75	3.81
Help with homework	3.72	3.79	3.85
Academic support	3.72	3.80	3.85
Enrichment activities like art, music, or community service	3.70	3.66	3.71
Opportunities to meet with program staff to discuss child's progress	3.70	3.72	3.81
Whether the program is licensed or accredited	3.69	3.75	3.78
Cost of the program	3.69	3.72	3.81
Safe transportation home	3.64	3.79	3.80
Location of the program in relation to child's home	3.57	3.68	3.69
Ability of the staff to speak child's or family's first language	3.45	3.42	3.70
Cultural diversity of the students	3.39	3.52	3.57
Help for child to learn English	3.03	3.56	3.50
Location of the program in relation to parents' place of employment	3.01	3.18	3.26
	<i>n</i> 925	414	391

Regional differences also appear in parents' ratings of afterschool program characteristics (see Table 30). Parents in the North and Southeast regions considered help for child to learn English of greater importance than the sample as a whole. Parents in the West region rated a number of items of *lesser* importance: ability of the staff to speak child's or family's first language, cultural diversity of the students, help for child to learn English, and location of the program in relation to parents' place of employment.

TABLE 30: MEAN IMPORTANCE RATINGS OF 19 PROGRAM CHARACTERISTICS—SAN FRANCISCO REGION

	All Respondents	North	Southeast	West
Child's interest or enjoyment in program/activity	3.87	3.81	3.90	3.86
Adequate number of staff	3.87	3.86	3.87	3.86
Hours when child could attend	3.81	3.80	3.82	3.79
Opportunities for child to develop a caring relationship with staff	3.78	3.80	3.82	3.70
Location of the program in relation to child's school	3.77	3.74	3.79	3.74
Opportunity for child to spend time with children their age	3.74	3.67	3.79	3.70
Physical activity	3.73	3.72	3.80	3.60
Help with homework	3.72	3.80	3.79	3.56
Academic support	3.72	3.69	3.81	3.57
Enrichment activities like art, music, or community service	3.70	3.58	3.77	3.64
Opportunities to meet with program staff to discuss child's progress	3.70	3.70	3.75	3.61
Whether the program is licensed or accredited	3.69	3.68	3.74	3.63
Cost of the program	3.69	3.66	3.74	3.61
Safe transportation home	3.64	3.74	3.70	3.48
Location of the program in relation to child's home	3.57	3.58	3.61	3.51
Ability of the staff to speak child's or family's first language	3.45	3.59	3.52	3.23
Cultural diversity of the students	3.39	3.46	3.51	3.14
Help for child to learn English	3.03	3.31	3.21	2.59
Location of the program in relation to parents' place of employment	3.01	3.18	3.13	2.68
<i>n</i>	925	133	487	270

Differences in child's grade level do not appear associated with meaningful differences in parents' ratings of these characteristics of afterschool programs (see Table 31).

TABLE 31: MEAN IMPORTANCE RATINGS OF 19 PROGRAM CHARACTERISTICS—GRADE IN SCHOOL

	All Respondents	Grade in School		
		K-2	3-5	6-8
Child's interest or enjoyment in program/activity	3.87	3.91	3.87	3.81
Adequate number of staff	3.87	3.91	3.88	3.81
Hours when child could attend	3.81	3.87	3.79	3.76
Opportunities for child to develop a caring relationship with staff	3.78	3.83	3.76	3.74
Location of the program in relation to child's school	3.77	3.77	3.82	3.71
Opportunity for child to spend time with children their age	3.74	3.77	3.79	3.66
Physical activity	3.73	3.76	3.77	3.66
Help with homework	3.72	3.71	3.75	3.71
Academic support	3.72	3.69	3.75	3.71
Enrichment activities like art, music, or community service	3.70	3.82	3.70	3.56
Opportunities to meet with program staff to discuss child's progress	3.70	3.71	3.73	3.65
Whether the program is licensed or accredited	3.69	3.78	3.74	3.54
Cost of the program	3.69	3.70	3.71	3.67
Safe transportation home	3.64	3.54	3.65	3.74
Location of the program in relation to child's home	3.57	3.52	3.59	3.60
Ability of the staff to speak child's or family's first language	3.45	3.42	3.50	3.43
Cultural diversity of the students	3.39	3.38	3.44	3.35
Help for child to learn English	3.03	2.97	3.05	3.07
Location of the program in relation to parents' place of employment	3.01	3.01	3.07	2.94
<i>n</i>	925	352	293	281

Across all respondents, the top five program characteristics were as follows:

- Child's interest or enjoyment in program/activity,
- Adequate number of staff,
- Hours when child could attend,
- Opportunities for child to develop a caring relationship with staff, and
- Location of the program in relation to child's school.

For the most part, these characteristics remain important when the data are analyzed by various subgroups; however, some differences also emerge. Academic support was a top concern for parents of children for whom English is not the first language, parents of Hispanic/Latino children, low-income parents, and parents living in San Francisco's Southeast Region—all groups that overlap. Parents living in the North Region, parents of Hispanic/Latino children, and low-income parents also rated help with homework among the top five characteristics of an afterschool program.

Also valuable to parents of Hispanic/Latino children were afterschool programs' attention to physical activity and opportunities for parents to meet with staff to discuss their child's progress. Parents of African American children also placed the opportunity to meet with staff among their top five characteristics. Parents of White children shared the value that Hispanic/Latino parents attached to physical activity; these parents also rated highly the location of the afterschool program in relation to the child's school.

Grade level also seemed to inform the importance of afterschool characteristics to parents. Parents of children in grades K-2 rated the availability of enrichment programs highly, and parents of children in grades 6-8 considered the availability of safe transportation from the program an important characteristic.

We also assessed each item to see if there were differences across the primary categories of afterschool participation and unmet needs. One-way analyses of variance were conducted for each item to see if means differed across parents of children with no actual or desired participation, those who do not participate but desire to do so, those who participate and do not need additional programs or activities, and those who participate but desire further afterschool opportunities. Four items significantly differentiated these groups, as we indicate below in Table 32 (all differences described are statistically significant). Parents desiring more participation by children not currently involved afterschool provided relatively *low* importance ratings for the location of the program in relation to their employment and help for their children to learn English; and relatively *high* ratings for the hours when their child could attend. Parents of participating children who expressed interest in additional participation also provided relatively *low* ratings for the importance of help for their child to learn English and additionally for the licensing or accreditation of the program. These parents also assigned relatively *high* ratings for the importance of hours when their child could attend.

TABLE 32: MEAN IMPORTANCE RATINGS OF PROGRAM CHARACTERISTICS DIFFERENTIATING PARTICIPATION AND DESIRED PARTICIPATION

	Actual Participation / Desired Participation			
	No / No	No / Yes	Yes / No	Yes / Yes
Location of the program in relation to parents' place of employment	3.18	2.85	2.98	2.92
The hours when your child could attend	3.77	3.69	3.85	3.86
Help for child to learn English	3.33	2.85	3.03	2.59
Whether the program is licensed or accredited	3.79	3.76	3.65	3.59

We asked parents with children enrolled in afterschool programs at school and away from school, as well as those with children involved in extracurricular activities, to rate their satisfaction with different aspects of those programs (see Table 33). Mean satisfaction was consistently high—above 3.30 on all items. Parents with children in school-based afterschool programs rated the cultural diversity of students and staff, as well as affordability and variety of activities higher than did parents with children either in programs away from school or in extracurricular activities. It is possible that the very high satisfaction ratings reflect a degree of nonresponse bias: dissatisfied parents may have been less likely to respond to the survey. Unfortunately, it is not possible to measure whether such a bias exists, or what its magnitude might be.

TABLE 33: PROGRAM SATISFACTION AND PROGRAM TYPE

	At school	Away from school	Extracurricular activity
nurturing and caring staff	3.73	3.60	3.72
adequate number of staff	3.49	3.44	3.63
cultural diversity of students	3.65	3.40	3.55
opportunities to meet with staff to discuss child's progress	3.60	3.60	3.52
staff who reflect language and cultural diversity of students	3.58	3.32	3.49
Affordability	3.63	3.44	3.41
variety of activities	3.63	3.45	3.42
amount of time provided on most important activities	3.56	3.47	3.69

We asked if parents had noticed whether their child has benefited from participating afterschool and if so, to list the specific benefits they had noticed (multiple selections for each parent). For each afterschool type, we list the most frequent responses for respondents with and without unmet needs (Table 34). Improved grades and school performance were the most frequently cited benefits in most cases, with more than one third of parents noticing improvement in both school-based and off-campus settings (39% across all participation categories). Across all respondents with participating children, only 6% said that they had not noticed any benefits to their child from their afterschool activities.

TABLE 34: NOTICED PROGRAM BENEFITS? (PERCENT RESPONDING WITHIN PROGRAM TYPE AND CATEGORY OF NEED; MULTIPLE SELECTION)

	Respondents with No Unmet Needs		Respondents with Unmet Needs	
School-based afterschool program	Grades / School Performance Improved	44.2	Grades / School Performance Improved	38.7
	Learning New Skills	30.7	Met new friends / Social Improvement	31.4
	Met new friends / Social Improvement	26.9	Learning New Skills	30.9
	Behavioral Improvements	17.2	Behavioral Improvements	11.7
	Happier / Emotional Improvement	13.8	Happier / Emotional Improvement	10.6
	<i>No Benefits Noticed</i>	8.5	<i>No Benefits Noticed</i>	6.2
		<i>n = 366</i>		<i>n = 99</i>
Off-Campus afterschool program	Grades / School Performance Improved	35.6	Grades / School Performance Improved	45.0
	Learning New Skills	33.5	Learning New Skills	40.8
	Met new friends / Social Improvement	28.4	Met new friends / Social Improvement	29.4
	Happier / Emotional Improvement	16.2	Happier / Emotional Improvement	24.4
	Behavioral Improvements	16.0	Behavioral Improvements	12.3
	<i>No Benefits Noticed</i>	2.9	<i>No Benefits Noticed</i>	0.0
		<i>n = 133</i>		<i>n = 30</i>
Extracurricular Activities	Learning New Skills	50.8	Learning New Skills	52.5
	Met new friends / Social Improvement	26.7	Happier / Emotional Improvement	31.3
	Happier / Emotional Improvement	26.1	Met new friends / Social Improvement	22.6
	Behavioral Improvements	20.7	Behavioral Improvements	14.3
	More Physically Fit / Active	10.1	Grades / School Performance Improved	6.7
	<i>No Benefits Noticed</i>	0.2	<i>No Benefits Noticed</i>	0.6
	<i>n = 178</i>		<i>n = 79</i>	

Table 34A below shows the most noticed program benefits by activity type, across all need categories.

TABLE 34A: NOTICED PROGRAM BENEFITS? (PERCENT RESPONDING WITHIN PROGRAM TYPE, MULTIPLE SELECTION)

			Respondents with No Unmet Needs
School-based afterschool program	Grades / School Performance Improved		42.7
	Learning New Skills		30.6
	Met new friends / Social Improvement		27.7
	Behavioral Improvements		15.9
	Happier / Emotional Improvement		13.3
	<i>No Benefits Noticed</i>		7.9
			<i>n = 468</i>
Off-Campus afterschool program	Grades / School Performance Improved		37.4
	Learning New Skills		34.8
	Met new friends / Social Improvement		28.6
	Happier / Emotional Improvement		17.8
	Behavioral Improvements		15.3
	<i>No Benefits Noticed</i>		2.3
			<i>n = 163</i>
Extracurricular Activities	Learning New Skills		51.3
	Happier / Emotional Improvement		27.7
	Met new friends / Social Improvement		25.4
	Behavioral Improvements		18.7
	More Physically Fit / Active		9.3
	<i>No Benefits Noticed</i>		0.3
		<i>n = 257</i>	

7. Difficulties parents face in finding afterschool programs that meet family needs.

We asked parents if they had faced difficulty finding afterschool programs, activities, or care that met their family’s needs (see Table 35 below). Perhaps reflecting an increased familiarity with the afterschool system, almost one third (30%) of parents with older children (grades 6-8) indicated that they had no difficulty at all finding afterschool programs, as compared with the 17% and 23% of parents of students in grades K-2 or 3-5, respectively, who encountered no difficulties.

TABLE 35: HOW DIFFICULT IS IT TO FIND PROGRAMS, ACTIVITIES OR CARE THAT MEET YOUR NEEDS? (PERCENT OF CATEGORY)

	Not at all	A little	Somewhat	Very
<i>All families</i>	23.2	18.0	31.1	27.8
<i>Child's sex</i>				
Male	23.2	16.7	30.2	29.9
Female	23.0	19.5	32.2	25.4
<i>Child's ethnicity</i>				
Hispanic/Latino	21.2	26.6	27.4	24.9
African American	20.0	16.8	28.8	34.4
Asian/Asian American	19.8	14.1	35.0	31.1
White	32.7	15.0	28.0	24.3
Other	36.4	16.2	25.3	22.2
<i>Child's first language</i>				
Child's first language is English	23.8	15.4	30.9	29.9
Child's first language Spanish	22.2	30.7	23.5	23.5
Child's first language Chinese	16.3	18.3	37.5	27.9
<i>Grade in school</i>				
K-2	17.0	16.8	34.6	31.6
3-5	23.4	19.5	33.0	24.0
6-8	30.2	17.5	25.1	27.3
<i>Low-income benefits</i>				
No benefits received	24.7	16.2	31.9	27.2
Any benefits received	21.1	20.4	29.9	28.7
<i>Region</i>				
North	16.3	22.2	38.9	22.6
Southeast	24.0	18.9	28.8	28.4
West	23.1	18.1	31.2	27.7

One third of parents of White children indicated that they faced no difficulty—a higher percentage than the approximately 20% of parents of Hispanic/Latino, African American, and Asian/Asian American children who reported no difficulties finding afterschool programs (see Table 36). Over half (57%) of respondents indicated that they felt good afterschool programs were available to them near their homes. 66% of parents of White children believe they had good afterschool options available to them, while 41% of parents of Asian/Asian American children asserted that good afterschool programs were not available. An additional 11% of parents of Asian/Asian American children indicated that they had not tried to locate afterschool programs for their children.

Language differences and socioeconomic status seem to inform parents' sense that quality afterschool programs would be available to them and their children (Table 36). 18% of parents with little to no English language ability indicated that they had not tried to identify an afterschool program for their child, as compared with 4% of those with English language skills (last number not provided in table). Similarly, 13% of parents receiving benefits for low-income families indicated that they had not tried to secure afterschool programs for their child.

TABLE 36: GOOD AFTERSCHOOL OPTIONS WHERE YOU LIVE (PERCENT OF CATEGORY)

	<i>n</i>	Yes	No	Have Not Tried
<i>All families</i>	993	56.9	35.9	7.2
<i>Child's sex</i>				
Male	527	58.0	33.9	8.2
Female	465	55.8	38.2	6.0
<i>Child's ethnicity</i>				
African American	123	58.5	37.8	3.7
Asian/Asian American	362	47.3	41.4	11.4
White	102	65.8	31.0	3.2
Hispanic/Latino	223	60.0	35.0	5.0
Other	89	69.4	24.4	6.2
<i>Child's first language</i>				
English	558	60.1	36.1	3.9
Spanish	148	57.0	35.2	7.8
Chinese	199	44.1	38.7	17.2
Other language	88	66.0	29.2	4.8
<i>Grade in School</i>				
K-2	367	58.3	34.2	7.6
3-5	320	58.0	36.0	6.0
6-8	306	54.2	37.7	8.1
<i>Low-income benefits</i>				
No benefits received	579	60.2	36.7	3.1
Any benefits received	407	52.4	34.8	12.8
<i>Region</i>				
North	153	52.9	37.1	10.0
Southeast	506	54.9	37.9	7.2
West	294	62.2	32.4	5.4

8. What is the best way to provide information about afterschool programs?

Several patterns emerged concerning parent preferences for the provision of information about afterschool programs. Across all parents, the most frequently endorsed method was “send home with child” (42%), followed by “send in mail” (36%). Few parents expressed a preference for information posted on a website (12%) or distributed at meetings (6%). Among the “other” responses, the most frequently chosen option was electronic mail (36 respondents). Parents of younger children were most likely to prefer that materials were sent home with their children (48%), and Spanish-speaking parents were more likely than others to prefer information distributed at community or parent meetings. Details are shown in Table 37.

TABLE 37: WHAT IS THE BEST WAY TO PROVIDE INFORMATION ABOUT AFTERSCHOOL PROGRAMS? (% OF CATEGORY)

	Send Home With Child	Community or Parent Meetings	Send in Mail	Post on Website	Other
<i>All families</i>	41.9	5.7	36.3	12.1	
<i>Child's sex</i>					
Male	41.4	4.6	37.2	8.4	8.4
Female	41.2	5.4	36.2	9.6	7.2
<i>Child's ethnicity</i>					
Hispanic/Latino	44.9	15.1	29.8	5.7	4.5
African American	36.9	3.8	45.4	7.7	6.2
Asian/Asian American	46.5	3.1	36.0	8.9	5.5
White	39.6	0.9	27.9	16.2	15.3
Other	29.7	3.0	50.5	10.9	5.9
<i>Child's first language</i>					
Child's first language is English	40.0	3.1	34.2	13.6	9.0
Child's first language Spanish	45.3	22.6	27.7	1.9	2.5
Child's first language Chinese	49.6	1.7	40.1	5.2	3.4
<i>Grade in school</i>					
K-2	47.9	4.3	31.2	12.1	4.5
3-5	40.5	6.0	37.4	9.5	6.6
6-8	36.3	7.0	41.2	6.7	8.8
<i>Low-income benefits</i>					
No benefits received	39.9	4.2	34.4	13.4	8.1
Any benefits received	45.1	7.6	38.6	4.7	4.0
<i>Region</i>					
North	43.9	5.9	34.3	11.1	4.8
Southeast	37.3	6.6	42.0	7.1	7.0
West	47.7	3.4	27.0	12.8	9.2

Among parents preferring to receive material in Spanish, 53% said they prefer to receive information through meetings; just 14% preferred that information be sent home with the child. Cantonese speaking parents preferring to receive materials in their own language were more likely to prefer information in written form, either sent home with their child (23%) or sent in the mail (19%). Details are shown in Table 38 below.

TABLE 38: IN WHAT LANGUAGE DO YOU PREFER TO RECEIVE WRITTEN MATERIALS FROM CHILD'S SCHOOL?

	English	Spanish	Cantonese	Mandarin	Other
<i>All families</i>	68.0	13.0	16.4	1.4	1.2
Parent speaks English fairly well or well	86.5	6.8	3.9	1.4	1.4
Parent speaks English not at all or just a little	2.5	35.1	60.7	1.2	0.4
Participates in at least one program	72.4	10.1	16.3	0.6	0.5
Does not currently participate	60.2	18.0	16.8	2.7	2.2
<i>Preferred Way to Receive Program Information</i>					
Send home with child	62.0	14.4	22.9	0.4	0.2
Community or parent meetings	41.0	52.5	3.3	1.6	1.6
Send in mail	65.8	10.5	18.5	2.8	2.4
Post on website	94.2	2.9	1.0	1.9	0.0
Other	97.1	2.9	0.0	0.0	0.0

Conclusions

The Parent Afterschool Survey provides important insight into families' current participation in afterschool programming and parents' perception of both their families' afterschool unmet needs and the quality of the available options. The study also offers information about the factors guiding parents' choices regarding afterschool and their willingness to support afterschool through a fee structure and donations. Throughout, parents' thoughts about these issues are shaped by race, socioeconomic status, linguistic group, and the region of San Francisco in which they reside.

As in any survey, there are several potential sources of error to consider in the interpretation of the current results. Although the sample size provides a high degree of statistical confidence (95% confidence within ± 3 percentage points), many subgroup analyses involve comparatively small numbers of respondents and in these cases confidence intervals may be larger. For example, a random sample of 400 observations has 95% confidence intervals of ± 5 percentage points. The weighting of responses by ethnicity improves our ability to generalize from the survey sample to the entire population of SFUSD K-8 parents. In addition to statistical precision, all surveys involve some degree of error from nonresponse bias (e.g., parents declining the survey may have different opinions than those who completed it) and response bias (e.g., some questions may not have been fully understood by parents, or in some cases parents may not have answered all questions truthfully). It is not usually possible to estimate these potential biases, but we have no reason to believe that they pose significant problems to the current results.

Participation

Nearly two thirds (63%) of the respondents in the 2009 Parent Survey on Afterschool Programs participate in afterschool. Homework is most common afterschool activity.

Afterschool participation averages 11 hours and 4.8 days each week. That is, most (70%) afterschool participants attend every weekday. School-based programs see the most participation, both in terms of the percentage of the overall participation and by the number of hours. Participation varies by racial/ethnic group. Parents of Hispanic/Latino children report the lowest rates of participation for their children. White parents report the highest rates.

Afterschool quality

Our findings also provide a clear sense of at least the top five rated characteristics for afterschool programs: child's interest or enjoyment in program/activity, adequate number of staff, hours when child could attend, opportunities for child to develop a caring relationship with staff, and location of the program in relation to child's school. If the survey stakeholders were to develop an assessment or evaluation plan for San Francisco afterschool programs, these identified characteristics would be a useful place to start.

A more detailed regional analysis is strongly recommended as certain trends in our initial analysis suggest regional differences may be significant and may contribute meaningfully to envisioning or implementing program improvements and modifications. In particular, our initial analysis suggests a continued need to utilize a quadrant regional approach in all future data collection and analysis. School-level and zip code level differences would also very likely emerge with larger sample sizes or a more targeted sample design.

Overall, parents' satisfaction ratings of their afterschool program options, choices, and specific characteristics were very high. Respondents expressed an interest and desire in seeing more programs offered or extending the days or hours of existing programs. Although the survey results indicate some degree of unmet need, they also provide another measure of satisfaction: parents appear to want more of what they already know is available to them.

Unmet need

More than a quarter (27%) of the parents surveyed indicated unmet need for afterschool programming for their children. Just over a third (35%) of parents whose children are not currently participating in afterschool want their children to participate; this represents just over one in ten of all parents surveyed. Not all parents seek or desire afterschool programs for their children: A quarter (24%) of parents surveyed do not have children participating in afterschool and do not want their children to participate.

Race and socioeconomic status inform parents' sense of their families' unmet needs. African American parents have the highest rates of additional desired participation—that is, perceived unmet need—at 40%. Hispanic/Latino parents have the lowest at 17%. Low-income parents are less likely to report unmet needs than those receiving no benefits for low-income families (20% vs. 32%). The analysis also suggests that afterschool programs reach out with some success to low-income and non-English participants: high proportions of both these subpopulations, typically considered hard-to-reach, reported enrollment in at least one afterschool program.

Scheduling—that is, the hours during which afterschool is available to parents' children—is the barrier most commonly cited by parents of children who don't participate. Although one might anticipate that transportation issues would be cited as significant barriers to enrollment for many families, these factors did not appear to emerge as primary in parents' decisions whether or not to use afterschool care. One possible reason that parents did not mention transportation issues as a perceived obstacle is that, rather than ask respondents explicitly about their particular transportation problems, respondents offered open-ended responses to most questions designed to assess primary reasons for or against enrollment choices. In this context, other concerns or barriers may overshadow transportation problems. To better understand the role of transportation issues in parents' afterschool choices, future research might ask parents explicitly whether or not they struggle with these issues.

Fees and donations

Missing data lead us to approach findings regarding fees with caution; nonetheless the averages and other findings are suggestive. One might also expect that costs represent a significant obstacle to participation; our initial analysis suggests this may not be the case. Nearly half (41%) of participants pay some afterschool fee. The survey indicates that average fee is \$63/week. Parents reported that they could pay about \$58 each week for afterschool.

African American parents are least likely to be paying a fee for afterschool; White parents are most likely. Correspondingly, African American parents indicate they have the capacity to pay the least: \$31 per week; White parents indicate they can pay the most at \$59. Low-income parents can pay \$33, while others indicate they can pay up to \$53 per week for afterschool.

Over two thirds (72%) of parents indicated a willingness to make financial donations to afterschool programs. Low-income parents are just as willing to donate, though their donations would likely be smaller. Race and ethnicity seem also inform parents' capacity to offer afterschool donations. Of those who indicate a willingness to make such donations, two thirds would donate less than \$100.

Recommendations for future research

The present study represents a significant increase in what we know about parent perceptions and opinions of afterschool programming, activities, and issues. The survey represents a very broad range of San Francisco parents; the range of questions is likewise far-reaching. Although we have prepared a very comprehensive report, there are many more questions to be asked of the survey data. We recommend that DCYF conduct additional analysis of these data.

Despite the comprehensive nature of the survey, we found in that the survey questions sometimes taxed the ability of parents to provide all of the detail we would have liked about certain topics. We recommend that the Afterschool for All Advisory Council consider additional qualitative research on key issues so that the experiences of these parents can be addressed in more depth. For example, a series of focus groups in which parents discuss barriers to their children's participation may yield information that cannot be obtained in a telephone survey. In the future the Afterschool for All Advisory Council may also find that some questions are best addressed in single-purpose surveys that allow a brief interview and more focused questions. In some cases, interviews with other family members or directly with the child may fill in critical gaps such as the specific programs in which they participated and the hours and days attended.

Additionally, we found that even with 1,000 interviews it can be difficult to provide precise results that reflect the diversity of SFUSD K-8 residents. Although larger surveys can be accomplished and present some advantages, we recommend the consideration of smaller projects that are focused on specific populations, such as speakers of foreign languages or residents of neighborhoods of particular interest. Such surveys can be better tailored to the needs and understanding of respondents and may yield additional insights.

Appendix A: Survey Questionnaire

INTRO/SCREENER:

Q: S1

Hi, I'm [NAME] calling from San Francisco State University on behalf of the San Francisco Unified School District. The SFUSD, the City of San Francisco, and several parents groups are conducting a survey of San Francisco parents to find out about their needs for afterschool programs. We got your telephone number with permission from the SFUSD. Each eligible household who completes the survey today will be entered into a drawing for a \$25 gift certificate to Borders. Your odds of winning the raffle are approximately 1 in 42. If you win the raffle you will be notified and sent your gift card via certified mail within 10 days.

We would like to speak to the person in the household who knows the most about the care and education of the [GRADE LEVEL] child living in this household who attends [SCHOOL]. Are you that person?

IF NO: May I speak to that person?

- YES (CONTINUE)
- NO, BUT PERSON AVAILABLE (REPEAT INTRO AND CONTINUE)
- NO, PERSON IS NOT AVAILABLE (SCHEDULE CALLBACK)

Q: S2

If you choose to participate in this survey, you will be asked about how your child spends his or her time afterschool and your family's needs and preferences for afterschool programs, activities and/or care. Your participation is voluntary and your responses will be kept confidential. There are no risks or benefits to you in participating in this survey. The survey should take about 10 minutes of your time. If you have any questions about the study you may contact our Director of Research. Would you like that contact information now?

IF YES: You may contact Jim Wiley, PRI Director, at 415-338-6716 during business hours. You may also email him at jwiley3@sfsu.edu.

May we continue?

- YES, CONTINUE NOW
- YES, CONTINUE LATER (SCHEDULE CALLBACK)
- RESPONDENT DOES NOT WANT TO CONTINUE

Q: S3

IF YES:

To make it easier for me to ask you about this child, when I ask you the survey questions I will refer to the [GRADE LEVEL] child attending [SCHOOL] as "your child."

Q: S4

Are there other children under age 18 living in your household?

YES (GO TO S5)

NO (GO TO S7)

DON'T KNOW

REFUSE

Q: S5

IF YES:

And what are the ages and grade levels of the other children? This includes children who are not yet school age.

	AGE	GRADE LEVEL
CHILD #1	___	___
CHILD #2	___	___
CHILD #3	___	___
CHILD #4	___	___
CHILD #5	___	___

REFUSE (GO TO S7)

Q: S6

IF OTHER CHILDREN 5 OR OLDER LIVE IN HOUSEHOLD:

And do any of the children in your household age 5 or older attend private school, home school, or have other arrangements for their education outside of the San Francisco Unified School District?

IF YES: Private school, home school, or another arrangement?

SELECT ALL THAT APPLY

PRIVATE SCHOOL

HOME SCHOOL

OTHER ARRANGEMENT (SPECIFY) _____

REFUSE

FOR ALL RESPONDENTS

Q: S7

In what language do you prefer to receive written materials from you child's school?

- ENGLISH
- SPANISH
- CANTONESE
- MANDARIN
- VIETNAMESE
- TAGALOG
- RUSSIAN
- OTHER (SPECIFY) _____

- REFUSED

Q: S8

What was the first language your child learned to speak?

ASK FOR EACH CHILD AGE 5 OR OLDER

- ENGLISH
- SPANISH
- CANTONESE
- MANDARIN
- VIETNAMESE
- TAGALOG
- RUSSIAN
- OTHER (SPECIFY) _____

Q: S9

IF INTERVIEW IS NOT IN ENGLISH:

How well would you say you are able speak English? Would you say...

- Not at all,
- Just a little,
- Fairly well, or
- Very well?

- DON'T KNOW
- REFUSED

Q: A1

During a typical week, how many days does your child come straight home after school and NOT leave to participate in any extracurricular activities or programs?

- None (GO TO A7)
- 1-2 (GO TO A2)
- 3-4 (GO TO A2)
- Every day (GO TO A2)

- DON'T KNOW
- REFUSED

Q: A2

IF A1>1:

And when your child comes straight home after school, what are your arrangements for his/her care?

- HOME WITH PARENT(S)
- HOME BY HIMSELF/HERSELF
- HOME WITH SIBLING(S)
- CARE AT HOME BY ADULT RELATIVE (NOT PARENT OR GUARDIAN)
- NON-RELATIVE CAREGIVER AT HOME (BABYSITTER, NANNY, ETC.)
- OTHER ARRANGEMENT (SPECIFY) _____

- DON'T KNOW
- REFUSED

Q: A3

IF CAREGIVER AT HOME OTHER THAN PARENT/GUARDIAN:

How old is the person who provides after school care for your child?

- ___ AGE
- REFUSED

Q: A4

Is there any charge or fee for the care your child receives from this person after school, paid either by you or another person or agency?

- YES
- NO

- DON'T KNOW
- REFUSED

Q: A5

IF YES:

Do you receive any financial help like subsidies, vouchers or scholarships to cover some or all of the cost of this care?

YES

NO

DON'T KNOW

REFUSED

Q: A6

What is the main reason your child come straight home on these days rather than participate in afterschool programs or activities?

NO NEED FOR AFTER SCHOOL CARE

CHILD IS NOT ELIGIBLE FOR AFTERSCHOOL PROGRAM

COMING HOME IS THE MOST CONVENIENT OPTION

MY CHILD WANTS TO BE HOME

I PREFER MY CHILD SPEND TIME AT HOME RATHER THAN ELSEWHERE

THERE ARE NO TRANSPORTATION OPTIONS AVAILABLE

THERE ARE NO AFFORDABLE OPTIONS AVAILABLE

THERE ARE NO OTHER OPTIONS THAT MEET OUR FAMILY'S SCHEDULING NEEDS

DON'T KNOW

REFUSED

Q: A7

During a typical school week, what are the days and hours that your child participates in:

INTERVIEWER: ENTER 88 FOR DON'T KNOW, 99 FOR REFUSED

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
a. An afterschool program at school	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___
b. Afterschool program, at a location away from school	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___
c. Other extracurricular activity such as scouts, sports, clubs, or lessons (NOT an afterschool program)	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___	From ___:___ To: ___:___

d. Care at another caregiver's home

From ___:___	From ___:___	From ___:___	From ___:___	From ___:___	From ___:___	From ___:___	From ___:___
To: ___:___	To: ___:___	To: ___:___	To: ___:___	To: ___:___	To: ___:___	To: ___:___	To: ___:___

e. another care arrangement (Specify) _____

From ___:___	From ___:___	From ___:___	From ___:___	From ___:___	From ___:___	From ___:___	From ___:___
To: ___:___	To: ___:___	To: ___:___	To: ___:___	To: ___:___	To: ___:___	To: ___:___	To: ___:___

Q: A8

Is there additional time during the week when you would like your child to participate in some afterschool program, extracurricular activities or other care OUTSIDE OF YOUR HOME?

IF YES:

What are those days and times?

INTERVIEWER: ENTER 88 FOR DON'T KNOW, 99 FOR REFUSED

	From	To	No care needed
a. Monday	___:___	___:___	<input type="checkbox"/>
b. Tuesday	___:___	___:___	<input type="checkbox"/>
c. Wednesday	___:___	___:___	<input type="checkbox"/>
d. Thursday	___:___	___:___	<input type="checkbox"/>
e. Friday	___:___	___:___	<input type="checkbox"/>
f. Saturday	___:___	___:___	<input type="checkbox"/>
g. Sunday	___:___	___:___	<input type="checkbox"/>

Q: A9

IF THERE IS MORE THAN ONE CHILD 5 OR OLDER IN THE HOME:

And for the other children who are 5 or older living in your household, do you normally use the same after school care arrangements as you do for all of the children every day, the same arrangements on some days, or different arrangements every day?

- SAME EVERY DAY
- SAME SOME DAYS
- DIFFERENT EVERY DAY

- DON'T KNOW
- REFUSE

Q: A10

IF ARRANGEMENTS ARE NOT THE SAME EVERY DAY

What is the main reason you have different arrangements for the children's after school care?

- CHILDREN ARE DIFFERENT AGES
- CHILDREN GO TO DIFFERENT SCHOOLS
- TRANSPORTATION IS NOT AVAILABLE FOR ALL CHILDREN
- SOME CHILDREN ARE ELIGIBLE FOR PROGRAMS WHILE OTHERS AREN'T
- CHILDREN HAVE DIFFERENT INTERESTS OR ACTIVITIES
- CHILDREN HAVE DIFFERENT NEEDS (SUCH AS DISABILITY)
- AFFORDABILITY / COST
- CHILDREN HAVE DIFFERENT SCHOOL SCHEDULES
- CHILDREN LIVE IN DIFFERENT HOUSEHOLDS / VISTATION SCHEDULE WITH OTHER PARENT
- OTHER REASON (SPECIFY) _____

- DON'T KNOW
- REFUSE

FOR ALL RESPONDENTS

Q: A11

Is there any charge or fee for your child's care at [PROGRAMMING/CARE OPTION FROM ABOVE]?

ASK FOR EACH PROGRAMMING/CARE OPTION USED

- YES
- NO

- DON'T KNOW
- REFUSED

Q: A12

IF YES:

How much does your household pay for your child to attend [PROGRAM/CARE OPTION], not counting any money you receive from others (such as subsidies, vouchers or scholarships) to help pay for care?

[IF MORE THAN ONE PAID OPTION ASK COST FOR EACH]

__\$

PER:

Hour

Day

Week

Month

Other (Specify) _____

PROGRAM IS FREE

DON'T KNOW

REFUSED

Q: A13

What would you say is the MOST your family can afford to pay for your child's afterschool programs, activities and care?

__\$

PER:

Hour

Day

Week

Month

Other (Specify) _____

PROGRAM SHOULD BE FREE

DON'T KNOW

REFUSED

Q: A14

Given your family's current situation, would you willing to donate funds to your child's afterschool program? Please be assured that this question is for survey purposes only and your answer will not be linked with your personal information.

YES

NO

REFUSED

IF YES:

What do you think a reasonable donation amount would be for a family in your situation, on a one-time basis?

- LESS THAN \$100
- \$100 - \$200
- \$201 - \$300
- \$301-\$400
- \$401-\$500
- \$501-\$1000
- OVER \$1000

- DON'T KNOW
- REFUSED

Q: A15

What is the primary reason that your child participates in [PROGRAMMING/CARE OPTION]?
ASK FOR EACH PROGRAMMING/CARE OPTION

- MY CHILD ENJOYS IT
- THE LOCATION OF THE PROGRAM/ACTIVITY/CARE IS CONVENIENT
- THE HOURS AND SCHEDULE OF THE PROGRAM/ACTIVITY/CARE IS CONVENIENT
- THERE IS SAFE TRANSPORTATION AVAILABLE
- THE PROGRAM/ACTIVITY/CARE IS AFFORDABLE
- I LIKE THE TYPES OF ACTIVITIES OFFERED IN THE PROGRAM/ACTIVITY/CARE
- I LIKE THE STAFF AT THE PROGRAM/ACTIVITY/CARE
- THERE ARE NO OTHER AFTERSCHOOL OPTIONS THAT MEET OUR NEEDS
- OTHER (SPECIFY): _____

- DON'T KNOW
- REFUSED

Q: A16

IF HOUSEHOLD USES MORE THAN ONE SOURCE OF AFTER SCHOOL CARE:

What is the main reason your family chooses to use multiple afterschool programs, activities and/or care arrangements?

- DIFFERENT NEEDS / INTERESTS OF DIFFERENT CHILDREN
- CONVENIENCE/SCHEDULING
- HOURS NEEDED ARE NOT OFFERED BY ONE AFTERSCHOOL OPTION
- TO PROVIDE VARIETY FOR THE CHILD(REN)
- SPECIFIC ACTIVITY
- COST / AFFORABILITY
- OTHER REASON (SPECIFY)_____

- DON'T KNOW
- REFUSED

IF CHILD NOT ENROLLED IN AFTERSCHOOL OPTION:

Q: B1

During the time that your child has attended [SCHOOL], have you tried to enroll him/her in an afterschool program either at your child's school or at another location but were unable to do so?

- YES
- NO

- DON'T KNOW
- REFUSE

Q: B2

IF NO TO B1:

What is the main reason you have not tried to enroll your child in an afterschool program?

- CHILD WASN'T ELIGIBLE BECAUSE OF GRADES
- CHILD WASN'T ELIGIBLE BECAUSE OF AGE
- HOURS OF THE PROGRAM(S) DO NOT FIT FAMILY'S NEEDS
- PROGRAM(S) ARE TOO EXPENSIVE
- I HEARD THE PROGRAM(S) WERE FULL
- POOR PROGRAM QUALITY
- FEEL CHILD IS UNSAFE
- STAFF DOES NOT SPEAK CHILD'S PRIMARY LANGUAGE
- LACK OF TRANSPORTATION
- UNSAFE TRANSPORTATION
- OTHER REASON (SPECIFY) _____

- DON'T KNOW
- REFUSE

Q: B3

IF YES TO B1:

Was the afterschool program you tried to enroll your child in located at your child's school or at another location?

- AT CHILD'S SCHOOL
- AT ANOTHER LOCATION

- DON'T KNOW
- REFUSE

Q: B4

What was the main reason you weren't able to enroll your child in the afterschool program?

- CHILD WASN'T ELIGIBLE BECAUSE OF GRADES
- CHILD WASN'T ELIGIBLE BECAUSE OF AGE
- THE PROGRAM WAS FULL
- THE PROGRAM WAS TOO EXPENSIVE
- THE PROGRAM DID NOT PROVIDE THE HOURS/SCHEDULE I NEEDED
- TRANSPORTATION WAS UNSAFE
- TRANSPORTATION WAS UNAVAILABLE
- STAFF DOES NOT SPEAK CHILD'S PRIMARY LANGUAGE
- OTHER REASON (SPECIFY)_____

- DON'T KNOW
- REFUSE

Q: B5

IF NOT ELIGIBLE:

Would you still enroll your child if you had access to the afterschool program?

- YES
- NO

- DON'T KNOW
- REFUSE

Q: B6

IF PROGRAM WAS FULL:

Are one or more of your children currently on a waiting list for the afterschool program?

- YES
- NO

- DON'T KNOW
- REFUSE

Q: B7

IF YES TO B6:

When did you place [CHILD #1] on the waiting list?

IF MORE THAN ONE CHILD IS ON WAITING LIST ASK FOR EACH

___ MONTH

___ YEAR

DON'T KNOW

REFUSED

Q: B8

IF TRANSPORTATION WAS NOT AVAILABLE OR SAFE

What type of transportation does your child need?

Adult supervision on a bus, van or walking to the program

Adult supervision on a bus, van or walking from the program to home

Public transportation within a 5 minute walk to the program

Public transportation within a 5 minute walk from the program to home

Other (please specify): _____

Q: B9

Has your child ever been enrolled in an afterschool program?

YES

NO

DON'T KNOW

REFUSE

Q: B10

IF YES TO B9:

Why does your child no longer participate in the program?

FAMILY NO LONGER REQUIRES AFTER SCHOOL CARE

PROGRAM TOO EXPENSIVE

TRANSPORTATION WAS UNAVAILABLE

TRANSPORTATION WAS UNSAFE

PROGRAM DOES NOT PROVIDE THE HOURS/SCHEDULE I NEED

CHILD NO LONGER ELIGIBLE BECAUSE OF AGE

CHILD NO LONGER ELIGIBLE BECAUSE OF GRADES

CONCERNS ABOUT PROGRAM QUALITY

PROGRAM DID NOT MEET CHILD'S OR FAMILY'S NEEDS

FOUND ALTERNATIVE AFTERSCHOOL OPTION THAT WAS MORE CONVENIENT

FOUND ALTERNATIVE AFTERSCHOOL OPTION THAT MY CHILD WAS MORE INTERESTED IN

OTHER REASON (SPECIFY) _____

Q: C1

IF CHILD ATTENDS AFTERSCHOOL PROGRAM AT SCHOOL:

Do you know the name of the afterschool program your child attends at [SCHOOL]?

- EXCEL PROGRAM
- BEACON
- OTHER PROGRAM (SPECIFY) _____

- NOT SURE
- REFUSED

IF CHILD IS ENROLLED IN ONSITE SCHOOL PROGRAM OR ON WAITING LIST:

Q: C4

And whether or not you knew if your child would be able to attend, how important was the availability of an afterschool program at the school site in your decision to enroll your child in [SCHOOL]?

- Very important
- Somewhat important
- Not very important
- Not at all important

- I DIDN'T KNOW THERE WAS AN AFTERSCHOOL PROGRAM WHEN I ENROLLED MY CHILD
- DON'T KNOW
- REFUSED

Q: C5

How important was the quality or reputation of the afterschool program at the school site in your decision to enroll your child in [SCHOOL]?

- Very important
- Somewhat important
- Not very important
- Not at all important

- DON'T KNOW
- REFUSED

IF CHILD IS ENROLLED IN AN OFFSITE AFTERSCHOOL PROGRAM:

Q: D1

Which afterschool program(s) does your child attend?
SELECT ALL THAT APPLY

- YMCA
- BEACON
- SF CITY RECREATION AND PARK PROGRAM
- BOYS & GIRLS CLUB
- CHURCH
- PRIVATE SCHOOL PROGRAM
- OTHER (SPECIFY) _____

- DON'T KNOW
- REFUSED

FOR ALL RESPONDENTS REQUIRING AFTERSCHOOL ARRANGEMENTS:

Q: E1

Now I'd like to ask about your child's activities at [PROGRAM/ACTIVITY OR CARE]. During those after-school hours, what does he/she spend most of his/her time doing?
CODE UP TO THREE ANSWERS for each program, activity or care option

- HOMEWORK ASSISTANCE
- HOMEWORK COMPLETION
- ACADEMIC SUPPORT/TUTORING
- COMPUTER SKILLS/TECHNOLOGY PROJECTS (SUCH AS VIDEO CREATION, COMPUTER LITERACY, PROGRAMMING, ETC.)
- PERFORMING ARTS (PERFORM OR STUDY MUSIC, THEATER, ETC.)
- CREATIVE ARTS (CRAFTS, ETC.)
- LEADERSHIP/LIFE SKILLS TRAINING
- SOCIAL DEVELOPMENT
- SERVICE LEARNING/COMMUNITY SERVICE
- NUTRITION AND/OR HEALTH EDUCATION
- SPORTS / PHYSICAL EDUCATION
- INDOOR PLAY / FREE TIME
- LEARNING ABOUT CHILD'S CULTURAL HERITAGE
- LEARNING ENGLISH
- LEARNING A LANGUAGE OTHER THAN ENGLISH
- TELEVISION / VIDEOS / INTERNET
- GIFTED AND TALENTED EDUCATION PROGRAM (GATE)

- OTHER (SPECIFY) _____

- DON'T KNOW
- REFUSE

Q: E2

What activities are most important to you for your child to spend time on during his/her time at [PROGRAM, ACTIVITY OR CARE]?

CHOOSE UP TO TWO.

ASK FOR EACH PROGRAM/ACTIVITY/CARE OPTION

- HOMEWORK ASSISTANCE
- HOMEWORK COMPLETION
- ACADEMIC SUPPORT/TUTORING
- COMPUTER SKILLS/ TECHNOLOGY PROJECTS (SUCH AS VIDEO CREATION, COMPUTER LITERACY, PROGRAMMING, ETC.)
- PERFORMING ARTS (PERFORM OR STUDY MUSIC, THEATER, ETC)
- CREATIVE ARTS (CRAFTS, ETC.)
- LEADERSHIP / LIFE SKILLS TRAINING
- SOCIAL DEVELOPMENT
- SERVICE LEARNING / COMMUNITY SERVICE
- NUTRITION AND/OR HEALTH EDUCATION
- SPORTS / PHYSICAL EDUCATION
- INDOOR PLAY / FREE TIME
- LEARNING ABOUT CHILD'S CULTURAL HERITAGE
- LEARNING ENGLISH
- LEARNING A LANGUAGE OTHER THAN ENGLISH
- LEARNING FROM TELEVISION / VIDEOS / INTERNET
- GIFTED AND TALENTED EDUCATION PROGRAM (GATE)
- OTHER (SPECIFY): _____

- DON'T KNOW
- REFUSED

Q: E3

Now we want to focus on your satisfaction with your child's current afterschool program, activities or care. Please tell me whether you agree or disagree with each statement.

Would you agree or disagree that the [PROGRAM/ACTIVITY/CARE]...
ASK FOR EACH PROGRAM/ACTIVITY/CARE OPTION

IF AGREE: So you strongly agree or somewhat agree?

IF DISAGREE: Do you strongly disagree or somewhat disagree?

	Strongly agree	Somewhat agree	Disagree	Strongly disagree	DON'T KNOW	REFUSE
is affordable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provides a variety of activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provides the right amount of time on the activities that are most important to you (see question above if they cannot remember what they said were the most important activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has an adequate number of staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provides a nurturing and caring staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has economically and culturally diverse students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has staff that reflect the language and cultural diversity of the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has opportunities to meet or talk with staff to discuss your child's progress or needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q: E4

Have you noticed whether your child has actually benefited from participating in [PROGRAM/ACTIVITY/CARE]?

IF YES: How so?

SELECT ALL THAT APPLY. ASK FOR EACH PROGRAM/ACTIVITY/CARE OPTION.

- NO, HAVE NOT NOTICED ANY BENEFITS
- CHILD'S GRADES/SCHOOL PERFORMANCE HAVE IMPROVED
- CHILD IS LEARNING NEW SKILLS
- CHILD IS MORE EAGER TO GO TO SCHOOL
- CHILD'S BEHAVIOR HAS IMPROVED
- CHILD'S ENGLISH HAS IMPROVED
- CHILD SEEMS HAPPIER/EMOTIONALLY IMPROVED
- CHILD HAS MET NEW FRIENDS/SHOWS SOCIAL IMPROVEMENT
- OTHER (SPECIFY) _____

- DON'T KNOW
- REFUSED

Q: E5

Would you say your child likes [PROGRAM/ACTIVITY/CARE OPTION]...

ASK FOR EACH PROGRAM/ACTIVITY/CARE OPTION

- A lot,
- A little, or
- Not at all?

- DON'T KNOW
- REFUSED

Q: E6

FOR EACH PROGRAM/ACTIVITY/CARE OPTION:

Overall, how would you rate the quality of [PROGRAM/ACTIVITY/CARE]?

- Excellent
- Good
- Fair
- Poor
- Failing

- DON'T KNOW
- REFUSED

Q: E7

FOR EACH AFTERSCHOOL PROGRAM:

Since the beginning of this school year, how many times have you:

_____ Talked on the phone with a staff person from [PROGRAM]?

_____ Talked in person with a staff person from [PROGRAM]?

_____ Been invited by the program to attend a parent meeting?

_____ Been invited by the program to attend an event?

Q: E8

FOR EACH AFTERSCHOOL PROGRAM:

Since the beginning of this school year, how frequently have staff from [PROGRAM/ACTIVITY/OPTION] talked to you about your child?

Often

Sometimes

Rarely

Never

DON'T KNOW

REFUSED

Q: E9

FOR EACH AFTERSCHOOL PROGRAM:

Since the beginning of the school year, how frequently has [PROGRAM/ACTIVITY/OPTION] sent information to you about your child's progress?

Often

Sometimes

Rarely

Never

DON'T KNOW

REFUSED

Q: F1

IF AFTERSCHOOL ARRANGEMENT NOT LOCATED AT HOME OR AT SCHOOL:

What kind of arrangement have you made to get your child to [PROGRAM/ACTIVITY/OPTION]?

ASK FOR EACH PROGRAM

SELECT ALL THAT APPLY

- PARENT/CAREGIVER DRIVES
- PROGRAM SHUTTLE OR BUS
- MUNI
- BART
- CARPOOL (OTHER PERSON DRIVES)
- WALK/BIKE/SCOOTER
- OTHER

- DON'T KNOW
- REFUSE

Q: F2

IF ANY OTHER ANSWER BESIDES "PARENT/ CAREGIVER DRIVES":

How safe do you feel [CHILD #] is while getting to [PROGRAM/ACTIVITY/OPTION] from school?

- Very safe
- Somewhat safe
- Somewhat unsafe
- Very unsafe

- DON'T KNOW
- REFUSE

Q: F3

How convenient for your family is the transportation to [PROGRAM/ACTIVITY/OPTION] from school?

- Very convenient
- Somewhat convenient
- Somewhat inconvenient
- Very inconvenient

- DON'T KNOW
- REFUSE

Q: F4

What kind of arrangement have you made to get your child home after [PROGRAM/ACTIVITY/OPTION]?

ASK FOR EACH PROGRAM

SELECT ALL THAT APPLY

- PARENT/CAREGIVER DRIVES
- PROGRAM SHUTTLE OR BUS
- MUNI
- BART
- CARPOOL (OTHER PERSON DRIVES)
- WALK/BIKE/SCOOTER
- OTHER

DON'T KNOW

REFUSE

Q: F5

IF ANY OTHER ANSWER BESIDES "PARENT DRIVES":

How safe do you feel your child is getting home from [PROGRAM/ACTIVITY/OPTION]?

[IF MORE THAN ONE CHILD OR TRANSPORTATION SOURCE, ASK FOR EACH)

- Very safe
- Somewhat safe
- Somewhat unsafe
- Very unsafe

DON'T KNOW

REFUSE

Q: F6

IF CURRENT ARRANGEMENTS ARE INCONVENIENT OR UNSAFE:

What type of transportation does your child need?

- Adult supervision on a bus, van or walking to the program
- Adult supervision on a bus, van or walking from the program to home
- Public transportation within a 5 minute walk to the program
- Public transportation within a 5 minute walk from the program to home
- Other (please specify): _____

Now, to help us determine what kinds of services during afterschool would be ideal to provide for parents and families, I have a couple of more questions.

Q: G1

How difficult would you say it is for parents such as yourself to find afterschool programs, activities or care that meet your families' needs? Would you say it's...

- Very difficult,
- Somewhat difficult,
- A little difficult,
- Not at all difficult?

- DON'T KNOW
- REFUSE

Q: G2

Do you feel there are good choices for after-school programs, activities, and care where you live?

- YES
- NO
- HAVE NOT TRIED TO FIND CARE

- DON'T KNOW
- REFUSE

Q: G4

Parents select after-school arrangements for a number of reasons. For each of the reasons I read, please tell me how important it is to you when you think about the ideal afterschool arrangements for your child/children. Please tell me whether it was very important, somewhat important, not very important, or not at all important to you.

	Very important	Somewhat important	Not very important	Not at all important	DON'T KNOW / NO OPINION
a. The location of the program in relation to child's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The location of the program in relation to child's home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The location of the program in relation to parents' place of employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The cost of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Safe transportation home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The hours when your child could attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Help for your child to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| g. Cultural diversity of the students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Physical activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Help with homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Academic support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Enrichment activities like art, music, community service, etc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Opportunity for your child/children to spend time with children their age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Child's interest or enjoyment in the program/activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Ability of staff to speak child or family's first language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Opportunities for child to develop a caring relationship with staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Adequate number of staff | | | | | |
| q. Opportunities for you to meet with program staff to discuss your child's progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Whether the program is licensed or accredited | | | | | |

Q: 14

What is the best way to provide your family with information about afterschool programs, activities and options?

- Send home materials with your child
- Through community or parent meetings
- Send materials to your home via US Mail
- Post information on a website
- OTHER (SPECIFY) _____

- DON'T KNOW
- REFUSE

Q: J1

And finally, I just have a few questions about your family.

Does your child spend time living in another household?

- YES
- NO

- DON'T KNOW
- REFUSE

Q: J3

Does your child have the same after school care arrangements when the child is at his/her other household?

- YES
- NO

- DON'T KNOW
- REFUSE

Q: J4

How many adults live in your household?

- One (Just me
- 2
- 3 or more

- DON'T KNOW
- REFUSE

Q: J5

What is the zip code of the household where your child spends most of his/her time living?

— — — — —

- REFUSE

Q: J6

Are you...

- Married,
- Living with a partner,
- Single, or
- Divorced or widowed?

- REFUSE

Q: J7

What is the highest grade or year of school that you have completed?

- Less than high school
- High school/GED
- Some college/Associate degree
- BA/BS degree
- Graduate school
- Vocational or training certificate

- DON'T KNOW
- REFUSE

Q: J8

About how many total hours per week you usually work for pay or income, counting all jobs?

- NONE
- 1 TO 5
- 5 TO 15
- OVER 15 TO 30
- OVER 30 TO 40
- OVER 40

- DON'T KNOW
- REFUSE

Q: J9

Thinking of your typical workday, including your commute, do you work a regular day shift, that is, one with most of the hours between 6 am and 6 pm?

- YES
- NO

- DON'T KNOW
- REFUSE

Q: J10

IF NO:

Including your commute, do you work...

- A regular shift at times other than between 6 am and 6 pm,
- a variable shift—one that changes from days to evenings or nights,
- where you choose your own hours , or
- A variable shift, with hours set by (your/her) employer?
- WORKS WHEN WORK IS AVAILABLE

DON'T KNOW

REFUSE

Q: J11

IF MARRIED OR LIVING WITH PARTNER:

What is the highest grade or year of school that your spouse or partner has completed?

- Less than high school
- High school/GED
- Some college/Associate degree
- BA/BS degree
- Graduate school
- Vocational or training certificate

DON'T KNOW

REFUSE

Q: J12

IF MARRIED OR LIVING WITH PARTNER:

About how many total hours per week does your partner usually work for pay or income, counting all jobs?

- NONE
- 1 TO 5
- 5 TO 15
- OVER 15 TO 30
- OVER 30 TO 40
- OVER 40

DON'T KNOW

REFUSE

Q: J13

IF MARRIED OR LIVING WITH PARTNER:

Does your spouse or partner work a regular day shift, that is, one with most of the hours between 6 am and 6 pm, including commute time?

- YES
- NO

- DON'T KNOW
- REFUSE

Q: J14

IF NO TO J12:

Including commute time, does your spouse or partner work...

- a regular shift at times other than between 6 am and 6 pm,
- a variable shift—one that changes from days to evenings or nights,
- where s/he chooses his/her own hours , or
- a variable shift, with hours set by (his/her) employer?
- WORKS WHEN WORK IS AVAILABLE

- DON'T KNOW
- REFUSE

Q: J15

Do you...

- Own your home,
- Rent your home, or
- Have some other arrangement?

- DON'T KNOW
- REFUSE

Q: J16

Are there any conditions in your neighborhood that make you worried about the health or safety of that child or any of the children in your household)?

- YES
- NO

- DON'T KNOW
- REFUSE

Q: J17

In the past 12 months, that is since [CURRENT MONTH] of 2007, has your family received benefits from any of the following programs? How about...

SELECT ALL THAT APPLY

- Temporary Assistance for Needy Families, or TANF
- Women, Infants, and Children, or WIC?
- Food Stamps
- Medicaid or Medi-Cal
- Child Health Insurance Program or healthy Families

REFUSE

Q: CLOSE

And those are all the questions we have for you today. Would you like to enter tonight's raffle for a \$25 Borders gift card? To enter we will need your name, mailing address, and the best telephone number to reach you. Please be assured that your name and number will NOT be connected to your survey responses or saved after the raffle takes place. We will only use your information to contact you if you win the raffle.

IF YES:

NAME: _____

MAILING ADDRESS: _____

PHONE NUMBER: ____ - ____ - ____