



San Francisco Board of Education  
**Parent Advisory Council**

# **Expanding Access to High-Quality Afterschool Programs**

*April 5, 2010*

# Our Objectives This Evening

- Inform Board of Education and SFUSD staff of findings from focus groups and telephone survey on afterschool program needs
- Identify concerns and questions about the proposed alignment of SFUSD afterschool programs
- Get our questions answered – or identify a timeline for answering them.

# Information We're Sharing

- Data from focus groups and telephone survey
- What's important to families
- Participation in & unmet needs for afterschool
- Difficulty finding programs
- About paying fees
- Issues beyond the survey
- Proposed alignment of SFUSD afterschool programs
- Improving collaboration with partners

# Themes from Focus Groups

1. Many **don't have access** to on-site programs.
  - Don't have space for all the students, or have eligibility criteria that not all students meet
  - Families not eligible for ExCEL can't afford private
2. **Quality** of programs **is uneven**.
  - Many sites have more than one program
  - Inequities between programs are visible to all
3. There's a **lack of information** about program options – especially in languages besides English.

# What's Important to Families

**Top 3** characteristics for **families who participate** in an afterschool program:

- Child's **interest or enjoyment**
- Adequate **number of staff**
- Child has a **caring relationship** with staff

**African American, low-income**, and parents who **don't speak English** rated help with homework and academic support as **higher priorities**.

# Why Afterschool Matters

- Beyond keeping children safe, many parents rely on afterschool programs to provide **academic support** and **enrichment activities** they don't have access to.
- **Access to quality** afterschool programs is directly related to **equity** and supporting **student achievement**.
- Many families need their children to get **help with homework** – especially those who speak a **language other than English**.

# Telephone Survey to Assess Needs

- **We wanted to learn more** from families about their needs and priorities for afterschool programs.
- The PAC worked with DCYF, the Afterschool For All Advisory Council & the Public Research Institute at SF State University to develop and fund the survey tool.
- DCYF funded PRI to conduct & analyze the survey.
- PRI conducted the survey in the summer of 2008, and summarized the data over the winter.

# Who We Heard From

- The telephone survey was conducted in English, Spanish, Cantonese & Mandarin.
- 4,755 families of SFUSD students in **grades K-8** were randomly selected to be contacted.
- Surveys were completed with **1,096 families**.
- Based on SFUSD demographic data, the results were weighted to **reflect the student population**.
- The full report analyzes responses by ethnicity, language, family income, and where families live.

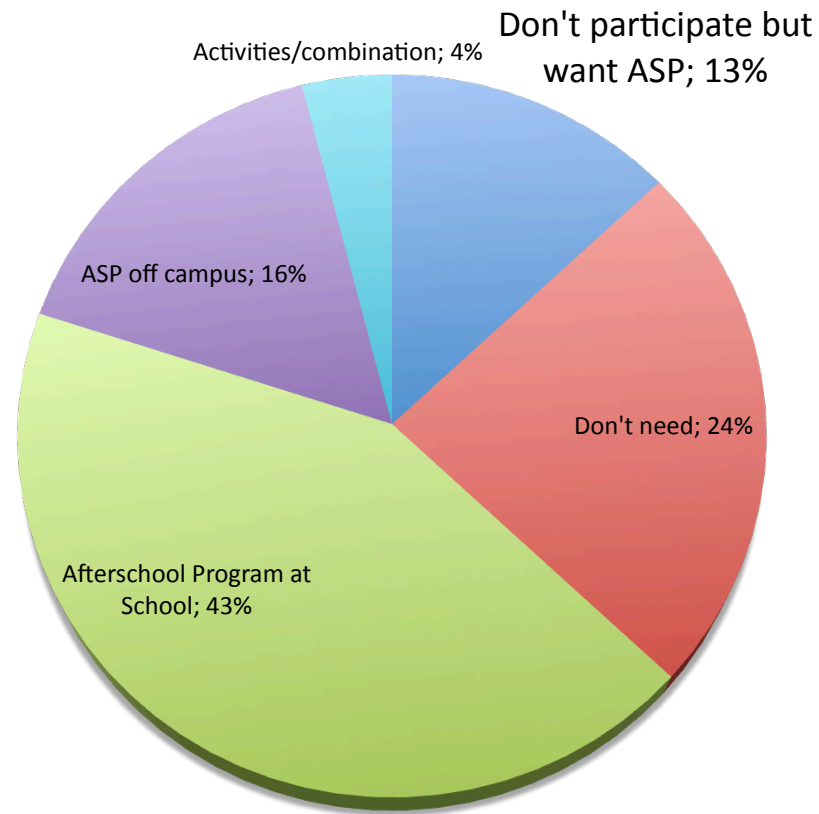
# **What We Learned**

# Participation in Afterschool Activities

- **63%** of families **participate** in some kind of activity
- **59%** participate in a **formal afterschool program**
  - 43% at a school-based program
  - 16% off-campus
- **23%** participate in **other activities** (e.g. sports, lessons)
- **19%** participate in **more than one** activity

# Participation in Afterschool Activities

63% of students participate  
in some kind of afterschool activity



# Differences in Participation by Income, Ethnicity & Language

**Lower overall participation** in any afterschool activity:

- Children in low-income families (58% vs. 63% overall)
- Latino children (56%)
- Spanish-speaking children (52%)
- Households with more than two adults (52%)

# Differences in Participation by Income, Ethnicity & Language

**White children have higher participation** in afterschool activities:

- Any afterschool activity: 73% (vs. 63%)
- On-site program: 49% (vs. 43%)
- Extracurricular activity: 41% (vs. 23%)

**Higher participation in off-site programs:**

- Children who speak Chinese language (20% vs. 16%)
- African American children (19%)

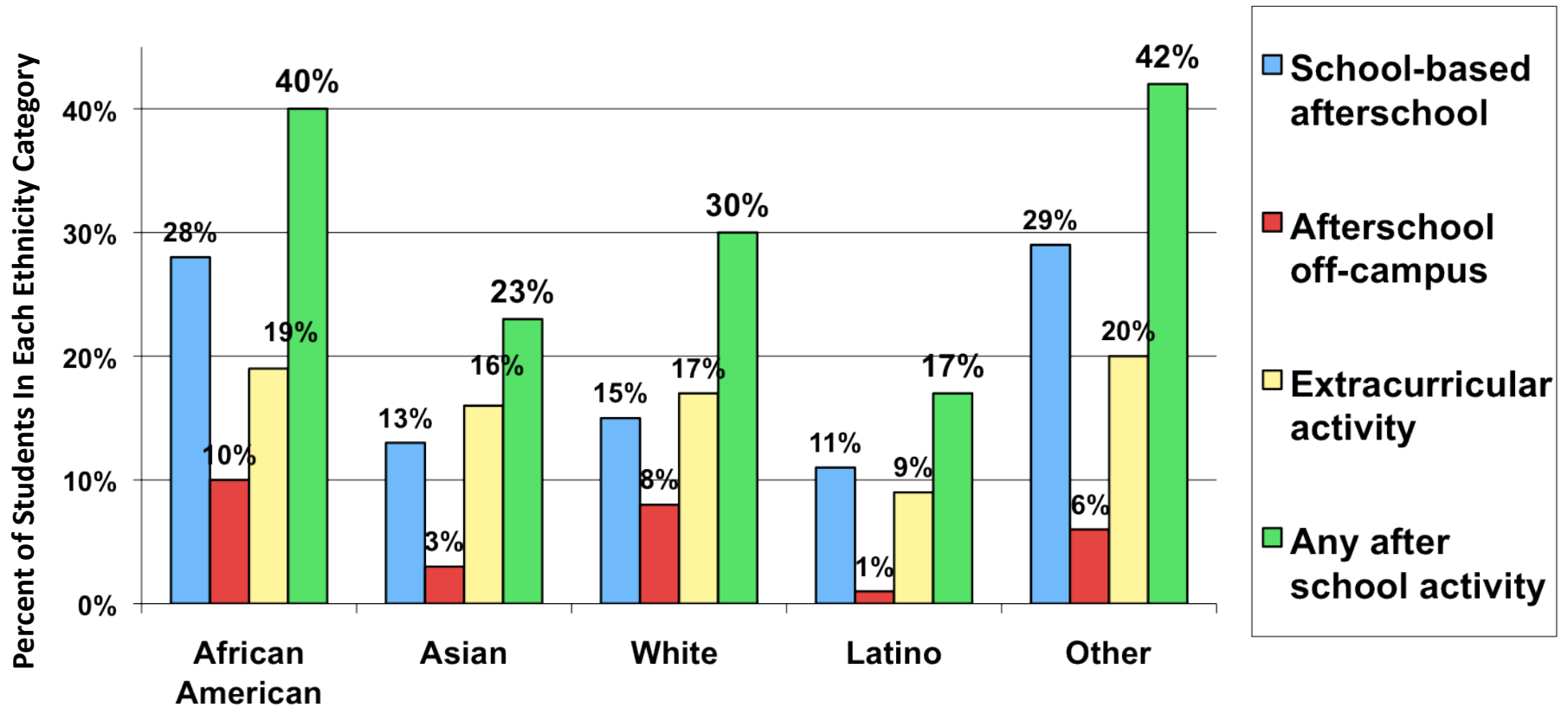
# Unmet Needs for Afterschool Program

**27%** had **unmet needs** for an afterschool program or activity:

- **14%** are currently participating and **would like more participation**
- **13%** are not currently participating but **would like to participate**
- **17% want** to participate in **on-site** program

# Among Those With Unmet Needs

There are significant differences by ethnicity:



# Difficulty Finding a Program

**77%** reported **difficulty finding** an afterschool program or activity that meets the family's needs:

- **80% of African American and Asian families** reported difficulty finding a program
- **67% of white families** reported difficulty
- **83%** of families with students **grades K-2** reported difficulty

# About Paying Fees for Programs

- **41%** of parents reported they **pay a fee** to participate in afterschool activities
- **57%** of those paying fees are for **grades K-2**
- **38%** have children in **grades 3-5**
- **72%** of parents **are willing to make a donation** to afterschool programs
- Lower-income families are willing to contribute
- Some families concerned space will be given first to those who can pay more.

# Importance of Afterschool Program in Choosing a School

Parents with children at **on-site** afterschool programs responded that **availability and quality** of these programs were **very important** in their school enrollment decision.

- **81%** reported that program **availability** was very important
- **75%** reported that program **quality or reputation** was very important

# Issues Beyond This Survey

## Enrollment

- Parents want to know about afterschool programs as part of the enrollment process.
- They want SFUSD applications to **include an application** to on-site afterschool programs.
- They need to **know before school starts** whether their child has afterschool care.

# Issues Beyond This Survey

## Better Communication

- Parents across the district want **more and better communication** about how their children are doing
- **Principals need to work with afterschool staff** to support aligning services & meet children's needs
- Afterschool staff need **systems to communicate** with school staff, and access to student data
- Afterschool **program staff need access to School Loop** – and parents need to know how to use it, too.

# Issues Beyond This Survey

## Transportation

Transportation concerns were most often noted as:

- A reason parents **have not tried** to enroll their child in an afterschool program
- A reason to **stop participating** in a program
- Transportation related to afterschool programs **needs to be part of bigger district discussion.**

# Issues Beyond This Survey

## Accountability

- Community-based programs provide important **additional resources** and opportunities to meet the **different needs** of students.
- Unless managed jointly, multiple on-site programs often **reflect differences** of family income, student race/ethnicity, and academic performance.
- Need to foster district and principal **accountability** for on-site afterschool **program quality** and **accessibility**.

# Staff/Management Issues

- Lack of physical space to accommodate programs at school sites
- Funding sources dictate program management and often perpetuate inequities
- Communication and coordination challenges between school-day & afterschool staff
- Program quality and staff development

# Aligning District Programs

Aligning ExCEL and CDP is a **move in the right direction** – but **we have many questions** about implementation:

- Will this provide afterschool **to every student** at each site?  
How will student and site needs be identified & met?
- What is the timeline and process to **involve parents and program providers** in **shaping these changes**?
- How will SFUSD provide **transparency & accountability** with centralized fee management, and ensure fees are **affordable**?
- How will alignment support & enhance **program quality**?
- How will alignment **balance central management** with different **needs of particular** schools and **populations**?

# Improving Collaboration

- SFUSD needs to work more closely with parents, providers & Afterschool For All Advisory Council
- Community programming helps address issues of capacity, extended hours & drop-in needs
- Afterschool For All Advisory Council includes parents, DCYF, program providers & funders. Working to:
  - Align public funding streams to be more efficient, expand access, and improve program quality
  - Explore work-force development & collaborative afterschool program staff training
  - Develop tools to assess program quality, aligned with strategic plan and not focused solely on test scores

# **Contact Us/Download Reports**

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