



AFTERSCHOOL PROGRAMS IN WASHINGTON

Aligning Capacity with Family Needs

A Study of the Supply of and Demand for Afterschool
and Youth Development Programs in Washington

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Executive Summary

Afterschool and youth development programs are general terms used to describe an array of safe, structured programs that provide children and youth ages kindergarten through high school with a range of supervised activities intentionally designed to encourage learning and development outside the typical school day. The programs have various names and functions and are operated by many types of organizations. Generally, “afterschool programs” serve children ages 5-12 and “youth development programs” serve youth ages 13-18.

The availability of afterschool and youth development programs matters to children and youth, families, schools, law enforcement organizations, employers, and policymakers all over our state. That’s because research studies show that children and youth who participate in high quality programs on a regular schedule for a substantial period of time have better success in school and other aspects of their lives and are less likely to be involved in risky behaviors.

Effective programs contribute to reducing the risk of negative outcomes and increase the likelihood of positive academic, social/emotional, prevention and health and wellness outcomes; especially for kids living at the poverty level.

POLICYMAKERS AND COMMUNITIES NEED RELIABLE DATA TO MAKE STRATEGIC INVESTMENTS

Washington State’s Legislature and Governor approved both policy and funding to expand afterschool opportunities to more children and youth across the state in the 2007 session. Local governments and private funders invest millions of dollars a year in afterschool and youth development programs. However, there has been no methodical examination of the supply of and demand for these programs across the state.

SCHOOL’S OUT WASHINGTON HAS OVERCOME HURDLES THAT PREVIOUSLY THWARTED SYSTEMIC COLLECTION OF DATA ON SUPPLY AND DEMAND

To expand or improve afterschool and youth development programs in a systemic way, it is necessary to determine the current supply of programs, determine how many more children and youth need to and want to participate, and what it would take to fulfill that demand.

This is a daunting task, as afterschool and youth development programs are operated by thousands of providers in Washington, come in every shape and size imaginable, and lack a central registry or data collection mechanism to understand what the overall supply looks like and what the level of additional need might be.



School's Out Washington has overcome the majority of hurdles that have stymied efforts in Washington and other states to develop an in-depth understanding of the complex relationship between program supply and demand.

For the purposes of this study, programs are considered afterschool and youth development programs if they fit the following three criteria:

a. Age range and adult supervision:

Programs serving children and youth ages 5 to 18 for which there is formal supervision by adults.

b. Content/purpose: *Programs provide supervised activities intentionally designed to encourage learning and development.*

c. Dosage: *Programs that provide ongoing, regularly scheduled offerings outside the typical school day at least two days a week or ten to fifteen hours a week on an on-going basis.*

Through this study, School's Out Washington, a non-profit intermediary organization that provides training, advocacy, and leadership for Washington State's afterschool and youth development programs, has overcome the majority of hurdles that have stymied efforts in Washington and other states to develop an in-depth understanding of the complex relationship between program supply and demand.

This study brings together state and national research data; administrative data; analysis of a statewide household survey on care arrangements; and original data collected through a survey of providers and focus groups with parents and youth. The consultant conducted analysis of the information by looking at an issue from multiple perspectives and data sources, which provided the basis for solid estimates of supply and demand in the state, along with observations on the relationships between them. (Note: Because much of the information collected and analyzed for this report sheds light on many other issues in the field of afterschool and youth development, more charts and tables are included so stakeholders can mine the data for a variety of purposes.)

School's Out Washington and the consultant team followed an approach similar to that used by other states to determine the supply of and demand for afterschool and youth development programs. The approach requires constructing multiple pieces of a puzzle and then discerning how each piece fits to create a reasonably clear picture of the whole.

We began by determining where children and youth ages 5 to 18 currently spend their time after school and during the summer. We found that children and youth use a variety of arrangements, often combining two or more options by choice or necessity.

The research questions, which were addressed sequentially during data analysis, are:

1. What are the primary places children ages 5 to 18 spend their time after school?
2. Which arrangements are used by children and youth of different ages?
3. How many children are in self care?
4. What is the current capacity of programs?
5. What proportion of capacity is currently used and what additional capacity is available?
6. What are the differences and similarities among key elements of current programs?
7. How does the supply of programs differ among regions of the state?
8. What is the relative level of need among regions of the state?
9. What factors drive genuine demand for programs?
10. What is the estimated demand?
11. What is the relationship between current supply and estimated demand?

Our data collection and analysis yielded the following findings:

WHERE CHILDREN ARE AFTER SCHOOL

We began by determining where children and youth ages 5 to 18 currently spend their time after school and during the summer. Among the following six options, we found that children and youth use a variety of arrangements, often combining two or more of the options by choice or necessity:

1. Afterschool and youth development programs
2. Lessons, clubs, and sports
3. With parents, relatives, adult friends, or neighbors (family, friend, and neighbor care)
4. Drop-in programs
5. Self care
6. Work places

PRIMARY CARE ARRANGEMENTS

- Primary care arrangement is the type of care children use more than any other type, and for at least 5 hours a week.
- Over a third of children ages 6 to 12 use such a variety of care arrangements that none of them are predominant enough to qualify as a primary type of care.
- A dramatic shift in the primary type of care occurs between ages 6 to 8 and ages 9 to 12. The most significant shifts in primary care arrangements between the younger elementary school group and the older group are:
 - Use of center care and family child care homes drops from 14 percent to 5 percent.
 - Use of before and afterschool programs drops from 12 percent to 7 percent.
 - Use of family, friend and neighbor care drops from 21 percent to 14 percent.
 - Use of lessons, clubs and sports jumps from 2 percent to 22 percent.
- Youth ages 13 to 18 appear to spend their time in supervised school and community activities (an undetermined portion of which would be classified as afterschool or youth development programs); with parents or other family members; on their own or with friends; and working for pay.

NUMBER OF CHILDREN IN SELF CARE

- Across the state, an estimated 113,000 children ages 5 to 14 are in self-care.

CURRENT SUPPLY OF PROGRAMS

- It appears there is a sizable amount of capacity within existing programs, perhaps as much as twice the estimated number of children and youth being served (179,000)—or the ability to serve up to another 360,000 children and youth.

PROPORTION OF SUPPLY CURRENTLY USED

- An estimated 147,000 children ages 5 to 12 currently participate in afterschool and youth development programs, which constitutes about 22 percent of 5-12 year olds in Washington.
- An estimated 32,000 youth ages 13 to 18 attend afterschool and youth development programs, representing about 6 percent of 13-18 year olds in Washington.
- An estimated total of 180,000 children and youth attend afterschool and youth development programs in Washington.

ESTIMATED DEMAND

- Recognizing the lack of hard data on what drives demand, the total estimated demand for afterschool and youth development programs in Washington could reasonably be considered in the range of 150,000 to 190,000 children and youth (or 17% to 22% of all children and youth of these ages).
- A high proportion of the demand is believed to be for children ages 5-12. Based on information gathered for this study, youth ages 13-18 are engaged in a range of extracurricular and community activities, a good number of them are working, and they are more likely to be alone after school or with friends.



RELATIONSHIP BETWEEN CURRENT SUPPLY AND ESTIMATED DEMAND

Based on known vacancy rates in licensed centers (about 30%) and responses about additional capacity from respondents to the provider survey, it appears there is a sizable amount of capacity within existing programs, perhaps as much as twice the number of children and youth being served.

The question becomes, “If there is enough capacity, why does it seem like there are not enough programs or that they are always full?” One answer appears to be, “Families’ needs differ substantially, and the program choices in a community may lack the type of capacity that children, youth, and families want.”

While this information indicates that more children and youth could be served by existing programs, it is unlikely that available capacity is aligned with families’ needs around location, quality of programs, affordability, content areas, etc.

The question becomes, “If there is enough capacity, why does it seem like there are not enough programs or that they are always full?” One answer appears to be, “Families needs differ substantially, and the program choices in a community may lack the type of capacity that children, youth, and families want.”

More inquiry is needed to understand why so much unused capacity is reported and why the characteristics of the available capacity are not aligned with families’ needs. This information, however, indicates that with funding to make adjustments, more children and youth could be served by existing programs than previously thought.

Utilization rates are strongly influenced by non-flexible needs of families, such as hours a program is open; the availability of transportation; cost; attractiveness of the program to children and youth; respect and inclusiveness of ethnicity and culture; and various aspects of quality. Meeting current demand will call for investments to better match available programs to the needs of families in the community.



MANY FAMILIES STRUGGLE TO FIND A PROGRAM THAT FITS

The supply of afterschool and youth development programs contains a very mixed inventory. Families' ability to find a program that fits their child and their circumstances differs greatly, as illustrated by these examples:

If a family is “shopping” for a program for a child 7 years old, and they need an hour of care before school and two hours after school; would like the child to be in licensed care center; can afford to pay \$400 a month; the school district will drop off their child at the afterschool program; they want their child to get help with homework, do arts and crafts, and have recreational/physical activity time; and the parents and child speak English, they have a good chance of finding what they need.

If another family has a child who is 12; needs 5 hours of care after school because of the parents' work schedules; can only afford to pay \$150 a month; cannot drive the child between school and the program; wants the child to learn more about computers and do community service; and the parents speak limited English, they are probably not going to find a program that meets their needs.

Between these two examples are thousands of families with unique needs, many of which will have to make trade-offs between what they want from an afterschool or youth development program and what is available.

MEETING DEMAND WILL REQUIRE FLEXIBLE RESOURCES AND MULTIPLE STRATEGIES TO MAXIMIZE USE OF EXISTING CAPACITY

Data indicate that there is demand for 150,000 to 190,000 children and youth (or 17% to 22% of all children and youth of these ages) to be engaged in afterschool and youth development programs. Responding to that demand will likely require at least two major approaches:

- Strengthen or reshape existing programs to meet community needs.
- Create programs where children and youth are underserved.

Substantially more funding for afterschool and youth development programs is needed if demand is to be met and community benefits obtained. Although assessing the quality of current programs is outside the scope of this supply and demand study, based on national studies it is highly likely that many programs are of poor or moderate quality.

Simply putting more kids into poor quality programs is not an effective strategy. Efforts to serve more children and youth should be connected to efforts to improve the quality of those that are not capable of enhancing the development of children and youth and lowering their risk of a variety of bad outcomes.

Simply putting more kids into poor quality programs is not an effective strategy.

Programs can neither serve more kids nor strengthen their quality without additional funding. Parents in low-income communities cannot pay more than a modest share of the cost of afterschool programs for their children. For some families, even a modest fee is a barrier to participation. Most programs constantly struggle to find and retain skilled staff, to purchase supplies and materials that support enriching activities, and to find safe, attractive and affordable space.

INFRASTRUCTURE AND COORDINATION NEEDED TO MAXIMIZE NEW INVESTMENTS

Program investments alone will not improve the overall planning, coordination, evaluation, and other infrastructure needed to maximize program investments. The estimated annual cost for those essential infrastructure functions on the state and local level is \$4M.¹

GAP COULD BE FILLED IN 15 YEARS AND MULTIPLE FUNDING SOURCES ARE AVAILABLE

Substantially more funding for afterschool and youth development programs is needed if demand is to be met and community benefits obtained.

Improving the fit between families' needs and the current capacity of programs to then serve an additional 150,000 kids demanding afterschool programs in the future could be achieved in fifteen years with incremental annual increases in program revenue of \$24M statewide (\$20M for serving more children and youth and \$4M for infrastructure and coordination).

A fairly modest portion of that amount could be generated by program fees paid by families. A sizable portion could be provided through child care subsidy payments, especially if more children ages 5 to 12 from very low-income families are enrolled. State funding to improve quality of programs should be focused on afterschool programs. Local public and private organizations can also provide a portion of the revenue. A reasonable and realistic portion of state general funds needed each year for program support is 40 percent of the total cost, or \$24M per year that grows in incremental annual increases for 15 years.

These figures do not include the cost of helping existing programs operate at a high level of quality, as that work is outside the scope of this study.

APPROACHES LIKELY TO MAXIMIZE NEW INVESTMENTS INCLUDE:

1. Increase awareness among families about programs currently available.
2. Obtain stable funding to allow long-term planning and coordination.
3. Bring current programs to a standard of high quality.
4. Invest in infrastructure for coordination and professional development.
5. Form collaborations and partnerships on a local level to understand
 - a. What capacity currently exists and
 - b. How well it can meet families' needs, and
 - c. Conduct thorough planning so investments have maximum benefit for the children and youth with the most need.
6. Ensure that expansion of current programs or creation of new ones results in high quality programs that engage children and youth.

Program investments alone will not improve the overall planning, coordination, evaluation, and other infrastructure needed to maximize program investments. The estimated annual cost for those essential infrastructure functions on the state and local level is \$4M.

Improving the fit between families' needs and the current capacity of programs to serve an additional 150,000 kids demanding afterschool programs in the future could be achieved in fifteen years with incremental annual increases in program revenue of \$24M statewide.



CONCLUSION

This study provides state and local stakeholders with a great deal of data analysis to better understand the complexities of serving young people ages 5 to 18 in engaging, high quality afterschool and youth development programs that fit the needs of their families.

In Washington, an estimated additional 150,000 to 190,000 children and youth would participate in AYD programs if the schedule, location, cost and other features meet their needs and desires. Although current programs report being able to serve many more young people than they are now, adding participants would require additional funds.

Substantially more funding for afterschool and youth development programs is needed if demand is to be met and community benefits obtained.

Improving the fit between families' needs and the current capacity of programs to then serve an additional 150,000 kids demanding afterschool programs in the future could be achieved in fifteen years with incremental annual increases in program revenue of \$24M statewide.

The establishment of a database of all afterschool and youth development programs would be extremely helpful for policy and planning in future years. Additional research is needed to understand the quality of existing programs and what it might take to improve quality across the state, while concurrently working to increase the number of spots available for children and youth.

Introduction

When the official school day and the school year end, our children and youth continue to learn, develop, shape their character, and gain understanding of the world around them in either positive or negative ways.

OUR KIDS ARE STILL LEARNING AFTER THE SCHOOL BELL RINGS

Children and youth spend about 80 percent of their waking hours outside of school.² When the official school day and the school year end, our children and youth continue to learn, develop, shape their character, and gain understanding of the world around them in either positive or negative ways.

WHO AND WHAT IS INFLUENCING OUR KIDS AND THEIR DEVELOPMENT?

We know that biological and cognitive changes transform our children's bodies and minds throughout childhood and adolescence. Where and with whom our kids spend their time directly influences their development. We know our children and youth spend many hours with family at home and teachers at school, however, not as much is known about the hours they spend with other caring adults outside of home and school.

WHY ARE AFTERSCHOOL AND YOUTH DEVELOPMENT PROGRAMS SO IMPORTANT TO MANY SECTORS OF A COMMUNITY?

Policymakers, schools, law enforcement officers, families, community leaders, and researchers have had a growing interest in research findings indicating how children and youth who participate in afterschool programs "reap a host of positive benefits" in a number of interrelated outcome areas: academic, social/emotional, prevention, and health and wellness.³ Quality relationships and activities are required to gain substantial benefits.

Four principal factors drive this growing interest in supporting afterschool and youth development programs:⁴

1. A belief that public spaces such as streets and playgrounds are no longer safe for children's out-of-school time.
2. A sense that it is stressful and unproductive for children to be left on their own after school.
3. A concern that many children need more time and individual attention than schools can provide to master basic academic skills.
4. A conviction that low-income children deserve the same opportunity as their more advantaged peers to explore expressive arts, sports, and other developmentally enriching activities.



WHAT ARE AFTERSCHOOL AND YOUTH DEVELOPMENT PROGRAMS?

Afterschool and youth development programs (AYD) are general terms used to describe an array of safe, structured programs that provide children and youth ages kindergarten through high school with a range of supervised activities intentionally designed to encourage learning and development outside the typical school day.

In this report, they are further delineated by the presence of formal supervision by caring adults; and activities scheduled and operated at least two days or ten to fifteen hours per week on an ongoing basis.

The programs have various names and functions and are operated by many types of organizations. Generally, “afterschool programs” serve school-age children (ages 5-12) and “youth development programs” serve teens (ages 13-18).

Afterschool and youth development programs provide academic support, educational enrichment, cultural and social development activities, recreation, visual and performing arts, tutoring and homework services, leadership skills, career and college preparation, and development of the

whole child. The programs generally operate before school, after school, and/or during summer and other school breaks.

Organizations such as the YMCA, Boys and Girls Club, community centers, tribes, 21st Century Community Learning Centers, licensed child care centers and family homes, parks and recreation departments, as well as public and private schools, faith communities, and summer camps offer afterschool and youth development programs.

Providers that run afterschool and youth development programs are already meeting over half of the estimated demand for Washington State. It is feasible to meet the remaining estimated demand with relatively modest resources over the next fifteen years.

To determine if Washington has enough AYD programs to respond to these concerns, we conducted this statewide supply and demand study to understand:

- Does Washington State have enough afterschool and youth development programs to provide these opportunities for its children and youth?
- How can we separate the interest families and kids may have in participating in afterschool and youth development programs from the actual demand for specific types and characteristics of programs?
- Can we make a reasonable estimate of the level of demand for afterschool and youth development programs so that planning and financing can occur in a systematic way?
- What would it take to respond to the demand for AYD programs?

A. ORIGIN AND PURPOSE OF REPORT

School's Out Washington, a non-profit intermediary organization that provides training, advocacy and leadership to afterschool and youth development programs in Washington, launched a study in late 2007 to discover who is providing what AYD programs for whom, and how many of them exist in the state. The ultimate goal was to understand what AYD programs already exist in Washington, what the demand is for additional AYD programs, and how we can close the gap.

In 2005 School's Out Washington (SOWA) in collaboration with the Office of the Superintendent of Public Instruction published the statewide afterschool plan, *Afterschool in Washington: A Smart, Strategic Investment*. The plan called for further study on the topic of supply and demand, recognizing that Washington and many other states and communities have struggled to quantify and describe the need for and availability of AYD programs.

Several barriers make it challenging for states to assess the supply and demand of AYD programs. AYD programs for children and youth are operated independently by thousands of providers in Washington. Local Childcare Resource and Referral agencies track opportunities available in licensed childcare and afterschool programs, but programs that do not need to be licensed or serve children over age 12 are not included. There is no central

registry or data collection. Second, the lack of a clear determination of what type of programs should be included in the primary study represents another barrier to assessing the supply and demand.⁵ Finally, such a comprehensive study requires a significant amount of resources that was not available to School's Out Washington earlier.

Relying on multiple data sources, this study provides solid information about supply of and demand for AYD programs in Washington State. It tackles these issues at a deeper level than any other state has attempted or achieved.⁶ It provides a sound basis for action by policymakers and funders.

The conclusion is compelling: Providers that run afterschool and youth development programs are already meeting over half of the estimated demand for Washington State. It is feasible to meet the remaining estimated demand with relatively modest resources over the next fifteen years.

B. IMPORTANCE OF QUALITY IN AFTERSCHOOL AND YOUTH DEVELOPMENT PROGRAMS

Quality afterschool and youth development programs produce powerful outcomes

Substantial attendance at a high quality AYD program contributes to a wide range of positive outcomes for young people.⁷ In addition, investing in AYD programs pays off in the future with lower law enforcement, juvenile justice, public health, and social services costs. These benefits, including increased



Kids who spend their out-of-school time unsupervised are 75 percent more likely to use cigarettes or drugs, three times more likely to be suspended from high school, and six times more likely to drop out of school by their senior year.

social competence, academic performance, and civic engagement, grow larger with longer duration and higher hours of AYD participation.⁸ The hours between three and six in the afternoon on school days are peak hours for juvenile crime and experimentation with risky behaviors.⁹ Kids who spend their out-of-school time unsupervised are 75 percent more likely to use cigarettes or drugs, three times more likely to be suspended from high school, and six times more likely to drop out of school by their senior year.¹⁰

Employers also benefit from AYD programs. Working parents experience considerable stress when their kids are out of school and unsupervised, which can lead to lower productivity and increased absenteeism in the workplace.¹¹ One report indicated that parents who do not have access to quality afterschool programs for their kids are more likely to report high levels of disruption, missed days of work, increased errors, and decreased productivity.¹²

Simply increasing the number of AYD programs without ensuring they are of high-quality, may leave many children and youth without the benefits that AYD programs offer. High quality programs require enough well-educated staff that are paid at a level to ensure retention, caring relationships between the staff and young people, content that is developmentally appropriate and engaging for children and youth, and facilities that are attractive and allow for many types of activities.

C. HOW THIS REPORT IS ORGANIZED

This report begins with an explanation of the options available for the care and supervision of Washington children and youth ages 5- 18 when school is not in session and provides considerable information on where they are spending their time after school. With this context, we can better understand the proportion of children and youth who may need or want to participate in an AYD program.

Section 2 examines the current supply of AYD programs, and delves deeply into the wide variations in what AYD programs provide. These differences often make it difficult or impossible for a family to find a program that fits its needs. As a result, although there might be openings in ten different AYD programs near a family's home, none of them may offer the combination of factors that a family considers when choosing a program: hours of operation, cost, transportation, and indicators of quality.

Section 3 contains a comparison of the overall supply and features of AYD programs in an urban, suburban, and rural community.

Section 4 includes estimates of the level of need to serve additional kids in AYD programs in Washington, and an examination of the factors that influence demand. It also contains some guidance for efforts to provide more families with high quality AYD programs that meet their needs.

D. METHODOLOGY AND DATA SOURCES

School's Out Washington contracted with Heliotrope, an independent consulting firm in Seattle, to assist with the data collection and to undertake analysis of the data and report writing for this supply and demand study. Parties worked in collaboration to gather the most reliable statewide and national data sets, administer a statewide survey of providers, and conduct focus groups with parents and youth in three communities in Washington. We employed a strategy known as triangulation which is designed to provide both a more detailed and balanced picture of a complex situation as well as increase the level of confidence with results where different methods or sources lead to the same result. Wherever possible, we compared data from various sources to identify consistencies or discrepancies.

This section provides a greater level of detail than many reports, because of the unique nature of gathering information about the supply of and demand for AYD programs. We want readers to understand what information we were able to obtain and where future research needs to be conducted. We want readers to have this context so they understand the data sources we are working from and how we braided them to provide findings and recommendations. A guide developed by the Finance Project and the National Governors Association Center for Best Practices, entitled "Estimating Supply and Demand for Afterschool Programs: A Tool for State and Local Policymakers," informed our process and prescribed the following steps:¹³

- *Determining a process that meets specific, expressed needs*
- *Convening a planning group*
- *Utilizing existing state and local data*
- *Collecting new data through use of a variety of survey tools*
- *Analyzing and applying gathered information.*

Methodology for collecting and analyzing new data on the statewide level
We used three major strategies to collect information necessary for this study: a statewide survey of AYD providers; parent and youth focus groups in three local communities; and analysis of a previously conducted statewide household child care survey to mine data on children ages 6 to 12. The description of each data source and the methodology used to gather and analyze data is set forth on the following pages.



In total, School's Out Washington collected a total of 8,852 afterschool and youth development contacts to be included in the survey.

PROVIDER SURVEY

The statewide afterschool and youth development program provider survey solicited information from professionals providing afterschool and youth development programs during the school year and summer. The survey was written by School's Out Washington and the consulting team with input from Washington State Child Care Resource & Referral Network and providers serving on the Washington Afterschool Network (WAN) who volunteered to pilot the survey.¹⁴

ASSEMBLING THE LIST OF EXISTING state and local PROGRAM DATA:

School's Out Washington and the consulting team collected contact information for afterschool and youth development program providers across the state from:

- School's Out Washington's database
- Licensed child care provider list from the Washington State Child Care Resource & Referral Network
- GuideStar, a searchable database of non-profits in the United States
- Private schools list from the Washington State Office of the Superintendent of Public Instruction (OSPI)
- List of 21st Century Community Learning Centers from OPSI
- List of organizations and camps sponsoring outdoor programs as collected by the Washington Recreation & Park Association
- List of tribal programs from the Child Care Bureau at the U.S Department of Health and Human Services
- List of all the public school principals
- In addition, the larger organizations, namely, Boys and Girls Clubs, Washington State University Extension 4-H, YMCA, and Camp Fire preferred to distribute survey invitations internally via staff email lists.

DISCOVERY OF NEW PROGRAM INFORMATION:

SOWA partnered with local Child Care Resource and Referral agencies, Washington Regional Afterschool Project (WRAP) partners across Washington State, and community partners to discover and identify additional programs not already on the above lists, such as faith-based and community-based programs, drop-in programs, and other non-licensed or licensed-exempt programs run by schools, community centers or churches. This discovery process yielded an additional 1,418 program contacts. In total, School's Out Washington collected a total of 8,852 afterschool and youth development contacts to be included in the survey.

LAUNCHING THE SURVEY AND FOLLOW-UP:

SOWA launched the survey from April 7, to May 30, 2008 using an online survey system. Once all of the names were assembled, all contacts on the

list were sent a postcard inviting them to participate in the online survey or to contact School's Out Washington for a paper survey. Then, all contacts with an email address were sent an email invitation, with 3 reminders over a 6 week period while a targeted group of contacts without email addresses were sent a paper version to complete. Follow up efforts were strategically prioritized to ensure a high response rate from afterschool and youth development programs in rural areas and the three profiled communities.

Providers working within Boys and Girls Club, Washington State University Extension 4-H, YMCA, and Camp Fire received an email invitation with links to the survey and email reminders through their organizations. SOWA also posted an open invitation to participate in the survey on its website as well as submitting the link to multiple listservs.

DATA COLLECTED ON THE SITE LEVEL:

This study asked providers for information about their afterschool and youth development program participation on the site level; the physical location where the program operates. If an organization offered the same type of content at five different locations, we collected data about each of the five sites.

LEVEL OF RESPONSE:

School's Out Washington sent 3,573 providers an e-mail invitation to participate in the survey and also sent the link through various listservs. In addition, 887 paper surveys were mailed to providers for whom no email address had been obtained. A total of 1,558 sites responded to the survey.



TYPE OF ORGANIZATIONS RESPONDING:

Survey respondents were asked to identify their type of organization, according to the following choices (shown with the response percent and count for each category).

Organizations that Responded to the School's Out Washington Provider Survey by Type

	NUMBER OF SITES	PERCENTAGE OF SITES
4-H	15	1%
Boys and Girls Club	86	6%
Camp Fire	19	1%
Child care center	190	12%
Faith-based organization	40	3%
Family child care home	377	25%
Library	40	3%
Local community-based agency	90	6%
Military or armed forces	1	0%
Parks and Recreation	106	7%
School (private and faith-based)	30	2%
School (private and secular)	29	2%
School (public)	142	9%
Tribal	8	1%
YMCA	151	10%
Other	215	14%
Total	1539	100%

Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

Many of the programs that categorized themselves as “other” were 21st Century Community Learning Centers, faith-based programs, arts or science programs, operated by or in partnership with local government, and outdoor parks and recreation programs.

PARENT AND YOUTH FOCUS GROUPS AND INPUT FORMS IN THREE COMMUNITIES:

School's Out Washington selected three communities to provide an urban (Tacoma), suburban (Shoreline), and rural (Lower Yakima Valley) perspective. SOWA collaborated with the following local partners to conduct parent and student focus groups in each community:

- **Northwest Community Action Center**, community partner in the Lower Yakima Valley
- **City of Shoreline**, community partner in Shoreline
- **Washington State 4-H Foundation**, community partner in Tacoma



Community partners recruited participants and conducted the local focus groups.

Number of Focus Group Participants in the Three Selected Communities

	LOWER YAKIMA VALLEY (RURAL)	SHORELINE (SUBURBAN)	TACOMA (URBAN)	TOTAL PARTICIPANTS
Parents	33	58	55	146
Students	45	26	49	120
Total	78	84	104	266



School's Out Washington also collected additional information from parents by administering "Parent Input Forms," brief questionnaires, during the focus group sessions. The Parent Input Forms included questions about the afterschool and summer care arrangements parents have for their kids, the fees they pay for care, the mode of transportation their kids use afterschool, and which characteristics they look for in the afterschool and summer care arrangements they select for their kids.

WASHINGTON STATE HOUSEHOLD CHILD CARE SURVEY, ANALYSIS OF OUT-OF-SCHOOL CARE FOR SCHOOL-AGE CHILDREN:

School's Out Washington contracted with the Human Services Policy Center at the University of Washington to conduct an analysis based on a general population survey of Washington State households with children 0-12. The population of interest was narrowed to school-age children age 6-12. The data were collected in 2001 from a representative statewide sample; 2006 population figures were used for age-weighting in order to make the sample representative of the most current distribution of children in Washington State. The focus was on all types of care utilized by school-age children. Two age groups were used in order to draw a finer distinction between children (age 6-8) and children (age 9-12).

- Existing statewide data sources consulted:

WASHINGTON STATE HOUSEHOLD CHILD CARE SURVEY, UNIVERSITY OF WASHINGTON HUMAN SERVICES POLICY CENTER, (2002):

The University of Washington Human Services Policy Center (HSPC) analyzed data from this general population survey with a representative statewide sample conducted in Washington State in 2001 to determine what child care arrangements families were choosing for their children ages 6 to 12.

WASHINGTON STATE CHILD CARE & EARLY LEARNING DATA REPORTS, WASHINGTON STATE CHILD CARE RESOURCE & REFERRAL NETWORK (2007):

These data reports contain county-by-county information about the number of licensed centers providing services for school-age children and the number of slots available at those centers and were used as one of the reference points for estimating supply and demand across afterschool and youth development programs.

LICENSED CARE IN WASHINGTON STATE: 2006, DEPARTMENT OF EARLY LEARNING (2008):

Information was extracted about the number of children and households in the state (by county) participating in licensed care.

**WASHINGTON STATE HEALTHY YOUTH SURVEY,
WASHINGTON STATE DEPARTMENT OF HEALTH (2007):**

This survey was administered to 6th, 8th, 10th, and 12th graders in 2006 with a total of 203 schools and 32,531 students contributing data to the statewide sample. Data includes region type (e.g., urban, rural, large town), county, and age group. The Washington State Family Policy Council staff assisted in analysis of relevant survey questions.

**DATA FOR 2007–2008 SCHOOL YEAR, OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION (2008):**

OSPI provides data on its website about various student populations and ethnicity data.

► Existing nationwide sources consulted:

**BEFORE- AND AFTER-SCHOOL PROGRAMS AND ACTIVITIES SURVEY,
NATIONAL HOUSEHOLD EDUCATION SURVEY PROGRAM (2005):**

A stratified, random sample of adults in the United States was included for the 2005 survey, so that different age and ethnic groups were appropriately represented. A total of 11,684 parents of students age 0 to 15 were interviewed (each interviewee provided information about one of their children, based on sampling procedures).

**WHO’S MINDING THE KIDS? CHILD CARE ARRANGEMENTS:
SPRING 2005; SURVEY OF INCOME AND PROGRAM
PARTICIPATION, UNITED STATES CENSUS (2005):**

This set of data provides indicators of how children spend their out of school-time and data on self-care.

**UNITED STATES CENSUS DATA AND
POPULATION PROJECTIONS (1999–2008):**

Census data were used to provide demographic and population estimates.

METHODOLOGY FOR SYNTHESIZING DATA ANALYSIS

Due to the enormous volume of data collected through the newly created sources, and existing statewide and national sources, School’s Out Washington and the consulting team focused their analysis efforts by selecting five topic areas and three lenses through which to examine them. The topic areas and lenses were chosen to answer specific questions of interest to School’s Out Washington study of supply and demand for AYD programs.

*What do we see when
we look closely at
programs in rural,
suburban, and urban
programs?*

The data generated by the provider survey is very rich and gives us insights into AYD programs in Washington that have not previously been available.

THE FIVE TOPIC AREAS

1. **Capacity:** What is the maximum number of kids that can be served?
2. **Hours of Operation:** How early/late are afterschool and youth development programs open?
3. **Cost:** How much does it cost for a child to attend an afterschool and youth development program?
4. **Transportation:** How do kids get to their afterschool and youth development programs?
5. **Ethnicity:** Are there differences in afterschool and youth development program participation by ethnicity?

The following three lenses were used in examining each of the five topics.

- **Ages served:** Are there differences between programs serving school age children (5-12 years old) and youth (13-18 years old)?
- **Program type:** What similarities and/or differences do we see among child care centers, community-based organizations, large organizations, school/library programs, etc?
- **Region:** What do we see when we look closely at programs in rural, suburban, and urban programs?

Results of the analysis are presented in graphs, tables and maps to illustrate the findings. Delineation between school year and summer services are presented where there were differences in the findings.

LIMITATIONS OF ANALYSIS

The data generated by the provider survey is very rich and gives us insights into AYD programs in Washington that have not previously been available. The data from the provider survey, however, should be interpreted with caution, with the following caveats in mind. Not all providers meeting the definition of an AYD program in the state could be identified. Respondents could have interpreted questions differently. The provider survey response rate was low relative to the many providers across the state. School's Out Washington and the consulting team used a variety of means to reach providers (telephone, email, U.S. mail, or in person). Focus groups and surveys were conducted in English, Spanish, and Cambodian, but not in any other languages. Written communications were all in English. Responses should be considered informative but not generalizeable. Data are presented from a variety of studies using the categorization of their original collectors; therefore it is not possible to present all data in this report in uniform categories of age, grade, and program type.





Supply and Demand are Influenced by the Availability of Other Choices

1

Where elementary, junior high, and high school students go after school depends a lot on whether there is a parent or relative in the family who is home when they return from school; whether the students are involved in lessons or clubs related to a particular interest; whether there are AYD programs that are nearby, affordable and interesting; whether the students are old enough to be home alone or be working; and many other factors.

Before we assess the current supply of AYD programs and estimate the extent of demand for more, it is helpful to understand what proportion of students might need or want to attend a program after school.

A. WHAT ARE THE PRIMARY CHOICES?

Before and after school and during the summer, children and youth ages 5 to 18 use a variety of arrangements, often combining options. Choices vary most notably by age. The six primary types of arrangements are:

- *Afterschool and youth development programs*
- *Lessons, clubs, and sports*
- *With parents, relatives, adult friends, or neighbors (family, friend, and neighbor care)*
- *Drop-in programs*
- *Self care*
- *Work places*

1. AFTERSCHOOL AND YOUTH DEVELOPMENT (AYD) PROGRAMS:

In this report, we use the term “afterschool programs” to describe a full range of AYD programs serving children ages 5–12 and “youth development programs” to describe those serving teens ages 13–18. Programs included in this definition might be licensed, certified, exempt, or not, and offered by organizations that are non-profit, for-profit, or governmental (includes tribes, public schools, and cities and counties).¹⁵ In this report, afterschool and youth development programs will be collectively referred to as AYD programs unless otherwise noted.¹⁶

EXAMPLES OF AYD PROGRAMS:

Camp Fire after school child care programs at or near elementary schools; structured Boys and Girls Club afterschool activities for junior high students; leadership programs at the YMCA for high school students; cultural studies offered by tribes; tutoring and homework help through 21st Century Community Learning Centers; licensed child care centers and family child care homes; and a six-week summer faith-based day camp.

For the purposes of this study, programs are considered AYD programs if they fit the following three criteria:

- a. Age range and adult supervision:** Programs serving children and youth ages 5 to 18 for which there is formal supervision by adults.
- b. Content/purpose:** Programs provide supervised activities intentionally designed to encourage learning and development, such as academic support, tutoring, cultural enrichment, technology, drug/alcohol/tobacco prevention, community service, life skills, violence prevention, leadership skills, career and college preparation, spiritual or faith activities, educational enrichment, cultural and social development activities, recreation, visual and performing arts, and development for the whole child. Youth development programs in particular can include counseling, career exploration, summer employment, dropout prevention, financial literacy, academic assistance, and sports and recreation.
- c. Dosage:** Programs that provide ongoing, regularly scheduled offerings outside the typical school day at least two days a week or ten to fifteen hours a week on an on-going basis. The programs generally operate before school, after school, and/or during summer and other breaks. Programs can be school year only, summer only, or year round.
- d. Type of organization:** Programs can be run by all types of organizations: school districts, churches, community-based organizations, city, county, state, or federal agencies, large non-profit organizations like YMCA or Boys and Girls Club. Also, programs may result from collaborations or partnerships of several distinct organizations.

2. LESSONS, CLUBS, AND SPORTS

This afterschool arrangement includes extracurricular classes, clubs, and activities for students, such as football practice, drama club, or band rehearsal or private lessons that are supervised by adults such as coaches, instructors and volunteer leaders. Some organizations may offer activities in homes or rotating community settings and only meet for a few hours per week or per month.

3. WITH PARENTS, RELATIVES OR ADULT FRIENDS OR NEIGHBORS

A large number of kids are supervised by family members, other adults in their neighborhood, and family friends.

4. DROP-IN PROGRAMS

For free or a nominal fee, kids can visit a drop-in program after school and/on weekends that tends to have a more informal structure. Drop-in programs are offered in diverse settings that range from small homes to large clubs or centers.

5. SELF-CARE

Includes children and youth who spend their afterschool time alone or with friends and without adult supervision.

6. PLACES OF EMPLOYMENT

Locations at which youth are working for pay.

B. WHICH ARRANGEMENTS ARE USED BY WHOM?

A detailed response to this question could fill a book, because most families use many different arrangements (and combinations of arrangements) for their kids that can differ by days of the week, months of the year, age of the child, and many other factors.

Most families use many different arrangements (and combinations of arrangements) for their kids that can differ by days of the week, months of the year, age of the child, and many other factors.

To maximize what we can learn, we are drawing on the best available data, comparing findings from different sources to determine consistency, and analyzing and interpreting data based on professional experience and expertise.

The ages of children and youth appear to be the biggest factor driving the choice of afterschool arrangements. For that reason, this section is organized to understand patterns of where children are after school beginning with their early

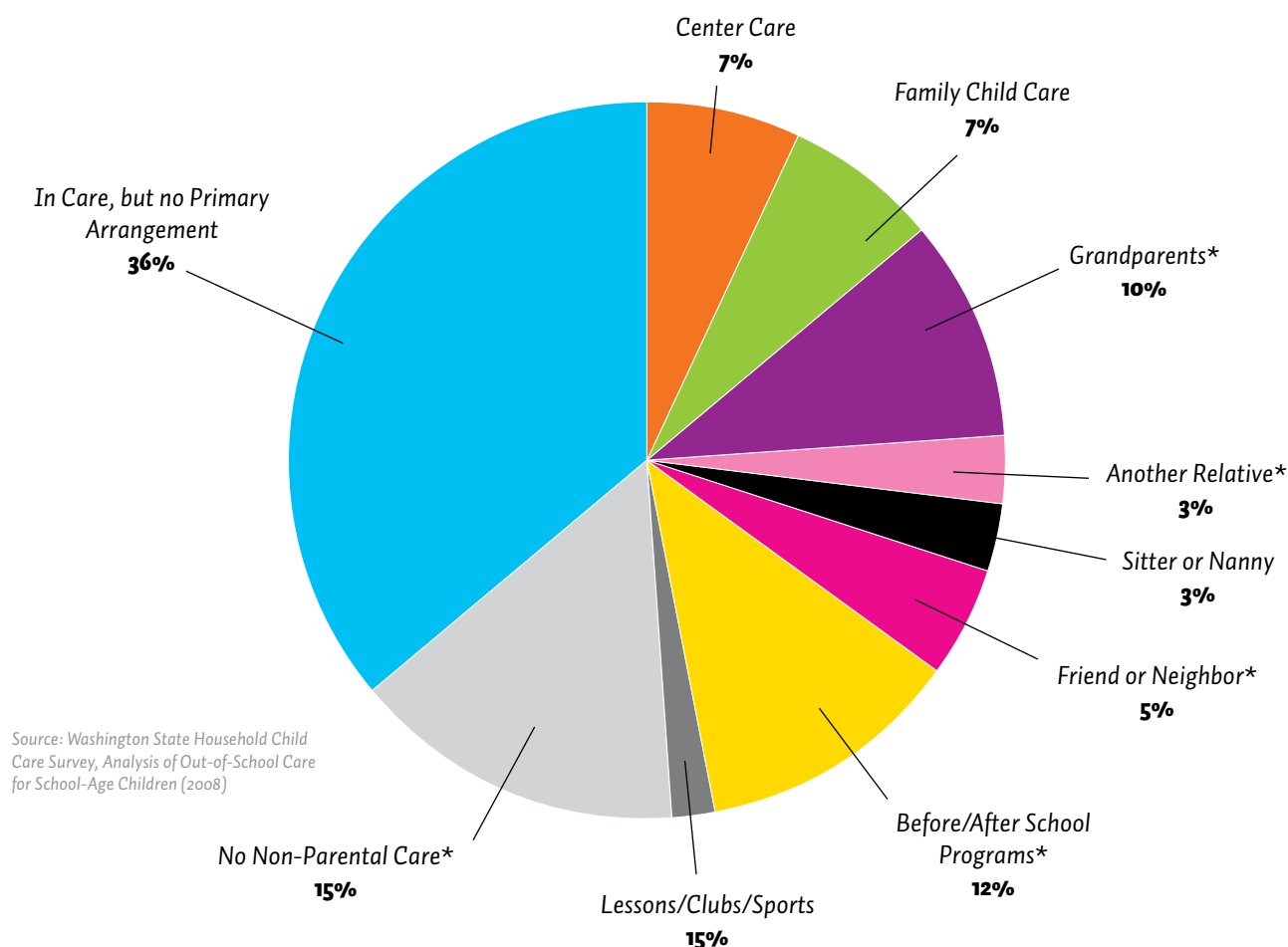
school years, and looking at how those patterns shift as they grow older.

C. CHILDREN AGES 6 TO 12

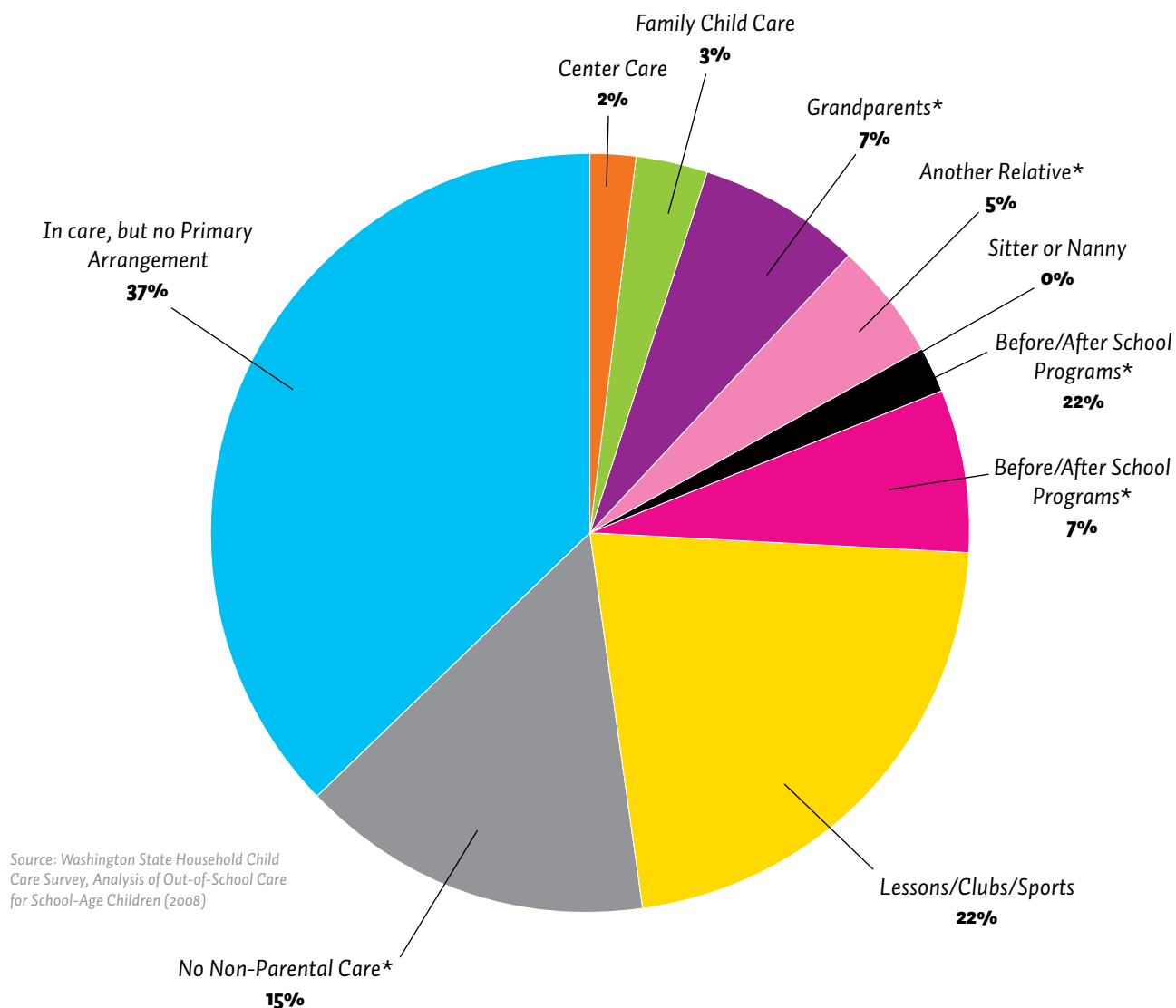
Analysis of the 2001 Washington State Household Survey provides excellent data to determine which child care arrangements families choose for their children from birth through age 12.¹⁷ One of the most accurate ways to understand where elementary school children are after school is to determine their primary form of care, which we can do from the household survey analysis.

Primary type of care: Primary care arrangement is the type of care children use more than any other type, and for at least 5 hours a week. A dramatic shift in the primary type of care occurs between ages 6 to 8 and ages 9 to 12. Over a third of children ages 6 to 12 use such a variety of care arrangements that none of them are predominant enough to qualify as a primary type of care. “No non-parental care” means children are with their parents or on their own or some combination of the two.

Percent of Children with Each Type of Primary Care Arrangement, Ages 6-8



Percent of Children with Each Type of Primary Care Arrangement, Ages 9-12



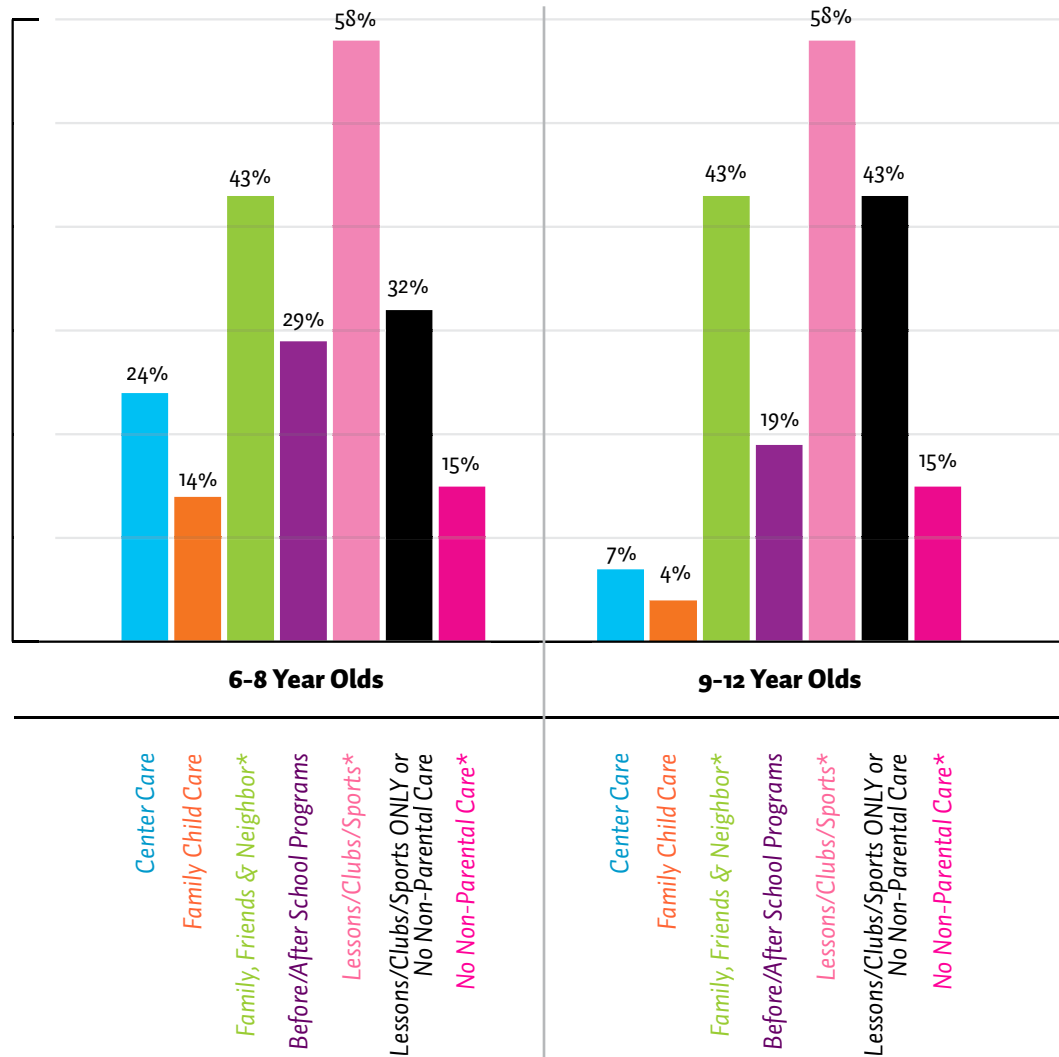
The most significant shifts in primary care arrangements between the younger elementary school group and the older group are:

- Use of center care and family child care homes drops from 14 percent to 5 percent.
- Use of before and afterschool programs drops from 12 percent to 7 percent.
- Use of family, friend and neighbor care drops from 21 percent to 14 percent.
- Use of lessons, clubs and sports jumps from 2 percent to 22 percent.

PROPORTION OF KIDS USING TYPES OF CARE:

Determining the primary type of care used after school by children of different ages is only one layer in understanding what a child's life looks like in the hours after school. When we also look at the proportion of kids that use each type of care, we can better understand what is happening for the kids who use a mix of arrangements with or without having a primary arrangement. This information also helps us visualize the complexity of children's and parents' lives as they mix and match arrangements.

Percent of School-Age Children Participating in Types of Care



AMOUNT OF HOURS IN TYPES OF CARE:

The quantity of time spent in each type of care adds yet a third dimension to thinking about the environments

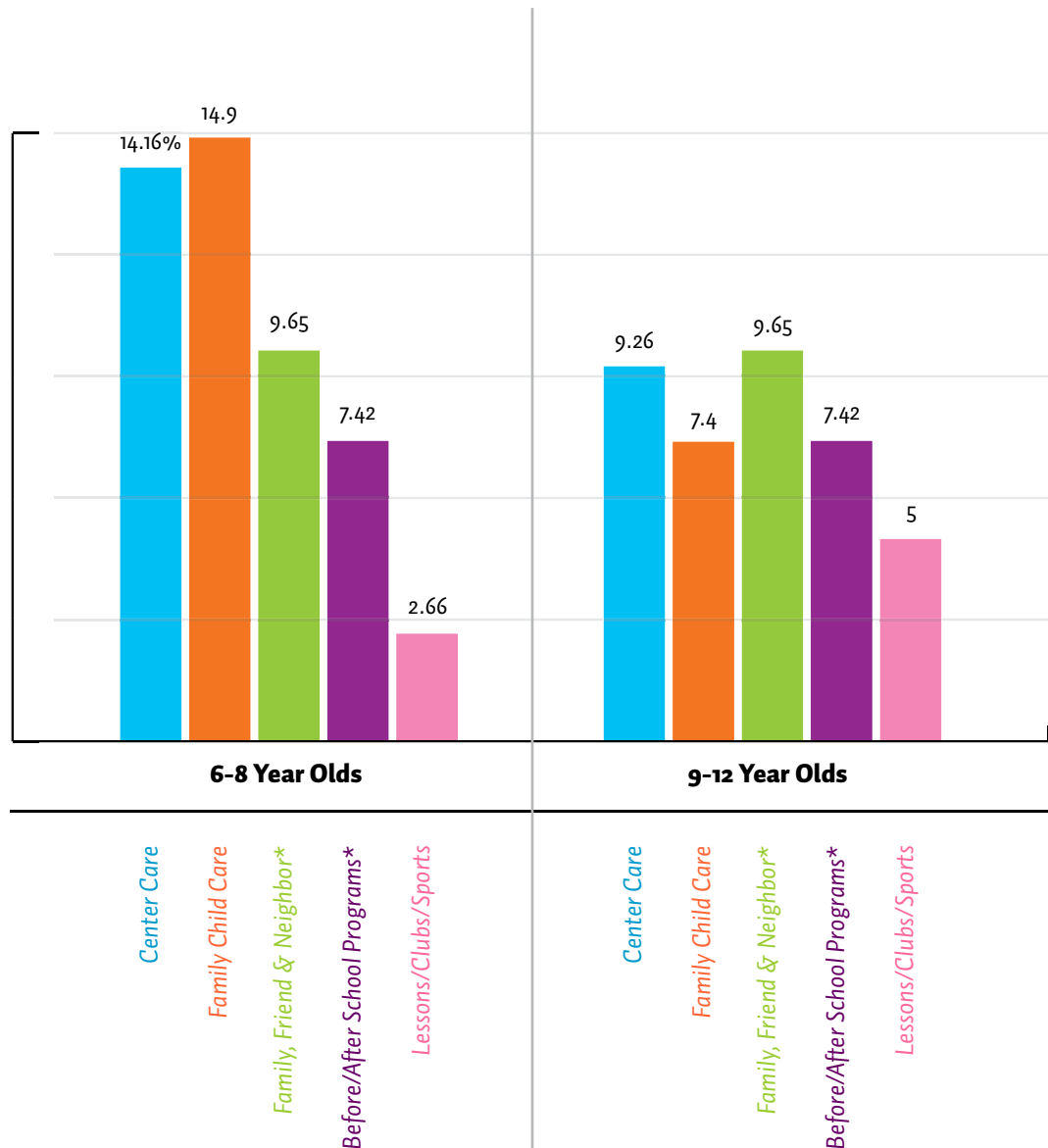
children are in after school and who is with them.

Children are more likely to be influenced by settings in which they spend significantly greater amounts of time.

Determining the primary type of care used after school by children of different ages is only one layer in understanding what a child's life looks like in the hours after school.

Average Hours Per Week in Care

Source: Washington State Household Child Care Survey, Analysis of Out-of-School Care for School-Age Children (2008)



Further analysis helps us understand the wide variations among the number of hours children spend in the different forms of care.

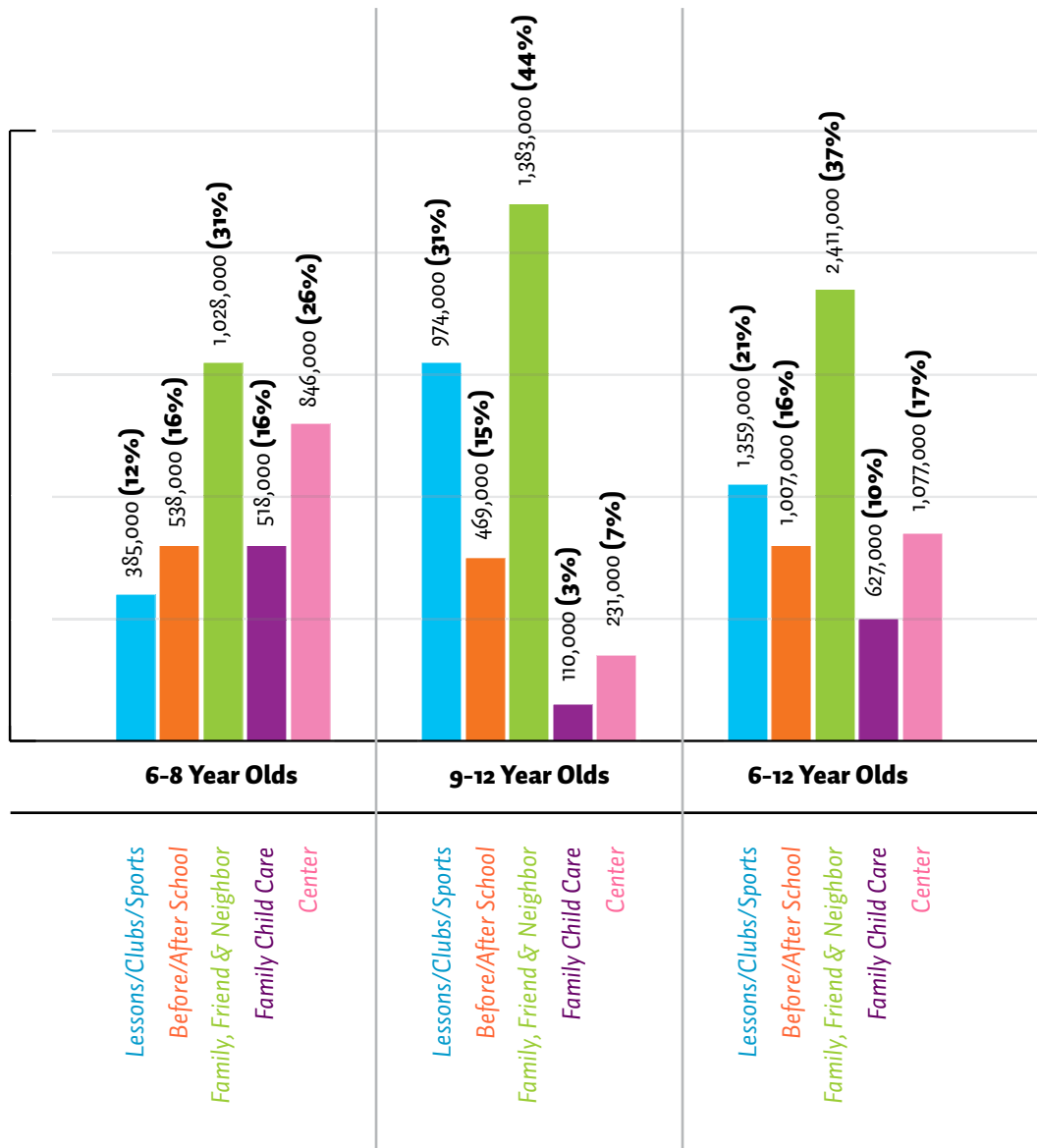
TOTAL HOURS PER WEEK IN TYPES OF AFTERSCHOOL ARRANGEMENTS:

Estimating the total number of hours used each week per type of care statewide is especially helpful in examining those types of care that may have relatively low numbers of children participating but many hours

used per child (such as center care and family child care), or high numbers of children participating and few hours used per child (such as lessons, clubs and sports).

Washington State children ages 6-12 spend, in sum, approximately 2.7 million hours in afterschool and youth development programs in an average week. Children this age spend about 2.4 million hours in the care of relatives, friends and neighbors and about 1.4 million hours in lessons, clubs and sports.

Percent of Total Hours in Care by Age-Group



Source: Washington State Household Child Care Survey, Analysis of Out-of-School Care for School-Age Children (2008)

D. MANY CHILDREN ARE IN SELF-CARE

Researchers identify the following primary risks for children who are in self care: (1) the risk of injury, (2) the risk of suffering emotional or psychological harm, and (3) the risk of poor physical, social, and intellectual development due to poor choices of activities when in self-care.¹⁸

Because no data are available that specifically indicate the proportion of Washington children of various ages who are in self-care we will draw from two rigorous national surveys, one conducted by the Census Bureau and one by the National Center for Education Statistics. Results from the two surveys are similar, and as expected, the percent of children in self-care increases significantly as kids get older.

CHILDREN IN SELF-CARE		CHILDREN IN SELF-CARE**	
Ages	Kids in self-care	Ages	Kids in self-care
5-8	2%	5-7	2%
9-11	10%	8-10	7%
12-14	33%	11-14	27%
Source: Who's Minding the Kids? Child Care Arrangements: Spring 2005; Survey of Income and Program Participation (2005)		Source: Who's Minding the Kids? Child Care Arrangements: Spring 2005; Survey of Income and Program Participation (2005)	

Some children as young as five are on their own after school. Although only 2 percent of children ages 5, 6, 7 and 8 are reported by the US Census to be in self-care, this equates to over 6,700 children in Washington. Among children ages 9 to 11, about 10 percent are reported to be in self-care, an estimated 25,000 children in Washington. For children ages 12 to 14, about 30 percent are reported to be in self-care, or about 81,000 kids in Washington. Across the state, an estimated 113,000 children ages 5-14 are in self-care.

E. YOUTH AGES 13 TO 18

A much more limited amount of data is available about where teens spend their time after school. This is not surprising, given that teens become more involved in school and other activities, get jobs, and want to be more independent. There are very few mechanisms that capture data on the whereabouts of teens after school in a systematic way. The available data below, however, gives us a general picture about where many teens are after school. The categories are not mutually exclusive, and most youth are likely to fall into at least two of the categories.

SUPERVISED ACTIVITIES:

About 40 percent of Washington 8th, 10th and 12th graders regularly participate in supervised school or community activities, an undetermined portion of which would be classified as afterschool and youth development programs.¹⁹ This finding is consistent with a 2003 Census Bureau study on selected indicators of child well-being that reported similar rates of participation.²⁰

WITH FAMILY MEMBERS:

Teens may be at home after school with their parents by choice and convenience.

SELF-CARE:

National data indicates that about 30 percent of youth ages 12 to 14 are in self-care, and we can safely assume that an even higher percentage of youth over age 14 are in self-care.

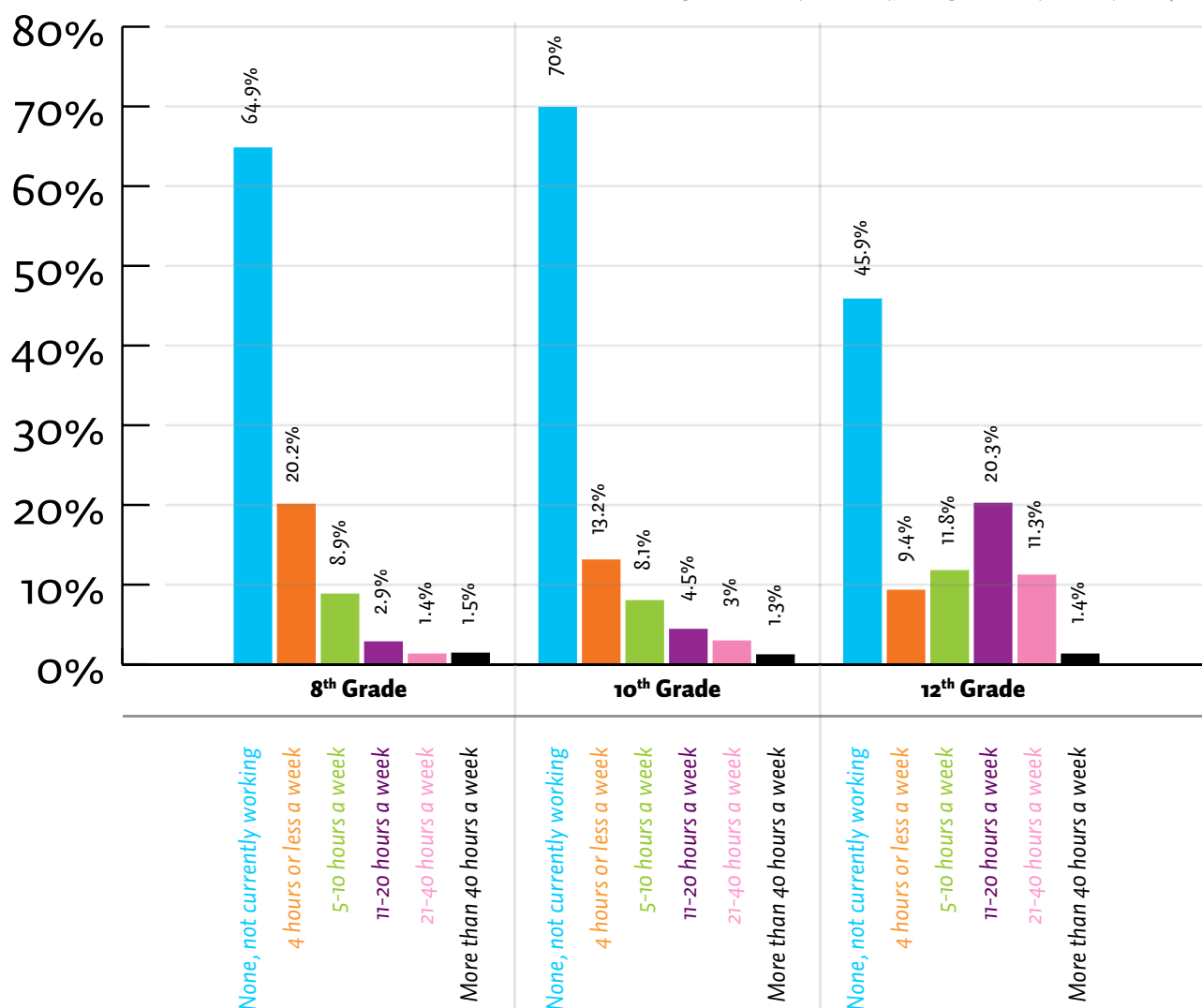
WORK FOR PAY.

Over 35 percent of 8th graders are working for pay, as are 30 percent of 10th graders and 54 percent of 12th graders. Fifteen percent of 8th graders are working 5 or more hours a week, as are 17 percent of 10th graders and 45 percent of 12th graders. About one third of 12th graders work 11 or more hours per week.

Although only 2 percent of children ages 5, 6, 7 and 8 are reported by the US Census to be in self-care, this equates to over 6,700 children in Washington.

Washington Youths in 8th, 10th, or 12th Grade Working for Pay After School

Source: Washington State Healthy Youth Survey, Washington State Department of Health (2007)



YOUTH WHO HAVE DROPPED OUT OF SCHOOL OR ARE DISCONNECTED.

Starting in 9th grade and sometimes younger, many students begin dropping out of school for a variety of reasons. Their activities are not recorded by surveys given in public schools. Some of those youth may be working, some may be homeless, some may be in juvenile detention facilities, and some may be with their parents.

F. SUMMARY OF WHERE KIDS GO AFTERSCHOOL

Washington has a substantial amount of data about where its elementary school students are after school. The rich data from the 2001 household survey show distinctive patterns for lower and upper elementary grades, and confirm that a high proportion of families are juggling several forms of care by choice or by necessity.

The trend toward less formal structured care and more lessons, clubs and sports as children get older begins in elementary school and continues through high school.

Two-thirds of children ages 6 to 8 spend some time in afterschool programs. That proportion drops to 30 percent for ages 9 to 12. The average hours per week in child care centers and family child care homes drops from about 14 per week for ages 6 to 8 to about 8 per week for ages 9 to 12. The average hours in other before and afterschool programs stays steady at 7.5 hours per week across the age span.

A troubling number of children ages 6 to 12 are home alone or otherwise not being supervised.

The trend toward less formal structured care and more lessons, clubs and sports as children get older begins in elementary school and continues through high school. Starting in eighth grade, teens begin working and by their senior year, over half of them are working.

The available data indicate that a large proportion of youth are involved in supervised school or community activities; many are working; and many are home alone or with friends. However, we don't know whether students involved in supervised activities are the same students who are also working, or if those in each category have little overlap. The information available does provide insight into why the supply of and demand for youth development programs for teens is relatively small, given their high levels of involvement in school and community activities and work, and their desire to have social time with friends.



Supply and Characteristics of Afterschool and Youth Development Programs 2

A. CURRENT SUPPLY

An estimated 147,000 children ages 5 to 12 currently attend afterschool and youth development programs, which comprises about 22 percent of 5-12 year olds in Washington. An estimated 32,000 youth ages 13 to 18 participate in afterschool and youth development programs, comprising about 6 percent of 13-18 year olds in Washington State. The total number of children and youth served is estimated at 179,000.

It appears there is a sizable amount of capacity within existing programs, perhaps as much as twice the number of children and youth being served—or the ability to serve up to another 360,000 children and youth.

B. PROPORTION OF SUPPLY CURRENTLY IN USE: CHILDREN AND YOUTH CURRENTLY SERVED BY AFTERSCHOOL AND YOUTH DEVELOPMENT PROGRAMS

AYD programs are provided by a wider variety of institutions and agencies than almost any other type of service. Although good data on the supply of licensed child care is available, neither Washington nor any other state has a central system for tracking the supply of the hundreds of afterschool and youth development (AYD) programs that are exempt from licensing, how many kids they serve, or what their programs offer. Examples of programs that do not require a license in the state of Washington include: school-age programs run by a public school or the armed forces, some drop-in programs, and programs serving children over age 12.

We can make some estimations of the current supply of licensed and non-licensed AYD programs by triangulating information from a number of



The total number of children ages 5 to 12 in licensed care during the school year is 62,600. Over two-thirds of the children are in care part-time. The full-time children are likely children age 5 that have not yet started kindergarten.

sources. Set forth below is a compilation of what we have learned from this study and a description of where future research is necessary.

GOOD INFORMATION IS AVAILABLE FOR NUMBER OF CHILDREN AGES 5-12 SERVED IN PROGRAMS

LICENSED CHILD CARE:

There are two sources of data about the number of children ages 5 to 12 who are in licensed child care in Washington; one from a comprehensive survey

of licensed child care centers and family child care homes conducted in 2006 by the Washington State Department of Early Learning, and the other from a survey of households conducted by the Human Services Policy Center (HSPC) at the University of Washington in 2001 with a representative statewide sample. The total number of children ages 5 to 12 in licensed care during the school year is 62,600. Over two-thirds of the children are in care part-time. The full-time children are likely children age 5 that have not yet started kindergarten.

Estimated Population in 2006 of Children Ages 5 to 12 in Licensed Child Care Settings

	Part-Time Population	Full-Time Population	Total
Child care centers	32,470	16,830	49,300
Family child care homes	10,160	3,140	13,300
Total	42,630	19,970	62,600

Estimates of children in licensed care from the HSPC household survey are divided into two age groups, which illustrate the dramatic drop of children in licensed care over the course of the elementary school years.

NON-LICENSED AFTERSCHOOL PROGRAMS:

The only rigorous study of school-age children's use of non-licensed afterschool programs is the survey of

households conducted by the Human Services Policy Center (HSPC) in 2001 with a representative statewide sample. The HSPC survey used the term "Before/ Afterschool Programs" to describe non-licensed afterschool programs. Data from the HSPC survey have been adjusted using 2006 population figures to make the sample used in this report representative of the most current age distribution of children in Washington State.

Estimated Population of Children Ages 6 to 12 Using Child Care Programs as Primary Care Arrangement (includes Licensed and Non-Licensed)

Primary Care Arrangement*	Percent of Children	Estimated Number of Children	Percent of Children	Estimated Number of Children
Child care centers	7%	23,580	2%	6,728
Family child care homes	7%	23,580	3%	10,092
Non-licensed programs	12%	40,423	13%	43,734
Total	26%	87,583	18%	60,554

Three different sources produced different estimates of the number of school-age children ages 5 to 12 served by licensed and non-licensed AYD programs:

Three Estimates of Number of Children Ages 5 to 12 Served in AYD Programs in 2006

Source	Estimated Number of Children Ages 5 to 12 in Washington	Percent of Population Ages 5 to 12 in Washington
DEL licensed + HSPC Before/After School Programs	146,757	23%
SOWA provider survey	121,400	18%
HSPC household survey (HSPC licensed + HSPC AYD)	148,137	22%

These three sources indicate that Washington currently is serving between 121,000 and 148,000 children ages 5 to 12 in afterschool programs. Some of the difference may be explained by how terms were defined for each survey and the nature of the sample used.

CAPACITY BEYOND CHILDREN CURRENTLY BEING SERVED:

The information above on supply of AYD programs for children ages 5 to 12 describes the number of children currently served. In addition, many programs have vacancies, indicating that they could be serving more children. The vacancy rate for school-age children in licensed child care centers in 2006 was 30 percent.²¹

Many programs have vacancies, indicating that they could be serving more children. The vacancy rate for school-age children in licensed child care centers in 2006 was 30 percent.

It appears that between 5 and 7 percent of the population of youth ages 13 to 18 (550,951 youth) are participating in AYD programs in Washington.

That suggests that child care centers could serve another 13,500 children ages 5 to 12. In reality, however, many centers will never be at full licensed capacity and may not want to be. A vacancy rate for school-age children in family child care homes was not reported.

The School’s Out Washington provider survey (which includes both licensed and non-licensed AYD programs) asked providers for the maximum number of children they could serve at each site. The respondents collectively reported the ability to serve twice the number of children they are serving now.

INFORMATION IS SCARCE ON NUMBER OF YOUTH AGES 13-18 SERVED BY PROGRAMS

Other than the provider survey conducted for this study, there is almost no specific information on the number of youth ages 13 to 18 in afterschool and youth development programs (AYD). No agency, organization, or government office collects that data.

The School’s Out Washington provider survey analysis indicates that about 38,000 youth ages 13 to 18 currently participate in AYD programs. The only other data source about participation rates is the Healthy Youth Survey, in which youth were asked how many days a week they were involved in a variety of supervised activities. Based on the responses of only those youth who indicated they were involved three or more days a week, we conservatively estimated that 15 percent of that group, about 29,200 youth, were in settings that meet the criteria for AYD programs.

Using these two estimates, it appears that between 5 and 7 percent of the population of youth ages 13 to 18 (550,951 youth) are participating in AYD programs in Washington.

Estimated Population of Youth Ages 13-18 in AYD Settings After School

AYD Settings: Supervised activities, such as sports, art, music, dance, drama, community service, religious, or club activities 3 or more days a week.	Total Population of Youth	Percent of Youth in Supervised Activities ²²	Total
8th grade/age 13	94,137	47%	6,637
9th grade/age 14	90,384	44%	5,965
10th grade/age 15	89,405	41%	5,498
11th grade/age 16	95,115	41%	5,850
12th grade/age 17	86,795	41%	5,338
	550,951		29,288

**CAPACITY IN YOUTH PROGRAMS
CAN ACCOMMODATE MORE TEENS.**

The School's Out Washington provider survey data indicate an overall high capacity across the state for youth ages 13 to 18. There is capacity for current youth development programs to serve many more youth than they are serving now.

**WHY THE SURPLUS OF CAPACITY
AMONG SOME PROVIDERS?**

While AYD programs report having additional capacity to serve kids, more inquiry is needed to understand why so much additional capacity is reported and how much of that additional capacity is for preschool age children, school age children, and youth. Respondents to the provider survey provided the following thoughts about why some programs are not at full capacity and others are totally full.

*AYD Provider Survey Responses to Capacity Questions Across Washington
(Not Mutually Exclusive)*

Why are some AYD programs not at full capacity?

14%	Too many competing programs in the area
16%	Families cannot afford to pay for our care
25%	Kids in the area use other forms of care besides afterschool care/youth development programs
13%	There is not adequate transportation to our program
21%	Families do not know about our program
5%	We prefer to serve fewer kids than we have capacity to serve

Why are some AYD programs at full capacity and unable to serve more kids?

5%	Not enough staff
20%	Not enough space
6%	Not enough funding
5%	Not enough other sites in the area



C. CONTRIBUTION OF NATIONAL CHILD AND YOUTH-SERVING ORGANIZATIONS AND OTHERS THAT OFFER BOTH AYD AND NON-AYD PROGRAMS IN WASHINGTON

National child and youth-serving organizations, as well as community centers, faith organizations, and small non-profit or parks and recreation organizations offer valuable clubs and drop-in programs for tens of thousands of kids in Washington and provide important learning and social opportunities.

National child and youth-serving organizations are present throughout Washington and the United States, and include YMCA, 4-H, Boy Scouts, Girl Scouts, YWCA, Boys and Girls Clubs, Camp Fire, and other similar organizations. Most of them serve youth ages 5 to 18, providing specialized, age-appropriate programming.

Some of these organizations (such as Boy Scouts, Girl Scouts, Camp Fire and 4-H) primarily bring kids and adult volunteers together in clubs and troops and although valuable and enriching, many do not fit the criteria for being AYD programs. Others (such as YMCA and Boys and Girls Club) provide a safe place for kids to participate in informal recreation and social activities and operate programs that fit the criteria for afterschool and youth development programs developed for this study. Both categories of programs are discussed in detail in Appendix A.

For programs that are not considered AYD programs, it may be due to their organizational structure (a parent volunteer hosts a troop at a private home) or the dosage (they do not operate at least two days per week for a minimum of two hours a day).

Dosage is critical for seeing positive outcomes in children and youth. Spending between 5-19 hours per week in an AYD program provides protective factors. Dosage is an important criterion for categorizing an activity as an AYD program rather than a club, troop, or lesson.

In a national study of 10th graders, those students who spent no time in extracurricular activities, compared to peers who spent 5-19 hours per week, were:²³

- 6 times more likely to have dropped out of school by their senior year
- 3 times more likely to be suspended in their sophomore or senior year
- Twice as likely to be arrested by senior year
- About 75% more likely to smoke cigarettes or use drugs as sophomores or seniors

The programs the national organizations offer share a number of common features. Most promote pro-social values and build a variety of life skills (such as leadership, problem solving, and decision making), and most rely on small groups and trained adult leaders, both paid and volunteer, in their programming. Most activities involve hands-on education, cooperative learning, and age-appropriate activities.

These organizations provide services throughout the state and work to supply enough services so that each child or youth wanting to participate can find local access. Each of these organizations has its own methods for recruiting families and recruiting the volunteers so that they can serve those families. An interesting characteristic of these organizations is their heavy reliance on volunteers. While paid staff is present, it is adult volunteers who reduce the adult to child ratios. Often adult volunteers carry out the programs' curricula on their own with minimal interaction with paid staff.

Those students who spent no time in extracurricular activities, compared to peers who spent 5-19 hours per week, were 6 times more likely to have dropped out of school by their senior year.

National child and youth-serving organizations, as well as community centers, faith organizations, and small non-profit or parks and recreation organizations offer valuable clubs and drop-in programs for tens of thousands of kids in Washington.

NUMBER OF CHILDREN AND YOUTH SERVED.

We contacted the large national child and youth-serving organizations to ask them about their services and offerings in Washington and the number of children and youth they serve in the state. Each organization records its data in different ways. However, the information gathered by these organizations provides a sense of their reach in the state.

The highlights of service data are included below. Additional data are included in Appendix A.

BOYS & GIRLS CLUBS OF AMERICA IN WASHINGTON:

As of 2005-2006, the most recent statewide data collection available, Boys & Girls Clubs served 180,327 children ages 5-18.

4-H:

4-H is centralized at Washington State University with services radiating out to all 39 counties of the state and serving urban, suburban and rural communities.

4H Participants (Unduplicated) by Grade in 2005-2006

16,005	Primaries (K-2)
18,411	Juniors (3-5)
11,815	Intermediate (6-8)
9,036	Seniors (9-12)
351	Post HS or Not in School
177	Special Education
55,795	Total Number of Participants

YMCA:

YMCAs in Washington offer at least 29 programs serving children and youth ages 5-18 with varying curricula year round. The most recent estimates in 2007 show that out of almost 540,000 (duplicated) members, the YMCAs

offer services to 113,475 (duplicated) children between ages 6-11 and to 121,786 (duplicated) youth between ages 12-17.

The following tables outline data about the YMCA's AYD programs provided by the 138 YMCA responses to the School's Out Washington provider survey.

Total Children and Youth Served at YMCAs According to Survey Respondents

	School Year	Summer
Ages 4 and Under	3,789	3,789
Ages 5 to 8	2,243	2,243
Ages 9 to 12	2,208	2,208
Ages 13 to 15	3,869	3,869
Ages 16 to 18	3,825	3,825
Total Served	15,934	15,934

Girl Scouts in Washington by County

60	Adam	357	Island	460	Skagit
43	Asotin	54	Jefferson	OR	Skamania
1059	Benton	13,485	King	3,511	Snohomish
157	Chelan	1,711	Kitsap	2,627	Spokane
337	Clallam	114	Kittitas	171	Stevens
1	Columbia	58	Klickitat	1494	Thurston
523	Cowlitz	373	Lewis	1	Wahkiakum
OR	Clark	81	Lincoln	187	Walla Walla
93	Douglas	322	Mason	709	Whatcom
17	Ferry	86	Okanogan	147	Whitman
649	Franklin	6	Pacific	567	Yakima
10	Garfield	36	Pend Oreille		
163	Grant	4,126	Pierce		
387	Grays Harbor	56	San Juan		

Organizations like the Boy Scouts & Girl Scouts promote pro-social values and build a variety of life skills, such as leadership, problem solving, and decision making.

Boy Scouts in Washington by County

3,857 **Tiger Cubs** is a year-round family- and home-centered program for first-grade boys. The program emphasizes “shared leadership, learning about the community, and family understanding.”

14,668 **Cub Scouts** is a year-round family- and home-centered program for second through fifth grade boys. Activities emphasize “character development, citizenship training, and personal fitness.”

15,827 **Webelos Scouts** is a year-round family- and home-centered program for fourth and fifth-grade boys. Webelos Scouts participate in more advanced activities that begin to prepare them to become Boy Scouts.



19,972 **Boy Scouting** is a year-round program including vigorous outdoor activities (such as camping, backpacking, and canoeing) and peer group leadership for sixth-twelfth grade boys.

2,959 **Varsity Scouting** is a year-round program for 9th to 12th grade boys. It includes five program fields of emphasis: “advancement, high adventure, personal development, service, and special programs and events.”

8,255 **Venturing** is a year-round program for young men who are 14 through 20 years of age. The program provides positive experiences through youth-run activities that “help them pursue their special interests, grow by teaching others, and develop leadership skills.”



Some programs may have trouble attracting enough kids while others have a long waiting list.



**D. A CLOSE LOOK AT CURRENT SUPPLY
REVEALS COUNTLESS PROGRAM VARIETIES
THAT AFFECT FAMILY CHOICES**

The supply of afterschool and youth development (AYD) programs cannot be defined simply by the number of children and youth they serve. The supply is far from homogeneous as AYD programs vary significantly in terms of their location, content, structure, ages served, cost, etc. These variations offer choices to families, but also mean that a high quality program that otherwise fits a family's needs may be 10 miles away, cost more than they can afford, or close an hour before the parents can pick up the children so they cannot use it. AYD program then has unused capacity but may not know why.

As noted earlier, the unique nature of each family's needs makes it difficult for a community to offer the mix and number of AYD programs that can respond to those needs. As a result, some programs may have trouble attracting enough kids while others have a long waiting list.

In this section, we will look at various aspects of five features of AYD programs that are of high interest to families in finding a program that meets their needs:

1. *Hours of Operation*
2. *Cost*
3. *Transportation*
4. *Ethnicities of Children and Youth Served*
5. *Quality*

There are potentially thousands of combinations of these five features. We cannot, nor would it be helpful for the purposes of this study, to determine how many programs of each combination are available. We can identify patterns within those five features, which may be useful in thinking about how to maximize the supply of AYD programs in local communities.

Although we are using the term "afterschool," many of the programs included in this study also serve kids before school and during the summer. Where information related to service before school hours or during the summer is available and provides a different perspective, we have included that information.



The supply of afterschool and youth development (AYD) programs cannot be defined simply by the number of children and youth they serve.

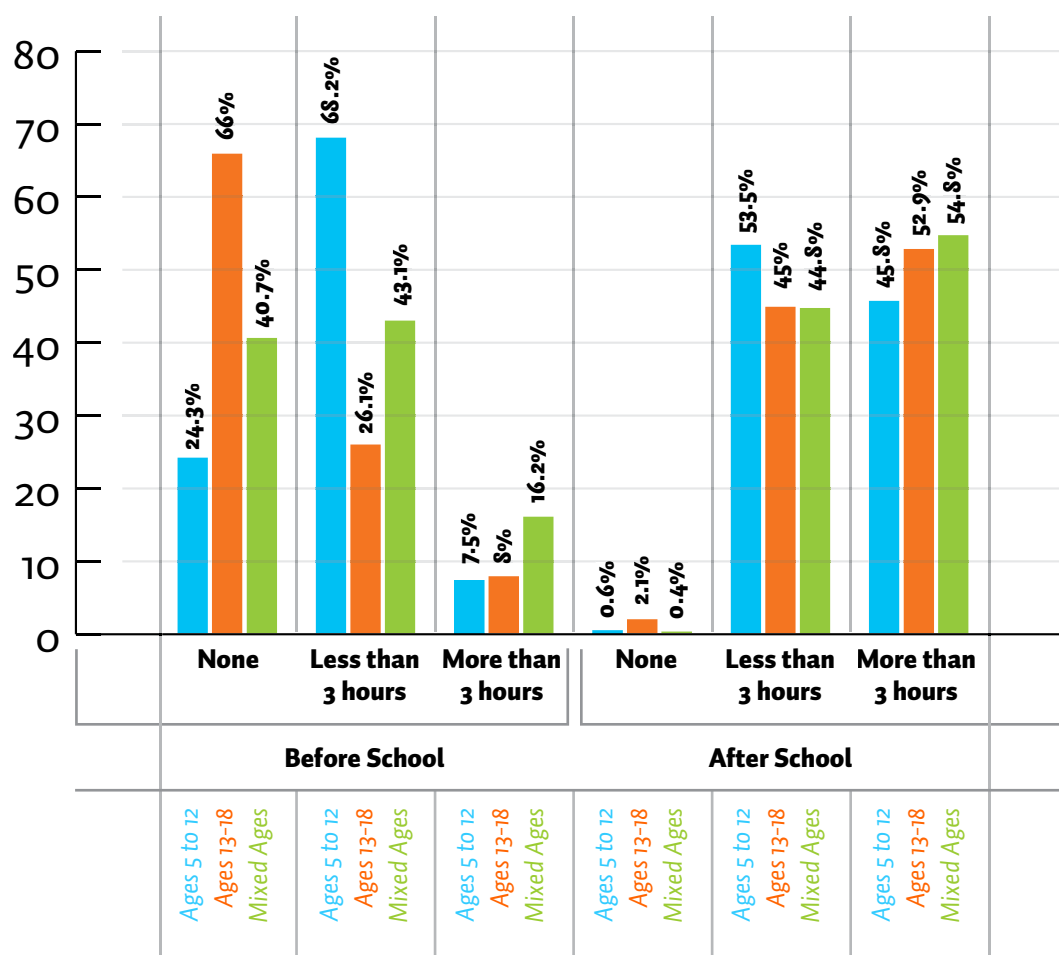
1. HOURS OF OPERATION

Looking at the times of day during which afterschool and youth development (AYD) programs offer services provides a good illustration of the high level of variability among programs and some emerging patterns.

A. AGES SERVED:

A higher proportion of programs serving children ages 5 to 12 provide care before school than programs for youth ages 13 to 18. After school, the hours of availability are similar for school-age and teen programs.

Percentage of Survey Respondents Offering Services Before and After School by Age Group



Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

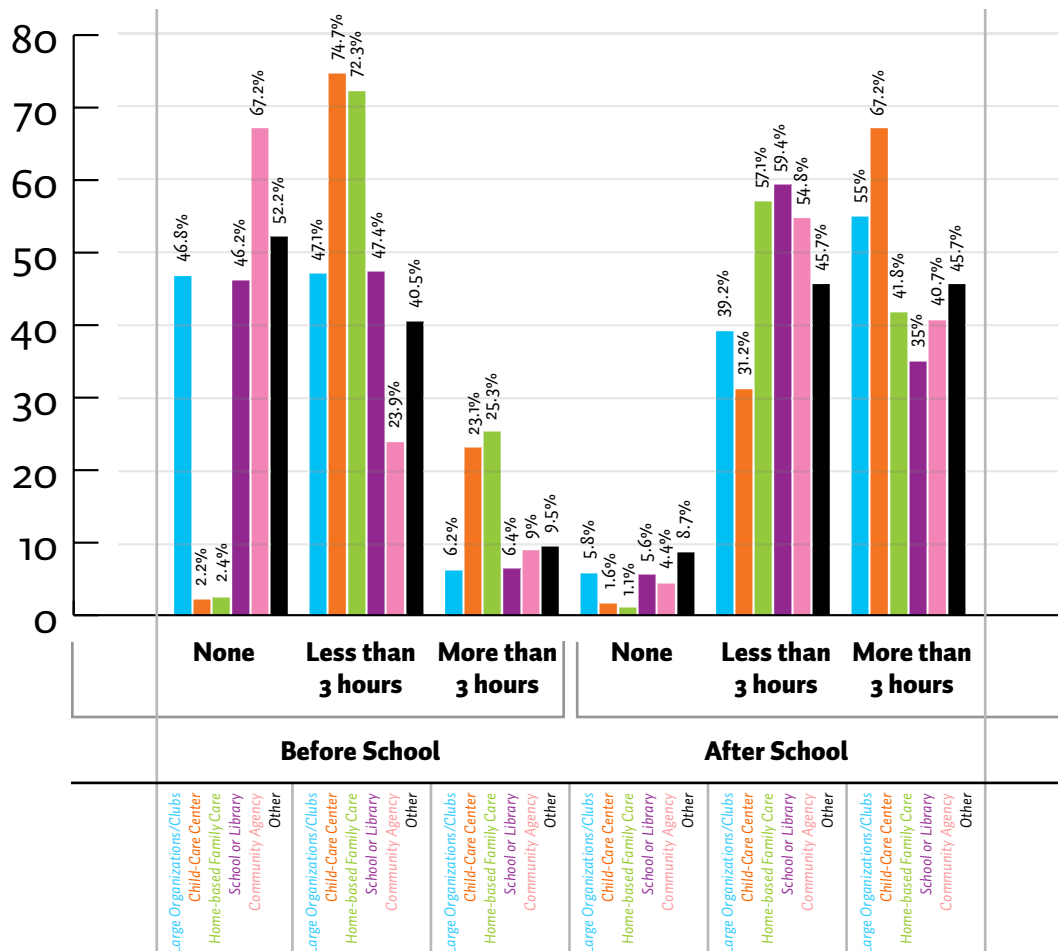
B. TYPE OF PROGRAM:

Child care centers and family child care homes are more likely to provide services before school than other programs. Child care centers are most likely to be open for extended hours into the evening (more than 3 hours after school). About two-thirds of child care centers and

about half of the programs run by large organizations are open for more than 3 hours after school. Programs at schools and libraries are least likely to be open more than 3 hours after school.

Percentage of survey respondents offering services before and after school by program type

Source: School's Out
Washington Afterschool
and Youth Development
Program Provider Survey
(2008)



C. TYPE OF REGION:

A small but equal proportion of survey respondents in both rural and urban areas offer expanded hours in the morning. Urban survey respondents are more likely to have expanded hours into the evening than rural survey respondents.

D. WEEKEND AVAILABILITY:

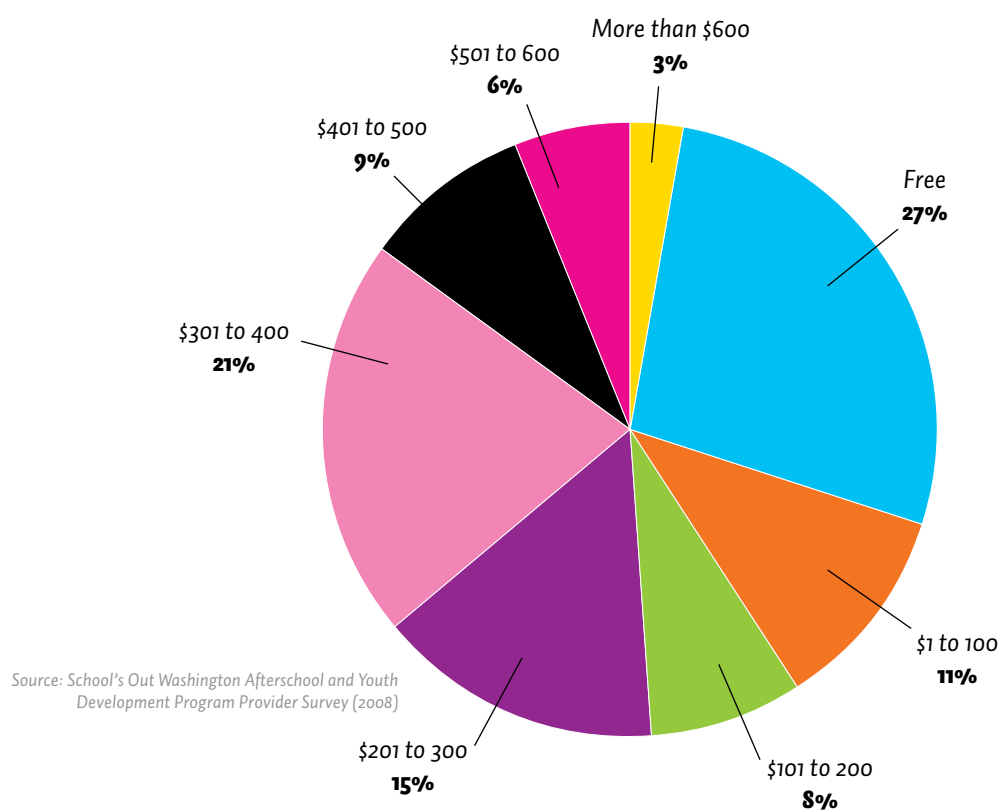
Very few organizations provide services on Saturdays (14 percent), and even fewer are open on Sundays (6 percent) during the school year.

E. SUMMER:

School-age summer programs are somewhat more likely to be open more than six hours a day than teen summer programs. Home-based family care and child-care centers are more likely to provide services for more than 12 weeks during the summer as compared to other types

of programs, which seem to provide more of a short-term camp-like experience. Urban survey respondents are more likely to be open more than six hours per day as well as more than nine weeks during the summer.

Monthly Cost Per Child/Youth for AYD Program Participation; School Year

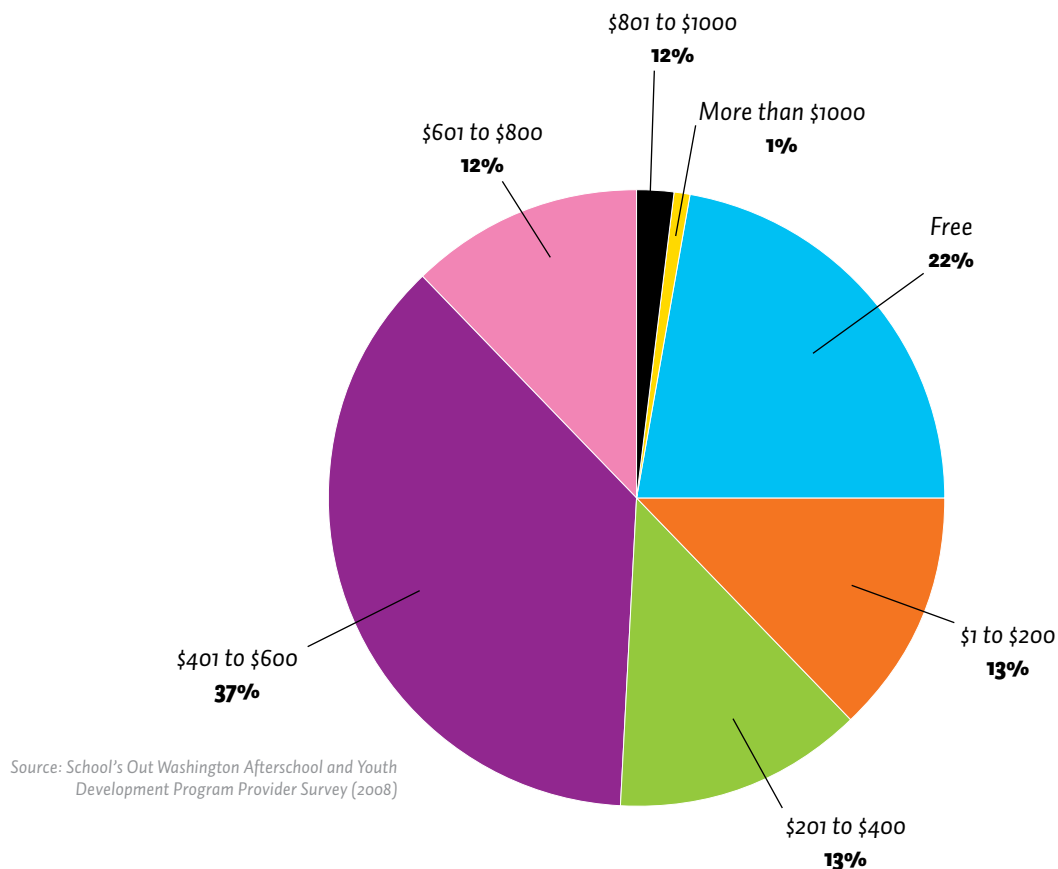


2. COST

Variability: The range of what parents pay per month, per child or youth, for AYD programs varies significantly. Many AYD programs offer financial assistance to lower the cost of programs for families with low incomes. The

strategies range from accepting state subsidy payments for child care (subsidies pay only a modest portion of the actual cost of care) to offering scholarships.

Monthly Cost Per Child/Youth for AYD Program Participation; Summer



Many AYD programs offer financial assistance to lower the cost of programs for families with low incomes. The strategies range from accepting state subsidy payments for child care (subsidies pay only a modest portion of the actual cost of care) to offering scholarships.

AYD Program Sites Offering Financial Assistance; not mutually exclusive

	Number	Percent
Provide Scholarships	266	22%
Sliding Scale Fee	64	5%
Accepts Subsidies	416	34%
No Financial Assistance Offered	462	38%

A. AGE:

The provider survey indicated that the majority of programs for teenagers were free and, in general, programs for younger children were reported as more expensive. The distribution was:

Ages Served	Percent of Free AYD Programs
5-12	20%
13-18	63%
Mix of Ages	34%

Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

B. TYPE OF REGION:

More rural programs are free than are urban programs. Urban programs are more expensive than rural programs.

C. SUMMER:

Summer programs are considerably more expensive than school year services. Much of the difference can be explained by the greater number of hours per day children and youth spend in AYD programs in the summer.

3. TRANSPORTATION

Getting kids from school to an AYD program is frequently cited as a problem by both parents and programs. Often, parents are working at that time, public transportation is not available or is not safe for younger children, and programs cannot afford a van to pick up the kids at school. Some school districts will drop children off at their afterschool program with the permission of parents. If the program is located at or very near the school, kids can walk or bike. For some families, none of these options are available.

**A. OVERALL FREQUENCY OF
MODES OF TRANSPORTATION:**

The School's Out Washington provider survey indicates that about two-thirds of school-age children are dropped off and picked up at programs by their parents or caregivers at least some of the time. The second most frequently cited source of transportation was school buses; followed by the children walking, biking, or driving themselves; and lastly the program picking them up. National ASPA-NHES survey data show transportation patterns similar to those from the School's Out Washington provider survey.²⁴

B. AGE:

The School's Out Washington provider survey indicates that older children are significantly less likely than younger children to receive transportation from their AYD programs or from their schools. Some may be driving, walking, or taking public transportation if it is available. Again, the national ASPA-NHES data showed similar results.

More rural programs are free than are urban programs. Urban programs are more expensive than rural programs.



All ethnicities except European/White are reported as being represented in AYD programs at a higher percent than they are of the total public school population in Washington.

C. TYPE OF PROGRAM:

Child care centers were most likely to provide transportation and least likely to have children walking, biking, or driving themselves. Large organizations, school/library, and community agency programs were most likely to have participants walking, biking or driving themselves. Participants in those programs tend to be older so it is not surprising that they transport themselves.

D. TYPE OF REGION:

According to the School's Out Washington provider survey, respondents in rural areas were more likely than urban respondents to indicate that children in their programs take school buses to their programs.

E. SUMMER:

The use of transportation in the summer showed the same patterns for age groups, program types, and regions as during the school year, except that overall, more providers indicated that parents/caregivers dropped off and picked up their kids in the summer than during the school year.

4. ETHNICITIES OF CHILDREN AND YOUTH PARTICIPATING IN PROGRAMS

The SOWA provider survey asked respondents to report, based on a typical day, how many children and youth of various ethnicities attend their programs.

Ethnicity of Children and Youth Participating in AYD Programs as Observed by Providers; Not mutually exclusive

11.8%	African-American
9.4%	Asian
16%	Bi-racial or multi-racial
45.5%	European/White
16.6%	Latino/Hispanic
6.5%	Native American/Alaska Native/First Nations
3.6%	Pacific Islander

All ethnicities except European/White are reported as being represented in AYD programs at a higher percent than they are of the total public school population in

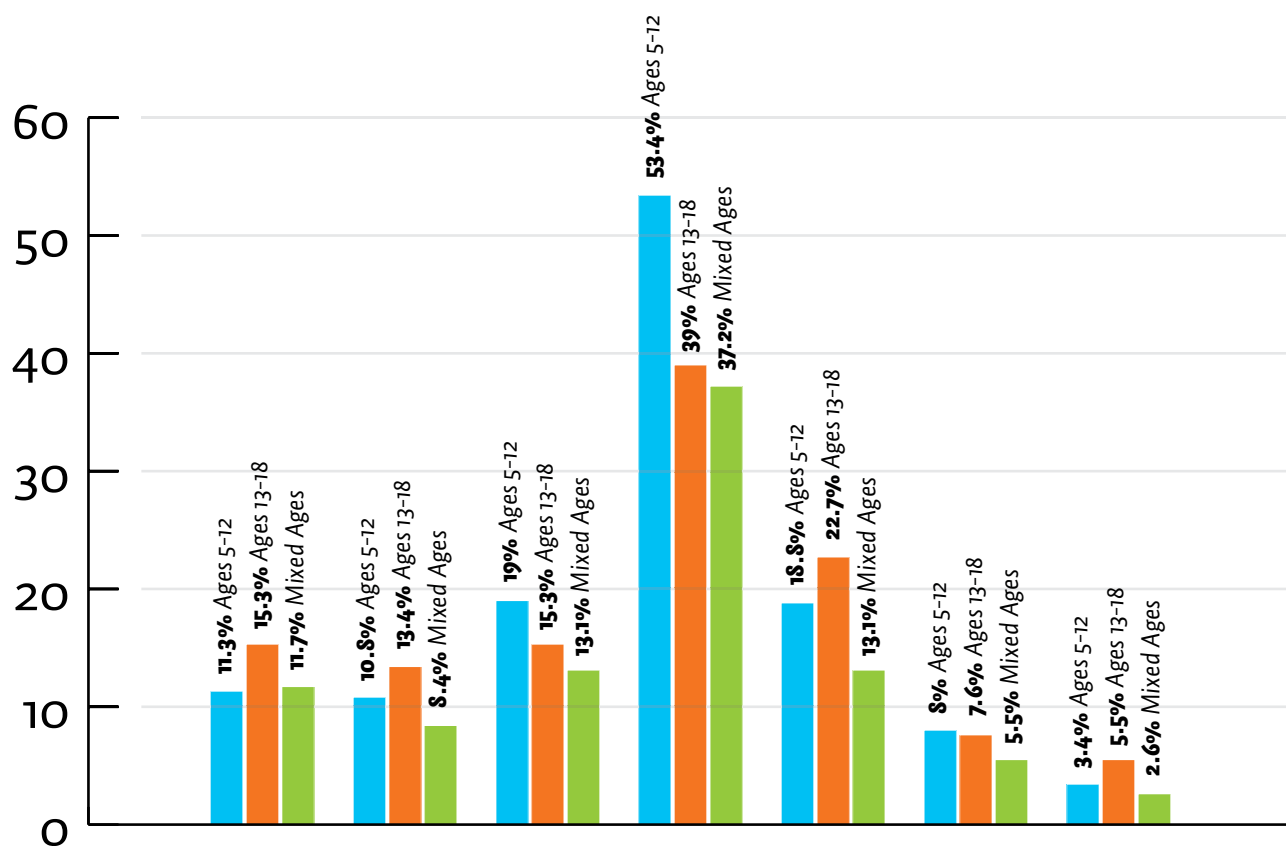
Washington. This indicates that AYD programs overall are very successful at engaging diverse participants.

A. AGE:

In the School's Out Washington provider survey, programs serving teens reported serving more ethnically diverse participants than programs serving younger children. The provider survey showed about 46 percent

children of color for programs serving kids age 5–12 and 61 percent youth of color for programs serving youth ages 13–18.

Distribution of Ethnicity of Children and Youth Participating in AYD Programs (Ages 5-18) by Age



Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

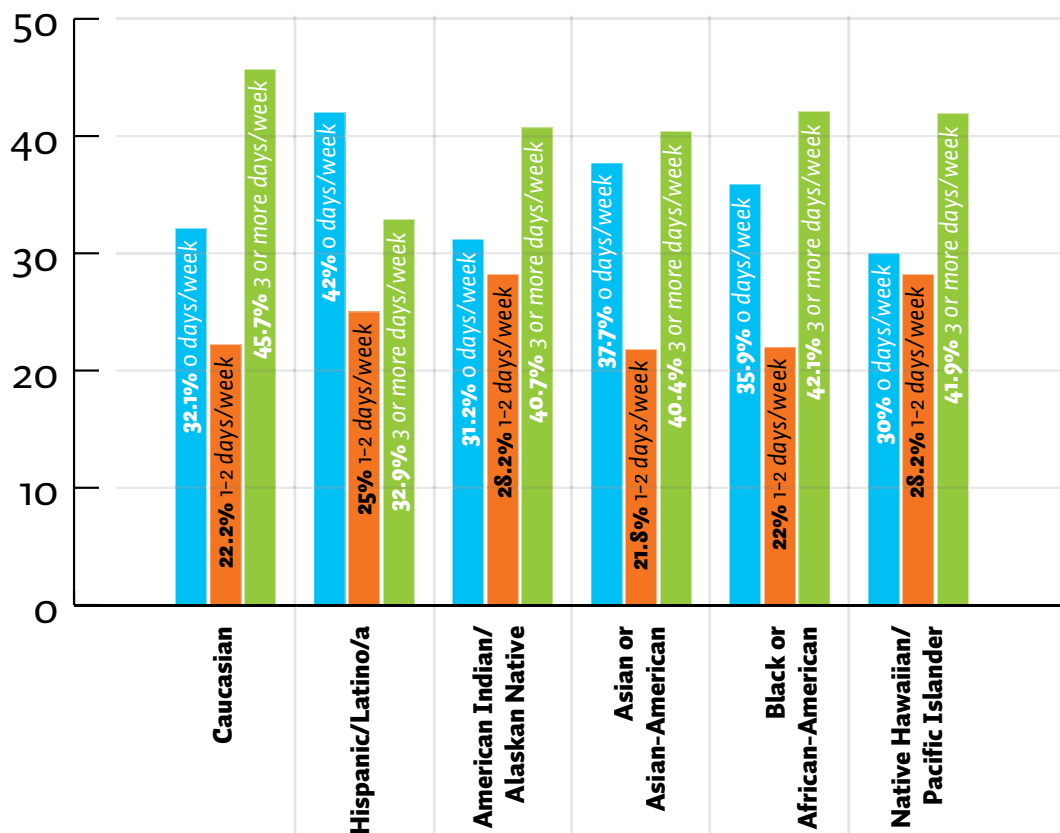
The use of transportation in the summer showed the same patterns for age groups, program types, and regions as during the school year, except that overall, more providers indicated that parents/caregivers dropped off and picked up their kids in the summer than during the school year.

The Healthy Youth Survey indicates that about 40 percent of students in grades 8, 10 and 12 in each ethnic group are likely to participate in afterschool activities (some of which are AYD programs) three or more days per week.

The largest proportion of youth to not attend any afterschool activities at all are Hispanic/Latino, followed by Asian/Asian-American, and Black/African-American students.

Proportion of 8th, 10th and 12th Graders by Ethnicity Participating in Afterschool Activities

Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)



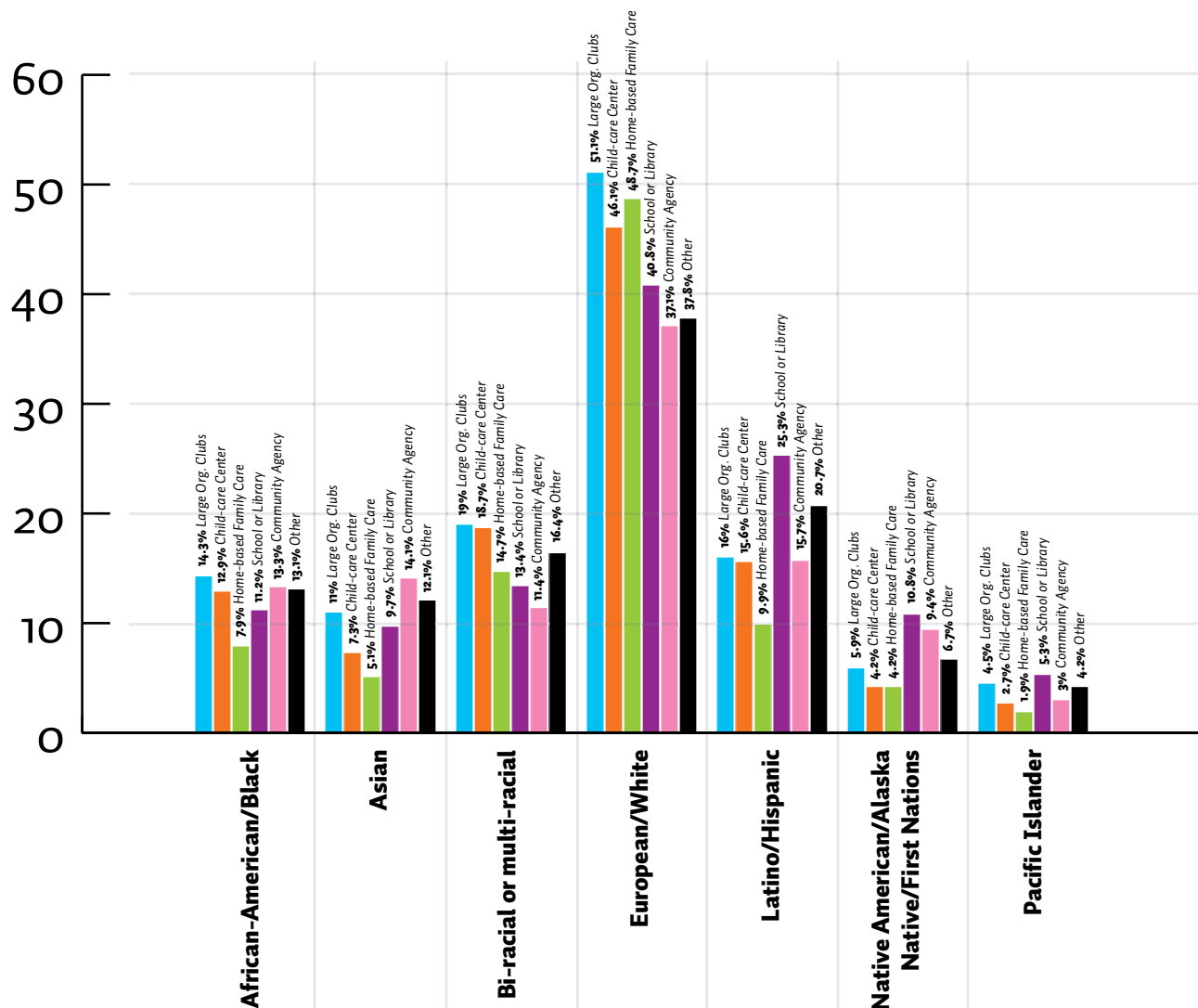
B. TYPE OF PROGRAM:

Large organizations, child care centers, and family child care homes tend to have proportionally more European/White participants, whereas school/library programs

and those run by community agencies tend to be more ethnically diverse.

Distribution of Ethnicity of Children and Youth (Ages 5-18) by Type of Program

Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)



The largest proportion of youth to not attend any afterschool activities at all are Hispanic/Latino, followed by Asian/Asian-American, and Black/African-American students.

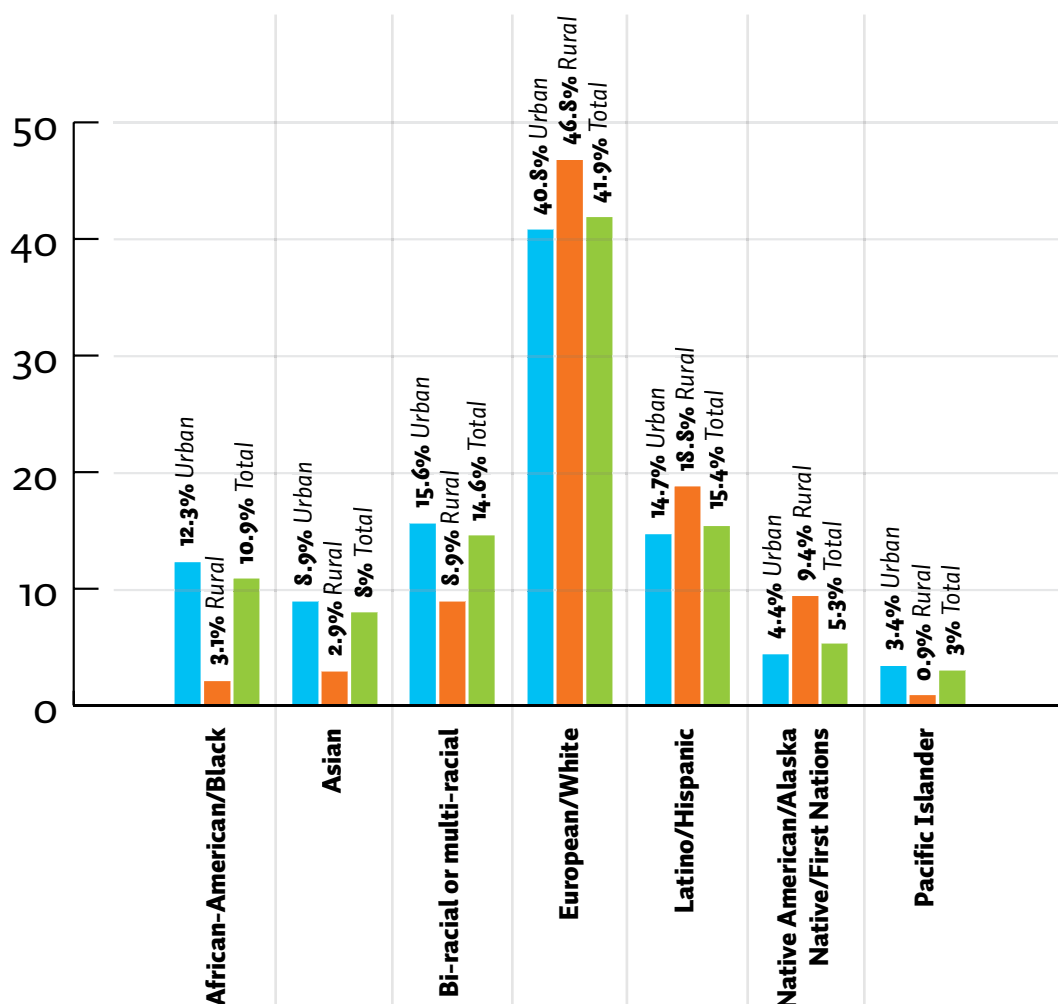


C. TYPE OF REGION:

Children and youth of color are represented to a greater extent in urban programs, with the exception that Hispanic/Latino and Native American youth are more highly represented in rural regions.

Ethnicity of Children and Youth (Ages 5-18) in AYD Programs by Region

Source: School's Out
Washington Afterschool
and Youth Development
Program Provider Survey
(2008)



Most Commonly Spoken Languages by Number of AYD Programs (SOWA Survey)

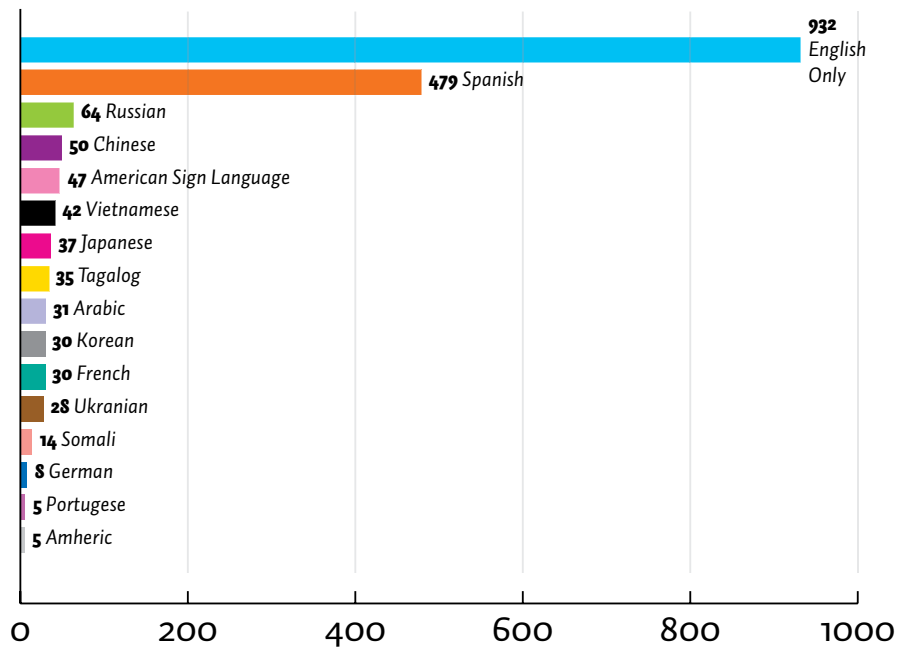
D. SUMMER:

Participation rates in summer programs by ethnicity were almost identical to participation rates in school year programs.

E. LANGUAGES SPOKEN

BY PROGRAM STAFF:

One third of AYD programs employ staff that speak a language other than English, with the most common language being Spanish.



Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

Ethnicity of Children and Youth (Ages 5-18) in AYD Programs by Region

2	Afrikaans	1	Igbo	5	Portuguese
1	Albanian	4	Italian	1	Quinault
47	Amer. Sign Lang.	1	Japanese	1	Romanian
5	Amheric	37	Japanese	64	Russian
31	Arabic	1	Khmer	2	Salish
1	Bulgarian	1	Khmu	2	Samoan
1	Burmese	1	Klallam	14	Somali
4	Cambodian	30	Korean	479	Spanish
1	Chinese	1	Kurdish	1	Swahili
50	Chinese	4	Laotian	35	Tagalog
1	Dogolic	4	Mien	1	Tamil
2	Dutch	1	Mixteco	1	Tarasco
4	Farsi	1	Moldovian	2	Thai
30	French	3	Nuer	4	Tigrigna
8	German	2	Oromo	1	Tongan
2	Greek	1	Pashto	1	Ugondan
2	Hawaiian	1	Persian	28	Ukrainian
3	Hebrew	1	Pilipino	2	Urdu
4	Hindi	1	Polish	42	Vietnamese

Defining quality in afterschool and youth development programs is not a straightforward endeavor. Because different programs have widely varying goals, and serve a diverse population, there is no one-size-fits-all template for a quality program.

5. QUALITY

Simply having enough spaces in afterschool and youth development programs to meet the demand will not necessarily lead to the positive outcomes that parents, policymakers, and the public want. Research studies show that afterschool and youth development programs can positively impact academic performance; social/emotional development; crime, drug, and sex prevention; and children's health and wellbeing.²⁵ However, other studies find that these positive outcomes depend on the quality of the program offered. Unless existing programs and newly created programs are of high quality, they will not adequately meet the needs of parents, youth and communities in Washington.

Quality influences how we look at supply and demand. For older youth, participation in programs is usually voluntary. If a program does not offer the activities and relationships that they are looking for, they will not attend. For younger school-age children, parents make the decisions about whether or not their children will attend an AYD program. When parents cannot find a high quality program and are not able or willing to pay for a low-quality or unappealing program, they may be more likely to allow their child to stay home alone. Although they are no longer looking for a program, they might quickly sign up for a program that announces new activities with better qualified staff. The existence of program openings does not mean kids or parents can have their needs met.

Defining quality in afterschool and youth development programs is not a straightforward endeavor. Because different programs have widely varying goals, and

serve a diverse population, there is no one-size-fits-all template for a quality program. The field has created a number of assessment tools to help programs identify areas of strength and weakness.²⁶ Many programs use these tools for self-assessment, reports to funders, or to satisfy agency mandates. The tools do tend to assess similar types of elements. Most include some combination of emphasis on safety, parent communication, administration, youth engagement, connections with schools, staff development, staff qualifications, staff-youth and youth-to-youth relationships, cultural relevancy, materials, curriculum, and physical space. However, there is not an agreed-upon tool for use across all settings. Programs tend to select assessment tools that match their specific goals.

Despite the lack of an agreed-upon definition of quality or single tool for assessment, much research has been done to identify the elements of a program that contribute to positive outcomes for children and youth. Patterns have emerged, and in February of 2008, the Harvard Family Research Project did a meta-analysis of the research in the field,²⁷ and discovered first that access to sustained participation in programs is essential to quality. While impacts can be made in the short term, and in short amounts of time, they are much more likely to lead to long-lasting change when youth participate frequently during the week, for longer blocks of time, and over a period of years. In addition, the following elements of programming emerged as those most likely to lead to positive outcomes for youth:

- **Appropriate structure and supervision**, which includes having enough adult staff and having some structure to each day's activities
- **Well-prepared staff**, which refers to staff who have the

skills to engage youth in positive interactions

- **Intentional programming**, which encompasses clear goals, strong leadership, and adequate staff support
- **Partnering with families**
- **Partnering with other community institutions**, which includes opportunities for community service work and other activities, and
- **Partnering with schools**

Quality must be considered as a critical factor in understanding and addressing issues of supply and demand.

INCREASE THE NUMBER OF AYD PROGRAMS AND QUALITY AT THE SAME TIME

Determining the quality of current programs is not within the scope of this study and would require a separate major undertaking. However, the SOWA provider survey asked for some preliminary information that can contribute to future efforts to better understand

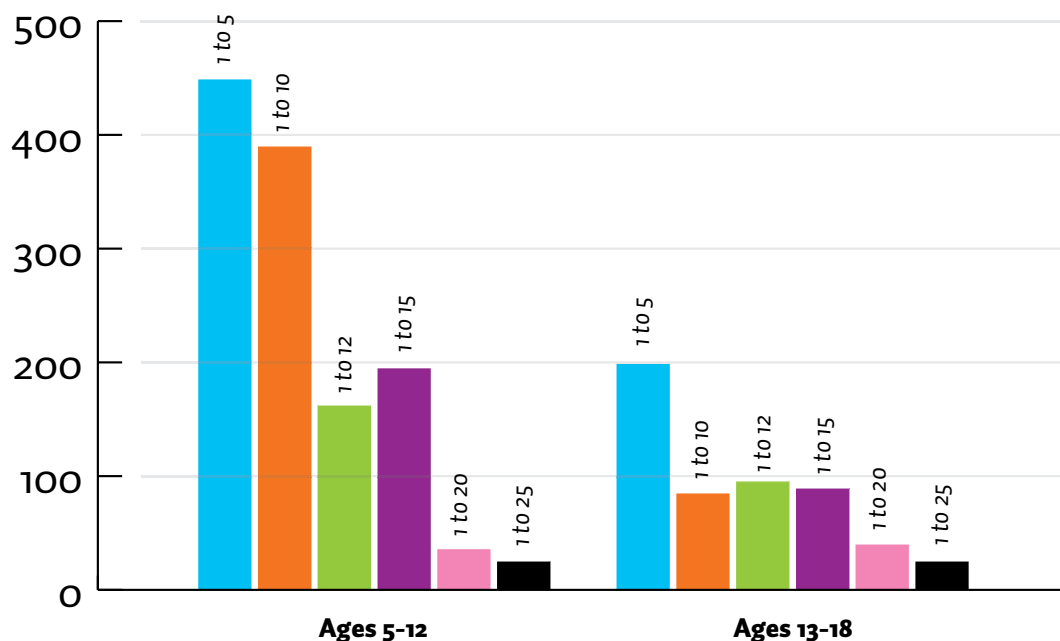
what would be needed to bring all AYD programs to a high level of quality.

RATIOS: MOST WASHINGTON PROVIDERS HAVE LOW CHILD/YOUTH TO ADULT RATIOS

For AYD programs serving children 5 to 12, state licensing regulations require one adult (with certain qualifications) per every 15 children. The SOWA survey indicates that most AYD programs for children ages 5 to 12 have no more than 10 children for every adult, although about a third operate with one adult for every 12 to 15 children. About half of programs for youth ages 13 to 18 have no more than 10 youth for each adult, and youth development programs generally have higher ratios of youth to adults than programs for children 5 to 12.

In some AYD programs, the adults may be volunteers rather than staff or there may be a mix of staff and volunteers.

Number of Programs by Adult to Child/Youth Ratios



Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

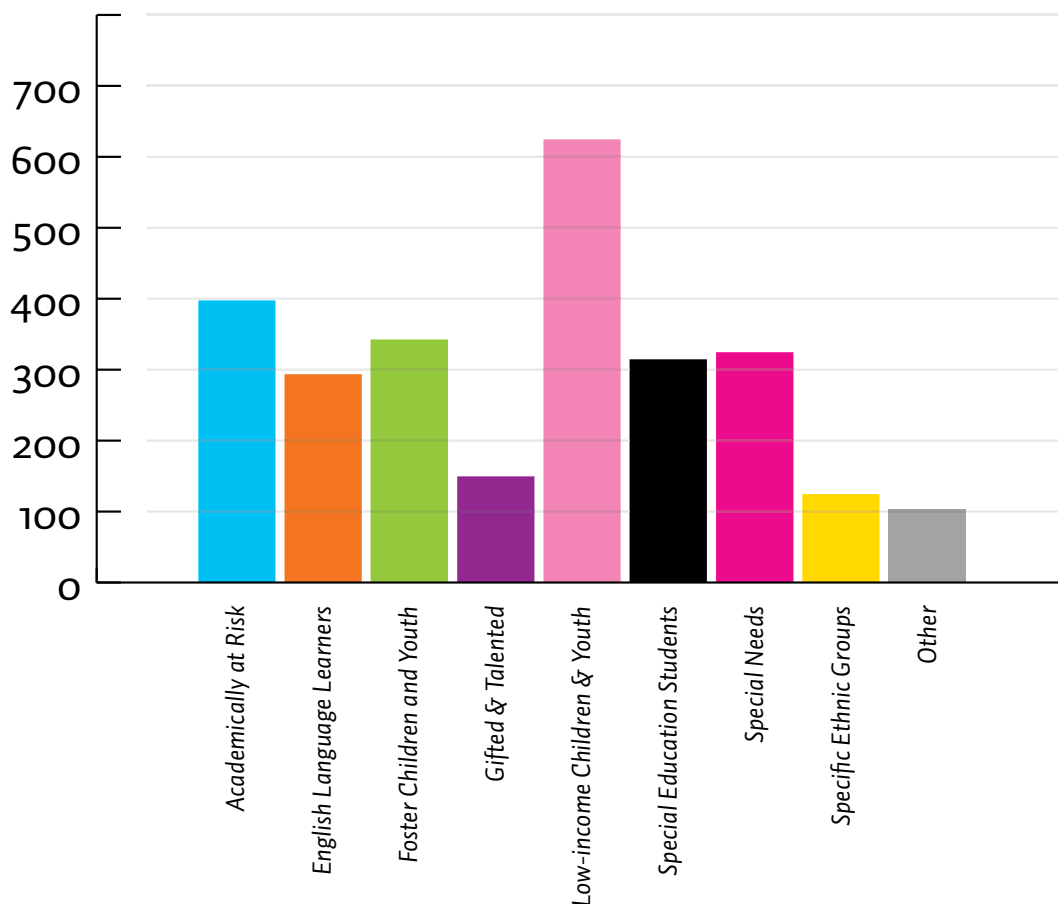
Programs with very high ratios of children to adults may suffer from lower quality services. At the same time, programs with low ratios of children to adults are not automatically of higher quality.

SPECIALIZED SERVICES

Many AYD providers indicated that they tailor their services to families with needs around academic risk, English language learners, gifted and talented students, etc.

Number of AYD Programs Offering Specialized Services (Not Mutually Exclusive)

Source: School's Out
Washington Afterschool
and Youth Development
Program Provider Survey
(2008)



Families and communities want AYD programs to help protect their kids from the lack of neighborhood safety and the increased availability of alcohol and drugs. In addition, they want kids to acquire the skills and competencies they need to work in teams, to be creative, and to stay fit and healthy.

CONTENT AREAS: WASHINGTON KIDS AND FAMILIES HAVE A LOT OF OPTIONS

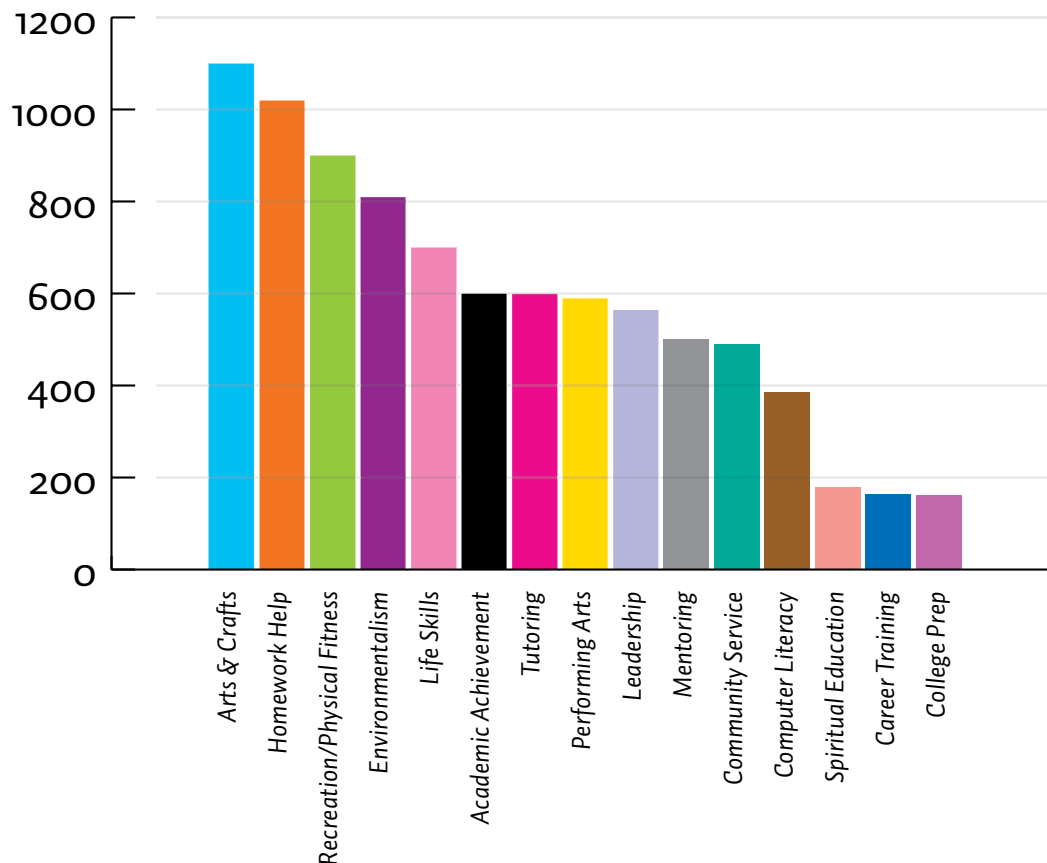
Parents and kids want a wide range of issues and topics to be addressed by afterschool and youth development programs. Families and communities want AYD programs to help protect their kids from the lack of neighborhood safety and the increased availability of alcohol and drugs. In addition,

they want kids to acquire the skills and competencies they need to work in teams, to be creative, and to stay fit and healthy. Staff is increasingly expected to improve academic performance and help young people develop the skills and attributes necessary to succeed in a global community.

The SOWA survey indicates that AYD programs often offer a wide range of activities, although some

may only focus on one or two content areas. Arts and crafts and homework help are about twice as common as leadership skills, mentoring and community service. The provider survey results indicate there may be opportunities to increase offerings around career training, computer literacy, academic achievement and college prep.

Content Areas by Number of AYD Programs (not mutually exclusive)



Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

QUALITY IMPROVEMENT: PROVIDERS ASSESS THE QUALITY OF THEIR PROGRAMS IN A VARIETY OF WAYS

Evaluations and assessments are an integral part of determining how well a program is meeting quality guidelines and the needs of children and families. Rigorous evaluations and assessments can be expensive and time consuming to conduct. Many providers gather information on parent satisfaction, but a much smaller proportion conduct formal evaluations with outside reviewers.

Evaluation Activities Performed at AYD Programs

	Number	Percentage
Parent satisfaction survey	552	36%
Child or youth satisfaction survey	389	25%
Classroom teacher observation form	371	24%
Formal external assessment	211	14%
None of the above	482	31%
Other	117	8%

Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

WHAT WE KNOW ABOUT QUALITY FROM THIS STUDY:

No conclusions can be drawn from the data collected for the provider survey about the quality of AYD programs in Washington. However, some of the indicators of quality for which information was gathered show some cause for concern. Adult to child ratios look reasonable, but we don't know the quality and education levels of the staff or volunteers

It appears that AYD programs could do more to support the academic achievement of their participants and help more of them prepare for college or work. They could also conduct more rigorous evaluation activities to track the quality and effectiveness of their offerings.

Another recent report sponsored by School's Out Washington, titled "A Well-Prepared Workforce Brings out the Best in our Kids," stressed the need for AYD programs to have trained and well educated staff to produce positive outcomes. The report also noted the lack of a system to train and educate the AYD

workforce, low wages for AYD professionals, little acknowledgement of their educational attainment, and a lack of professional identity, all leading to high turnover rates in the field as staff leave to pursue other careers.²⁸

D. SUMMARY OF SUPPLY OF AYD PROGRAMS IN WASHINGTON

An estimated 147,000 children ages 5 to 12 currently attend afterschool and youth development programs, which comprises about 22 percent of 5-12 year olds in Washington. An estimated 32,000 youth ages 13 to 18 appear to be served in afterschool and youth development programs, which comprises about 6 percent of 13-18 year olds in Washington. The total number of children and youth served is estimated at 179,000.

It appears there is a sizable amount of capacity within existing programs, perhaps as much as twice the number of children and youth being served – or the ability to serve up to another 360,000 children and youth.

More inquiry is needed to understand why so much additional capacity is reported. While this information indicates that more children and youth could be served by existing programs, it is unlikely that available capacity is aligned with families' needs around location, quality of programs, affordability, content areas, etc. The supply of afterschool and youth development programs contains a very mixed inventory.

If a family is “shopping” for a program for a child 7 years old, and they need an hour of care before school; two hours after school; would like the child to be in licensed care; can afford to pay \$350 a month; the school district will drop off their child at the afterschool program; they want their child to get help with homework, do arts and crafts, and have recreational/physical activity time; and the parents and child speak English, they have a good chance of finding what they need.

If another family has a child who is 12; needs 5 hours of care after school because of the parents' work schedules; can only afford to pay \$150 a month; cannot drive the child between school and the program; wants the child to learn more about computers and do community service; and the parents speak limited English, they are probably not going to find a program that meets their needs.

Between these two examples are thousands of families with unique needs, many of which will have to make trade-offs between what they want from an afterschool or youth development program and what is available. In addition, thousands of other families live in areas where there are no AYD programs at all, or any space in the ones that fit their particular needs.

*An estimated 147,000 children
ages 5 to 12 currently attend
afterschool and youth
development programs.*



An In-Depth Look at Three Washington Communities

3

A. OVERVIEW OF COMMUNITIES

To better understand the supply of afterschool and youth development (AYD) programs in local communities, School's Out Washington selected a rural (Lower Yakima Valley), suburban (Shoreline), and urban (Tacoma) community for a deeper information gathering. Input from these three communities illustrates on a local level the differences and similarities among AYD programs and family's needs.

LOWER YAKIMA VALLEY: A RURAL COMMUNITY

The Lower Yakima Valley, with a total population of about 68,000 people, encompasses the area within the following eight school districts: Grandview, Granger, Mabton, Mount Adams, Sunnyside, Toppenish, Wapato, and Zillah. Each school district's population ranges from 2,000 to 15,000 residents. This area is closely associated with Washington's wine and agricultural industries. The Lower Yakima Valley is home to a large migrant farmworker population, an immigrant population, and the Yakama Indian Reservation.

AYD PROGRAMS IN LOWER YAKIMA VALLEY:

School's Out Washington and its community partners identified 306 afterschool and youth development programs in Lower Yakima Valley; were able to collect data about the time of year open and the ages served for 294 of them; and 52 of them participated in the SOWA provider survey. Many survey respondents from

the Lower Yakima Valley operate programs through community centers (rather than child care centers or family care homes) and consequently offer the largest proportion of free programs of the three communities. Lower Yakima Valley programs serve large proportions of Latino (with 85 percent having Spanish speaking staff) and Native American children and youth.

Number of Lower Yakima Valley AYD Programs

By Time of Year Open	
20	School year only
3	Summer only
271	Year-round
By Ages Served	
272	
21	Ages 5-12 only
1	Ages 13-15 only
	Mixed (ages 5-18)
Total = 294	



Up Close

AYD IN THREE WASHINGTON COMMUNITIES



Kirkwood afterschool program, Toppenish

UP CLOSE IN THE LOWER YAKIMA VALLEY: AN ON-SITE AFTERSCHOOL PROGRAM: THE KIRKWOOD ELEMENTARY 21ST CENTURY PROGRAM

Serving a school district where two-thirds of the population is Latino and the other third are from the Yakama Nation makes for a unique type of afterschool program. Kirkwood Elementary in Toppenish meets the needs of its population by offering a structured program that includes time for homework help, math, science, and enrichment activities, as well as one-on-one tutoring. Relying on funding through 21st Century Grants and staff support through Americorps volunteers, the Kirkwood afterschool program runs Monday through Thursday from 3:15 to 5:15pm. At the end of the day, buses take the children to convenient locations throughout the geographically large area served by the school. Site supervisor, Susan Rice stated, “It’s so absolutely important for our kids to keep this program going.”

SHORELINE: A SUBURBAN COMMUNITY

Shoreline is a suburban area 15 miles north of downtown Seattle and covers 12 square miles. Shoreline became a city in 1995 and is now the 15th largest city in Washington. It is primarily residential with more than 70 percent of the households being single-family residences. The Shoreline community has developed a reputation for strong neighborhoods, schools, businesses and parks.

AYD PROGRAMS IN SHORELINE:

School’s Out Washington and its community partners identified 108 AYD programs in Shoreline; were able to collect data for time of year they are open and ages served for 105 of them; and 49 of them participated in

the survey. Shoreline survey respondents represented an even distribution of large scale organizations and smaller child care centers. A large proportion of Shoreline’s programs cost more than \$200 per month, and parents in local focus groups said they need more affordable programs. More than half of the AYD programs are open more than 3 hours after school and several are open more than 4 hours. Shoreline has the highest proportion of children relying on parents/ caregivers as their primary mode of transportation. Almost one third of Shorelines’ AYD programs have staff that speaks Spanish.

Number of Shoreline AYD Programs

By Time of Year Open

19	School year only
5	Summer only
81	Year-round

By Ages Served

93	Ages 5-12 only
12	Ages 13-15 only
0	Mixed (ages 5-18)

Total=105



Hang Time Program, Shoreline

UP CLOSE IN SHORELINE: AN ON-SITE DROP-IN PROGRAM SERVING MIDDLE SCHOOL STUDENTS: HANG TIME COLLABORATION

Hang Time serves between 50-80 middle school students each Tuesday through Thursday offering homework help, structured tutoring, and a choice of several club activities. A model for collaboration, this program relies on active participation from the Shoreline YMCA, Kellogg Middle School, the City of Shoreline Parks and Recreation, and the City of Lake Forest Park. As a planning team, they are always looking for new, creative ways to reach out to different groups of students, improve program quality and keep the kids interested in what they have to offer. They conduct regular program evaluations and attribute much of their success to the belief that if “You have the right people and the right activities, then the kids will come” (Kellogg staff person).

TACOMA: AN URBAN COMMUNITY

Tacoma is the third largest city in the state, and is located at the foot of Mount Rainier on the shore of Commencement Bay. The Port of Tacoma is a center of international trade on the Pacific Coast. Tacoma is now a center for international exports, the arts and healthy, affordable living for families.

AYD PROGRAMS IN TACOMA:

School’s Out Washington and its community partners identified 447 AYD programs in Tacoma; were able to collect data for time of year they are open and ages served for all of them; and 131 of them participated in the survey. Most of the Tacoma survey respondents operated child care centers and family child care homes, which offer year round service and rarely serve children

over age 12. However, Tacoma has over 20 summer programs and almost 50 programs aimed at teenagers. Over half of Tacoma’s programs cost more than \$200 per month. Tacoma has the largest percentage of programs that provide transportation. About 35 percent of programs have Spanish speaking staff.

Number of Tacoma AYD Programs

By Time of Year Open	
84	School year only
21	Summer only
342	Year-round
By Ages Served	
393	Ages 5-12 only
47	Ages 13-15 only
7	Mixed (ages 5-18)
Total=447	

UP CLOSE IN TACOMA: A SUMMER DAY CAMP RUN BY A LOCAL FAITH-BASED ORGANIZATION: NORTHWEST LEADERSHIP FOUNDATION

Camp Northwest Leadership Foundation is a low-cost or free day camp program for children in grades K-5 living in the Salishan neighborhood of Tacoma. In partnership with Tacoma Housing Authority, the camp runs Monday through Friday from 7:30 to 5:30 pm throughout the summer months and when school is not in session during the school year. The program involves structured activities and field trips to the Point Defiance Zoo, Northwest Trek, and more. What makes this program stand out is that it also offers valuable experiences for older youth. Middle school students serve as junior mentors, and participate in community service and high school students work as counselors. As one parent reported to camp director, Melody Rodriguez, “My 6-year old child is a better person because of this camp.”



Camp Northwest Leadership Foundation, Tacoma

DEMOGRAPHICS

The three communities differ from one another in their population size and density, income levels, and extent of ethnic diversity, as shown in the table below.

Demographic Profiles of Three Washington Communities

	Lower Yakima Valley (Rural)	Shoreline (Suburban)	Tacoma (Urban)	Washington State
Estimated population, 2008	67,784	53,440	202,700	6,395,798
Percent of population speaking a language other than English at home	32%	19%	17%	14%
Percent of population living in poverty	19%	7%	16%	11%
Median household income	\$35,787	\$51,658	\$37,879	\$45,776

Student Population and Ethnicity (Ages 5-18) of Three Washington Communities

	Lower Yakima Valley (Rural)	Shoreline (Suburban)	Tacoma (Urban)	Washington State
Number of public school students	20,571	9,327	29,677	1,031,846
Percent American Indian	11%	1%	2%	3%
Percent Asian	0.5%	18%	12%	8%
Percent Black	0.2%	7%	23%	5.5%
Percent Hispanic	76%	6%	13%	13.5%
Percent White	12%	64%	49%	66%
Percent Pacific Islander	0.2%	0.5%	1%	0.5%
Percent Multi-Ethnic	1.5%	3.5%	0%	2%

B. MAPS: A BIRD'S EYE VIEW OF AFTERSCHOOL AND YOUTH DEVELOPMENT PROGRAMS IN THREE COMMUNITIES

Two sets of maps for each community illustrate the patterns of geographic distribution of AYD programs, ages served, and whether they operate during the school

year, during the summer or both. Public schools are also included on the maps to show where AYD programs are located in relation to them.

[Download a .zip file of all community maps ►](#)

[Download community maps individually ►](#)



C. PARTICIPANTS PROVIDING INFORMATION IN THE THREE COMMUNITIES

Below are graphs and tables of responses to the School's Out Washington provider survey that help us understand and compare supply of and demand for AYD programs in a rural, suburban, and urban community based on the 232 programs that responded to the survey. School's Out Washington and its community partners also conducted focus groups with a total of 146 parents and 120 students in order to hear directly what they look for in AYD programs. The information presented below is valuable and insightful but not generalizeable.



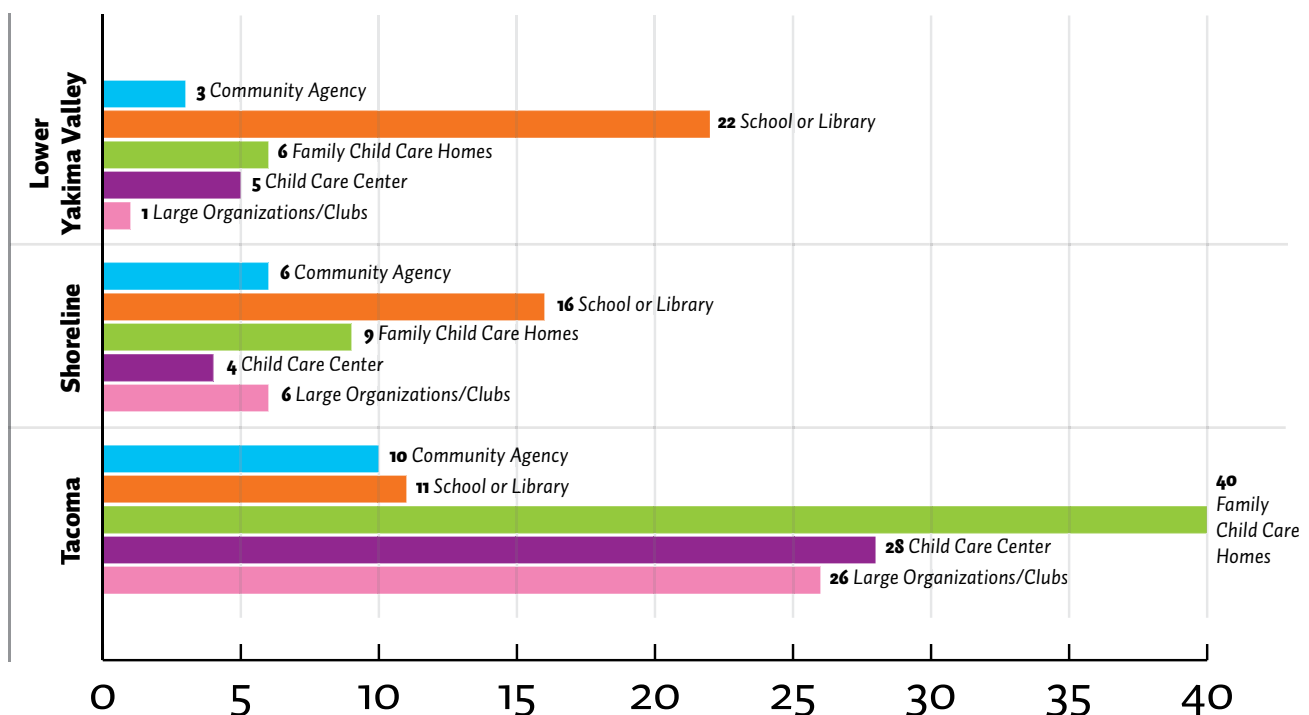
D. CHARACTERISTICS OF AYD PROGRAMS THAT AFFECT FAMILY CHOICES IN THREE WASHINGTON COMMUNITIES

School's Out Washington was able to identify many AYD programs in each of the three communities and invited them all to participate in the provider survey. The detailed analysis in this section of the report represents the AYD programs providers in the three communities who responded to the survey.

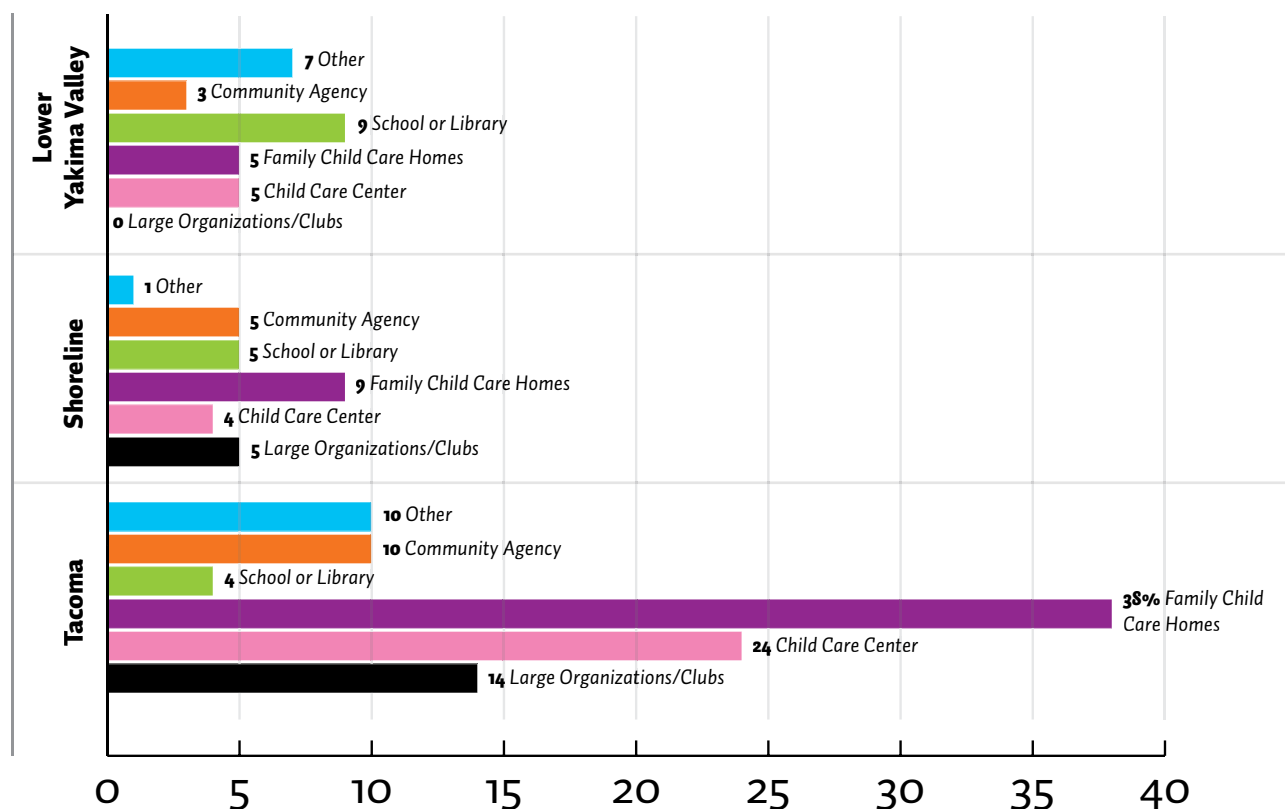
SUPPLY: AFTERSCHOOL, SUMMER, AND OTHER OUT-OF-SCHOOL TIME PROGRAM AVAILABILITY

The tables below show the number of programs from survey respondents that are open during the school year and during the summer in each community by the type of organization operating the program. The number of programs open during the summer in all communities is considerably lower than during the school year, especially for programs offered by schools and libraries. Some programs are represented in both graphs because they offer AYD programming year round.

AYD Programs Open During the School Year



AYD Programs Open During the Summer



FAMILIES WANT MORE PROGRAMS AVAILABLE IN THE SUMMER AND HOLIDAYS

“The summer months drag on for us because there aren’t enough activities.”

—Parent focus group participant

“What do you do with that one day that the kids are off but most businesses are open?”

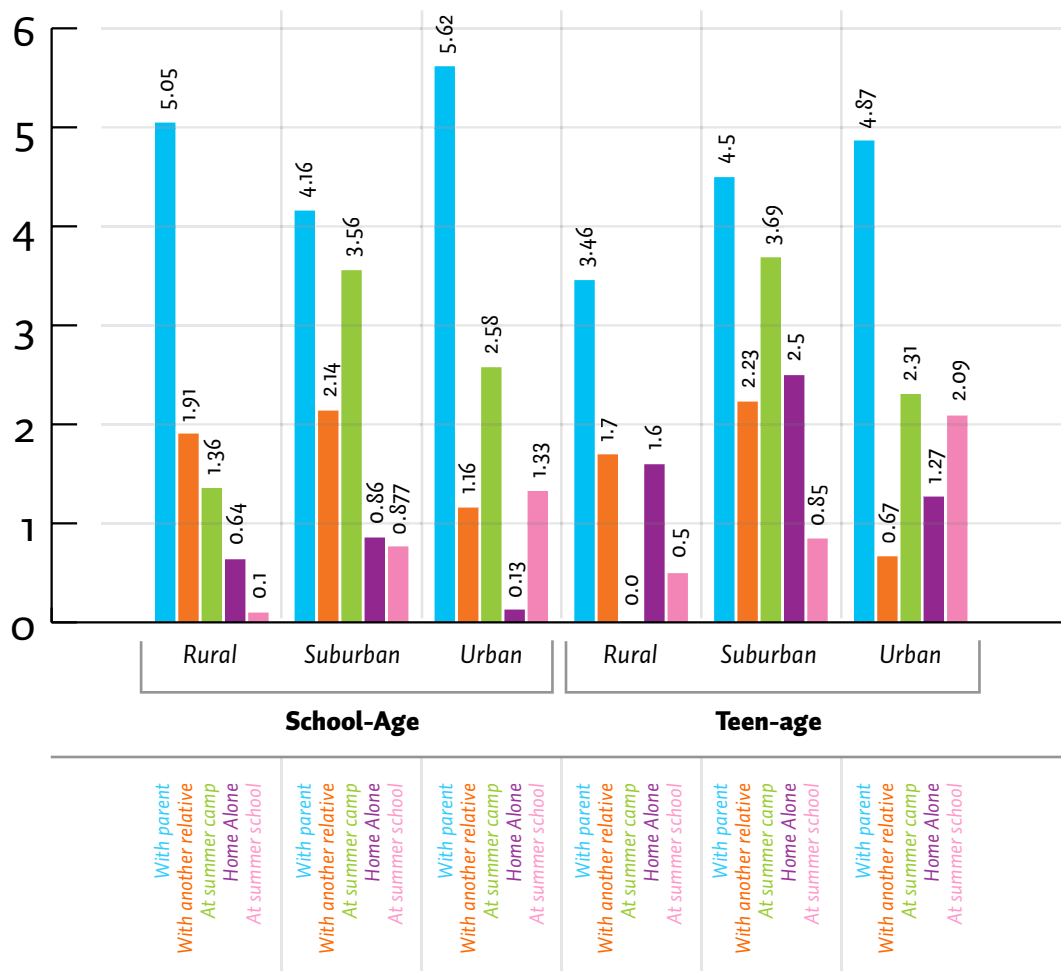
—Parent focus group participant

Parents and guardians indicated a need for summer programs, and, in general, expressed a desire for more programs to be available during weekends, holidays and teacher in-service days as well.

Parents expressed the need for more summer programs, particularly affordable programs for children in middle school. Parents were asked to indicate on the Parent Input Form how many days per week (out of 7) their school-age and teen-age children spent in various activities during the summer.

Average Number of Days Children and Youth Spend Per Week During the Summer at Various Activities

Source: School's Out
Washington Parent
Input Form (2008)



Parents who completed the input forms indicated that a high proportion of their children are with a parent or other relative during the summer. Suburban youth were more likely to be at summer camps than rural or urban kids. Urban kids spent substantial time in summer school. Suburban teens were more likely to be home alone than their peers in rural and urban areas.

CAPACITY AND VACANCIES

As with the statewide study, respondents reported a very high level of additional capacity; about twice the number of children and youth they are serving now. Some AYD programs in the three communities have multiple vacancies while others are full and may even have waitlists. Providers were asked the reasons why their program was operating under capacity or conversely, why they could not serve all of the kids who want to participate. They cited a number of reasons for both situations.

SOWA Survey Responses to Capacity Questions (not mutually exclusive)

Why are some AYD programs not at full capacity?	Lower Yakima Valley	Shoreline	Tacoma
Too many competing programs in the area	23%	13%	16%
Families cannot afford to pay for our care	4%	9%	11%
Kids in the area use other forms of care besides afterschool care/youth development programs	13%	16%	24%
There is not adequate transportation to our program	21%	2%	12%
Families do not know about our program	6%	11%	15%
We prefer to serve fewer kids than we have capacity to serve	6%	2%	8%
Why are some AYD programs at full capacity and unable to serve more kids?			
Not enough staff	10%	4%	4%
Not enough space	13%	9%	26%
Not enough funding	19%	2%	1%
Not enough other sites in the area	2%	2%	1%

Source: School's Out Washington Parent Input Form (2008)

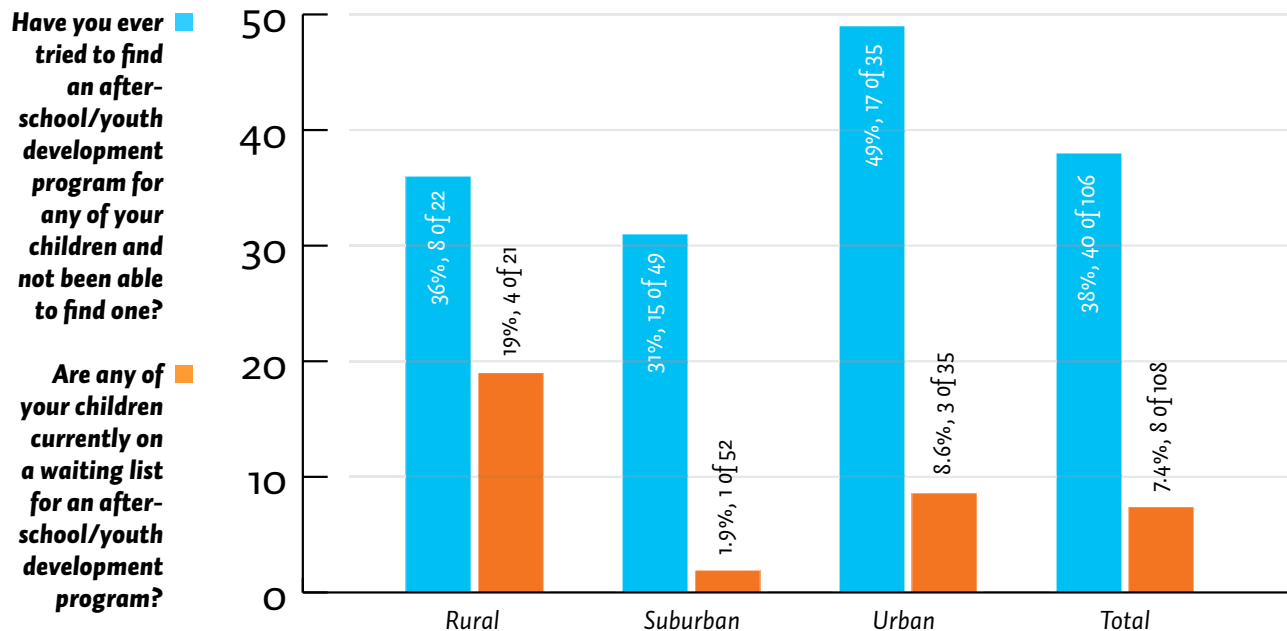
FAMILIES FIND THAT THE AYD PROGRAMS THEY CALL ARE FULL

“The kids are really disappointed when the programs fill up.”
—Parent focus group participant

When parents were asked about their experiences in finding the programs they wanted for their kids, the most prominent theme was that the AYD programs families want are full.



Parents who experienced difficulties in finding an AYD program



Source: School's Out Washington Parent Input Form (2008)

In one focus group, parents indicated that many of the large organizations or club programs were operating at capacity and suggested that community agencies should consider providing more activities, especially for teens and “tweens.”

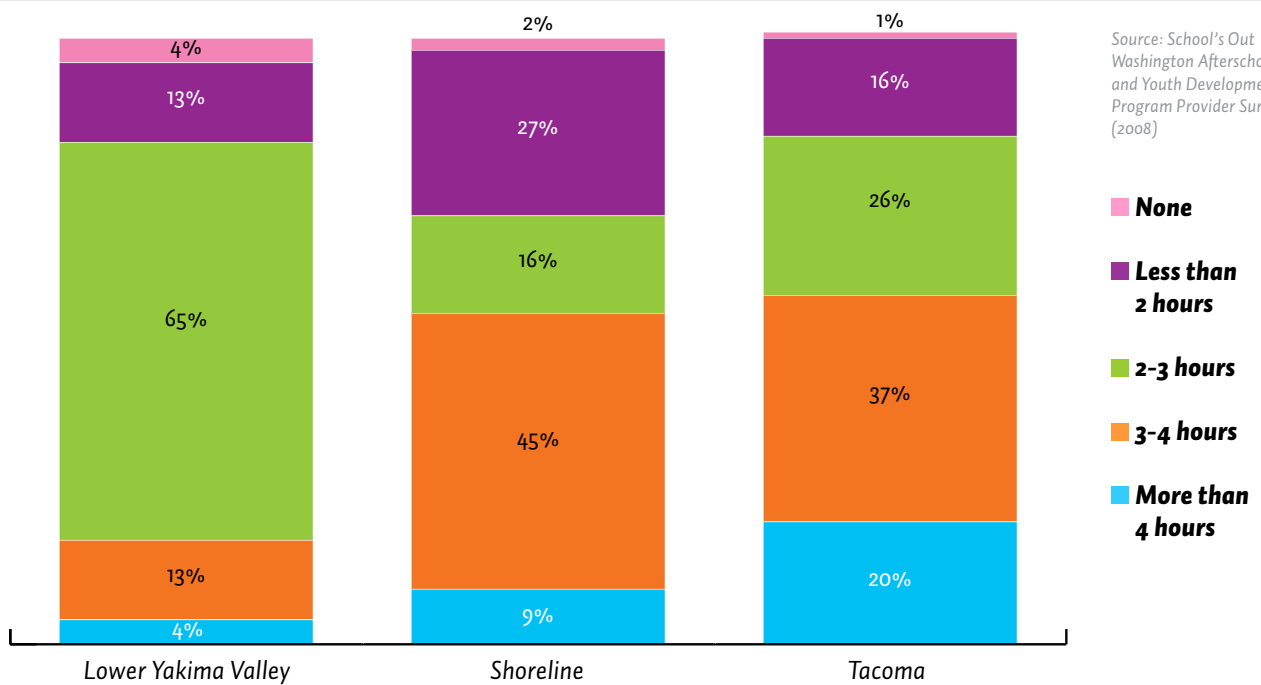
HOURS OPEN AFTERSCHOOL

Tacoma offers more programs with extended evening hours, which is consistent with the statewide analysis of the survey showing that urban areas have more programs with longer hours in the late afternoon and into early evening. In the Lower Yakima Valley, the majority of programs are only open 2-3 hours after school.

“If the parents can drive them around after school, there are lots of programs available. But, for the parents who work, there aren’t many options.” —Parent focus group participant



AYD Programs and Hours Open Afterschool



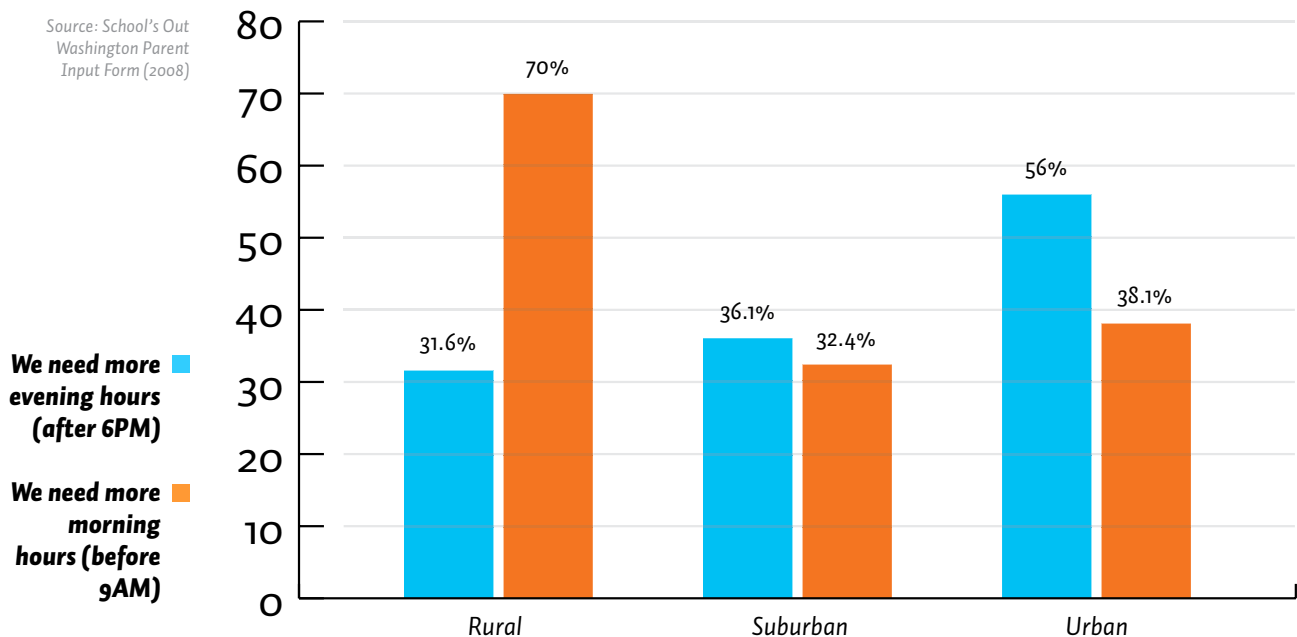
FAMILIES WANT EXTENDED HOURS IN THE EVENING

"If the parents can drive them around after school, there are lots of programs available. But, for the parents who work, there aren't many options." -Parent focus group participant

In terms of specific hours, almost half of the parents in focus groups indicated they needed additional hours of care before 9 AM and after 6 PM.



Percentage of parents seeking expanded hours by region

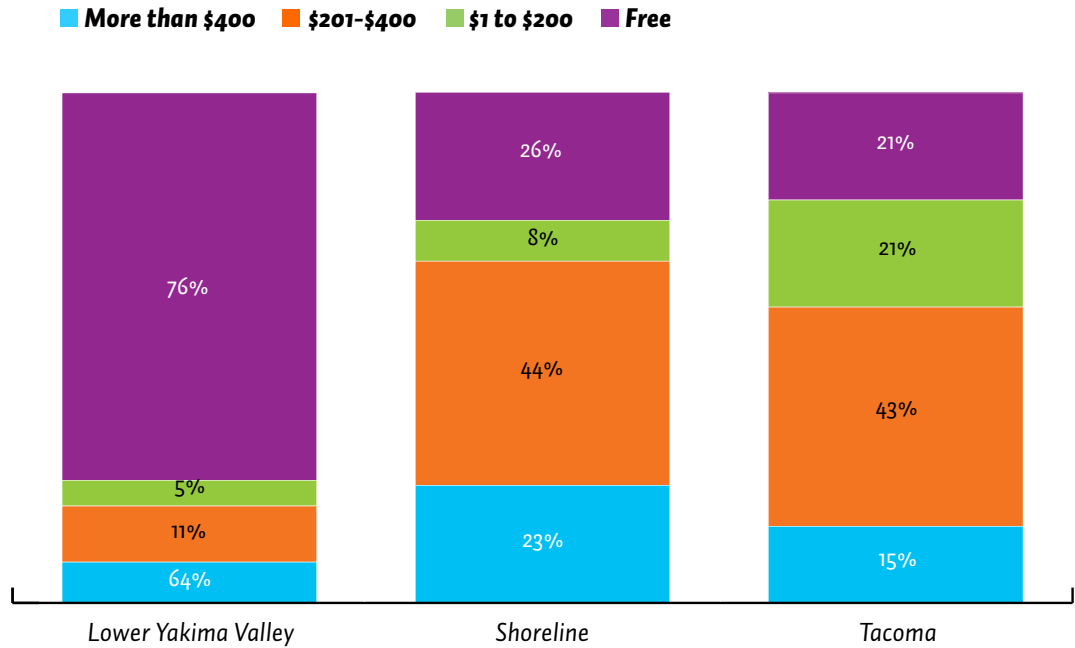


COST

Lower Yakima Valley offers the largest proportion of free programs. Both Shoreline and Tacoma offer the majority of their programs above the \$200 price range.

Survey respondents from the three communities reported the full price for their programs as shown at the top of page 99.

Full Month Price per Child for AYD Program Participation



Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

FAMILIES WANT MORE AFFORDABLE/FREE PROGRAMS, ESPECIALLY IN SHORELINE

"I can't afford \$700 a month for care in the summer"
—Parent focus group participant

Although parents in all regions indicated they wanted afterschool programs to be affordable (and ideally free), parents in the Shoreline focus groups particularly stressed the need for more affordable programs in their area. Parents in this region were least likely to indicate that services were free and showed the highest median of cost-of-care among the parents.



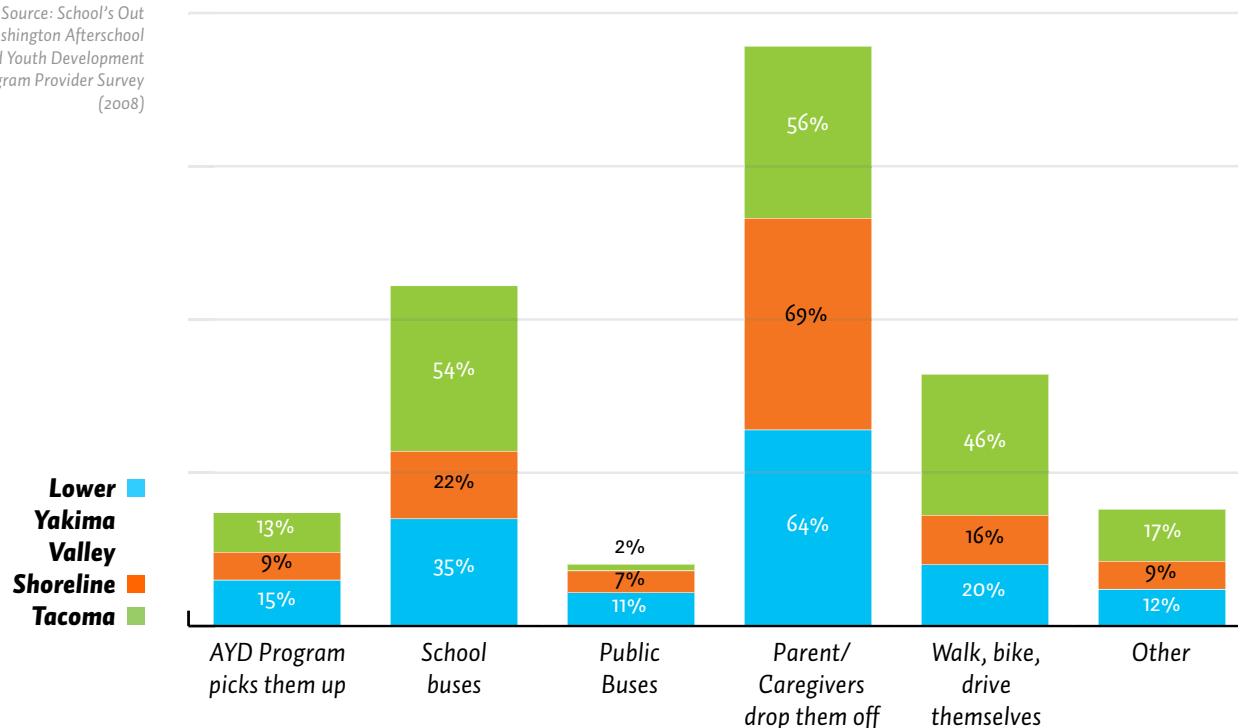
TRANSPORTATION

In all three communities, parents and caregivers taking children to and from their AYD programs is the most common mode of transportation.



Transportation Modes Children/Youth Use to Get to Their AYD Programs (provider observations; not mutually exclusive)

Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)



FAMILIES WANT PROGRAMS TO OFFER TRANSPORTATION

“The perfect program is from school to program.”

—Parent focus group participant

Although parents across the communities said it was fairly easy to get their kids to their AYD programs, they want more programs to offer transportation and that transportation is an important factor in choosing an afterschool program. For Lower Yakima Valley families, transportation is a larger challenge since towns are spread out and there is limited public transportation.

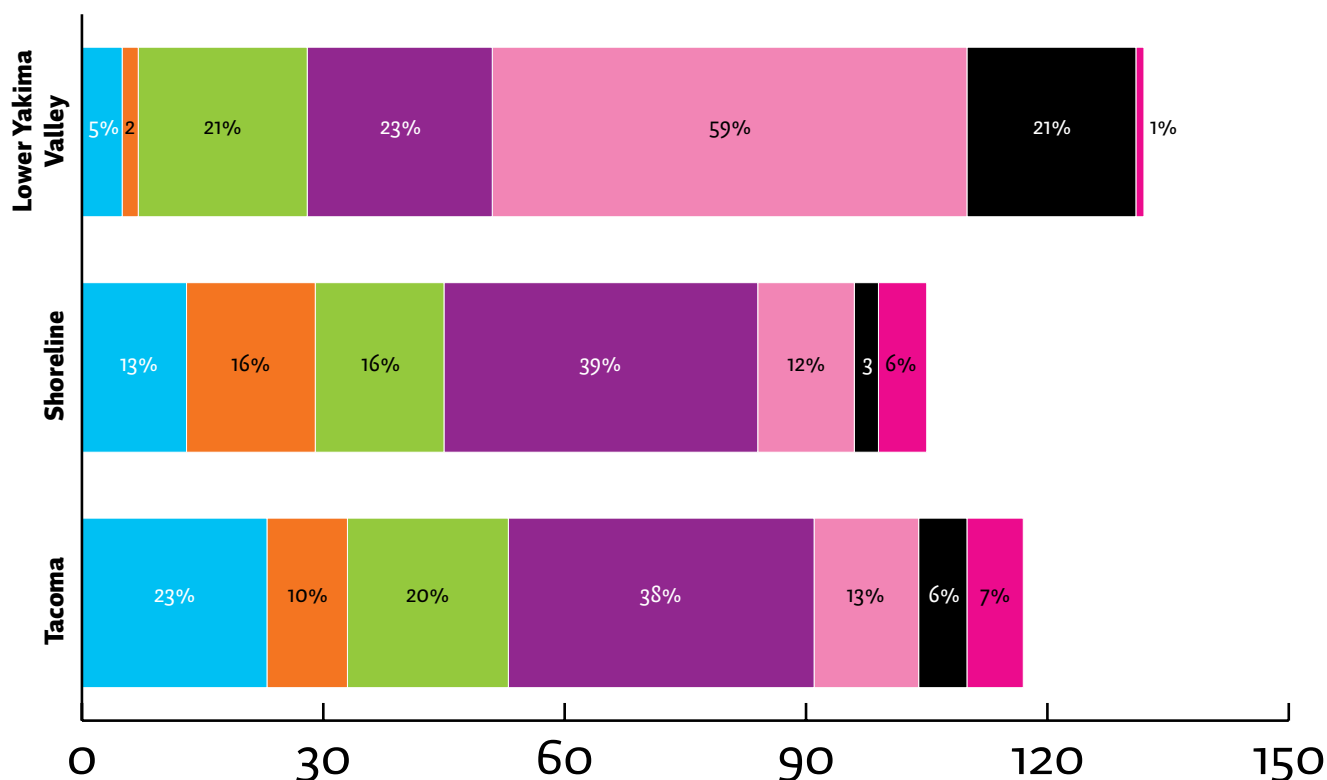


ETHNICITY AND LANGUAGE

On average, Shoreline and Tacoma AYD programs estimated that they serve about the same proportion of European/Caucasian students, a percentage similar to statewide survey findings.²⁹ The Lower Yakima Valley serves almost five times as many Latino children

and between 3 to 6 times as many Native American children as the other two communities, reflecting the concentration of Latino and Yakama Nation children in the Lower Yakima Valley.

Average Percentage of Children/Youth in AYD Programs on a Typical Day by Ethnicity (provider observations; not mutually exclusive)



Source: School's Out Washington Afterschool and Youth Development Program Provider Survey (2008)

■ African-American ■ Asian ■ Biracial ■ European/Caucasian ■ Latino/a ■ Native American ■ Pacific Islander

Providers in the three communities reported the languages spoken by their staff. Surprisingly, even though Tacoma AYD providers did not indicate serving a large number of Latino students, a large number of them have staff that speaks Spanish. In all three communities, English and Spanish are the most commonly spoken languages at AYD programs.

In all three communities, English and Spanish are the most commonly spoken languages at AYD programs.



Language Diversity at AYD Programs (not mutually exclusive)

	Lower Yakima Valley	Shoreline	Tacoma
English Only	19%	47%	58%
Arabic	2%	9%	3%
Chinese	0%	7%	1%
Japanese	13%	7%	2%
Korean	4%	2%	4%
Russian	0%	2%	9%
Somali	0%	4%	0%
Spanish	85%	29%	35%
Tagalog	2%	4%	4%
Tigrigna	2%	0%	0%
Ukrainian	13%	2%	4%
Vietnamese	0%	9%	2%
Other	2%	20%	13%

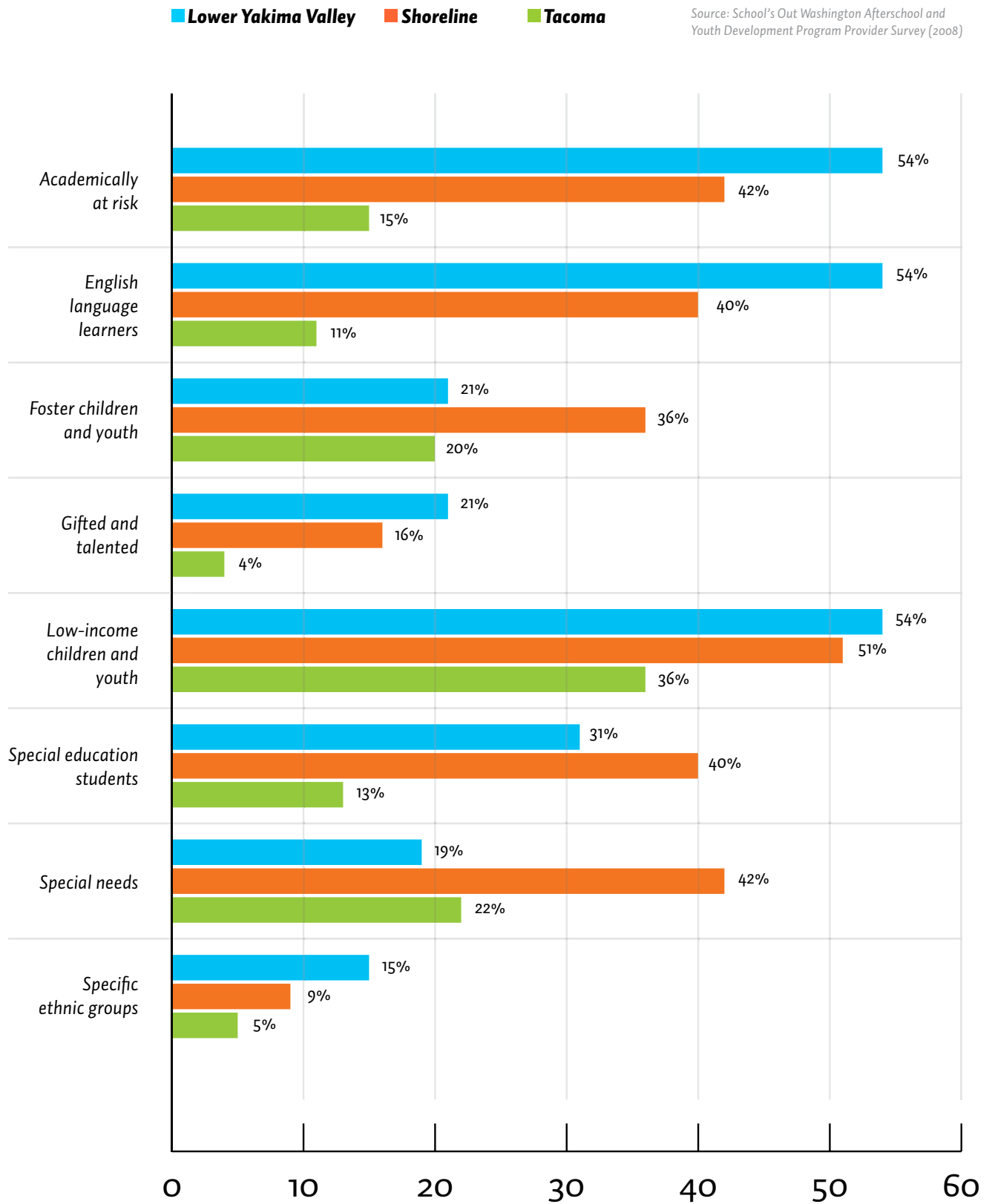
FAMILIES WANT PROGRAMS WITH DIVERSE STAFF

Parents, especially those speaking English as a second language, said that having staff that can effectively communicate with them is a great help; especially to learn more about which programs exist and how to fill out paperwork.

SPECIALIZED SERVICES

While survey respondents from Tacoma reported offering a large number of programs serving low-income children, this was not reflected in the proportion of free and low cost programs available in the cost analysis. Tacoma also offered a large number of programs serving special needs children. This could reflect its high number of family child care homes, which statewide research indicates have a much higher proportion of special needs kids than any other care-type.³⁰ Shoreline and the Lower Yakima Valley offered similar proportions of a variety of specialized services.

Specialized Services Offered at AYD Programs



WHAT FAMILIES WANT FROM AYD PROGRAMS

Beyond the data collected in the provider survey was information gathered from focus group participants about what they want AYD programs to provide.

KNOWING WHAT IS OUT THERE: FAMILIES WANT TO KNOW WHICH AYD PROGRAMS ARE AVAILABLE

“Who is going to help me with the information of what [afterschool and youth development programs] is out there?”

—Parent focus group participant

Many of the parents were not aware of programs that were available to their kids and suggested a centralized list of which programs were available per community.

AGES SERVED: FAMILIES WANT MORE PROGRAMS FOR “TWEENS”

“Young teens (middle school age) are a high risk group. They are too old for childcare, too young for teen programs.”

—Parent focus group participant

Parents from Tacoma and Shoreline noted the need for more programs for “tweens” and “teens.”³¹ The parent input form shows the same pattern as the ASPA-NHES national data, with almost identical percentages of parents saying there are not enough good choices for afterschool care for the age group of their children.³²

CONTENT: FAMILIES WANT MORE VARIETY AND AGE APPROPRIATE PROGRAMMING

“It would be great for the kids to be able to choose activities they want to participate in, perhaps have a rotation to choose from.”

—Parent focus group participant

One of the strongest needs expressed by parents in all three communities was a need for a more diverse set of programs, including sports and activities, perhaps not operated by large organizations and clubs, but through community agencies and/or possibly schools. Parents requested academic help as well as sports, arts, music, and other educational activities that are of interest and appeal to their kids so there would be an opportunity for them to develop their individual interests. Parents

wanted to see programs offer activities that kids do not get elsewhere, i.e. cooking, gardening, sewing, knitting, and other life skills. Parents also wanted the activities to be age-appropriate and said that a lot of the activities are catered to the younger kids and not engaging for kids older than age eight.

QUALITY AND CONVENIENCE: FAMILIES WANT TO KNOW THEIR KIDS ARE IN A SAFE AND ENRICHING ENVIRONMENT

In addition to being affordable and providing transportation, parents across the three communities described their ideal care arrangement as:

- **Safe**—a place where they can rely on caring adults to care for their children.
- **Convenient**—close to home and flexible hours to allow parents enough time to get to their kids after work.
- **Enriching**—kids can receive help with their homework, but at the same time they are engaged in fun, learning activities that teach life skills.
- **Supportive**—kids are with adults who care and who are equipped to meet the needs of kids.
- **Having well-trained and qualified staff**—so kids can building trusting and strong relationships as well as communicate with parents
- **Offering more options and activities**—i.e. drop-in, special needs, sports and other extracurricular activities, tutoring, and youth programs ages 13–18.

FACTORS MOST IMPORTANT TO PARENTS IN CHOOSING AN AYD PROGRAMS

On the Parent Input Form, participants rated the extent to which they thought different aspects were important in deciding what type of AYD program to choose for their children. Suburban and urban parents rated every factor, except “cultural/ethnic identity,” at 3 or above out of 4 indicating high importance. The rural parents ranked every item as less important than did the suburban and urban parents; the only item that rated at 3 or above was “my child’s preference,” which received the second lowest rating among suburban and urban families. These patterns suggest a need for further exploration with a larger number of parents.

**E. SUMMARY OF AN IN-DEPTH LOOK
AT THREE WASHINGTON COMMUNITIES**

Parents and kids in the three communities want afterschool time to be fun and enriching and after-school and youth development programs to be safe and convenient. By listening to families, we learned that even though AYD programs may be open and have space for additional kids, families do not know where to find them, need help with transportation, and are concerned about quality, hours of operation, and cost, especially in the summer.

At the same time, we learned from providers that there are a lot of programs open during the school year and summer, a variety of content areas that are interesting and fun for kids, many programs offer specialized services for children and youth with special needs, and many programs offer free or low cost services.

Many of the parents were not aware of programs that were available to their kids and suggested a centralized list of which programs were available per community.



Understanding Need, Demand, and How to Leverage Existing Capacity

4

For this report, the level of need per county is determined by a calculation that takes into consideration, first, the proportionate lack of AYD programming for its population of children and youth, and second, the percent of children in poverty.

Demand for this report is defined as the number of additional children and youth that families and other stakeholders strongly want to see involved in AYD programs. Other stakeholders include program providers, local and state governments, schools, law enforcement, and other organizations affected by the proportion of children and youth in AYD programs in a community.

A. ESTIMATE OF LEVELS OF NEED

Many communities have made the mistake of confusing level of need with demand, although the difference between them is critical for developing solid public policy and wise investments in afterschool and youth development programs.

Level of need is commonly developed from demographic data and available administrative records about the current supply of AYD programs, and tends to reflect the level of current programs compared to the population of children and youth and then a determination of how much AYD programming “should be” available. This approach commonly disregards the “competition” for other afterschool arrangements. The problem with equating need and demand in this way is that families make decisions about their children’s involvement

with AYD programs subjectively, based on their own complex assessment of what is suitable and available for their child and feasible for them to manage.

For this report, level of need is based on two factors:

1. *An estimate of the number of children ages 5 to 12 and youth ages 13 to 18 for whom there is no “slot” available within the reported AYD program capacity according to SOWA provider survey. This result was then used to determine percent of the population of each county of kids ages 5 to 12 and ages 13 to 18 without “slots.” A level of capacity shortage (not enough slots per child/youth) was assigned to each county based on its lack of capacity compared to other counties.*
2. *The percent of children ages 5 to 17 living below the federal poverty line in each county, based on Census*

2000.³³ A level of severity of poverty was assigned to each county compared to other counties.

The first factor takes into consideration the extent of current AYD programs compared to the population of children ages 5 to 12 and youth ages 13 to 18.

The second factor was chosen because poverty is a significant risk factor for a number of bad outcomes for children and youth. Quality afterschool and youth development programs have been shown to increase the protective factors that help prevent involvement in risky behaviors by children and youth. Quality AYD programs also have been shown to have the greatest benefit for children living in low-income households.

Four levels of relative need were determined based on the combination of these two factors, with the shortage of slots being the primary factor. The levels of need are defined as:

Severe Need	High capacity shortage and high poverty High capacity shortage and medium poverty
High Need	Medium capacity shortage and high poverty High capacity shortage and low poverty
Medium Need	Medium capacity shortage and medium/low poverty Low capacity shortage and high poverty
Low Need	Low capacity shortage and medium/low poverty



All counties in Washington would likely benefit from having more children and youth engaged in quality afterschool and youth development programs. For some counties, the need looks to be greater for children 5 to 12; for others the need seems greater for youth ages 13 to 18. Stakeholders and investors would be wise to target a larger proportion of resources to counties found to have higher levels of need for investment in AYD because children and youth in those counties simultaneously endure the risk factor of poverty and the lack of the protective factors that AYD program provide.

The maps on the following pages indicate the level of need for investment in AYD programs for each county with separate maps for children ages 5 to 12 and for youth ages 13 to 18. The table below shows the number of counties falling into each category.

Number of Counties and Levels of Need for Additional AYD Capacity

Relative Level of Need	Children Ages 5 to 12	Youth Ages 13 to 18
Severe Need	6	4
High Need	5	12
Medium Need	19	17
Low Need	6	2
Insufficient Data	3	4

[Download a .zip file of all statewide maps ►](#)

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B. TOWARD AN ESTIMATE OF DEMAND

Some evidence suggests that while interest in afterschool programs may be great, the actual demand for existing programs is not.

Many of the survey respondents said they had unfilled spaces. Utilization rates appear to be strongly influenced by program characteristics such as cost and ease of access.³⁴ It is possible to have long waiting lists at free programs in a neighborhood as well as empty spaces in programs that charge fees.³⁵

FACTORS IN ESTIMATING CURRENT DEMAND FOR AYD PROGRAMS IN WASHINGTON

Factors likely to affect demand for AYD programs by families include:

CHOICE AMONG OTHER AFTERSCHOOL ARRANGEMENTS

- *Lack of knowledge of available choices*
- *Availability of relatives, friends or neighbors to provide supervision*
- *Child's interests*
- *Child's special needs*
- *Availability of financial assistance for AYD programs*
- *Availability of attractive lessons, clubs or sports*
- *Availability of drop-in programs*
- *Attitudes and beliefs about self-care*

DEMOGRAPHIC FACTORS

- *Parents' work status and schedule*
- *Age of the child*
- *Age and number of other children in the family (whether the family is also paying for child care for*

younger children, or needs older children to take care of younger children)

- *Income level*
- *Primary language of parents*

AYD PROGRAM CHARACTERISTICS

- *Content offered*
- *Hours of operation of AYD programs*
- *Transportation*
- *Location of AYD programs*
- *Quality of program (staff, activities, facilities)*
- *Respect and inclusiveness of ethnicity and culture*
- *Time of year available*

No one yet has developed an algorithm that would “correctly” assign the relative mix and weight of factors that families will use in deciding whether to use AYD programs. Many families have little or no choice among AYD programs, particularly in geographic areas where there are very few programs. Quite simply, there is not enough data to determine the likelihood of a family's making a particular choice

under an endless combination of the factors listed above.³⁶

The best we can do at this time is make reasonable estimates of demand based on relevant data, using experience and professional judgment.

AN ILLUSTRATION OF ESTIMATING DEMAND FOR AYD PROGRAMS IN WASHINGTON

One illustration of estimating demand is described below. We begin by looking at children whose families are most likely to want them in an AYD program rather than the current afterschool arrangement they use and would respond to a “reasonable” opportunity to do so (recognizing that reasonableness will be in the eye of the beholder).

We then make what we believe is a cautious estimate of the proportion of children and youth in those settings that might move into AYD programs under “reasonable” circumstances.



1. Estimate of Children and Youth in Self-Care³⁶

For children 5 to 8 years	1.9 % x 336,901 children =	6,401
For children 9 to 11 years	9.9% x 250,270 children =	25,027
For children 12 to 14 years	32.9% x 270,663 children =	89,048

2. Estimated Demand for AYD by Children in Self-Care (Based on Estimate in Item 1)

70% of children 5 to 8 years (6,401 x 70%)=	4,481
60% of children 9 to 11 years (25,027 x 60%)=	15,016
15% of children 12 to 14 years (89,048 15%)=	13,357
Total	32,854 Children ages 5-14

3. Estimated Demand for AYD by Children Ages 5 to 12 Most Likely to Move to AYD Programs from Other Types of Care

Estimated demand for AYD programs by children ages 5 to 12	Children Ages 6 to 8	Children 9 to 12
Children in self-care (70% ages 5 to 8; 60% ages 9 to 11)	4,481	15,016
A fourth of children with no primary arrangement	22,495	31,118
A fourth of children in parental care	9,373	12,615
A fourth of the children in FFN care	13,122	11,774
A fourth of children for whom lessons, clubs and sports are primary form of care	1,250	18,503
Total	50,721	89,026



Based on professional judgment, one fourth was selected as a reasonable estimate of children ages 5 to 12 in these care arrangements that would switch to an AYD program if it fit their needs based on assumptions that:

- Most families are reasonably content with the care arrangements they have.
- Families might prefer to simplify their lives by having a primary care arrangement in an AYD program rather than piecing together several different arrangements.
- Families using parental or family, friend, and neighbor care may wish to provide their children with more

learning and socializing experiences.

- An AYD program could perhaps offer a less expensive or more simple arrangement than a mix of lessons, clubs, and sports.

ESTIMATED DEMAND FOR AYD BY YOUTH AGES 12 TO 15

Using professional judgment, one fifth was selected as a reasonable estimate of youth ages 12 to 15 in these care arrangements that would switch to an AYD program if it fit their needs.

Estimated Demand for AYD Programs by Youth Ages 12 to 15

Estimated Demand for AYD Programs by Youth Ages 12 to 15	Number of Youth
A fifth of youth ages 12 to 14 in self-care	17,810
A fifth of youth ages 13 to 15 who regularly participate in school or community activities that are not AYD programs	13,700
Total	31,510

Combining the estimates above for children and youth ages 5-15 (which total 171,260), and recognizing the lack of hard data on what drives demand, the total estimated demand for AYD programs in Washington could reasonably be considered in the range of 150,000 to 190,000 children and youth (or 17% to 22% of all children and youth of these ages).

A high proportion of the demand is believed to be for children ages 5 to 12. Based on information gathered for this study, youth are engaged in a range of extracurricular and community activities, a good number of them are working, and they are more likely to be alone after school or with friends. Engaging

youth in current AYD offerings has been difficult, and they are naturally a tough market. This could change with the creation of programs designed by youth that are challenging, fun, age-appropriate and exclusive to teens, and have staff able to form and keep strong relationships with them.

C. COMPARISON OF ESTIMATED DEMAND TO ADDITIONAL CAPACITY AVAILABLE

Based on the School's Out Washington provider survey data and Department of Early Learning data on licensed care, we estimate that about 145,000 children ages 5 to 12, and 30,000 to 38,000 youth ages 13 to 18, are currently being served in AYD programs in

Washington, or a total of 175,000 to 183,000 children and youth served.

The current demand (150,000 to 190,000) is roughly equal to the total number of children and youth currently being served.

Respondents to the SOWA provider survey reported that they had the capacity to serve at least twice the number of children and youth they are already serving. As noted earlier, a large amount of this capacity may not match up with the needs of and/or some of the capacity responses may not be realistic. However, this information indicates that a considerable portion of the estimated demand could be met by adjusting existing

programs that already have facilities and some staff. Meeting other portions of demand will likely involve starting new programs.

D. NEED FOR EXPANDED FUNDING

There is an obvious need for substantially more ongoing funding for AYD programs if demand is to be met and community benefits obtained. Current programs can neither serve more kids nor strengthen their quality without additional funding.

The Wallace-Reader's Digest Funds created an evaluation report from an out-of-school-time initiative. This report was designed to contribute to the supply, accessibility, affordability and quality of afterschool programs, especially for low-income children in a systemic way. The report stated the following about revenues for quality afterschool programs:

...revenues to programs serving low-income children fall short—sometimes far short—of resources needed to maintain even minimal-quality programs. Inadequate funding affects program quality in a number of ways. It leads to thinly staffed programs, limiting individual attention to children. It limits programs' ability to provide choice in activities, to purchase adequate supplies and materials to create a rich classroom environment. It leads to lack of resources for management functions, ranging from fund-raising for a program, to program

planning to supervision of frontline staff. (It also limits other agency supports of frontline practice, such as substitutes to free staff for professional development.) It leads to lack of resources for capital investment and improvements, for facilities and equipment. Not least, it lowers wages and benefits, which in turn hampers programs' ability to recruit and retain good staff.³⁷

Parents in low-income communities clearly cannot pay more than a modest share of the cost of afterschool programs for their children. For some families, even a modest fee is a barrier to participation.

"Give more money to programs to help buy electronics, books, computers, transportation, and hire more people."
—Student focus group participant

Foundation and corporate funding are only capable of supporting a modest percentage of the total cost. That implies a need for much greater public funding for afterschool and youth development programs that could come from a shift of funds away from specialized treatment-oriented services or from a moderate expansion of existing lines of program funding.

In Washington, an increase in the level of subsidies for licensed child care would improve the revenue situation for child care centers and family child care homes. Also, the Department of Early Learning and Thrive by Five Washington are investing in a Quality Rating and

Improvement System that offers licensed providers opportunities to increase revenue upon meeting specified quality standards. The QRIS project is aimed at early care and childhood organizations, and it is unknown whether those benefits will include AYD programs.

E. COST OF SERVING CHILDREN AND YOUTH IN AYD PROGRAMS

The cost of an afterschool or youth development program will vary according to many factors, including: the community's cost of living; the program's auspices; schedule; services; number, age and special needs of children and youth; and investments in program quality.

There is a lack of up-to-date information on the costs of AYD programs. The Wallace Foundation is funding a study of the costs of high quality AYD programs yet to be released. A literature review on program costs issued in 2006 indicated that the cost of running an afterschool program in 2001 was \$4,000 to \$6,000 per child annually for a full-year program. The lower figure was based on a survey of 60 programs sites in Boston, Chicago and Seattle. The latter figure was based on indicators from this study about the cost of a high-quality program.³⁸

For purposes of an overall estimate of cost to meet estimated demand for AYD participation in Washington, we can use \$5,000 (the midpoint of the two cost estimates described above) as a starting place.

If demand includes an additional 120,000 kids, the gap could be filled in fifteen years with incremental annual increases in program revenue of \$40M statewide.

A considerable portion of that amount would be generated by programs fees. Another sizable portion would be provided through child care subsidy payments for children ages 5 to 12, especially if more low-income children are enrolled in AYD programs. Local public and private organizations can provide a portion of the revenue.

A reasonable and realistic portion of state general funds each year for program support would be 40 percent, or \$16M. As noted below, program investments alone will not improve the overall planning, coordination, and other infrastructure needed to maximize program investments. The estimated cost for those infrastructure functions on the state and local level is \$4M annually.

F. GUIDANCE ON MEETING DEMAND

Adequately meeting the demand to engage more children and youth in AYD programs calls for more than creating new programs or putting more kids into existing programs.

Approaches likely to maximize investments include:

1. *Increase communication with families about programs currently available.*
2. *Obtain stable funding to allow long-term planning and coordination.*
3. *Bring current programs to a standard of high quality.*
4. *Invest in infrastructure of coordination, professional development.*
5. *Matching families' needs with existing programs and transportation.*
6. *Form collaborations and partnerships on a local level to conduct thorough planning so investments have maximum benefit for the children and youth with the most need.*
7. *Ensure that expansion of current programs or creation of new ones results in high quality programs that engage children and youth.*
8. *As much as possible, new funding should be structured to allow flexibility at the city, community, and program levels. That implies not restricting funds to particular types of agencies.*

Although current programs report being able to serve many more young people than they are now, adding participants would require additional funds. Substantially more funding for afterschool and youth development programs is needed if demand is to be met and community benefits obtained.

G. CONCLUSION

This study provides state and local stakeholders with a great deal of data analysis to better understand the complexities of serving young people ages 5 to 18 in engaging, high quality afterschool and youth development programs that fit the needs of their families.

In Washington, an estimated additional 150,000 to 190,000 children and youth would participate in AYD programs if the schedule, location, cost and other features meet their needs and desires. Although current programs

report being able to serve many more young people than they are now, adding participants would require additional funds.

Substantially more funding for afterschool and youth development programs is needed if demand is to be met and community benefits obtained.

Improving the fit between families' needs and the current capacity of programs to then serve an additional 150,000 kids demanding afterschool programs in the future could be achieved in fifteen years

with incremental annual increases in program revenue of \$24M statewide.

The establishment of a database of all afterschool and youth development programs would be extremely helpful for policy and planning in future years. Additional research is needed to understand the quality of existing programs and what it might take to improve quality across the state, while concurrently working to increase the number of spots available for children and youth.





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5 School's Out Washington set forth the definition of afterschool and youth development programs for this study. Other types of programs that do not fit the definition are discussed and described in this report, to the extent necessary to understand how they contribute to the supply of afterschool choices and affect demand.

6 Several states have begun asking about the supply of and demand for AYD. Oklahoma, Minnesota, Ohio, Vermont, produced and South Carolina are looking at this issue on the state level.

7 Regularly attending a high quality AYD program contributes to improved academic achievement and positive outcomes for children and youth (Blank, et al, 2003). The time children and youth spend in AYD programs promotes healthy development, improves academic success, encourages leadership, and supports families (Dennehy et al, 2005). Youth who participate in quality youth development programs afterschool are more likely to develop high self-esteem, leadership skills, and positive attitudes toward learning (McLaughlin, 2005). An independent research review found that youth who participate in afterschool programs improve significantly in their behaviors, attitudes, and school performance (Durlak et al, 2000). Participating youth demonstrated greater feelings of self-confidence, self-esteem, and positive feelings toward school. Researchers saw improvements in positive social behavior, grades, and test scores and a reduction in problem behaviors, drug use, risky sexual behavior and pregnancy (Corporate Voices (2004). As seen in: Blank, Martin J., Melaville, Atelia & Shah, Bela P. (2003). Making the Difference: Research and Practice in Community

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- 14** The Washington Afterschool Network is a formal statewide collaboration designed to improve the quantity and quality of afterschool programs in Washington. WAN participants include policy makers, educators, childcare providers, youth development workers, program developers, advocates, and parents.
- 15** Washington State licenses or certifies two types of childcare; childcare centers and family childcare homes, both of which can serve school-age children ages 5 to 12. Centers, defined as facilities that are not residences, are licensed to care for a specific number of children based on staff and space requirements. Family homes are located in residences and are licensed to care for up to 12 children at the same time. Some types of care do not require a license, such as school-age programs run by a public school, the armed forces, preschools, programs serving children over age 12, and relative or nanny care. Paid child care provided in the child's home or in the home of a relative is not subject to licensing; it is legal and is exempt from licensing. Certification means department approval of a person, home, or facility that does not legally need to be licensed, but can meet the minimum licensing requirements and become eligible to receive state subsidies. Tribal certification means that the department has certified the tribe to receive state payments for children to be eligible to receive subsidies. Many AYD programs fall outside the criteria that would require licensing.
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31 SOWA parent input form results for parents saying there are not good choices for afterschool care across age group of their children (36.7% for parents of school-age children, 33.3% for parents of teen-agers, and 35.7% for parents of both school- and teen-age children).

32 ASPA-NHES parent survey results for parents saying there are not good choices for afterschool care across age group of their children (26.2% for 1st through 3rd grade, 26.2% for 4th through 6th, 27.5% for older than 6th grade).

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- Heather Elmore, Education Services Manager from the Northwest Community Action Center in Toppenish, WA

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- Washington Afterschool Network
- Focus group participants
- Provider Survey participants

PROFILED PROGRAM SITES:

Kirkwood Elementary 21st Century Program
Hang Time Collaboration, Kellogg Middle School
Camp Northwest Leadership Foundation

REVIEWERS

- Susan Yang Affolter, Professional Development Coordinator, WA State Child Care Resource & Referral Network
- Jack Albaugh, Manager of Afterschool Programs, Puget Sound Educational Service District
- Rob Beem, Manager of Community Services Division, City of Shoreline
- Joanne Benham, Director, Spokane Regional Youth Development
- Kelvin Caesar, Sr. Community Building & Investment Associate, United Way of Pierce County
- Janet Frieling, Network Director, School's Out Washington
- Mari Offenbecher, Executive Director, School's Out Washington
- Shannon Ginn, Communications Project Specialist, School's Out Washington
- Christine Stoffels, Executive Director, University Family YMCA
- Ken Thompson, Program Officer, Bill & Melinda Gates Foundation
- Kevin Wright, State Program Manager of 4-H Youth Development, WSU Puyallup
- Nicole Yohalem, Program Director, Forum for Youth Investment
- Focus Group Facilitators

NORTHWEST COMMUNITY ACTION CENTER, LOWER YAKIMA VALLEY

- Heather Elmore
- Melanie Willis
- Lisa Schmidt
- Jessica Prieto
- Suzi Carpino
- Julie Valdez
- Hiram Cantu
- Andrea Quintero
- Olga Mariscal

CITY OF SHORELINE

- Rob Beem
- Beth Green

4-H YOUTH DEVELOPMENT, WSU EXTENSION

- Kevin Wright
- Christine Murray
- Brian Brandt

PROJECT COORDINATOR

- Shannon Ginn, MPH

CONSULTANT TEAM

- Nancy Ashley, Heliotrope
- Lisa Kagan, Heliotrope
- Bayta Maring, Ph.D.

DESIGNER

- Josh Oakley



© 2009 School's
Out Washington

801 23rd Ave. S.
Seattle, WA 98144

Phone: 206.323.2396

Fax: 206.323.7997

Toll Free: 888.419.9300

schoolsoutwashington.org

info@schoolsoutwashington.org

