Legislative Budget and Finance Committee

A JOINT COMMITTEE OF THE PENNSYLVANIA GENERAL ASSEMBLY

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Afterschool Programs in Pennsylvania

June 2016

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Summary and Recommendation

In December 2015, the Legislative Budget and Finance Committee (LB&FC) directed its staff to conduct an update of a report we released in May 2009 on the availability and affordability of afterschool/out-of-school time (OST) programs in the Commonwealth.

We found:

Since our 2009 report, new legislation has passed, both nationally and in various states, to expand the concept of afterschool/OST programming. The Every Student Succeeds Act of 2015, which replaced the No Child Left Behind Act, provides for Expanded Learning Time (ELT) in which schools can receive 21st Century Community Learning Center (21st CCLC) funds for using a longer school day, week, or year for student enrichment and other services. To date, few Pennsylvania schools have pursed ELT programs. But states such as California, Texas, and Vermont have taken steps to encourage and support ELT efforts within their school systems. While many welcome this broadening of the use of 21st CCLC funding, which previously was limited exclusively to out-of-school time programming, others see the expansion of ELT programs as a possible source of tension between advocates seeking the same funds.

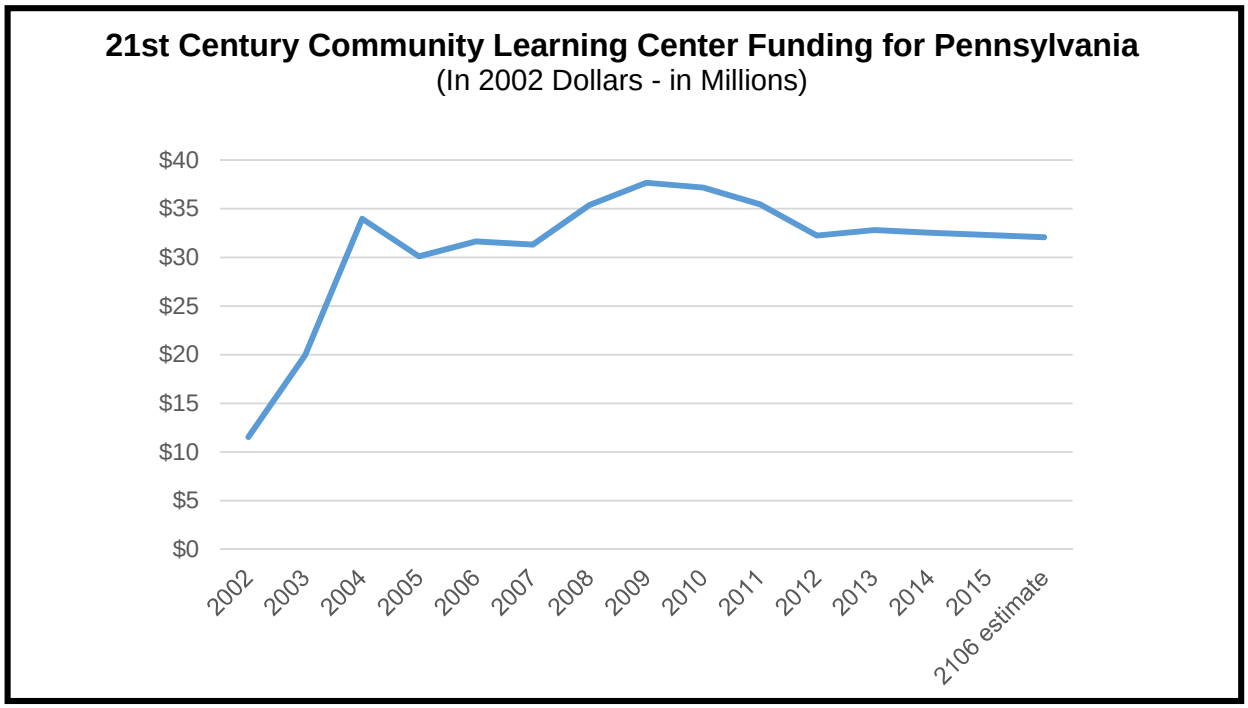
Afterschool programs are placing increased emphasis on developing their programs through activities such as continuous quality improvement. Most (57 percent) of the 490 afterschool/OST providers responding to our questionnaire indicated they were enrolled in the Keystone STARS initiative, with many at the 3 or 4 star level. The goal of the STARS program, which is administered by the Department of Human Services (DHS), is to promote continuous quality improvement in early learning and school age environments. The Pennsylvania Statewide Afterschool Youth Development Network (PSAYDN) and the Allegheny Partners for Out-of-School Time (APOST) have also developed various quality assessment tools to encourage quality improvement in afterschool programs.

Over two-thirds of the afterschool programs we surveyed offer STEM (Science, Technology, Engineering, and Mathematics) programming. Sixty-seven percent of the afterschool providers responding to our survey indicated that they include at least some STEM programming in their afterschool activities. SHINE, an afterschool program serving Carbon and Schuylkill Counties, has frequently been cited as a national model for its afterschool STEM program.

Most public funding (state and federal) for afterschool programs is targeted to young children ages 6 to 12 from low-income families. While over 120 federal

programs can provide at least some level of funding for afterschool and summer programs, child care (Child Care Works) funds provide a large percentage of the state and federal funds available to afterschool and summer care. These funds are only available for children age 12 and under.

The only federal source of funds dedicated to afterschool care is the 21st Century Community of Learning Center grant. As shown below, the amount available to Pennsylvania through the 21st CCLC grant has been largely flat for the past 12 years.



Most afterschool programs depend on parent fees to provide 50 percent or more of their funding. Fifty-six percent of our questionnaire respondents indicated they rely on parent fees to fund 50 percent or more of their program. Federal and state funds were also a major source of funding, with about 30 percent of providers indicating they received 50 percent or more of their funding from federal sources.

Other significant sources of afterschool funding include: The Child Care and Development Fund (Child Care Works), Title 1 (federal funds for schools with high percentages of low-income families), the Child and Adult Food Program (a federal program that reimburses for meals and snacks served in afterschool programs in areas where at least half the children are eligible for free or reduced price school meals), and Act 148/Human Services Development Funds (state funds provided to counties through the Department of Human Services that can be used to support a variety of human service programs, including afterschool programs). The report

identifies several other sources of funds, both public and private, that also help fund afterschool programs.

Workforce Development Boards are now very limited in their ability to fund afterschool programs. The Workforce Innovation and Opportunity Act of 2014 (WIOA), which superseded the Workforce Investment Act of 1998, placed significant new restrictions on the ability of WDBs to fund afterschool programs. In particular, federal guidelines now require that 75 percent of WIOA youth funding go to serve out-of-school youth, which means less money will be available to support afterschool programs than under the prior act.

Afterschool costs vary widely for parents. Parents who are eligible for subsidized child care or who send their children to a 21st Century Community of Learning Center often pay little or nothing for their afterschool programs. For example, 40 percent of afterschool providers reported that over 75 percent of their parents receive free afterschool care. Another 22 percent of providers reported that 75 percent of their parents pay $50 or less per week. At the other extreme, 15 percent of providers reported that over 75 percent of their students' parents pay more than $100 per week for afterschool care.

The cost to provide afterschool care also varies widely. Studies of afterschool/out-of-school time programs from across the nation suggest a wide variation in costs for providers, ranging from $449 to over $7,160 per child per year. Much of this variation can be attributed to program characteristics and methodological differences in sample sizes; how costs are calculated; whether in-kind resources are taken into account; and whether startup, operating, and system-building costs are included.

Approximately 6,700 children are on the waiting list for subsidized child care. Because the demand for subsidized child care is greater than the funding available, there is a waiting list. In February 2016, DHS estimated the subsidized child care waiting list was two to four months. The Afterschool Alliance estimates about 190,000 children participate in afterschool programs and that an additional 600,000 Pennsylvania children would participate in afterschool programs if an affordable one were available to them.

Aftercare providers cite staff recruitment and retention, sustainable funding, and parent engagement as their top challenges. Seventy-two percent of afterschool providers cited staff recruitment and retention as their top challenge, citing low wages, the part-time nature of many of the jobs, and the need to hire employees that meet STARS career lattice level standards as some of the difficulties. Sustainable funding was the second most common challenge cited by afterschool/OST providers. The report references efforts being made in other states to provide additional funding to afterschool providers.

Capacity issues (programs cannot accept new students) appear to be more prevalent in urban areas of the state. Fifty-eight percent of responding afterschool providers in urban areas reported their programs were at full capacity, versus 45 percent in suburban areas and 43 percent in rural areas. Staffing limitations, either due to funding restraints or the inability to attract and retain staff, is the most common reason cited by these providers as to why they cannot accept more students.

Over one-third of the 93 school districts responding to our questionnaire reported that more afterschool programs are needed. This varied somewhat by the age of the student, with the greatest need being for middle school (grades 6-8), with 43 percent of responding school districts reporting that the need for afterschool programming is not being met for this age group (an additional 26 percent responded that they "did not know" whether the need was being met for this age group).

Afterschool care programs have a mixed record of success. Research often finds that children attending afterschool programs have fewer school absences, higher grades and standardized test scores, demonstrate improved task persistence, and have lower dropout rates. These findings, however, are not universal nor consistent. To address the disappointing outcomes of some programs, afterschool funding sources and advocates are focusing on quality improvement efforts.

Many states dedicate state funding toward afterschool programs or have undertaken other steps to help support these programs. About 20 states (Pennsylvania is not among them) have budgeted at least some state funding for afterschool programs. California, Connecticut, Florida, Hawaii, New York, North Carolina, Tennessee, and Utah are among the states that dedicate $5 million or more in state or state-related funds to support their afterschool and summer learning programs. Sixteen states (Pennsylvania is not among them) participate in a State Data Project to help statewide afterschool networks develop and share data on afterschool and summer learning opportunities with stakeholders.

Recommendation

Our 2009 report recommended development of a Statewide Afterschool Coordinating Council to help identify and develop stable sources of funding and to assess both the need for, and the barriers to, developing more quality afterschool programs. Such a body, however, was never created. In lieu of repeating the same recommendation, we recommend a less formal "working group" be created to be comprised of representatives from key Departments and offices (e.g., Education, Human Services, Labor and Industry, and the Office of Child Development and Early Learning) and key stakeholders from the afterschool advocate and provider community as well as interested members of the General Assembly. The Department of

Education is the most appropriate entity to take the lead in organizing this work group. Topics and areas that the working group could pursue include:

- identifying stable sources of funding,
- identifying strategies for finding and retaining afterschool program staff,
- establishing and maintaining quality program standards,
- promoting regional databases of afterschool programs to facilitate parents finding programs, and
- fostering further collaboration and partnerships between afterschool/OST providers and schools, businesses, and other untapped community groups. Collaboration with schools is particularly important with the enactment of the Every Student Succeeds Act of 2015, which allows states to use federal funds to support expanded school learning programs.

I. Introduction

In December 2015, the Officers of the Legislative Budget and Finance Committee (LB&FC) directed its staff to conduct a second review of the availability and affordability of afterschool programs in the Commonwealth. The first such review was conducted in May 2009.

Study Objectives

The objectives of this study are to determine:

- the availability of afterschool programs across the Commonwealth and the key challenges they face;
- geographical gaps where there are not available, affordable, and accessible afterschool programs for children and youth across the Commonwealth;
- statistical information on the number of children and youths currently being served in afterschool programs;
- the cost per child to provide various types of high-quality afterschool programming;
- the extent to which public funding is available by funding stream for afterschool programming; and
- the extent to which private funding, both parent fees and corporate and foundation grants, are available for afterschool programs.

Scope and Methodology

For the purposes of this report, we defined an afterschool/out-of-school time program as a program: (1) having structured activities, (2) with engaged adult mentors, (3) offering services outside traditional school time during all or most of the school year, or in the summer, at least five hours a day for six or more weeks, with (4) an expectation of regular attendance, and (5) provided at a school or center-based facility. This definition, therefore, excludes activities such as seasonal sports leagues, teen drop-in centers, and clubs or programs (e.g., cub scouts or a school chess club) that may only meet once or twice a week.

A note on terminology: Some advocates and funding sources use the broader term "out-of-school time," or OST, rather than "afterschool." For the purposes of this report, we use "afterschool/OST" in titles and subheaders (bold lettering), but for ease of reading, use simply the term "afterschool" in the narrative paragraphs.

Much of the information included in this report was provided by afterschool providers through a survey conducted in early 2016. Five hundred and two (out of 3,114) afterschool care providers responded to the survey, for a response rate of 16 percent.

We also sent questionnaires to all 500 Pennsylvania school districts, of which 96 responded (19 percent); all 22 Workforce Development Boards, of which 8 responded (36 percent); and all county Children and Youth agencies, of which 25 responded.

Acknowledgements

We would like to thank the Pennsylvania Statewide Afterschool/Youth Development Network and the staff at the Departments of Education and Labor and Industry who assisted us in our work. We also thank the many afterschool program providers, school districts, Workforce Development Boards, and county human resource agencies who responded to surveys.

Important Note

This report was developed by Legislative Budget and Finance Committee staff. The release of this report should not be construed as an indication that the Committee or its individual members necessarily concur with the report's findings and recommendations.

Any questions or comments regarding the contents of this report should be directed to Philip R. Durgin, Executive Director, Legislative Budget and Finance Committee, P.O. Box 8737, Harrisburg, Pennsylvania 17105-8737.

II. Findings

A. The Focus of Afterschool/Out-of-School Time Programming Is Evolving

Since our last report on afterschool programs,[1] new legislation has passed, both nationally and in various states, to expand the concept of afterschool programming. Several trends and approaches, such as an increased emphasis on continuous quality improvement and STEM programming, have also changed the landscape of afterschool initiatives, both nationally and in Pennsylvania. Several of these new or evolving trends and initiatives are described below.

Quality Improvement Efforts

Afterschool programs are hard to define, in part, because there are no required standards for what constitutes an afterschool program. Programs receiving 21st Century Community Learning Center (21st CCLC) funding, for example, are not required to be certified as child care facilities, nor are various other part-day programs for school-aged children. Afterschool programs can apply for accreditation to the Council on Accreditation, which uses the National AfterSchool Alliance's standards as a basis for their system. However, such accreditation is voluntary and relies on self-assessment.

Though not required to be certified, afterschool programs receiving grants through the 21st Century Community Learning Center Initiative must adhere to certain requirements and make federal assurances with regard to academic enrichment and parental involvement activities. Both the 21st CCLC and the Child Care Development Fund (CCDF) programs have legislatively mandated minimum percentages of their funds that must be spent on quality improvement initiatives.

Many afterschool programs are certified by the Department of Human Services as child care facilities because the afterschool programs are incorporated into the child care program they provide to preschool children. Certified child care programs, particularly those that provide center-based care, are subject to extensive health, safety, staffing, and other regulatory requirements.

Keystone STARS. In addition to these regulatory requirements, Pennsylvania has also instituted the Keystone STARS (Standards, Training, Assistance, Resources, and Support) Child Care Quality Initiative to supplement and expand upon

[1] *Afterschool Programs in Pennsylvania*, May 2009, Legislative Budget and Finance Committee.

the minimum requirements. The goal of the STARS program is to promote continuous quality improvement in early learning and school age environments. The initiative uses performance standards that are tiered in levels that range from Start with STARS to STAR 4. The standards, which vary by STAR level, focus on:

- Staff Qualifications and Professional Development,
- Early Learning Program,
- Partnerships with Family and Community, and
- Leadership and Management.

The STARS program is administered by the Department of Human Services through six Early Learning Regional Keys. Regional Keys provide assistance to STARS providers with resources, the STARS Performance Standards and Worksheets, and professional development opportunities.

Of the 486 centers responding to the Keystone STARS question on our survey to afterschool care providers, 57 percent reported that some or all of their sites were enrolled in the Keystone STARS initiative, with many at the STAR 3 or 4 level. [2]

The percentage of respondents who indicated their programs were in STARS varied from 33 percent in Allegheny County to 71 percent in both the Philadelphia suburbs and the All Others (mostly rural) county grouping. In the Southcentral region, 69 percent of respondents reported being in STARS and 43 percent in Philadelphia (see Appendix A for which counties are included in the various groupings).[3]

We also analyzed the questionnaire by breaking counties into three groups; urban (the 8 counties with population density over 500 persons per square mile); suburban (the 18 counties with population densities of 200 to 500 per square mile); and rural (the 41 counties with population densities of less than 200 per square mile). (See Appendix A.) Using this breakdown, suburban and rural afterschool care providers were equally likely to be enrolled in the STARS program (at 69 percent and 71 percent respectively), with urban programs trailing somewhat at 52 percent being enrolled as a STARS participant.

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[2] These statistics are unweighted, meaning they are based on the number of respondents, not number of sites or facilities. In other words, a respondent that indicated they operate an afterschool program at six or more facilities was given the same weight as a respondent that indicated they only operate one facility.

[3] The Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN) subsequently analyzed the March 2016 data on STARS programs per county and also found that Philadelphia and Allegheny Counties lag the rest of the state in STARS participation. Of the 1,332 licensed sites in Philadelphia, PSAYDN found that 623 (47 percent) had a rating of STAR 1 or above. In Allegheny County, 257 (55 percent) of its 467 licensed sites had a rating of STAR 1 or above. All other counties had a total of 2,685 programs, of which 2,045 (76 percent) had a rating of STAR 1 or above. The STARS database shows all licensed child center facilities that offer school-age care (up to age 13), and PSAYDN did not include programs that only provide early childcare.

Other Quality Improvement Efforts. The afterschool providers we surveyed use a wide variety of techniques to evaluation their programs. The most common, surveys of parents, was used by 344 (76 percent) of the 455 providers responding to this question. Other common evaluation techniques were surveys of students in the programs (73 percent), internal program quality assessments (72 percent), and survey of program staff (67 percent). The high percentage of programs conducting evaluations may be due, in part, to participation in STARS requiring parent surveys and self-assessments of classroom quality.[4]

The Pennsylvania Statewide Afterschool Youth Development Network has also developed various quality assessment tools to encourage quality improvement in afterschool programs, as has the Partnership for Afterschool Education (PASE). The Allegheny Partners for Out-of- School Time (APOST) has embarked on a Quality Campaign using a self-assessment process to encourage continuous quality improvement among its members. Members who participate in this campaign are eligible to receive mini-grants of up to $6,000 a year and other priority benefits for opportunities sponsored by APOST.

Afterschool care providers can also use the resources of the National Institute on Out-of-School Time, which has developed a continuous improvement process known as ASQ (After-School Quality). ASQ is a "team-based approach that helps programs create a common vision for their program and a road map for how to achieve that vision." It can be used in conjunction with other tools, questionnaires, or surveys.

Expanded Learning Time

Expanded learning time (ELT)—adding time to the school day, week, or year—is a relatively new approach to afterschool programming. This change has been accelerated by the Every Student Succeeds Act of 2015 (ESSA), which replaced the 2001 No Child Left Behind Act. ESSA includes an official definition of expanded learning time:

> EXPANDED LEARNING TIME. The term 'expanded learning time' means using a longer school day, week, or year schedule to significantly increase the total number of school hours, in order to include additional time for (A) activities and instruction for enrichment as part of a well-rounded education; and (B) instructional and support staff to collaborate, plan, and engage in professional development (including professional development on family and community engagement) within and across grades and subjects.

[4] Keystone STARS standards require that reliable Environment Rating Scale (ERS) assessors conduct regularly scheduled assessments at STAR 2 for family child care providers and for all providers moving to or renewing at the STAR 3 and 4 levels.

The new statute requires that states award local grants for community learning centers in a way similar to previous law (i.e., via a formula based on the state's Title I funding for low-income families). But now states may also use funds to support expanded school learning program activities, which may include programs during and beyond the regular school day, subject to certain requirements.

Many welcome this broadening of the use of 21st CCLC funding, which had been previously limited exclusively to out-of-school-time programming. However, in an era of limited funding increases, the expansion of entities eligible for this funding can create tension between advocates seeking the same funds.

The Afterschool Alliance has created a publication to define and outline eight principles it believes are key to developing successful expanded learning programs. (See Exhibit 1.) These principles encourage expanded learning time programs to go beyond simply adding additional time to the school day by incorporating practices such as engaging students in their own education by providing hands-on, experiential learning opportunities that build on—but do not replicate—learning that happens during the school day.

Several states have taken steps to encourage schools to move toward expanded learning. Vermont, for example, has created a fund for the purpose of increasing access to Expanded Learning Opportunity programs (Act 48 of 2015). Although no seed money was provided, the Expanded Learning Opportunities Special Fund will be able to accept grants, donations, and contributions from any private or public source to fund ELO programs in Vermont, including afterschool and summer learning programs.

In November 2014, the Expanded Learning Opportunities Council to the Texas Commissioner of Education presented a report entitled *2016-2017 Statewide Strategic Plan for Expanded Learning Opportunities.* The report makes several recommendations, including that Texas strengthen its statewide leadership, improve coordination to help parents locate programs, and establish a competitive grant program for Texas school districts, charter schools, and their community-based partner organizations.

In January 2014, California has released its Strategic Plan for expanded learning, called *A Vision for Expanded Learning in California.* It provides for improved communications between the State Department of Education and various stakeholders, expanded technical assistance, and development of policies and guidelines to support funding of expanded learning programs.

Principles of Effective Expanded Learning Programs:
A Vision Built on the Afterschool Approach

Effective expanded learning programs help students succeed in school and in life.

Expanded learning opportunities are inclusive of before-school, afterschool, summer learning, and extended day or expanded learning time (ELT) programs. Decades of research documenting the outcomes of afterschool and summer programs reveal a core set of key principles that are essential to yielding the best results. Aligning the spectrum of expanded learning opportunities with these principles will ensure quality and consistency across all programs. This document can be used to guide expanded learning policy at the local, state and federal levels.

1. **School-Community Partnerships:** Strong partnerships between community organizations and schools are at the core of successful expanded learning programs. These partnerships should be characterized by alignment of goals and services, effective lines of communication, and data and resource sharing.
2. **Engaged Learning:** Expanded learning programs engage young people because they make learning meaningful and relevant. Activities tap in to a young person's interest, sparking their imagination and igniting a fire within. They engage young people initially by providing choice and voice over what is offered, and maintain engagement through positive relationships with adults and peers.
3. **Family Engagement:** A wide body of research points to active parent involvement in their child's education as a key factor in student success; community-based organizations, partnering with schools on expanded learning, can often help facilitate that involvement. Expanded learning programs that provide safe environments for children to learn, offer parental choice and facilitate communication are crucial to parents, schools and most of all students.
4. **Intentional Programming:** Explicit goals and intentionally designed activities that align with those goals are critical to the success of expanded learning programs. In addition, successful programs must also engage participants in meaningful ways and meet their developmental and academic needs.
5. **Diverse, Prepared Staff:** Successful expanded learning programs ensure that staffing ratios, qualifications, ongoing professional development and overall staff diversity are closely linked to program goals and activities. In most instances, staffing involves a combination of both in-school staff and community partners.
6. **Participation & Access:** Studies show that frequency and duration of participation matter; the more kids participate, the more likely they are to show academic gains. However, participation should not be mandatory; when children choose and direct their enrichment experiences, they become more ardent learners and stronger leaders.
7. **Safety, Health & Wellness:** Adequate space, supervision, and security are necessary for young people to have the comfort and freedom to focus solely on the task at hand. In addition, the best programs provide opportunities for exercise and access to nutritious meals that otherwise might be unavailable.
8. **Ongoing Assessment & Improvement:** Programs that employ sound data collection and management practices focused on continuous improvement have the most success in establishing and maintaining quality services. Frequent assessment (both informal and formal) and regular evaluation (both internal and external) are ingredients needed to refine and sustain expanded learning programs.

For more on Expanded Learning Principles and to download the full publication, visit us online: www.afterschoolalliance.org/policyexpandedlearning.cfm

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In Pennsylvania, relatively few schools have moved toward expanded learning. The National Center on Time and Learning (NCTL) identified 46 schools in Pennsylvania that operate on expanded-time hours, almost all of which are charter schools. Although not listed as expanded-time schools by the NCTL, in Pittsburgh, public school officials reportedly added ten more days to the academic years at eight of its lowest-performing schools and at least 45 more minutes to their school days. For example, Fort Pitt Accelerated Learning Academy (a pre-K-to-grade five school) expanded its school day to seven hours and 25 minutes, starting at 8 a.m. and ending at 3:25 p.m., thereby adding an hour of instructional time.

STEM (Science, Technology, Engineering, and Mathematics)

As noted in the Education Week article *Science by Stealth*:

> … after-school programs offer an ideal setting for nurturing the potential scientist in every student, as well as for reinforcing the science taught during the school hours. Compared to the school day, these programs' smaller groups, longer time slots, and less-formal settings provide opportunities for young people to visit museums, study neighborhood environments, cultivate gardens, perform laboratory experiments, and have their love of discovery awakened in countless other ways.[5]

To support such science-based learning, the Collaborative for Building After-School Systems, with support from the Noyce Foundation, is embarking on a national initiative to institutionalize "engaging, inquiry-based science experiences" in afterschool programs. One Pennsylvania program, SHINE, has been cited as a national model for its STEM program. SHINE, which serves students in grades 1-8 from Carbon and Schuylkill Counties, was one of nine afterschool programs in the country selected by the Afterschool Alliance as a model for increasing STEM knowledge and skills through problem-solving, critical thinking, communication, and collaboration. Activities at SHINE encompass a variety of STEM disciplines, including engineering, computing, environmental science, alternative energy, biology, chemistry, physics, and mathematics.

Sixty-seven percent of the afterschool providers responding to our survey indicated that they include at least some STEM programming in their afterschool activities. The percentage of afterschool programs offering STEM activities was very consistent across the state, with all five groups (Philadelphia, Philadelphia suburbs, Allegheny County, Southcentral PA, and All Other counties) reporting that between 63 to 70 percent of their programs offer some type of STEM activities. Using the urban/suburban/rural breakdown, urban and rural afterschool care providers were equally likely to offer STEM programs (69 and 68 percent, respectively), with suburban programs trailing somewhat at 64 percent.

[5] *Science by Stealth*, Education Week, Vol. 25, Issue 24, February 2006.

We also surveyed school districts (92 responded) and found that "homework help" was the most common afterschool activity, with 94 percent of 32 districts that said they operate an afterschool program reporting homework help as an activity. STEM activities were reported by 14 (45 percent) of the districts that operate an afterschool program.

Advocates in Washington State, among others, have identified various strategies for improving STEM support in afterschool programs. This report is available at www.schoolsoutwashington.org/documents/STEM_Plan.pdf.

Enrichment Programs

Enrichment programs, where students learn to develop skills in areas such as art, music, and theatre, are also important to a child's development. In addition to the intrinsic benefits they offer, the arts have been found to help students achieve academic gains, improve cognitive and creative skills, and develop positive social behaviors.

Yet in many states, including Pennsylvania, schools are struggling to offer well-rounded arts programming. A 2012 study found that, nationally, music and visual arts education were available in a majority of elementary schools (94 percent and 83 percent, respectively), but just 4 percent of elementary schools offered drama/theater and only 3 percent provided dance instruction.[6] The study noted that the opportunity to engage students in the arts becomes vulnerable because the school day has become increasingly focused on reading and math, and limited budgets make it difficult for schools to provide a wide variety of arts programming.

The study also found that arts learning opportunities are less likely to be available in elementary schools that serve students who are predominantly from low-income households. For instance, 92 percent of schools with less than 26 percent of their student population qualifying for federal free or reduced price lunch provide visual arts instruction. But among elementary schools where 75 percent or more of the student population is eligible for a free or reduced lunch, only 80 percent offered visual arts instruction—a 12 point difference. The difference also held true for music education: 96 percent versus 89 percent, a seven point difference.

Afterschool programs can help fill in these gaps by providing students with an additional outlet to participate in the arts. Of the 491 respondents to our questionnaire who responded to this question, 93 (19 percent) indicated they were an "enrichment" program.[7] The percentage of afterschool enrichment programs varied

[6] *Arts Education: In Public Elementary and Secondary Schools 1999-2000 and 2009-2010,* Parsad, B., and Spiegelman, M., 2012, U.S. Department of Education.
[7] Defined as a program that typically operates fewer than 12 hours per week with the goal of reinforcing some type of skill development, such as music or art.

from 16 percent in the Philadelphia suburbs to 33 percent in Allegheny County. The percentage of respondents in other areas of the Commonwealth that reported they operated enrichment programs were: Southcentral, 17 percent; Philadelphia, 20 percent; and All Others, 21 percent.

Using the urban/suburban/rural breakdown, suburban programs were somewhat more likely to offer enrichment activities (22 percent) than either urban (20 percent) or rural (13 percent) programs.

For afterschool programs operated by school districts, enrichment activities (defined as arts/music/cultural activities) were offered at 13 (42 percent) of the programs.

Summer Learning Programs

In 2011, The Wallace Foundation funded RAND to conduct a study of the impact of school district supported summer programs on child learning.[8] The study sought to assess both the need for summer learning programs and the existing evidence on effective, viable, and sustainable summer learning programs in urban districts. The study does not include any independent analyses, but rather summarizes existing research.

RAND noted that without summer programs, students perform, on average, one month behind where they left off in the spring, with these losses disproportionately affecting low-income students. RAND found that voluntary summer programs, mandatory summer programs, and programs that encourage students to read at home in the summer have all found positive effects on student achievement and mitigated these summer learning losses. Moreover, longitudinal studies conclude that the effects of summer learning programs endure for at least two years after the student has engaged in the summer program.

Not all summer learning programs result in positive outcomes for enrollees, however. RAND found that programming needs to be high-quality, and students need to enroll and attend regularly. Practices associated with program quality include individualized instruction, parental involvement, and small class sizes. RAND further found that providers that succeeded in developing a well-structured program that attracted students had high-quality, dedicated year-round administrators with time to devote to planning and programming.

Summer learning programs face several challenges, including funding (particularly during times of constrained school budgets), facilities constraints due to building maintenance or lack of air conditioning, low or uncertain enrollment, and an underspecified or unsupported vision for the summer program.

[8] *Making Summer Count: How Summer Programs Can Boost Children's Learning*, RAND, 2011.

RAND found that a high-quality summer learning program can cost between $1,109 and $2,801 per child for a six-hour-per-day, five-week program. RAND also found the then-recent economic downturn had created such severe shortfalls in state education budgets that many districts across the country had cut what little summer school programming they had offered.

America After 3PM similarly found that too few kids are benefitting from summer learning programs, with an estimated 25 percent of children (14.3 million) participating in summer learning programs. Of these, 43 percent qualify for free/reduced price lunch. America After 3PM reports there are not enough summer learning programs to keep pace with demand and that, based on parent interest, 56 percent of non-participating children (estimated at 24 million) would be likely to participate in a summer learning program if it were available. Of those, nearly half (46 percent) are eligible for free/reduced price lunch

Of the 491 respondents to our questionnaire to afterschool providers, 233 (47 percent) said they had summer hours. Percentages were relatively consistent among the five regions, ranging from Suburban Philadelphia, which reported the fewest providers offering summer programs (at 40 percent) to the All Other group, which reported 60 percent of providers offering summer programs. Percentages in the other regions were Southcentral (41 percent), Philadelphia (44 percent), and Allegheny (56 percent).

Using the urban/suburban/rural breakdown, programs located in rural counties were more likely to offer summer hours (57 percent) than programs in either urban (44 percent) or suburban (52 percent) counties.

II B. Funding for Afterschool/OST Programs

As shown in Exhibit 2, the potential sources of funding for afterschool programs is varied and includes both public and private sources. Most state and federal funding for afterschool programs is targeted to children ages 6 to 12 from low-income families. Afterschool funding for middle- and high-school aged youth makes up only a small percentage of total funding. And in programs that do fund afterschool programs for older students, it is often offered as an optional, not required, service, with eligibility varying from program to program.

Our survey of afterschool/OST providers asked providers to identify all sources of funding that provide 10 percent or more of their program's total funding. Parent fees were the primary source of funding, with 56 percent of respondents indicating they rely on parent fees to fund 50 percent or more of their program. Federal and state funds were also a major source of funding, with about 28 percent of providers indicating they received 50 percent or more of their funding from federal sources.[1]

Federal Funding Sources

Over 120 federal programs have been identified that can provide at least some level of funding for afterschool and/or summer programs. These federal funding sources can be broken into three main categories:[2]

- *Entitlement programs:* These programs serve every individual that meets their eligibility criteria, meaning there is no competition for funds. For example, every child that meets the requirements of the National School Lunch Program can receive funding for an afternoon snack regardless of how many other programs access those funds. Entitlement programs can be administered directly by federal agencies or the federal funds can be administered through state agencies.
- *Discretionary programs:* These programs offer federal funds for a targeted type of program on a competitive basis and, depending on the program, can be administered by various state agencies. For example, community-based organizations can apply to their state service commission for an AmeriCorps grant which would provide funds to run an afterschool program. Other discretionary programs can be administered directly through federal agencies.

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[1] Questionnaire respondents had a difficult time differentiating between federal and state funding sources, as most federal funds (e.g., 21st CCLC and the Commonwealth's subsided child care program) are provided through state agencies. Many respondents, for example, cited the funds they receive through the subsidized child care program as a federal source of funds, and many others cited it as a state source of funds.

[2] From Afterschool Alliance. Additional information on the sources of federal funding can be found at the Finance Project's website, http://www.gradnation.org/resource/funding-and-sustainability.

Exhibit 2

Sources of Afterschool Funding

Source: National Conference of State Legislatures.

- *Block or formula programs:* These programs provide a fixed amount of federal funds to states based on a formula that may be based on population, poverty rates, or other demographic information. For example, states receive allotments of federal Title I funding based on the state's number of schools with children from low-income families. The states then distribute Title I funds to eligible school districts. Unlike entitlements though, not every individual that meets the eligibility criteria is guaranteed funds under block or formula grants.

The major federal programs cited by our questionnaire respondents are listed below.

21st Century Community of Learning Centers (21st CCLCs). The most commonly cited public funding source for afterschool providers was the 21st CCLC program, with 45 of the 89 respondents that identified a specific source of funding citing this as a major source of funding.

Under the federal 21st CCLC grant, in FFY 2015 (October 1, 2014, through September 30, 2015) Pennsylvania received $42.6 million in federal funds. Of the many federal programs that could potentially help fund afterschool programs, the 21st CCLC grant is the only federal funding stream solely devoted to afterschool programs. Grants are awarded to states based on their share of Title I funding for low-income students, but states award funds to grantees on a competitive basis.

The 21st CCLC grant awards are approved for a three-year period. Grant applicants are required to describe how the center will continue to operate and what contributions partnering organizations will make to help sustain the center after the grant period ends. 21st CCLC grantees are also required to submit program implementation and results data annually to both the Pennsylvania Department of Education (PDE) and the U.S. Department of Education.

21st CCLCs focus on providing expanded educational opportunities to school-age children (pre-kindergarten through twelfth grade) attending low performing schools and/or schools that serve a high percentage of students (at least 40 percent) from low-income families. Administration of the 21st CCLC program is a state responsibility.

PDE's primary goal for its 21st CCLC program recipients is to assist children who are academically below proficiency meet state standards in core academic subjects by providing students with academic enrichments opportunities. 21st CCLCs offer participants a broad array of services and programs, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education in addition to traditional tutoring services. 21st CCLCs can provide services before school, after school, and

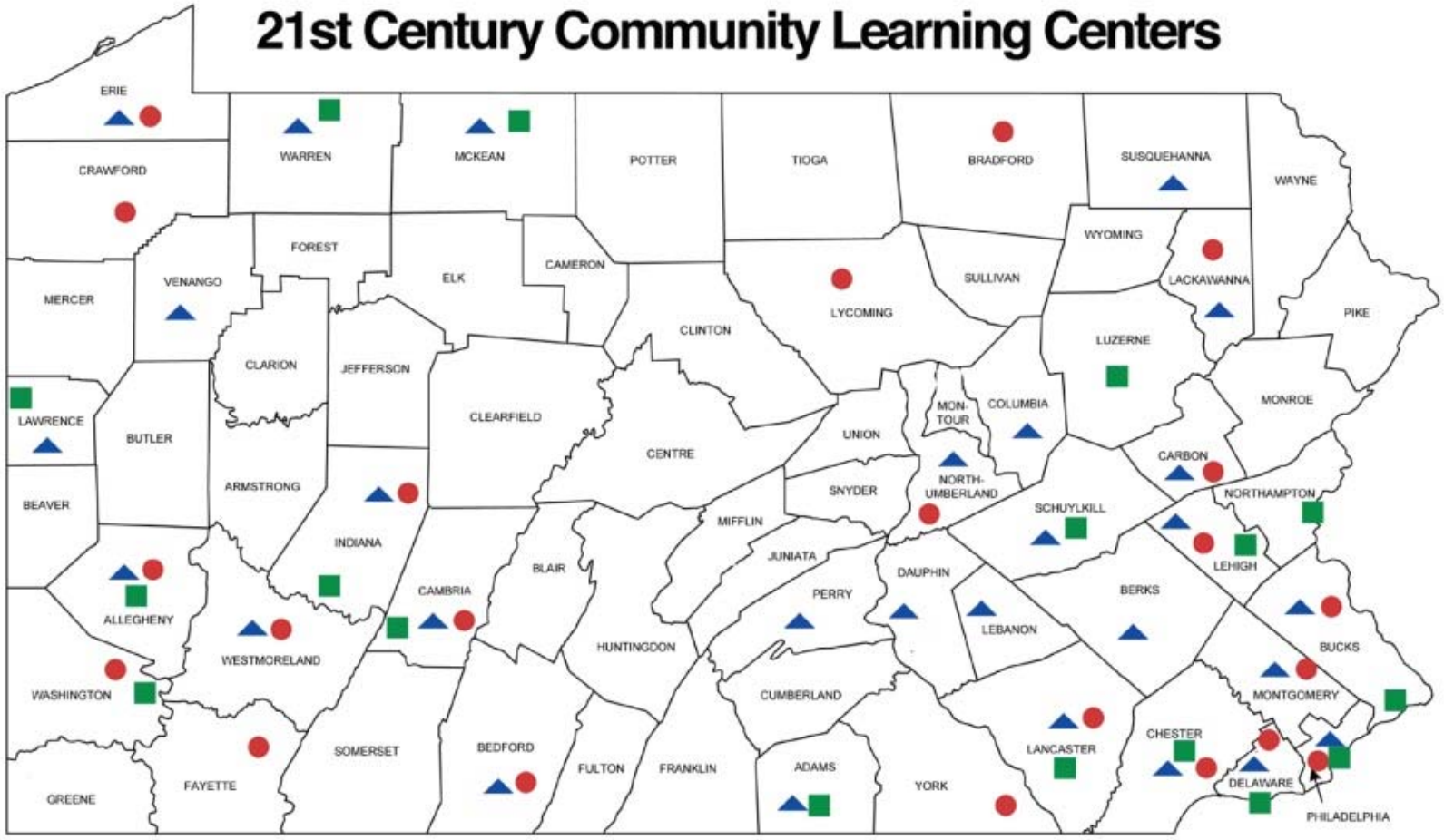
during holidays and summer recess. 21st CCLCs must provide equitable services to private school students and their families.

21st CCLCs can obtain training, technical assistance, and other resources through the Center for Schools and Communities, which also monitors programs for compliance with federal and state requirements. The Center, together with the Penn State Cooperative Extension, has developed an afterschool staff development tool kit entitled *After the School Bell Rings*. The kit is designed to assist afterschool staff to understand various aspects of how to implement a successful afterschool program. The training consists of seven modules, most typically delivered in 30 to 45 minutes.

PDE received 117 grant applications for the 2014-17 21st CCLC cohort requesting nearly $41.2 million, and 112 grant applications requesting more than $32 million for the 2015-18 cohort. Of these applicants, PDE awarded 64 new 21st CCLC grants totaling $23.1 million for 2014-17 and 50 new 21st CCLC grants totaling $16.2 million for 2015-18. A list of the 2014-17 and 2015-18 grant recipients is shown on Table 1. Of the 181 grantees, 43 are either school districts or intermediate units. A map of the counties in which 21st CCLC programs are located (Cohorts 6A, 7, and 8) is shown in Exhibit 3.

In the FY 2013-14 program year, 125 21st CCLC grantees served 48,520 students, with the grade distribution being: 23 percent, high school; 29 percent, middle school (grades 6-8); and 47 percent, pre-kindergarten through grade 5.

As shown in Table 1, Pennsylvania's share of federal funding for the 21st CCLC program (under Title IV-B) has largely been flat since 2008, with a significant drop possible in FFY2017 funding due to a proposed cut of $167 million at the national level. According to Afterschool Alliance, efforts are underway at both the House and Senate level to restore these cuts and potentially enhance the program from the proposed $1 billion to up to as much as $1.3 billion.



Source: National Conference of State Legislatures.

Table 1

Pennsylvania's 21st Century Community Learning Centers Appropriations

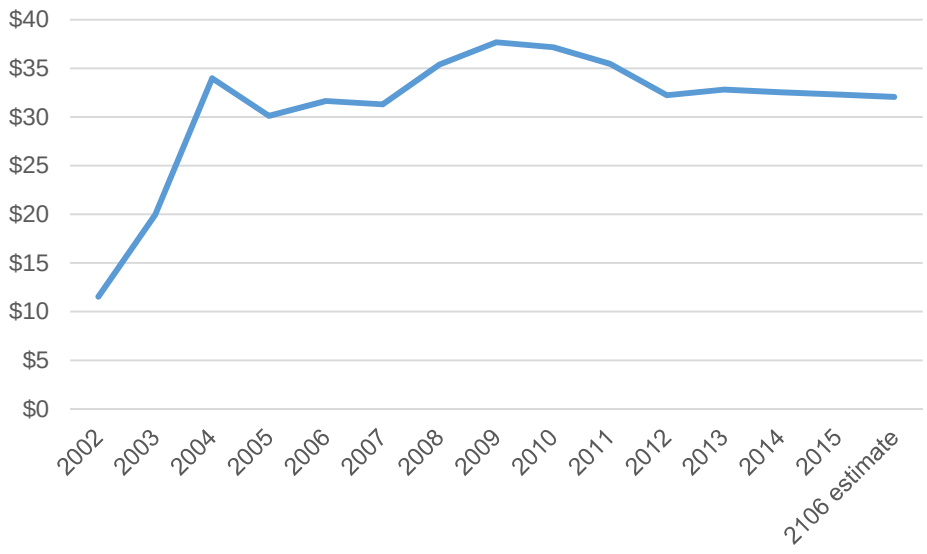
2002	$11,544,215
2003	20,419,587
2004	35,669,414
2005	32,685,818
2006	35,462,939
2007	36,073,986
2008	42,354,446
2009	44,923,027
2010	45,050,841
2011	44,321,391
2012	41,145,417
2013	42,487,155
2014	42,806,153
2015	42,558,875
2106 estimate	42,251,682
2017 estimate	36,215,531

Source: U.S. Department of Education.

Exhibit 4 shows Pennsylvania's 21st CCLC appropriations in inflation-adjusted (2002) dollars.

Exhibit 4

21st Century Community Learning Center Funding for Pennsylvania
(In 2002 Dollars - in Millions)



Source: U.S. Department of Education.

Other significant sources of federal funding include:

CCDF. The Child Care and Development (CCDF) governs the use of state and federal funds for child care assistance and quality improvement initiatives. Pennsylvania's program, known as Child Care Works, provides child care subsidies for low-income working families (at or below 200 percent of the federal poverty level) and covers children up to age 13. A portion of Pennsylvania's Title XX (Social Services Block Grant) funds is also used to support Child Care Works.

In the 2014 federal fiscal year, Pennsylvania's Child Care Works Program served 157,362 children from 98,318 families. Of these, 76 percent were served in center-based care. Nationally, 34 percent of all children served by CCDF funds are school-aged children.

Currently, in Pennsylvania, a low income household may be eligible to receive the child care subsidy if its income is at or below 200 percent of the federal poverty level ($39,060 for a three-person household in 2013). If the family is eligible and receives the subsidy, it can continue to receive the subsidy until such time as its income exceeds 235 percent of the federal poverty level ($45,898 for a three-person household in 2013).

In FY 2014-15, the Department of Human Services budgeted about $623 million for child care subsidies (all ages), and for FY 2015-16 is proposing to spend about $650 million, plus approximately $18 million to reduce the child care subsidy waiting list. Of the $623 million in FY 2014-15, approximately $281 million (45 percent) are state funds and $342 million (55 percent) are federal funds.[3]

Child and Adult Care Food Program (CACFP). CACFP, a program of the U.S. Department of Agriculture, provides aid to child and adult care institutions and family or group day care homes, including afterschool programs, to purchase nutritious foods. USDA provides reimbursement for meals and snacks served in afterschool programs that:

- Are located at sites where at least half of the children in the school attendance area are eligible for free and reduced price school meals.
- Offer educational or enrichment activities, after the regular school day ends or on week-ends and holidays, during times of the year when school is in session.
- Meet licensing, health, or safety codes that are required by state or local law.

[3] Of the $342 million in federal funds, $287 million are CCDF funds, $31 million Social Services Block Grants (SSBG) funds, $21 million Temporary Assistance for Needy Families (TANF) Block Grant, and $3 million Supplemental Nutrition Assistance Program (SNAP) childcare funds.

- Serve nutritionally balanced meals and snacks that meet USDA's nutrition standards, with foods like milk, meat, vegetables, fruit, and bread.

There are no application forms for parents or guardians to fill out. All afterschool meals and snacks are served in group settings, at no cost to the child or to the child's parents or guardians. Afterschool providers can receive reimbursement for up to 82 cents per student for eligible snacks.

Of the 475 afterschool providers responding to our questionnaire, 211 (42 percent) indicated they used the CACFP funding to provide meals or snacks to their participants. Many others responded that they were unsure if their programs accessed this source of funding. Eleven cited the CACFP as a source of funding providing 10 percent or more of their program's total funding.

Title I. Title I, Part A of the Elementary and Secondary Education Act provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that their students meet state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Title I funds can also be used to support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

Title I funds can only be accessed by LEAs (school districts), and therefore were not a major source of funding for the afterschool providers included in our survey. For the school districts that responded to our survey, however, Title I funds were cited as a significant federal funding source (providing more than 10 percent of funding) by nine of the 11 school districts that identified specific sources of federal funds.

Other sources of federal funding cited by one or more questionnaire respondents include:

Title V. Title V of the Juvenile Justice and Delinquency Prevention Act (JJDP) of 1974 provides for Community Prevention Grants, including for afterschool programs. Two afterschool providers reported that Title V provides significant financial assistance to their afterschool programs. Beyond its financial commitment, JJDP grants also support local efforts with training and technical assistance to help communities plan, implement, and evaluate effective prevention programs.

GearUP. This discretionary grant program, offered though the U.S. Department of Education, is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GearUP provides

six-year grants to states and partnerships to provide services at high-poverty middle and high schools.

The Pennsylvania State System of Higher Education (PASSHE) received a $3.4 million GearUp grant in 2014 to partner with three urban Pennsylvania school districts (Allentown, Harrisburg, and Philadelphia), PASSHE's 14 universities, PA Treasury, PA Higher Education Assistance Agency, PA State Employees Credit Union, and the SAGE Consortium of Private Colleges to increase student achievement and preparation for postsecondary education in some of Pennsylvania's lowest-achieving schools. The goal of this program is to provide students with academic advising and tutoring support, career exploration, and opportunities to develop non-cognitive skills.

The School District of Philadelphia also received a $4.4 million GearUp grant for its Philadelphia College Readiness Collaborative Communities (CRCC) project. This project seeks to dramatically improve the chances for post-secondary success for 5,463 students, enrolled for the 2014-2015 school year, in some of Philadelphia's highest poverty and at-risk schools. The CRCC will partner with the University of Pennsylvania, Drexel (IHE partners), the Urban League of Philadelphia/TriZen LLC, Texas Instruments, Scholastic, College Board, and Metis Associates (an independent evaluator).

Title III. The overarching purpose of Title III is to ensure that limited-English-proficient students, including immigrant children and youths, attain English proficiency and meet the same academic content and achievement standards that other students are expected to meet. English language instruction can be provided after school or on Saturday.

NAF. The Non-Appropriated Fund (NAF) is an instrumentality of the United States Government. NAF provides Morale, Welfare, and Recreation activities for uniformed military personnel, civilian personnel, military retirees, and their families. Opportunities and services include golf courses, lodging, bowling centers, outdoor recreation centers, child development centers, youth centers, and swimming pools. NAF also supports before school and afterschool programs for eligible youth and was cited as a major source of funding by one afterschool program responding to our questionnaire.

Corporation for National Community Service (CNCS). The CNCS is a federal agency that helps more than 5 million Americans improve the lives of their fellow citizens through service, such as AmeriCorps. Among the strategies supported are those that help students learn through extended-day and school-year programs, tutoring, mentoring, family involvement, and teacher support.

Pennsylvania's Migrant Education Program (PA-MEP). PA-MEP is a federally funded program that supplements educational support services for migratory children. The PA-MEP assists school districts and charters in coordinating the continuity of educational services for children who have had their schooling interrupted. The PA-MEP provides formula grants to state educational agencies to establish or improve education programs for migrant children, including afterschool extended hours.

The Maternal and Child Health Services Block Grant. Title V of the Social Security Act, is the only federal program devoted to improving the health of all women, children, and families. Title V provides funding to state maternal and child health (MCH) programs. One afterschool provider indicated it was also a significant source of afterschool funding for its program.

Workforce Development Boards (WDBs). The Workforce Innovation and Opportunity Act (WIOA) of 2014 supersedes the Workforce Investment Act (WIA) of 1998 and was enacted to help job seekers and workers access employment, education, training, and support services to succeed in the labor market and match employers with skilled workers they need to compete in the global economy.

Four of the eight WDBs responding to our survey indicated they partner with other organizations, such as a community college or Big Brothers/Big Sisters, to support afterschool programs in their communities. All four WDBs that indicated they help fund afterschool programming that provides both homework help and mentoring services. However, federal guidelines now require that 75 percent of WIOA youth funding go to serve out-of-school youth, which means less money will be available to support programs for school-age children than was the case under the WIA.

Paid work experiences are also available to in-school low-income youth during the school year, with some taking place after school hours such as evenings or weekends. These work experiences are funded primarily through Temporary Assistance for Needy Families (TANF) block grant funds to Local Development Boards.

State Funding Sources

Human Services Development Fund (HSDF). Created in statute by Act 78 of 1994, HSDF funding is allocated annually to each county to provide a wide range of social services. Human services plans are approved annually by the Department of Human Services, but county governments have ultimate discretion over which services will be available and the amount of HSDF funding each will receive.

HSDF funding can be used to extend services, enhance services, or reach multi-system clients within seven categories of human service populations for

which counties are responsible by statute, including dependent and delinquent children and youth and the homeless. Specific programs funded by HSDF vary from county to county and can include, for example, after school safe haven programs for at-risk teens.

Act 148/Needs Based Budgets. Through the Act 148/needs based budgeting process, the Department of Human Services' Office of Children, Youth and Families (OCYF) funds each county to provide social services to protect children from abuse and neglect. The counties then determine the specific programs, as well as the funding allocations for the programs, to carry out their charge. Afterschool programs are one of the services that can, but do not have to be, included in the array of programs offered by a county through its OCYF funds.

To determine how many counties use OCYF funds for afterschool programming, we surveyed all County Children and Youth agencies, of which 25 responded.

While most (19, or 76 percent) reported they did not fund afterschool programs, six of the 25 counties reported they did allocate money for afterschool programming. The amounts varied from $14,000 to $515,000 (Beaver County, which funds two afterschool programs during the school year and three programs in the summer), and the number of sites varied from one to 25.

Three counties reported that over 75 percent of the funding for afterschool programs came from state sources (primarily Act 148 and the Human Services Development Fund).

Keystone STARS/ PA Keys to Quality. The Keystone STARS (Standards, Training/Professional Development, Assistance, Resources) program provides the following types of grants: The Rising Stars Support Grant, the Merit Award, the Education and Retention Award and the Child Care Works Add On.

Pennsylvania Keys to Quality, which consists of a statewide PA Key and five Regional Keys, is a system of supports for Keystone STARS and several other programs. PA Keys is implementing a program called *After-School Quality: The Process of Program Improvement*. Developed by the National Institute on Out-of-School Time, *After-School Quality* is designed to assist afterschool programs in implementing a continuous quality improvement process using a team approach.

DHS estimated that in FY 2015-16, it would cost approximately $14 million in state General Fund monies to support the state and regional STARS program, with an additional $10 million for Keystone STARS awards. These funds are to be supplemented with an additional $34.4 million from the Child Care and Development Fund, for a total program cost of $59.9 million. These funds are used to support all early learning/child care programs, not just afterschool programs.

Educational Improvement Organizations (EIO). We were unable to identify a specific number, but many EIOs approved to receive funds through the state Education Improvement Tax Credit (EITC) program provide afterschool programs. Examples include The Salvation Army, Jump Street (Harrisburg), Phoenixville Community Education Foundation, and ArtFusion (Pottstown).

Act 141. Act 141, the Pennsylvania School District Financial Recovery Law, is designed to help financially distressed schools and ensure education for the students of these schools. One afterschool provider in Delaware County cited Act 141 as a significant source of funds for its afterschool program.

County Funding Sources

Only six of the 25 counties that responded to our questionnaire reported that they fund afterschool programs, and the most amount reported by any of these counties was $515,000 ($210,000 during the school year and $305,000 for summer programs). All six counties reported that county general funds accounted for less than 25 percent of the funds they dedicated to these programs, with most funds coming from state and/or federal sources. For those counties that identified the source of their county funds, the source most often cited were the county matching funds required to draw down state Act 148 funds.

Local/Municipal/School District Funds

Several providers reported they received funds directly from school or municipal sources, such as Intermediate Units and city Parks and Recreation funds.

Public Health Management Corporation (PHMC). PHMC does not provide its own funds, but is a nonprofit public health institute that serves as the intermediary for 180 afterschool/OST programs funded by the City of Philadelphia, providing contract oversight, data management, and fiscal oversight. These projects implement a project-based learning (PBL) approach to promote youth-driven programming that exposes youth to new learning and develops 21st-century skills. Programs are located across the city in public, parochial, private and charter schools; churches; community based centers; and recreation centers. Programs offer a variety of activities including sports/fitness/health, arts, life skills, academic enrichment, leadership development, and recreational/social. The programs receive funding from a wide variety of federal, state, county, city, and private sources.

Philadelphia Activities Fund Grant. The Philadelphia Activities Fund was established by Mayor Nutter and the City Council to foster and promote educational values of sportsmanship, the arts, and health to Philadelphians. The Fund offers

financial support to programs and organizations that provide instruction and education, including afterschool care programs, to individuals in diverse segments of the community.

Philadelphia Cultural Fund. The Philadelphia Cultural Fund is a non-profit corporation established by Philadelphia's Mayor and City Council in 1991 to support and enhance the cultural life and vitality of the City of Philadelphia and its residents. The Fund promotes arts and culture as engines of social, educational, and economic development in the Philadelphia region. Grants are made from the City budget allocation to the Cultural Fund for operating support of Philadelphia-based arts and cultural organizations, some of which operate afterschool programs.

School Districts. Ninety-two percent of the afterschool providers responding to our survey reported that school districts funded 25 percent or less of their total afterschool program. Only 11 (out of 483) providers reported that school districts provided 50 percent or more of their afterschool program funds.

Of the 32 school districts that reported they operated an afterschool program, nine reported that 50 percent or more of the funding for their afterschool programs came from school district funds. Another seven districts reported that between 26-50 percent of the funding for their afterschool programming was supplied directly by school district funds.

Nonprofit and Corporate Funding

Sixty-four out of the 483 responding afterschool providers reported receiving 25 percent or more of their funding from public or private corporations. Those cited included United Way, PEW Charitable Trust, YMCAs, local churches, Kind Foundation, McCune Foundation, Allegheny Foundation, Philadelphia Foundation, University of Pennsylvania, Heinz Endowments, Carnegie Library of Pittsburg, The Grable Foundation, and many others. Other corporate sponsors include PNC Trusts, Wells Fargo Foundation, Highmark, American Eagle, Eckles Architecture, Comcast, Dollar Bank, Sunoco, and Walmart, among others. (Some of the for-profit organizations may contribute through the EITC program described above.)

II C. Afterschool Costs Vary Widely

As shown below, the cost of afterschool programs—both operational costs and costs to parents—varies widely from program to program.

Afterschool Costs in Pennsylvania. We found wide variation in the cost of Pennsylvania's afterschool programs. Some programs, such as the Boys & Girls Clubs, report expenses of approximately $450 per student per year. The Afterschool Alliance estimates the annual cost to provide afterschool programming for children who attend 21st Century Community Learning Centers is approximately $1,000 per student.[1]

We noted that afterschool programs offered by public schools often have tuition charges in the neighborhood of $160 per month, or $1,440 for the nine-month school year. YMCAs often have fees ranging from $220-320 per month. We also identified several afterschool programs with costs of over $300 per month. Allegheny County After 3PM reports that, on average, Allegheny County families who pay for their child's afterschool programs spend $145 per week.

Our survey of afterschool providers also found that the cost to parents to send their children to an afterschool program varies widely. For example, 40 percent of the afterschool providers responding to our question regarding parent costs reported that over 75 percent of their students' parents pay nothing for afterschool care. Another 22 percent reported that 75 percent or more of their parents pay $50 or less per week. At the other extreme, 15 percent of providers reported that over 75 percent of their parents pay more than $100 per week for afterschool care. (See Table 2.)

Table 2

Percentage of Parents That Pay

	0-25%	26-50%	51-75%	Over 75%
Free	54%	4%	3%	40%
$1-$50 Per Week	38	25	15	22
$51-$75 Per Week	50	30	15	5
$76-$100 Per Week	55	20	14	11
More Than $100 Per Week	64	15	7	15

Source: Respondents to LB&FC survey of afterschool providers.

These differences are also reflected in the extent to which providers rely on parent fees to support their programs, with 102 providers reporting that parent fees

[1] PDE stipulates that 21st CCLC requests should be based on a maximum per pupil cost of $1,200 -$1,500, which includes administrative and transportation costs.

comprise less than 25 percent of their program's revenue sources and 126 providers reporting that parent fees comprise more than 75 percent of their program's revenue.

The wide variation can be expected in that there is typically no cost to parents for their children who participate in the 21st CCLC program.[2] Low-income families are also eligible for the Pennsylvania Child Care Works program. In this program, parents are responsible to help pay for child care. The co-payments, however, may be as little as $5 per week and vary according to household income and the number of people in the family. Most families eligible for a child care subsidy pay between $5 and $40 per week for their child care. The family only has one co-payment, regardless of how many children they have in care.

Because the demand for subsidized child care is greater than the funding available, there is a waiting list. The waiting list for subsidized child care varies from month to month. On average, in the 12-month period prior to the start of the 2014 federal fiscal year, about 6,700 children were on the low income worker waiting list at any given point in time. In terms of months, DHS estimated in February 2016 that the subsidized child care waiting list to be 2 to 4 months, and possibly longer.

Table 3 shows the income limits and copays for low income families of various sizes.

Table 3

Income Guidelines for a Family to Be Eligible to Receive a Childcare Subsidy
(If Annual Income Is 200 Percent or Less of the Federal Poverty Income Guidelines)

Family Size	Maximum Yearly Family Income (May 2015)
2	$31,860
3	40,180
4	48,500
5	56,820
6	65,140
7	73,460
8	81,780

Source: Pennsylvania Department of Human Services.

[2] Under federal guidelines, 21st CCLC programs are allowed to charge parent fees, but the programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. According to the Pennsylvania Statewide Afterschool/Youth Development Network, very few Pennsylvania afterschool providers charge a fee. And for those that do, the fee is nominal.

National Studies

Findings from studies of afterschool/out-of-school time programs from across the nation suggest a wide variation in costs—from $449 to $7,160 per child per year (see Exhibit 5). Much of this variation can be attributed to program characteristics and methodological differences in sample sizes, how costs are calculated, whether in-kind resources are taken into account, and whether startup, operating, and system-building costs are included.

Wallace Foundation Research. In 2008, the Wallace Foundation sponsored research to attempt to answer the question "How much does a quality afterschool program cost?"[3] Their research is intended to discover not the average cost of an afterschool program (their report uses the term out-of-school program), but rather to clarify what it costs to offer a high-quality out-of-school program. They found that the "cost of quality" varies depending on a range of factors, including program goals, times of operation, and ages served.

They found that for programs serving elementary and middle school children, the average hourly cost was approximately $7 per slot during the school year, with costs generally ranging from $3 to $9 per hour. During the summer, the average hourly cost was $4 per slot, with a much smaller cost range ($2 to $5). On a daily basis, this translates to an average cost of $24 per slot during the school year (ranging from $14 to $31 a day) and $32 during the summer (ranging from $21 to $36 a day). Summer programs tended to be more costly per day than school-year programs because they operated more hours per day.

For teen programs, the average hourly cost for a school-year program was $10 per slot, with costs ranging from $4 to $12 for most programs. During the summer, hourly costs averaged $8 per slot, with approximately the same range ($3 to $12). These hourly costs translate into daily slot costs of $33 a day (ranging from $15 to $49) during the school year and $44 a day (ranging from $24 to $63 a day) during the summer.

To help providers plan and reach their quality goals, the Wallace Foundation developed an online "cost calculator" (www.wallacefoundation.org/cost-of-quality). Providers can enter information in 11 programmatic areas (e.g., age of children to be served, number of children to be served, geographic location, and youth-to-staff ratios), and the calculator generates information on a range of costs, both in terms of cost per slot and total program costs. The calculator was updated in 2015 to reflect changes in the cost of living.

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[3] *The Cost of Quality Out-of-School-Time Programs*, Jean Baldwin Grossman, Christianne Lind, et al., January 2009. This research has not been updated, but the cumulative rate of inflation between 2008 and 2016 is 10.1 percent, so a reasonable estimate could be made of 2016 costs by adding 10 percent.

Exhibit 5

Cost Data from Out-of-School-Time Program Studies

Studies on Out- of-School-Time Program Costs	Total Cost Per Child	Methodology and Date of Data Collection	Cost Elements Excluded	Donated or In-Kind Resources Excluded	Number of Sites Surveyed
Boys & Girls Club Teen Initiatives Herrera January 2003 [1]	Boston: **$449 per year.** Range: $432–$600 per year. New York City: $2,178 per year Range: $1,868-$2,437 per year	Cost surveys completed by programs for fiscal 1999.	Yes. Startup, capital, and system-building costs excluded.	Yes. Does not account for in-kind resources from the Boys & Girls Club, including social work and administrative staff, facilities, computers, supplies, and recreational equipment.	8
The After School Corporation (TASC) Reisner et al. 2004	**$1,000 per year**, or $6.76 per day.	Review of program administrative records, site visits, and surveys of after school coordinators and staff, 1998–2000.	Yes. Startup, capital, and system-building costs excluded.	Not clear.	84 (for cost portion of study)
After School Education and Safety (ASES) Program[3] Naughton and Teare July 2005	**$7.50 per day,** on average, for after-school programs. $4.90 per day, on average, for before-school programs.	Surveys of program administrators, 2004–2005. Cost estimates based on ASES grant amounts and the required 50% local match.	Yes. Capital and system-building costs excluded.	Yes. Does not account for donated facilities and storage space costs.	141
Better Educated Students for Tomorrow (BEST) After School Enrichment Program Proscio and Whiting October 2004	**$1,357 per year** ($2,684 per year including a conservative estimate of the value of rent-free space).	Budget data, 2003–2004.	Not clear	No.	N/A
San Diego "6 to 6" Out-of-School-Time Program Proscio and Whiting October 2004	**$1,361 per year** ($979 per year for after-schoo component; $652 per year for before school component).	Budget data, 2003–2004. Estimates based on contract - amount paid to out-of- school-time providers, prorated to include administrative and overhead costs.	Not clear	Yes. Does not account for donated facilities.	N/A
The After School Corporation (TASC) Proscio and Whiting October 2004	**$1,600 per year**	Budget data, 2003–2004.	Not clear	Yes. Does not account for donated facilities.	N/A
After-School Matters (ASM) Proscio and Whiting October 2004	**$1,740 per year** ($2,520 per year including student apprentice stipends).	Budget data, 2003–2004.	Not clear	Yes. Does not account for donated facilities.	N/A

Exhibit 5 (Continued)

Cost Data from Out-of-School-Time Program Studies					
Studies on Out- of-School-Time Program	**Total Cost Per Child**	**Methodology and Date of Data Collection**	**Cost Elements Excluded**	**Donated or In- Kind Resources Excluded**	**Number of Sites Surveyed**
Extended-Service Schools Initiative Grossman et al. June 2002	**$2,380.95 per year**, or $15 per day. Range Across 10 $1,001.87–$4,218.13 per year.	Cost and funding data, site visits, and interviews with program staff, fiscal managers, and local partners from 10 Extended-Service Schools sites, 1999–2000.	Yes. Startup, capital, and system-building costs excluded.	Varies. Accounts for some donated and in–kind resources, such as transportation, custodial assistance, and snacks for participants. Facility costs are excluded.	10
Children's Defense Fund Survey Schulman and Adams 1998	**$3,000 per year.** $2,750 per year in rural areas. $3,850 per year in urban areas. Range: $1,700–$6,400 per year.	Survey of local child care resource and referral agencies (CRRAs), spring 2000. Estimated total costs were calculated from hourly and/or weekly costs reported by CRRAs.	Unclear	Unclear	N/A
Making the Most of Out-of-School-Time (MOST) Initiative Halpern et al. 2001	**$4,000 per year.** Range: $3,250–$4,750 per year.	Program budgets and data from sponsoring agencies, funders, and regulatory agencies.	Yes. Startup, capital, and system-building costs excluded	Varies. In-kind contributions (e.g., rent and utilities, agency administrative time, and volunteers) were not taken into account for some programs.	60 (40 in Boston, 10 in Chicago, and 10 in Seattle).[4]
"High Quality" Program—Boston Estimate Wechsler et al. March 2001	**$4,349 per year** for a school-year program. $5,989 per year for a full-year program.	Professional estimate based on experiences of out-of-school-time providers who operate programs in Boston.	Yes. Startup, capital, and system- building costs excluded.	No	N/A
Beacon Initiative Walker et. al March 2004	**$7,160.40 per year**, or $27 per day. Range: $3,978– per year, or $15–$41 per day.	Program year-end financial reports, 2000–2001.	Yes. Startup, capital, and system-building costs excluded.	Unclear	5

[1] See Appendixes II and III for complete citations of the studies referenced.
[2] N/A means the study did not provide the relevant information.
[3] This program is also known as the Before and After School Learning and Safe Neighborhood Partnerships Program.
[4] The study also collected information on an unspecified number of programs run by large public and private providers, such as schools and park districts.

Source: *The Cost of Out-of-School-Time Programs: A Review of the Available Evidence,* page 16, The Finance Project website at www.financeproject.org.

II D. Challenges Facing Afterschool/OST Programs

We asked afterschool/OST providers to list the most difficult challenges facing their programs. As shown in Table 4, the top four challenges were retaining staff/volunteers, sustainable funding, parental engagement, and keeping programs affordable for families.

Table 4

Top Challenges Facing Afterschool Providers

Challenge	Number Indicating This Was One of the Respondent's Top Three Challenges
Staffing/Volunteers	297
Funding/Sustainability	260
Parental Engagement	177
Keeping Program Affordable for Families	176
Transportation	129
Building Partnerships With Schools	105
Older Youth Opportunities	98
Providing Enough Program Slots	84
Building Community Partnerships	78
STEM Learning	55
Other	38
Providing Meals/Snacks	37

Source: Responses to LB&FC questionnaire.

Staff recruitment and retention. As shown above, retaining staff is the top problem identified by the afterschool/OST providers we surveyed. Comments providers wrote regarding the challenges they face in retaining staff can be found on page 67.

We also specifically asked the afterschool providers "Has it been difficult to recruit and retain qualified staff within the last two years?" Of the 490 providers who responded, 353 (72 percent) answered "Yes." We grouped the questionnaire responses into three categories: Urban, Suburban, and Rural.[1] We found that 79 percent of suburban providers identified recruitment and retention as a problem, versus 71 percent of rural providers and 67 percent of urban providers.

[1] Urban counties are the eight counties with population density over 500 persons per square mile, suburban are the 18 counties with population densities of 200-500 per square mile, and rural are the 41 counties with population densities of less than 200 per square mile. (See Appendix A.)

Afterschool providers cited low wages, the part-time nature of many of the jobs, and the need to hire employees that meet STARS career lattice level standards (e.g., assistant teachers in school-aged programs are to have a minimum of 45 hours of professional development training, and lead teachers and group supervisors are to have an Associate's degree in Early Childhood Education or an equivalent degree or Bachelor's degree) as some of the difficulties.

Sustainable Funding. Sustainable funding was the second most common challenge cited by afterschool providers. In recognition of this challenge, PDE requires its 21st CCLCs to develop a written sustainability plan as a condition of receiving grant funds (21st CCLC grants are only for three years), and all programs are strongly encouraged to leverage additional funds from other public and private sources throughout the entire contract period.

To help with sustainability, many states have chosen to devote state funds to their support of afterschool programs. By far the largest state contribution comes from California, which initiated the *After School Education and Safety Initiative (ASES)* stemming from Proposition 49 of 2002. The current funding level for the program is $550 million. The ASES program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. As part of this initiative, the state is to provide a grant to schools of $7 per day ($900 per student per school year) for afterschool programs and $5 per day for before-school programs. Programs must provide cash or in-kind local funds equal to or not less than one-third of the total grant amount.

Efforts being made in other states to provide additional funding or otherwise promote afterschool programs are shown in Exhibits 6 and 7.

Availability of Programs. About 50 percent of the school districts offering an opinion on our questionnaire thought the need for afterschool programs was being met in their communities for elementary school students. However, less than one-third of these school districts thought the need for afterschool care was being met for middle- and high-school aged students. Another 25 percent responded they "didn't know" whether the need was being met for these older students.

Results were roughly similar when school districts were broken down by Urban, Suburban, and Rural, with 37 percent of urban districts saying the need for afterschool was not being met for middle school students, 41 percent for suburban, and 47 percent for rural school districts.

We also asked afterschool providers if their programs were at maximum capacity. Fifty-eight percent of urban providers reported their programs were at

Exhibit 6

2016 Overview of State Policy Investments in Afterschool

(Information provided by the Afterschool Alliance, www.afterschoolalliance.org)

How Much Do Other States Invest in Afterschool?

Alabama	$500,000
California	$550 million
Connecticut	$5.3 million (up from $4.5 million)
Florida	$50 million through local Children's Service Councils (Florida also has first state-funded pilot afterschool project with $200,000 of recurring funds.)
Hawaii	$6 million for Afterschool Plus program for elementary
Indiana	$800,000 ($1 million requested in 2016)
Maryland	$3 million through Local Management Boards
Massachusetts	$1.4 million
Nebraska	$175,000 from a percent of state lottery funding from the education portion
New Jersey	$1 million
New Mexico	$2 million
New York	$50 million
North Carolina	$5 million
Oregon	$2.5 million
Tennessee	$15 million from unclaimed lottery prize funds
Utah	$5 million
Wyoming	$800,000 for afterschool and summer learning

What are the current state policy trends in afterschool in other states?	
New line item or increasing existing line item	Ohio, Alabama, Missouri, Maryland, Texas, Arizona, New Mexico, Indiana
Redefine an existing state dollar funding stream to also be available for afterschool and/or summer	Wyoming, Connecticut, North Carolina, New Jersey
Task forces/Commissions to move a proposal for new program funding or coordinate funding to meet the needs statewide	Texas, New Jersey, Massachusetts
Demonstrate the power of quality--expanding adoption of standards, taking the research and applying it to practice and capturing data effectiveness	Utah, Wisconsin, Georgia, Washington, Virginia, Missouri, New Jersey, Vermont, Oregon, New Hampshire, Kentucky

Case Studies of Funding Developments in Other States

Connecticut-Preserve and Grow State Funds

Established a funding stream that began as a $100,000 single line item and has grown to $5.3 million for state funded afterschool and summer programs. The Network, with the help of its Advocacy Task Force, formed its state legislative agenda, which would reinstate full state funding for the Connecticut After School Grant program and build support for a new Summer Learning Grant program. These initiatives are directly from their March 2013 report "Supporting Student Success in Connecticut: A Blueprint for Expanded Learning Opportunities."

Exhibit 6 (Continued)

Arkansas-Develop a Long Term Vision & Goal

Began with a 2008 Governor's Task Force on Best Practices for After-School and Summer Program. Task force focused on quality systems building such as standards, professional development, assessment/evaluation and model programs. Senate Bill 138 passed in 2011, which established the Positive Youth Development Grant Program, supporting programs that are either school-based or school-linked. The programs will focus on a range of ELO activities, including academics, youth leadership, and building workforce skills critical to future employment. This law authorizes, but does not provide funding for, the grant program.

Texas-Taskforce Establishment

Legislation establishing an Expanded Learning Opportunities Council that was passed by both houses. The Council is the first afterschool and summer dedicated policy in Texas. The state now joins a number of other states—including Illinois, Massachusetts, Rhode Island, Nevada and Iowa—that have expanded learning opportunity legislative task forces, commissions or studies.

Vermont-Focus on Quality and Return on Investment

Since 2007, has had statewide "Core Competencies for Afterschool Professionals" in place, which serve as the foundation for the afterschool field's professional development system and a tool to guide and strengthen standards of practice. The state has taken added measures to help ensure high program quality, like specific licensing regulations for school-age afterschool programs. In 2014, the Vermont Legislature called for a Working Group on Equity and Access in Expanded Learning Time charged with studying the issue and providing recommendations to the legislature by the end of the year and conducted a Return on Investment Study in 2014. In 2015, the legislature passed and the governor signed legislation that established the Expanded Learning Opportunities Special Fund at the VT Agency of Education. The state can now start raising funds from any source public or private, but the law did not appropriate any state funds yet for afterschool programming.

Delaware-Legislating Grant Opportunities

Legislators seek $10 million to establish a network of afterschool programs at high-need schools. Recent bill would create the Statewide Afterschool Initiative Learning (SAIL) program. Through SAIL, the state would provide grants to support programs at schools with high percentages of low-income students. To qualify for the grant money, afterschool programs must offer three hours of programming, five days a week and have a student-teacher ratio of 10-to-1 or lower.

Oregon-Focus on Specific Afterschool strengths

An emphasis on literacy and science, technology, engineering and math (STEM) in the state has resulted in state investments in summer learning opportunities and greater collaboration between schools and out-of-school groups. For instance, in 2013, a strategic STEM initiative invested $2.8 million in six regional STEM hubs and encouraged the hubs to coordinate with out-of-school STEM learning opportunities.

California-Emphasize Unique Role of State Funding

In 2006, a voter approved ballot initiative began an annual investment of $550 million for California's After School Education and Safety (ASES) program. Every three dollars of state investment requires a local match of one dollar. California Department of Education After School Division (After School Division), created in late 2011, has been tasked with developing and implementing a strategic plan to build on the state's expanded learning investments.

Source: Provided by PA Statewide Afterschool Youth Development Network.

Exhibit 7

Other States' Funding for Afterschool/OST

State	Program Description	21st CCLC (in millions)	State Funds (in millions)	Federal: State Ratio	State Investment Per Student
California	Formula grants for new afterschool programs	$124.9	$550	1:4	$87.47
New York	Competitive grants for new afterschool and youth development programs and enrichment of programs that reduce school violence	$84.5	$57	2:1	$21.07
Wyoming	Formula grants for new school-based OST programs	$5.6	$16.5	1:3	$183.13
Illinois	Competitive grants to CBOs serving at-risk teens	$52.1	$8.8	6:1	$4.22
Utah	Competitive grants for new STEM-focused OST programs	$7.2	$5	1:1	$8.35
Connecticut	Competitive grants for school- or CBO-run OST programs	$9.1	$4.5	2:1	$8.12
New Jersey	Formula grants for additional family services in existing OST programs	$22.2	$2.5	9:1	$1.84
Massachusetts	Competitive grants for quality improvements to existing programs	$16.8	$1.6	10:1	$1.68
New Mexico	Competitive grants for new OST programs	$8.8	$1.1	8:1	$3.26
Rhode Island	State match for private foundation funding for summer learning programs	$5.6	$.25	22:1	$1.75

Source: TXPOST, 2014, as cited in *2016-17 Statewide Strategic Plan for Expanded Learning Opportunities*, The Texas Education Agency, November 1, 2014.

maximum capacity, compared to 45 percent of suburban and 43 percent of rural providers. With 58 percent of urban providers being at maximum capacity, it is possible that if afterschool care needs are not being met for urban families, it might be due to too few facilities. However, for suburban and rural families, it would appear that, in most cases, an existing program would be able to take additional students. For these families (suburban and rural), the difficulty in accessing afterschool programs is likely due to other factors, such as affordability or transportation.

Mixed Program Results. Another challenge facing afterschool/OST programs is a mixed record of program results. While oftentimes research has found positive outcomes for the children attending afterschool programs, such as fewer school absences, higher grades and standardized test scores, improved task persistence, and lower dropout rates, these findings are not universal or consistent. For example, a March 2015 paper by a researcher at the Brown Center on Education Policy[2] cited several studies of the 21st Century Community Learning Centers program in which student outcomes, including student behavior, either did not improve or got worse. The Allegheny Partners for Out-of-School Time (APOST), which advocates for quality afterschool programs, notes that, while "research has shown the importance of afterschool and summer programs in supporting the healthy development of children and youth," research "also shows that poor quality programs can negatively impact youth."

A 2013-14 State Evaluation Report conducted by the Allegheny Intermediate Unit under contract with the Pennsylvania Department of Education was equally guarded in its assessment of program results.[3] The evaluation covered 125 grantees. Of the students included in the evaluation, 25 percent made a positive movement of one or more levels on state reading assessments from 2013 to 2014, 52 percent showed no change, 17 percent declined, and 7 percent scored at the advanced level in both years. Only 41 percent scored at proficient or advanced levels, well below the goal of 72 percent of students scoring at the proficient or advanced levels.

Similar results were found in math. Of the students included in analysis, 22 percent improved on the state math assessment from 2013 to 2014, 46 percent showed no change, 20 percent declined, and 13 percent scored at the highest level in both years. Only 47 percent scored at proficient or advanced level, also well short of the goal of 73 percent of students scoring proficient or advanced.

Using another measure, 23 percent of regular attendees included in analysis improved their school attendance, 45 percent did not need to improve, 23 percent

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[2] *The $1.2 Billion Afterschool Program That Doesn't Work*, Mark Dynarski, The Brown Center Chalkboard Series Archive, March 19, 2015, accessed at www.brookings.edu/research/papers.

[3] *21st Century Community Learning Centers 2013-14 State Evaluation Report*, March 2015, Pennsylvania Department of Education.

declined, and 10 percent of students had no change in their attendance. The evaluation found that, overall, the programs failed to meet their achievement goals.

To address some of these types of findings and criticisms, afterschool funding sources and advocates are focusing on promoting quality improvement efforts (also discussed in Section II A.) The National Afterschool Alliance, for example, has developed *Standards for Quality School-Age Care* and *Core Knowledge and Competencies for Youth Development Professionals*. The *Quality Standards*, adopted in 1998, and the *Competencies*, adopted in 2011, are used in many states and communities and have served as a starting point for the development of community specific standards in others.

PSAYDN's (Pennsylvania Statewide Afterschool/Youth Development Network) *Statement of Quality in Afterschool* defines what it believes to be the core elements that should guide afterschool programming. The statement provides PSAYDN's framework for how to define quality for Pennsylvania's OST/afterschool programs. The *Statement of Quality* outlines the necessary elements of a quality program in four core areas:

1. Structure and management,
2. Positive connections,
3. Safety and health, and
4. Activities.

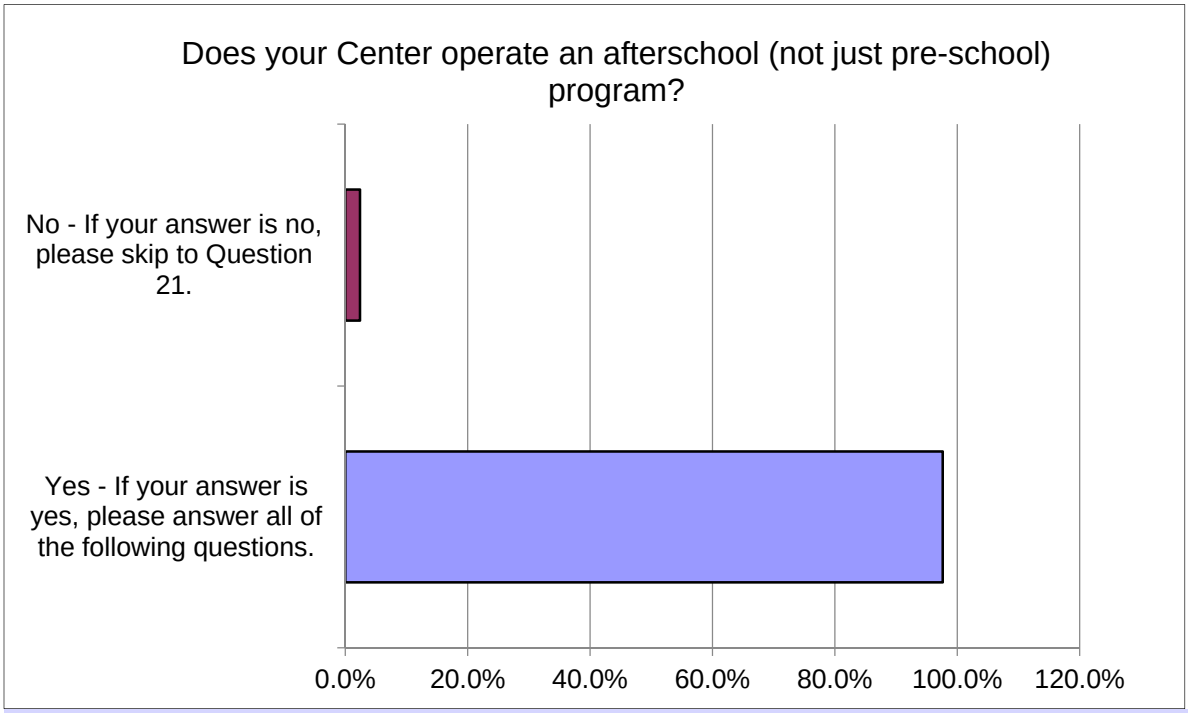
To help programs evaluate their care within each core area, PSAYDN developed the *Quality Self-assessment Tool*, *Quality Self-assessment Discussion Guide*, and *Quality Self-assessment Tool Instructions*. These tools are intended to be used separately or together to identify levels of quality and foster discussion among program staff regarding the program's current status, potential, and priorities for quality improvement.

PhillyBOOST, a system of city out-of-school time programs funded and managed by the Department of Human Services, Philadelphia Parks and Recreation, and the Free Library of Philadelphia, also promotes continuous program quality improvement efforts. For example, during the 2013-14 school year, 22 OST program sites across Philadelphia began participating in a pilot project utilizing the Afterschool Program Assessment System developed by the National Institute on Out-of-School Time, in combination with Social Solutions' Efforts to Outcomes (ETO) software. The goal of this effort was to help programs learn how to use their outcomes and quality data "to improve the experiences of the young people they serve and more effectively contribute to long-term outcomes for youth."

III. Survey Results

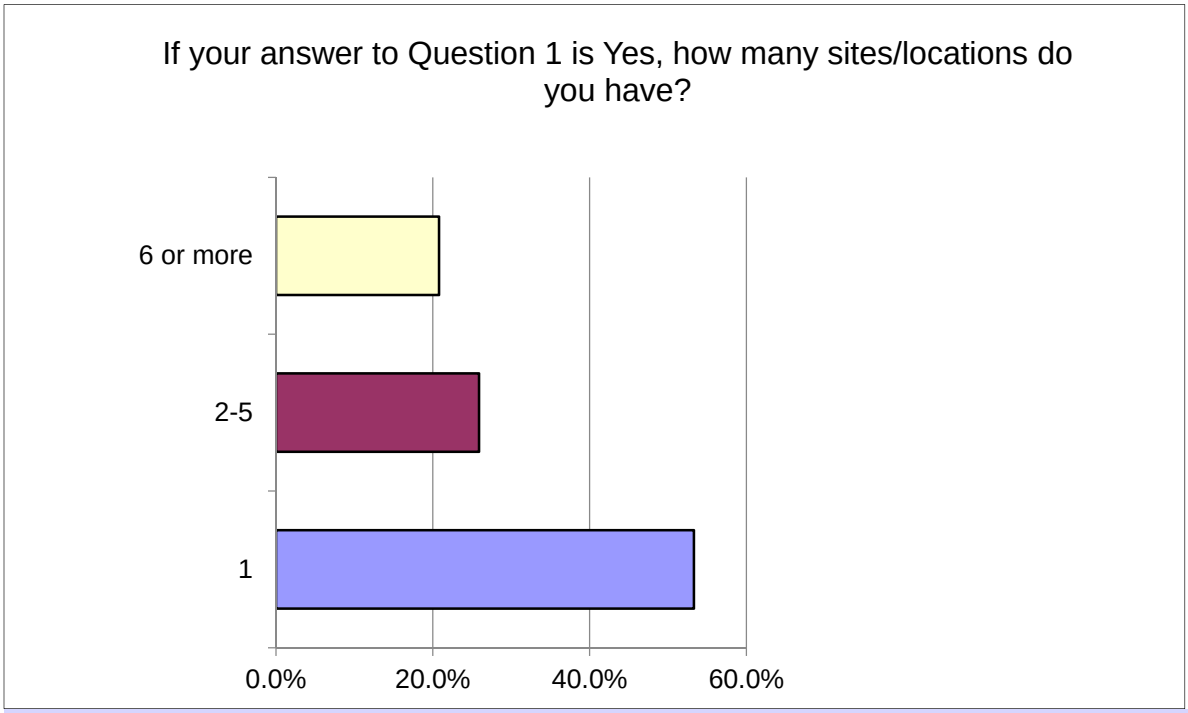
This chapter presents summary information and many of the comments we received on our online questionnaire sent to 3,114 afterschool/OST providers, of whom 502 responded, for a response rate of 16 percent. Also included are the responses we received from 96 of the 500 Pennsylvania school districts (19 percent response rate); all county Child and Youth agencies, of which 25 responded; and to all 22 Workforce Development Boards, of which eight responded.

Question 1 – OST Providers



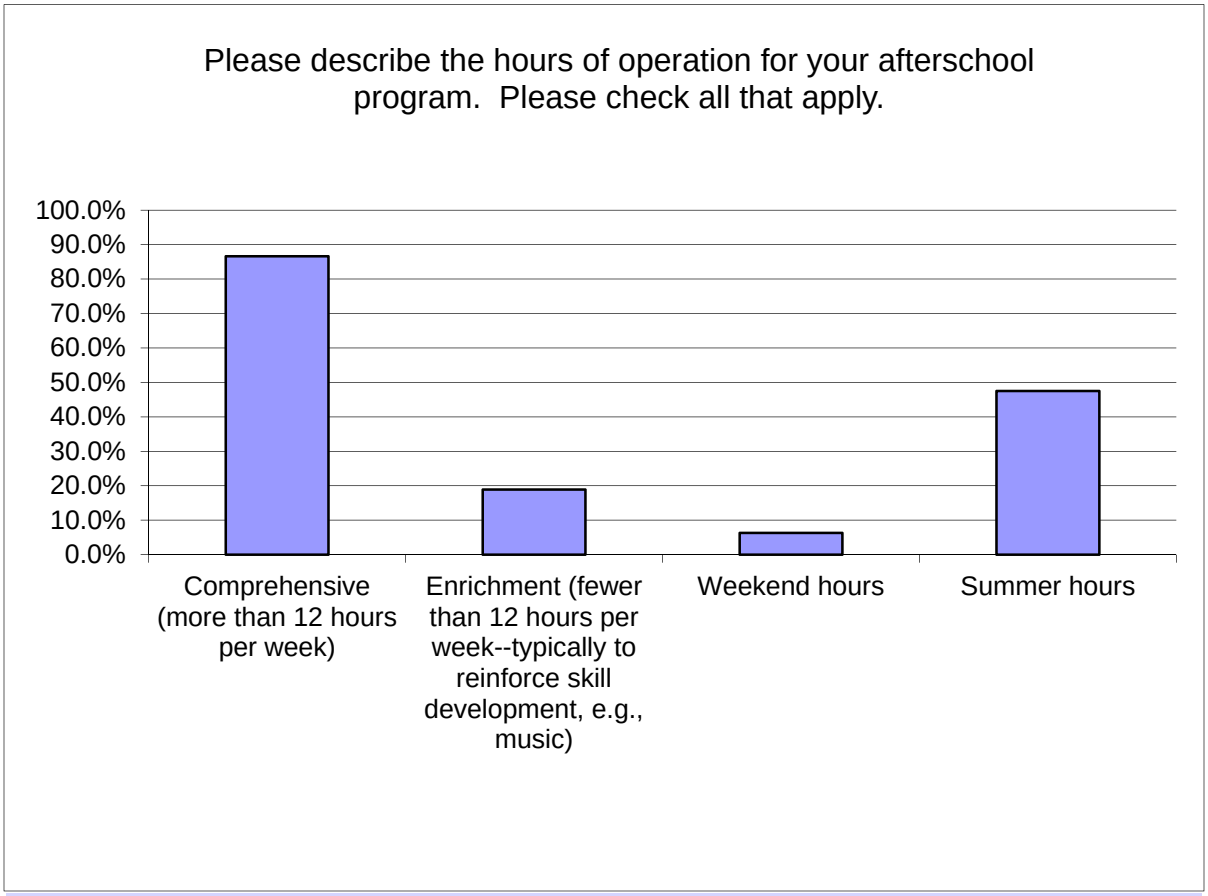
Answer Options	Response Percent	Response Count
Yes - If your answer is yes, please answer all of the following questions.	97.6%	490
No - If your answer is no, please skip to Question 21.	2.4%	12
	answered question	**502**
	skipped question	**0**

Question 2 – OST Providers



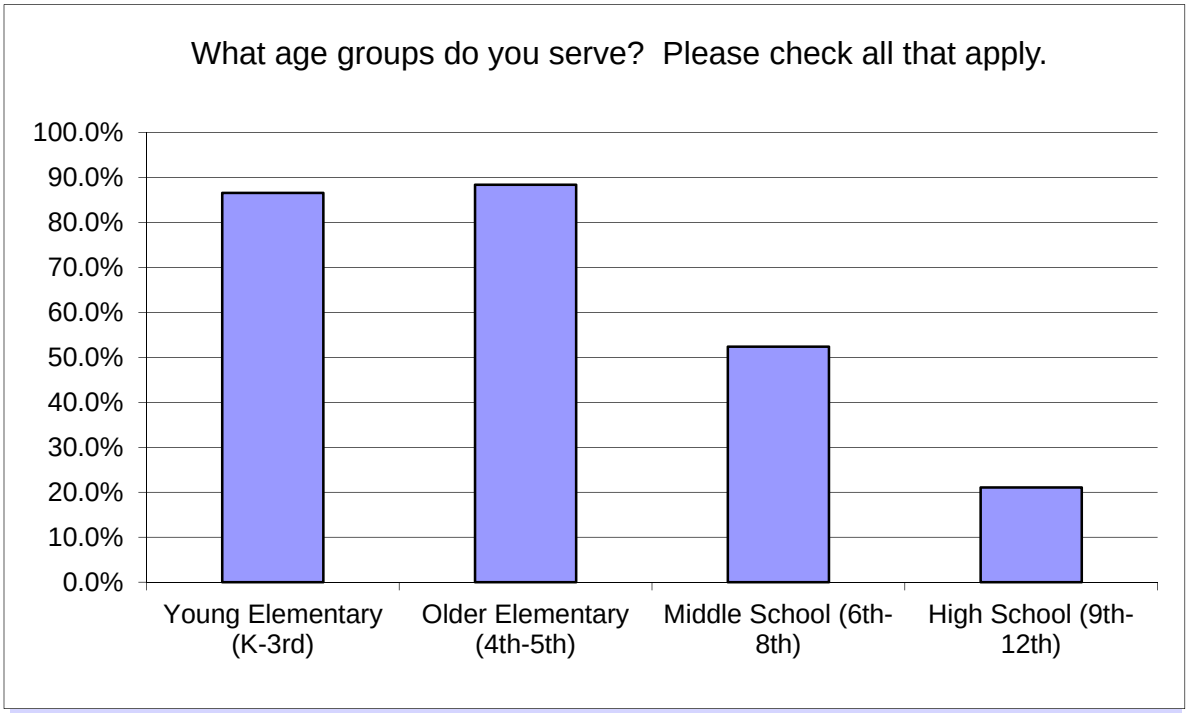
Answer Options	Response Percent	Response Count
1	53.3%	261
2-5	25.9%	127
6 or more	20.8%	102
answered question		**490**
skipped question		**12**

Question 3 – OST Providers



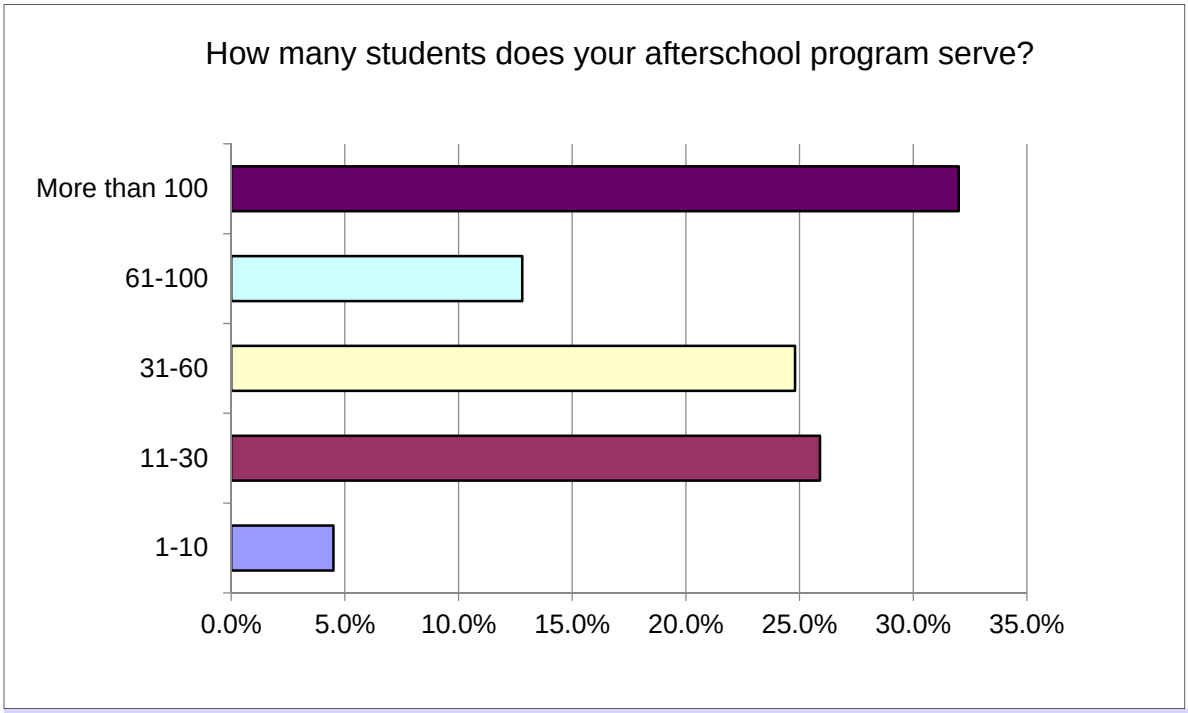
Answer Options	Response Percent	Response Count
Comprehensive (more than 12 hours per week)	86.6%	425
Enrichment (fewer than 12 hours per week--typically to reinforce skill development, e.g., music)	18.9%	93
Weekend hours	6.3%	31
Summer hours	47.5%	233
answered question		**491**
skipped question		**11**

Question 4 – OST Providers



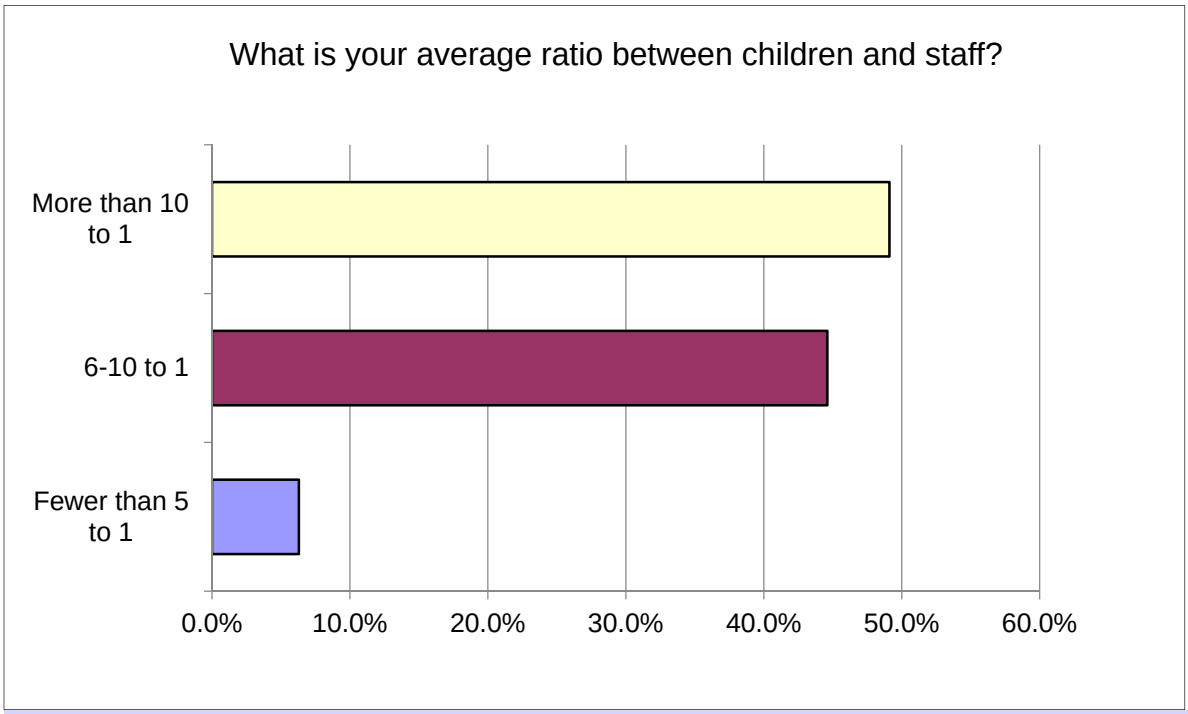
Answer Options	Response Percent	Response Count
Young Elementary (K-3rd)	86.6%	426
Older Elementary (4th-5th)	88.4%	435
Middle School (6th-8th)	52.4%	258
High School (9th-12th)	21.1%	104
answered question		**492**
skipped question		**10**

Question 5 – OST Providers



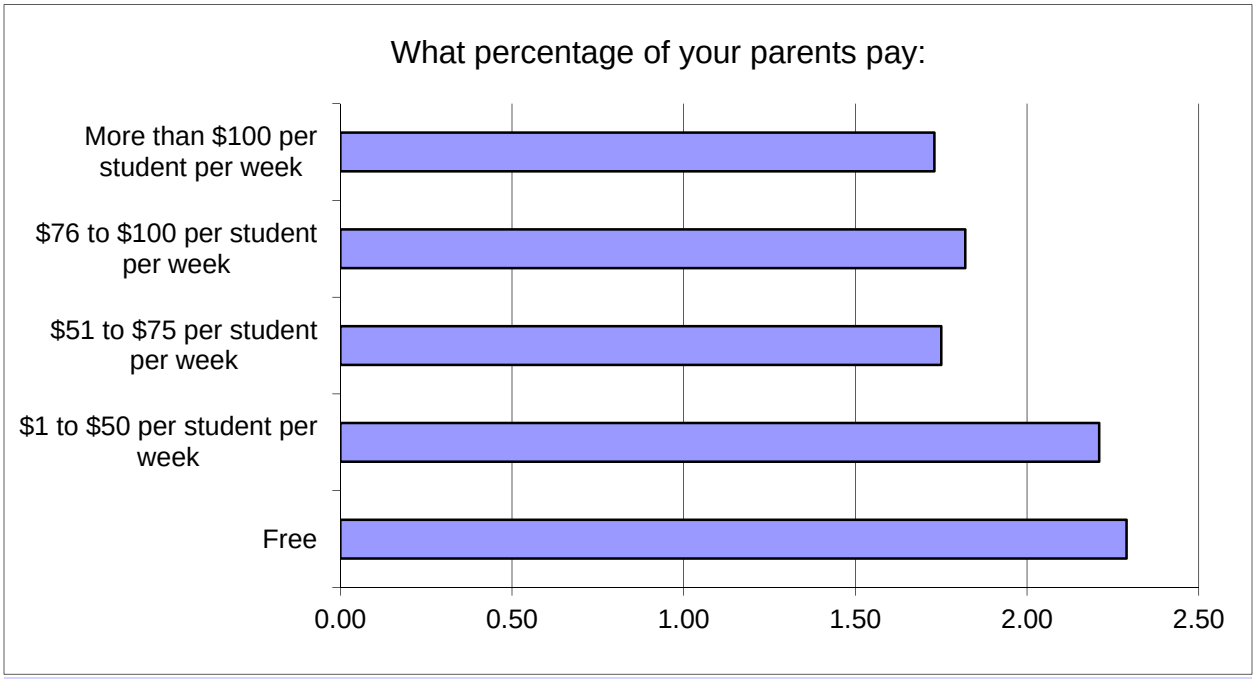
Answer Options	Response Percent	Response Count
1-10	4.5%	22
11-30	25.9%	127
31-60	24.8%	122
61-100	12.8%	63
More than 100	32.0%	157
	answered question	**491**
	skipped question	**11**

Question 6 – OST Providers



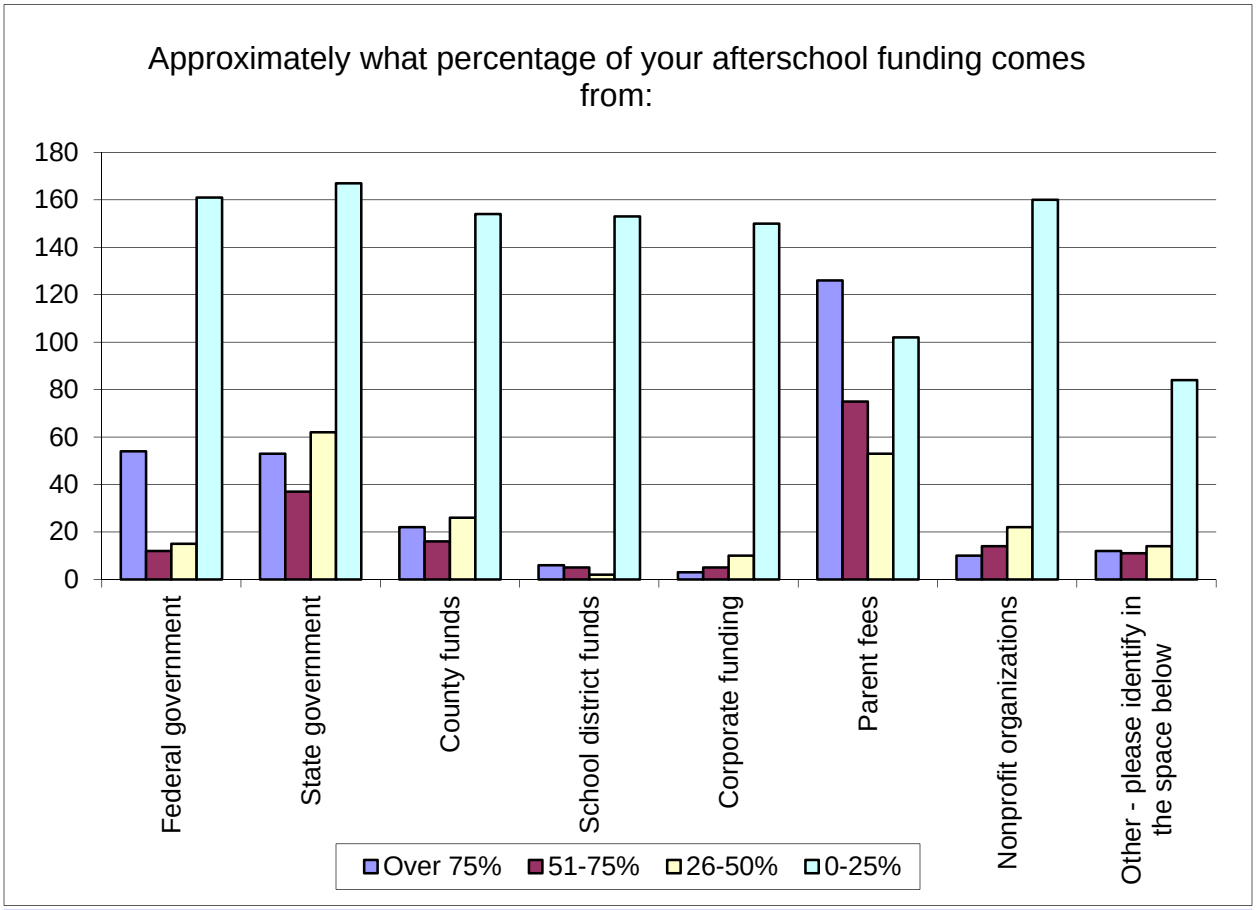
Answer Options	Response Percent	Response Count
Fewer than 5 to 1	6.3%	31
6-10 to 1	44.6%	220
More than 10 to 1	49.1%	242
answered question		**493**
skipped question		**9**

Question 7 – OST Providers



Answer Options	0-25%	26-50%	51-75%	Over 75%	Rating Average	Response Count
Free	159	11	9	118	2.29	297
$1 to $50 per student per week	113	72	44	65	2.21	294
$51 to $75 per student per week	112	68	34	11	1.75	225
$76 to $100 per student per week	113	42	29	23	1.82	207
More than $100 per student per week	116	27	12	27	1.73	182
					answered question	**487**
					skipped question	**15**

Question 8 – OST Providers



Answer Options	0-25%	26-50%	51-75%	Over 75%	Response Count
Federal government	161	15	12	54	242
State government	167	62	37	53	319
County funds	154	26	16	22	218
School district funds	153	2	5	6	166
Corporate funding	150	10	5	3	168
Parent fees	102	53	75	126	356
Nonprofit organizations	160	22	14	10	206
Other - please identify in the space below	84	14	11	12	121
Please identify "other" sources.					89
				answered question	**483**
				skipped question	**19**

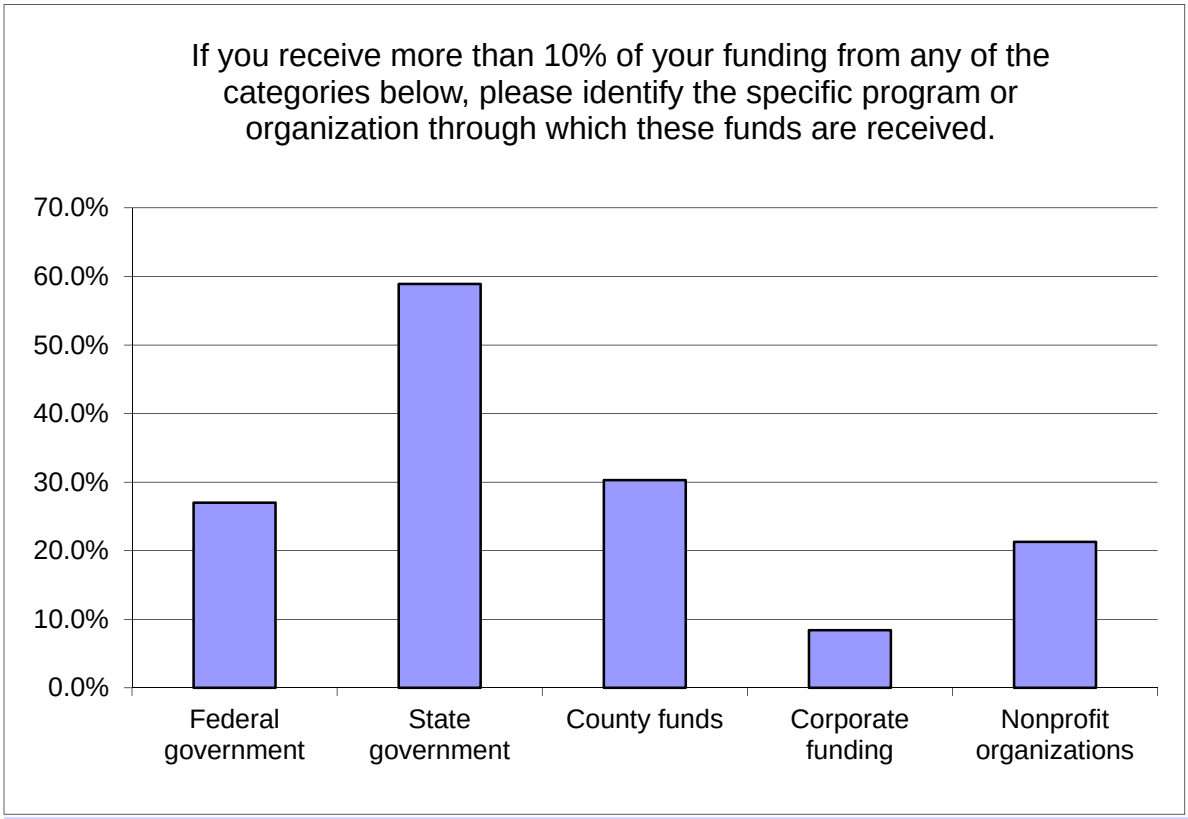
Please identify "other" sources.

- CCIS
- Individuals
- Individual/Private Donors
- Grants and United Way Donations from families
- Local CCIS agencies

- Keystone STARS Grants
- Keystone Stars grant funds
- YMCA financial aid
- I supply the money for activities and supplies.
- Keystone Stars grants
- Title xx
- Grants
- YMCA Financial Assistance Program
- The program is free to participants. We run on grants
- Y-scholarships
- In House Scholarships
- We offer a scholarship program
- We are a non-profit program which relies on funding from the parent as our main source of income.
- City of Philadelphia Parks & Recreation Department
- Donations and grants
- Staff donations
- Annual Fundraisers
- Parent donations, and fundraisers
- Community donations to our non-profit organization's annual campaign.
- YMCA Annual Support Campaign
- CACFP reimbursement and local foundations
- Gifts and bequest. Foundations
- Stars grants
- RK Mellon Foundation & EQT Foundation
- we also rely on in-kind match, free resources, presenters, etc.
- Fundraising
- Grant funds for specific projects in nutrition, fitness and health education.
- PHMC and DPW
- DHS Funding
- Individual donors
- Fundraisers
- Foundations
- Are funding comes from the federal government which is dispersed through the state and then local agencies.
- Private donations
- Foundations
- In kind corporate donations such as free tickets and/or passes.
- Fee for Therapeutic counselors are paid for 100% by medical assistance
- We include After School Arts in our annual budget and support it through fundraisers, corporate donations and grants.
- Other = foundations and individual philanthropic support
- Grants & small business' sponsorship.
- Carnegie Mellon provides in-kind support.
- Private pay
- occasional small grants <$5000
- Organizational Dues, Fundraising
- Private Funding
- Foundations, Individual donations
- Independent Donors

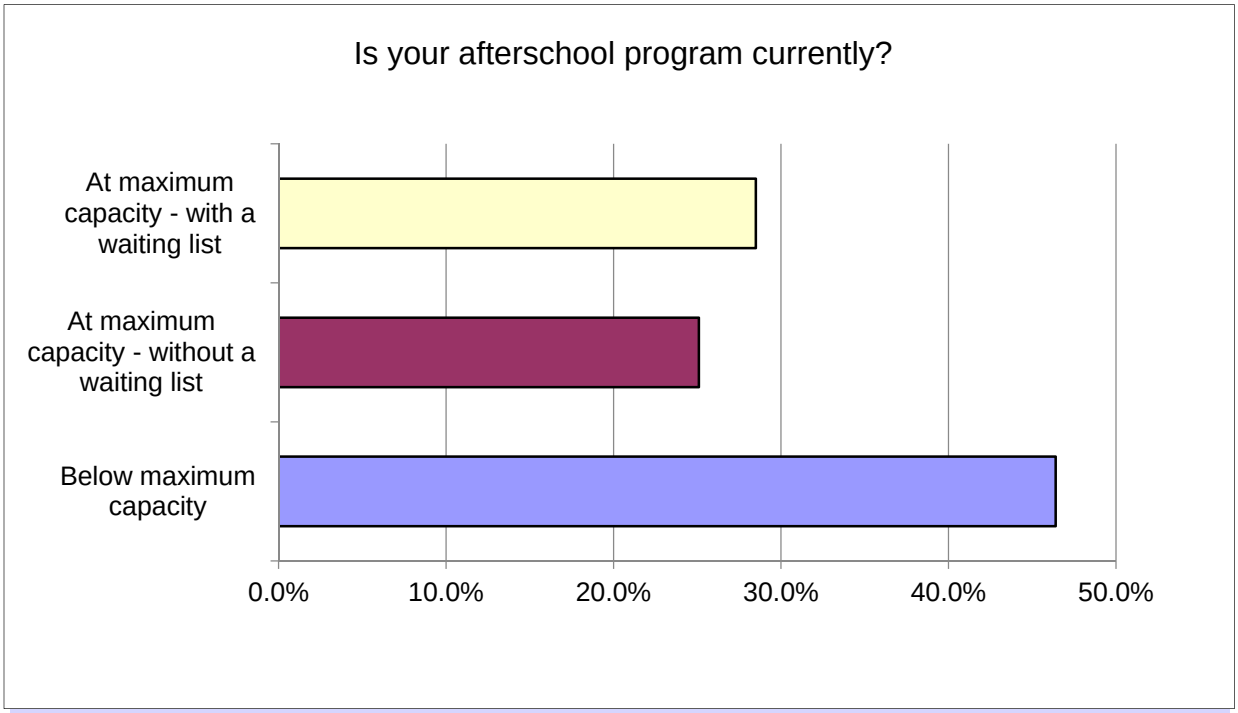
- YMCA donations for financial assistance
- One year grant
- Parents private pay
- parents pay $15.00 a week per child for the bus service to pick the children up from school and drop off at center
- Child Care Subsidy Funds
- School Budget
- Strictly parent fees
- United Way, Foundation support as well secured rental revenue
- Housing Authority, Community Foundation Grants
- Mostly grants: 21st Century, United Way, Greater Allentown Math Science Partnership - not sure the designation for each of these
- Funders
- United Way
- Individual Donations & Foundation Grants & Corporate Grants & Matching Gifts & Special Events Revenue & 5K Revenue
- Foundations
- This is York County 4-H. We provide after school and summer programs to local agencies. The agencies pay the cost, not the parents. We fundraise, use grants, & other sources to supplement costs the fees do not cover.
- Foundation, Individual Gifts
- CYF and grant funds
- individual donors, private foundations
- Private/Personal foundations and individual donors
- Donations
- The organization raises scholarship funds from private foundations. Approximately 20% of the children enrolled in the after school program receive privately funded scholarships.
- Private foundations
- CCIS
- United way scholarship monies
- Corporate and individual sponsorship.
- CCIC of Allegheny County
- Individual donors and foundations.
- We operate 2 programs - one at Clairton Middle School and one at Woodland Hills MS. We are also partners with the Wilkinsburg SD for their middle and elementary programs. All are funded through the 21st Century Community Learning Center program - PA Dept of Ed from the federal government.
- What I am calling state government funds is CCIS funding - child care subsidy which is administered by our local CCIS.
- in kind space and meals provided by school district of Philadelphia
- The majority of our funding comes from foundations and individual donors.
- YMCA Financial Assistance
- City Funding - Out of School Time funding through DHS
- Our program is 100% parent paid tuition for a one hour a week program. We offer scholarships for those in need.
- local government
- CCIS
- grants

Question 9 – OST Providers



Answer Options	Response Percent	Response Count
Federal government	27.0%	90
State government	58.9%	196
County funds	30.3%	101
Corporate funding	8.4%	28
Nonprofit organizations	21.3%	71
answered question		**333**
skipped question		**169**

Question 10 – OST Providers



Answer Options	Response Percent	Response Count
Below maximum capacity	46.4%	226
At maximum capacity - without a waiting list	25.1%	122
At maximum capacity - with a waiting list	28.5%	139
Comment		85
	answered question	**487**
	skipped question	**15**

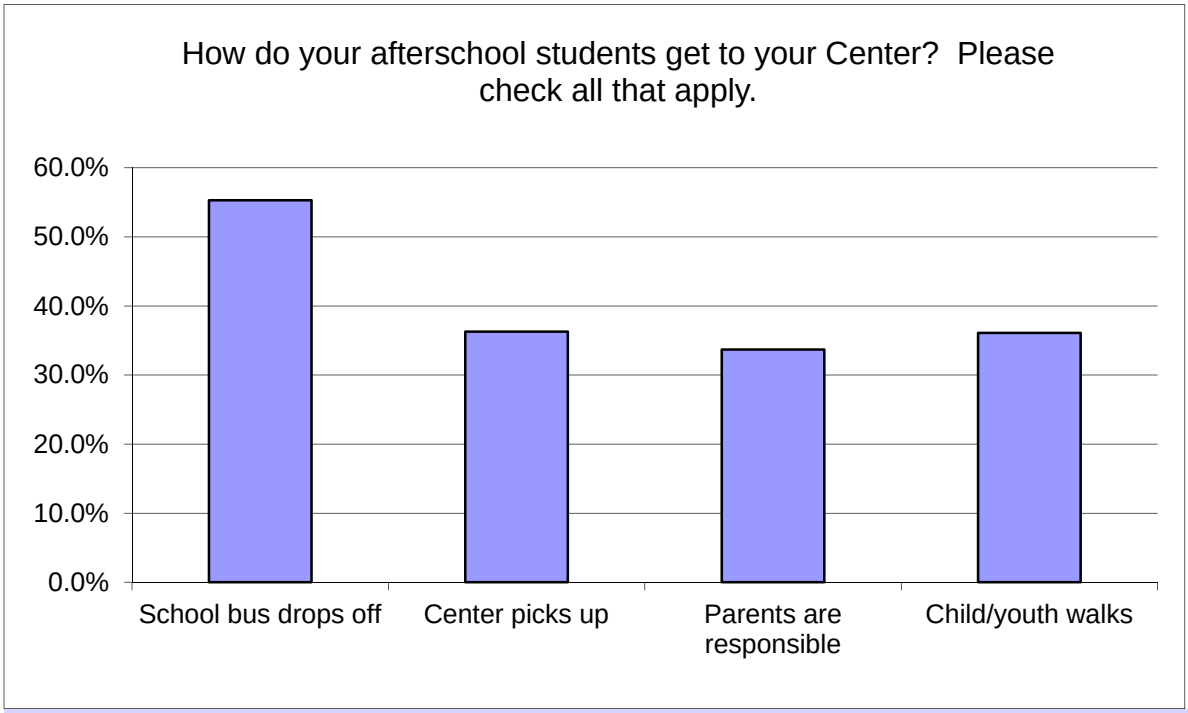
Comment

- Students leave due to parents work schedule/ changing school
- We are currently understaffed, so in order to operate within ratio, we are keeping the number of student below capacity until we are able to hire additional staff.
- We serve more in the summer than during the school year.
- Programs vary by location among 19 library locations.
- We can only serve 35 children based on our transportation vehicles to 9 local elementary schools in 4 school districts.
- I currently have 14 of 18 spots filled
- We are located in school buildings, so we basically have unlimited capacity
- Yes are housed in cafeterias and gyms...At 40 sq. ft per child we could accommodate more children
- We do not currently have a maximum capacity for youth participants.
- We have 10 children on a wait list
- All summer weeks will be at capacity with wait list
- One site runs close to capacity and at times has a wait list
- Working in conjunction with the facilitating organization, attendance is inconsistent.

- We have 40 children in our Afterschool program (K-6) and about 20 in our additional Youth program for teens (7-12 grade). We get phone calls at least 2-3 times a month to check availability for opening.
- At maximum capacity because we need teachers. We could have about 15 more students
- Finding qualified and interested staff is our biggest hurdle.
- At capacity for the staff to pupil ratio for the morning and after school care. Would have to hire enrollment increased.
- Depends on site.
- We are in the schools, so we can always expand.
- We share space with our preschool so our spots for the elementary kids is limited
- we have 6 locations, 4 are at max capacity with wait lists, 2 are close to max capacity without wait lists
- 85-95% Capacity.
- Families would like to utilize our program but qualified staff are needed for hire.
- Our Gearing Up program, for 3rd - 5th grade has 300 slots at 9 sites and currently has waiting lists at several schools. Middle Gears, for 6th - 8th grade is filled at some sites.
- I do not have a waiting list, because I house infants to pre-K at my facility I only have room for ten in the A.M. and I believe some weeks I have at the most 13 in the P.M. I am able to take double that in the summer because we spend a lot of time outside and two days a week we do all day field trips.
- We are not at capacity but close for after school. But we are at capacity for summer day camp
- We have only had our centers open for 3 months.
- We have had waiting lists for some time. Staffing is key issue.
- The facility could hold more students but we need more volunteers or tutors. There is not enough money to pay for tutors.
- We are somewhat below capacity but only by a few students. We are very near our targeted number.
- We take all children - we do not maintain a waiting list
- There is more demand than we can serve in the grades K-4. We have a official wait list of 20 students for some grades.
- We are closed to reaching our capacity
- Program started in the middle of November instead of October 1st- CUSD didn't want program at first
- Due to the elimination of incentives it has been much harder to recruit and retain H.S. students
- Our attendance often fluctuates in the month of December through February.
- Due to the lateness of state funding this year, we lost several students are attempting to reenroll those who were lost.
- Last 2 years we were below recruitment due to cuts and re-approval from State Autism Bureau. This year, lack of Extended School Year (ESY) funds is lacking, especially for small districts. They cannot afford.
- Only 1 program is at capacity.
- the lower to middle grades are at capacity
- We had to turn almost 50% of interested youth away this fall due to limitations of funding, resources, staffing, and space. We are expecting for the youth interest to keep growing as it has for the last 4 years, but don't have any capacity to increase our staffing or resources.
- We have a goal in each building and some have waiting lists while others do not. Varies by location.
- We are currently below capacity only due to needing more staff.
- Yes during the school year, no during the summer
- All centers run at maximum capacity, but only 2 of 8 centers currently have a waitlist.
- At two of our 3 sites we are below maximum capacity and our 3rd site is above maximum capacity with a waiting list.
- Space in schools allow us to adjust our capacity and to add staff accordingly
- We need transportation for pick up from schools
- Due to the failure of the state legislature to pass the budget we have been below capacity for 9 consecutive months.

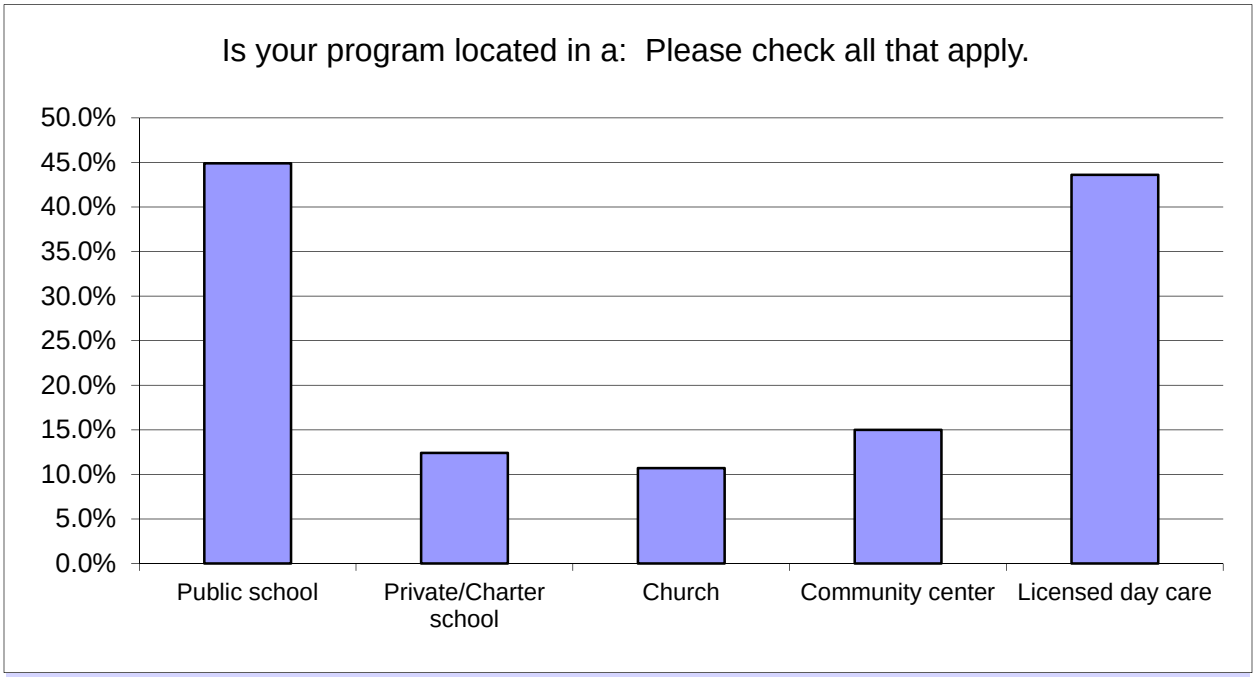
- We truly need more staff to be able to accommodate the children we do have and possibly accept more children that truly need this program.
- It varies by site.
- Most school-based sites are licensed by the DHS for more children than will ever use the programs.
- only because of lack of staff
- We only have 2 spots available at present
- Our center serves a diverse population of New American children in our out-of school programming. 85% are children of resettled refugees from countries including Burundi, DRC (Congo), Liberia, Sudan, Tanzania, Somalia, Iraq, Nepal and Bhutan. We are situated in the center of 1500 units of public housing and 80% of our students are public housing residents.
- One site below capacity and one site at maximum-without a waiting list
- we go out to the schools and community centers
- We have more applicants than spots and space.
- Always enrolling in our programs.
- Need more staff in order to recruit more students
- Currently we only have one part time employee who does afterschool programming. If we find funds for making this person full time, we can offer more programs.
- we are planning to expand our building to serve more
- We do not provide transportation. We only service one elementary school (K-6).
- The agency cannot afford to hire additional staff so that we can operate at maximum capacity.
- We were at full capacity through December, however a number of families had a lay off or change in schedule in Dec, Jan and more happening in February.
- We are licensed for 120 we have 89 enrolled
- We believe we can serve up to 50 students.
- We are currently having issues hiring qualified After School Staff members-- if we could hire additional staff we could raise capacity and serve more youth
- We could open up more after school programs but do not have enough funding to hire more staff to man those sites
- We have mostly families who are NOT 5 days/week. We keep it right at capacity, so if all children should be here for a snow day, etc. we will still be in ratio.
- Because of our limited space and staff capacity, we are having to turn students away from some of our afterschool offerings.
- Based on the current staffing. We could add more if we had additional staff.
- If we were to take any more children, we would need to hire a second teacher for the room.
- Too many programs. Too much FREE after school programming by school districts with Title 1 funds. Families want FREE.
- 2 sites are at capacity with a waiting list. 1 site is below capacity
- But not much below capacity.
- We are very close to maximum capacity.
- One Program - just opened and we are currently filling up spots.
- We have a community center, which receives a great deal of funding and can offer lower rates then we do.
- Have had waiting list for over 2 years
- We operate Fall, Winter and Spring cycles. Our Fall cycle was at max capacity with a waiting list. Our Winter (going on now) is at max capacity without a waiting list.
- We are always overenrolled with high utilization rates
- Some of our programs operate below capacity and some above capacity, depending on the demographics of the school. We are currently in approx. 300 schools.
- As our program is run similar to a public library where students are able to come and go, we don't have a maximum capacity
- We operate at 13 locations. Most are full. Some have a few slots available.

Question 11 – OST Providers



Answer Options	Response Percent	Response Count
School bus drops off	55.3%	251
Center picks up	36.3%	165
Parents are responsible	33.7%	153
Child/youth walks	36.1%	164
answered question		**454**
skipped question		**48**

Question 12 – OST Providers



Answer Options	Response Percent	Response Count
Public school	44.9%	206
Private/Charter school	12.4%	57
Church	10.7%	49
Community center	15.0%	69
Licensed day care	43.6%	200
Other (please specify)		74
	answered question	**459**
	skipped question	**43**

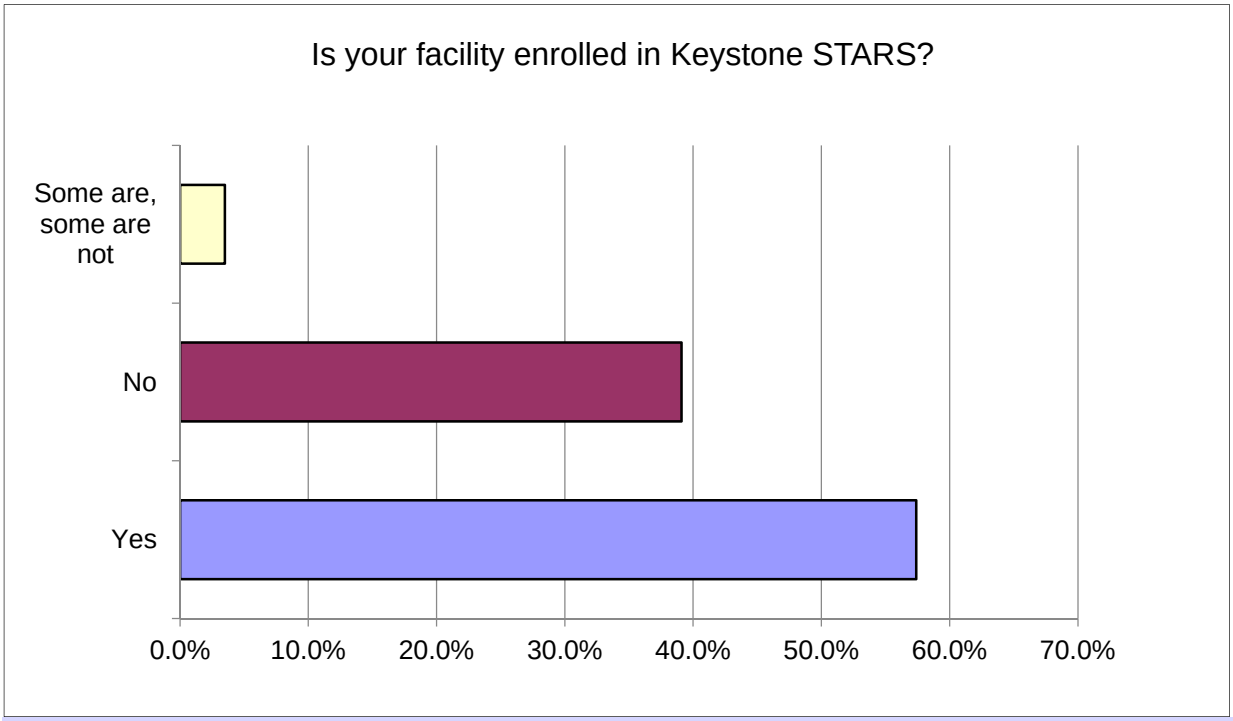
Other (please specify)

- Licensed preschool
- Learning center!
- We are a State Licensed Child Care Center Renting Space from the Church which houses the Program
- YMCA
- Public library
- Warren County YMCA
- We have one location in a private/charter school
- YMCA
- YMCA
- We are a licensed program in the YMCA
- Wilkes Barre YMCA
- At our YMCA branch
- Museum

- YMCA
- Participating firms
- YMCA
- Recreation Center
- YMCA
- YMCA
- YMCA
- YMCA
- Students participate in the district in which they attend so there is no transportation to the program only after the program
- Science Center
- Parent want other school district to be bused here, but buses don't want to
- Our own building
- We are located in Temple University; students get to us with SEPTA
- Our program is in a School District of Philadelphia building which is ran by a charter school organization.
- MERCY NEIGHBORHOOD MINISTRIES ORGANIZATION
- Office bldg.
- We try to provide school bus transportation near home whenever funding allows.
- Horse Stable with Computer learning center
- Recreation Center
- Recreation Park Day Camp
- At the museum
- Company partner
- Library
- University
- Shopping center
- Theater, mental health org
- Recreation Center
- Parks & Recreation Center
- Public Library
- Playground recreation center
- Playground
- Playground
- Recreation center
- Sturgis, Philadelphia recreation center
- Recreation Center
- Homeless shelters
- Recreation Center
- Prefer "child care center" to being called day care
- YMCA
- We take our programs out into the community
- Students do not need to travel outside of school for afterschool programming. Our non-profit serves them on-site.
- City playground/rec center
- Starr Garden is a recreation center
- School building
- The after school program is licensed to operate in the private school.
- Office buildings

- University of Pittsburgh
- Recreation Center
- Family Support Center that also has child care center, After School Program, Summer Day Camp Program and Head Start funded slots
- Parks and Recreation facilities
- Ice rinks
- Army Post
- YMCA
- Professional offices
- Church Annex.
- YMCA Education Center
- Licensed facility within public schools
- The program takes place at the school our students attend so they are already there. We provide transportation home.
- Catholic School
- Children stay at their school for care.
- We are a licensed 3 to 5 yr program located in Settlement Music School

Question 13 – OST Providers



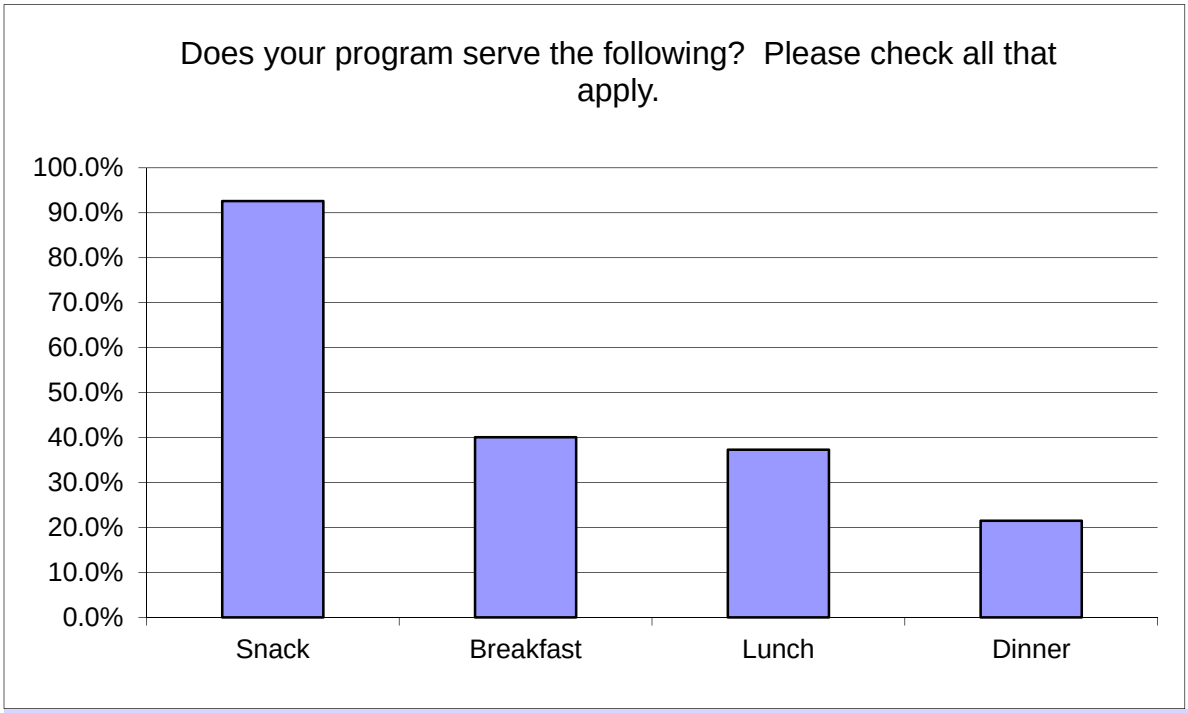
Answer Options	Response Percent	Response Count
Yes	57.4%	279
No	39.1%	190
Some are, some are not	3.5%	17
Comment		31
	answered question	**486**
	skipped question	**16**

Comment

- We are Star level 2
- Working on Star Two
- We are currently rated STAR 3
- some, but not all centers
- All 10 sites are STAR 3 and 4
- Three STAR 4 centers
- We are a STAR 4 facility
- STAR 4 programs
- Not sure, but don't think so
- For our Day Care Centers
- Our 10 sites are currently a Star 2 due to difficulty in finding qualified staff to move to the next level.
- STAR 3
- Participated in past.
- Relatively new location, working on getting STAR 1 currently.
- We are on Keystone stars 1.

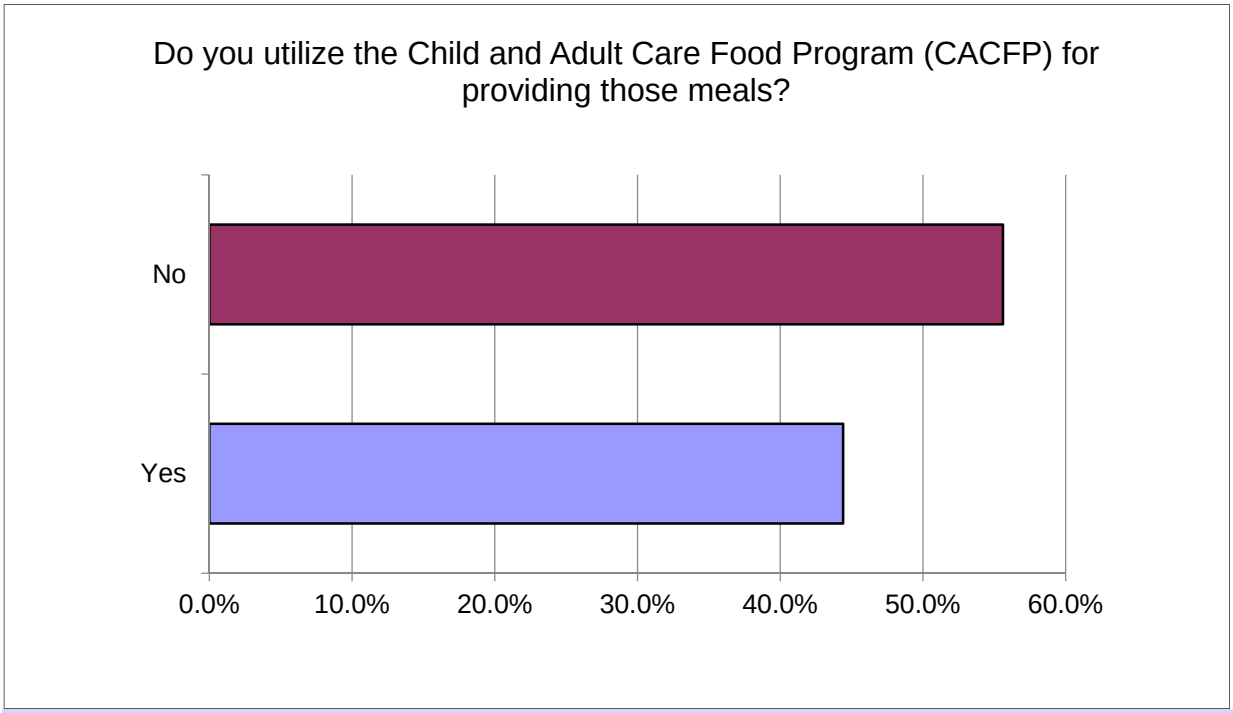
- However, we do not have the minimum subsidized families, so we are not able to get the grants to help us continue in the program
- N/A
- I don't know
- Our co-facilitators are faculty members of the schools in which we conduct our programming, but we are not sure if they are members of Keystone STARS
- considering enrolling
- STAR 4 (A) and NAEYC Accredited
- Star 4 Center
- Currently at STAR 3-- looking to move to STAR 4 within a year
- We currently do not have the proper percentage of required CCIS funded families to be enrolled.
- STARS system is not friendly to stand alone & school-based before/after school programs; only if part of a larger full service center.
- STAR3
- We are a 4 STAR Accredited Program
- We are a STAR FOUR center
- Middle school and high school programs do not participate in Keystone Stars.
- 3 STARS
- Not the after school. Day program is Star 4 and NAEYC.

Question 14 – OST Providers



Answer Options	Response Percent	Response Count
Snack	92.6%	439
Breakfast	40.1%	190
Lunch	37.3%	177
Dinner	21.5%	102
	answered question	**474**
	skipped question	**28**

Question 15 – OST Providers



Answer Options	Response Percent	Response Count
Yes	44.4%	211
No	55.6%	264
Comment		61
	answered question	**475**
	skipped question	**27**

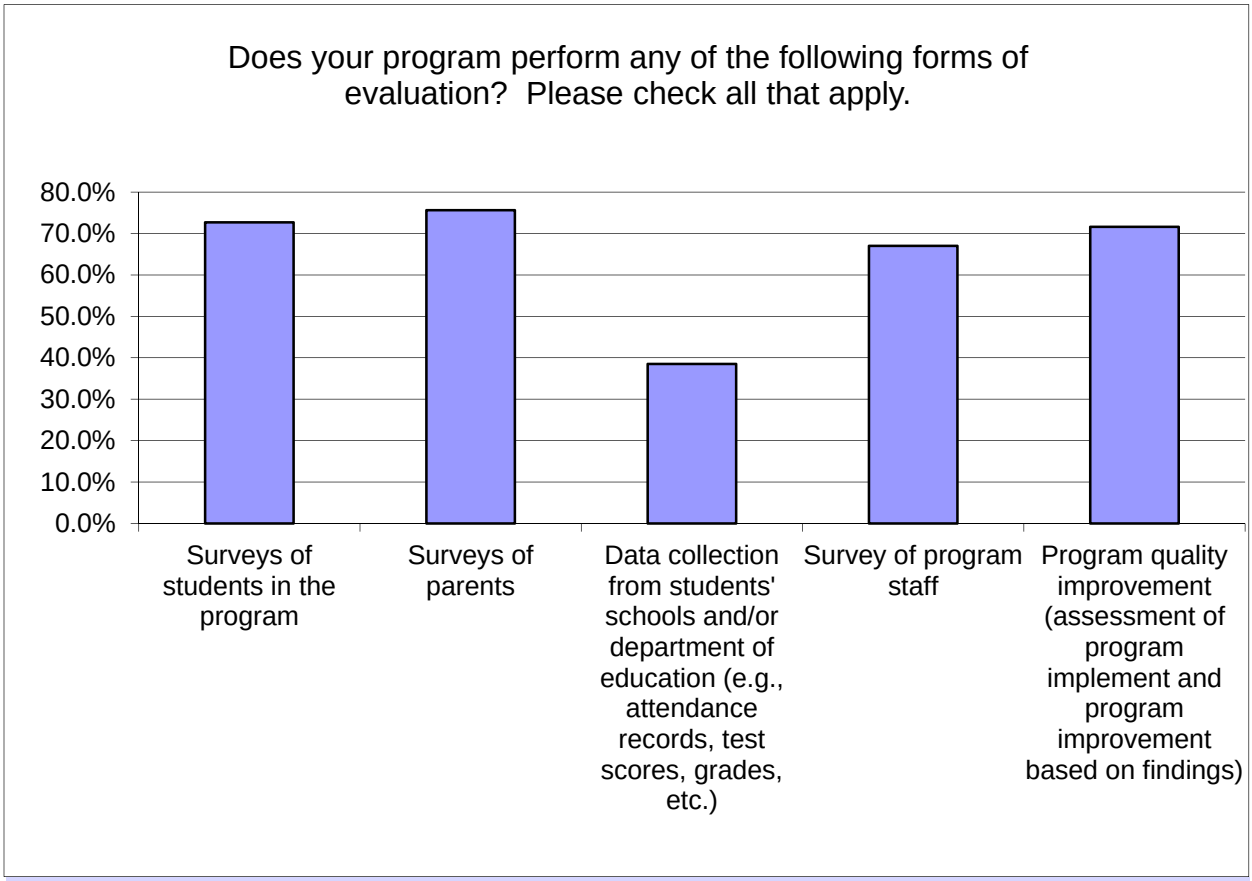
Comment

- City of Phila. Food Service Program. Department of Recreation
- All food is prepared on the premises
- This program ensures that we serve healthy snacks but the accountability efforts are not practical.
- Working on this as an opportunity
- Not sure. We use Archdiocese of Philadelphia.
- We use the Archdiocese of Philadelphia, Nutritional Development Services, who is under contract with the PA Department of Education to provide meals to students in the Philadelphia area.
- School-age only get lunch in the summer and on school days off because they are with me the whole day.
- We will be pursuing the CACFP program in the future.
- not sure
- We do not have access to refrigerators or appropriate space for many of the food programs. We provide snacks when our teachers or mentors bring them in on their own.
- Every one of our sites participates in CACFP since we cannot but food items with 21st CCLC funds.
- Funding for food is a huge issue. We need additional support to provide for - especially during the summer for kids. Issues of Cafeteria Contracts and CACFP regulations and requirements makes it difficult for districts to get these funds for summer only. It was wonderful when we could use 21st Century funds to feed kids, especially those who only get fed when they are at school or club.

- Of food comes from the school district.
- Unsure
- CBS
- free snack and bring own breakfast/lunch
- On days children are off from school, we provide Breakfast through CACFP.
- After participating for one year, the school district concluded that this program is not designed for school district participation. Food waste was high since it's unallowable to serve the remaining food inventory during the school day. Dinners began to consist of foods with a long shelf life, which wasn't the goal of offering healthy and appealing dinners. Our partner agency wasn't able to apply for this program on their own since the district had submitted an application.
- I believe the day camp does. Are program is hosted by the day camp.
- CACFP for pre-K classrooms only
- In the process of enrolling
- We contract with a local church that is a participant in the food program
- Don't know anything about this program
- We receive Twilight Meals but I'm unsure if they are funded from the CACFP.
- Preparing to apply for it
- Not sure
- For some of our programs but not all.
- We use Twilight meals through the School District of Philadelphia
- Not sure I am only aware that they are provided by the state.
- At some locations. This is a very difficult program to use.
- Don't meet the 25% subsidy enrollment to qualify.
- School District of Phila provides meals, snacks.
- We are in the process of re-enrolling in the program.
- School district of Philadelphia provides meals
- Our lunch is provided by the city, I'm not sure whether that service is under CACFP.
- Our food comes from the Nutritional Development Services of the Archdiocese of Philadelphia.
- Not sure. We participate in the supper program through PPR.
- During After School Program only snack is served during full care days and Summer Day Camp breakfast, lunch and snack is served. Food is prepared on site in commercial kitchen using CACFP funds to offset meal program
- We would like to get breakfast for our Tot Programs
- We have been a site for summer feeding meals through the school district, but the restrictions and meals offered were not compatible with our capacity and needs. We considered applying to be a meal sponsor, but the application process and the permits required would be too great of an expense to our organization at this time.
- Food is provided free by the Phila. Archdiocese
- School district provides meals
- Lunch is only included during summer camp when children attend full days.
- No cost to student meals, not sure where funding comes from
- We are in the process of applying.
- We use USDA feeding programs through the school districts.
- At one site. Not at the other 2. The paperwork compared to the payout is too labor intensive to be worthwhile.
- Not sure
- Through NDS
- Just received the program and will begin in April.
- Main site yes, school site no
- Summer camp meals provided by Archdiocese

- Our snacks are provided by federal funding and grants, not related to 21st Century.
- not worth my time
- Community Eligibility Program funds dinner and snack after school. Breakfast and lunch in summer program
- The funding for this program is inadequate / the reimbursement amounts per meal or snack are too low.
- We are in the process of starting to participate
- Food is supplied by Archdiocese of Philadelphia's Nutritional Development Services
- Schools receive free or reduced snacks through the National School Lunch Program, more specifically, the Afterschool Snack Program.
- We work with the schools to provide the snack/dinner. The entire schools are Title 1 eligible.
- Summer only

Question 16 – OST Providers



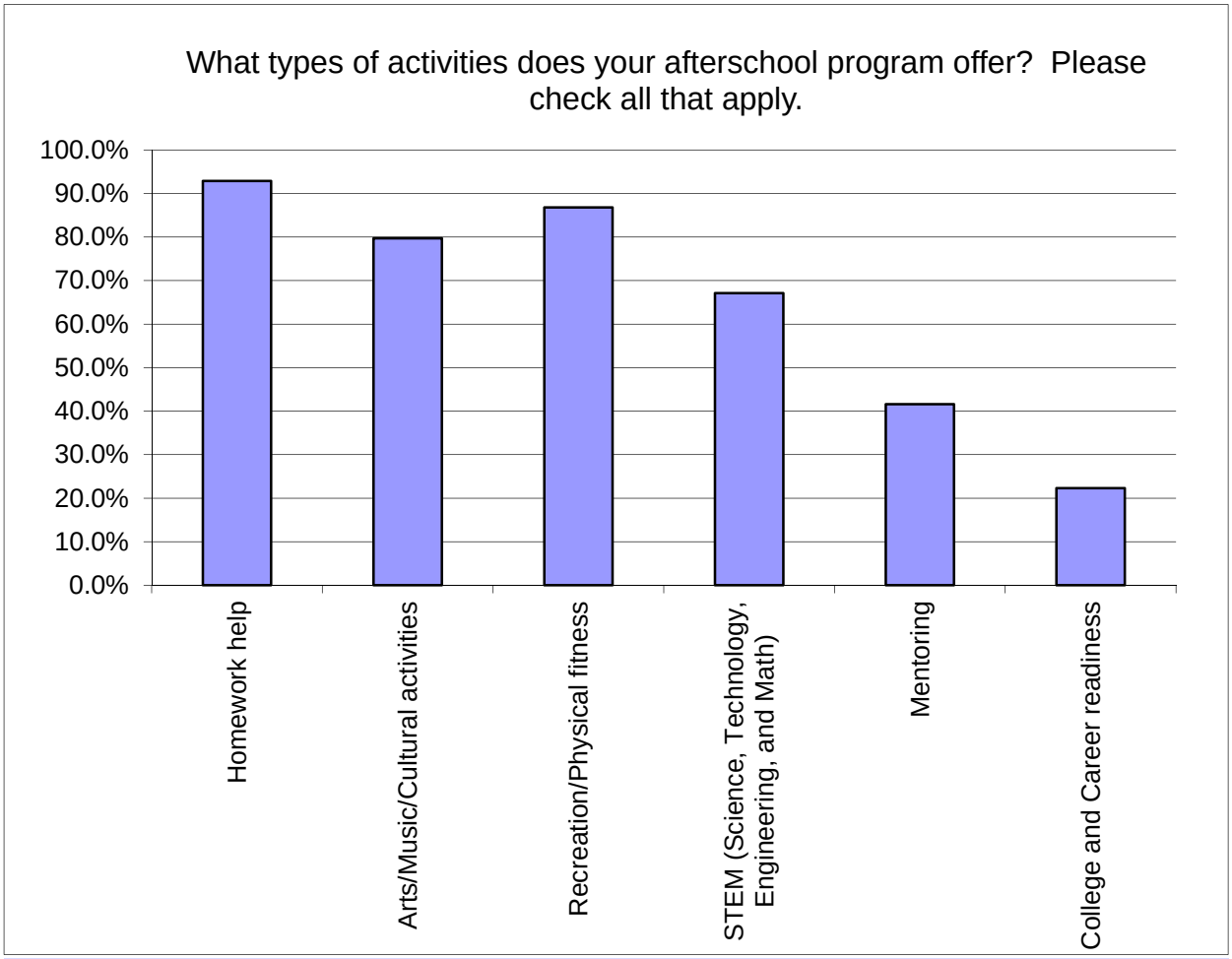
Answer Options	Response Percent	Response Count
Surveys of students in the program	72.7%	331
Surveys of parents	75.6%	344
Data collection from students' schools and/or department of education (e.g., attendance records, test scores, grades, etc.)	38.5%	175
Survey of program staff	67.0%	305
Program quality improvement (assessment of program implement and program improvement based on findings)	71.6%	326
Other (please specify)		38
	answered question	**455**
	skipped question	**47**

Other (please specify)

- Getting to know you meetings with parents within 45 days of their child`s enrollment and progress report meeting and child assessment annually
- This is done on a quarterly basis
- We provide parents with Student Progress Reports every three (3) months
- All requirement of our STARS program

- The school aged children get a snack and a drink and we do homework and reading when homework is done, and weather permitting we go outside for playtime, and then children go home. They are in my care for about 2 hours after school.
- We also collaborate with the schools prior to the start of Kindergarten on school goals.
- We have surveyed the students in the past but not last year or yet this year.
- Quality tested by APOST - program is now a Quality Campaign Member
- We are planning on surveying parents this year.
- SACERS
- Independent evaluator conducts dibells assessment. We also use study island to provide ongoing real time data on student performance in maths and literacy
- An external elevator uses the Youth Program Quality Assessment (PQA) to evaluate all 15 of our sites.
- We are developing plans to gather more performance metrics.
- and all data collection required by the grant
- teacher evaluation
- It's hard for us to get data from CUSD because we cannot get accurate information
- We survey parents and students twice a year and leave you quality insurance every 3 months.
- 21st CCLC programs utilize a local external evaluator to perform an annual program evaluation; and comply with annual federal and state reporting requirements and quarterly state reporting requirements. Other grants require annual reporting of program outcomes.
- We work in collaboration with school district to use IEP goals
- Demographic and attendance data collected at each program site.
- ERS
- monthly attendance
- Daily attendance
- Pre- and post-tests based on math and reading curriculum we utilize
- We are APOST Quality Campaign members
- tweaking programs weekly / daily by staff
- All city sponsored after school programs submit a weekly tabulation of lunch distribution, and of monthly attendance, so far as I know, that it.
- Program participates in CQI planning through Keystone STARS, ASQ and APOST
- We keep monthly attendance at 81 sites during the school year
- AHHI, DoDI, SACERS, YIPPERS, MDTI, COA
- Difficult without parent/guardian authorization to obtain information from schools & dept. of ed.
- N/A
- Fitness Gram
- We also survey the students' classroom teachers to assess improvement in academic achievement. We are also members of APOST's - Allegheny Partners for Out of School Time - Quality Campaign.
- SACERS-U
- PA Dept. of Human Resources requires a Child Service Report (progress report) on each child every six months
- We utilize 150-200 volunteers each year. All volunteers are surveyed.
- Programs utilize the CQI from PSAYDN for yearly development

Question 17 – OST Providers



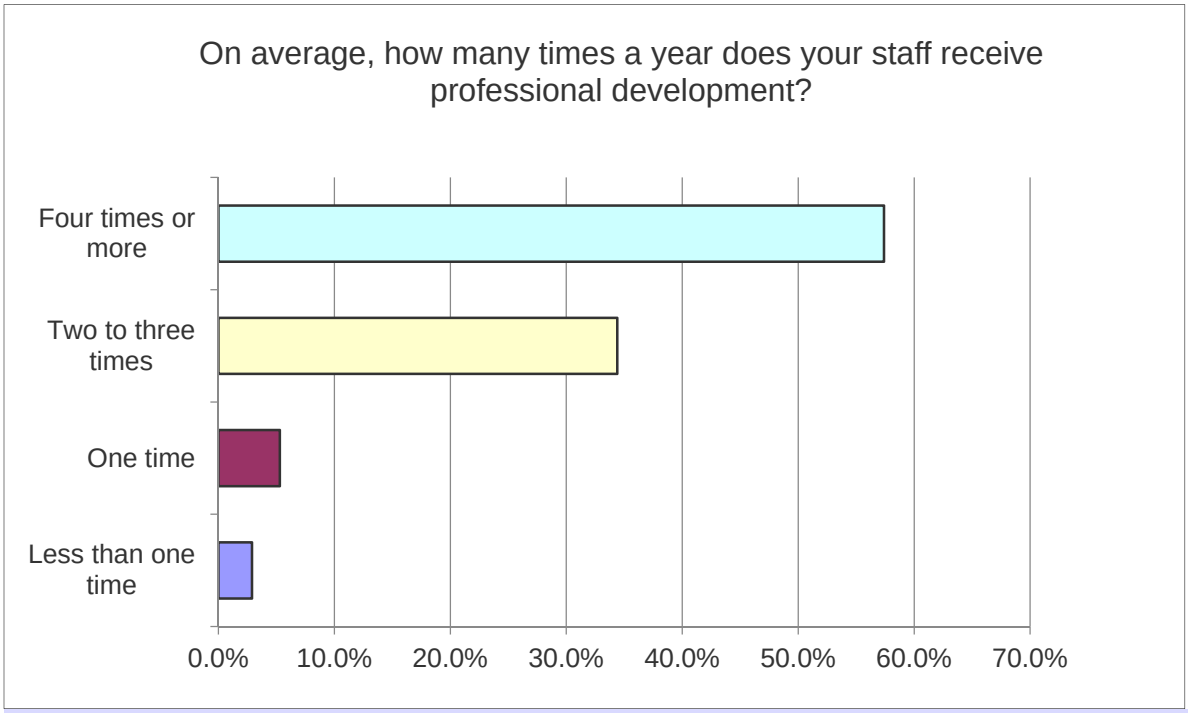
Answer Options	Response Percent	Response Count
Homework help	92.9%	458
Arts/Music/Cultural activities	79.7%	393
Recreation/Physical fitness	86.8%	428
STEM (Science, Technology, Engineering, and Math)	67.1%	331
Mentoring	41.6%	205
College and Career readiness	22.3%	110
Other		36
	answered question	**493**
	skipped question	**9**

Other

- Structured learning
- Field trips on early dismissal days, special events such as: fall harvest parties and Jr. achievement awards day, etc.
- Swimming
- We also offer specific clubs that kids can join depending on their interests.

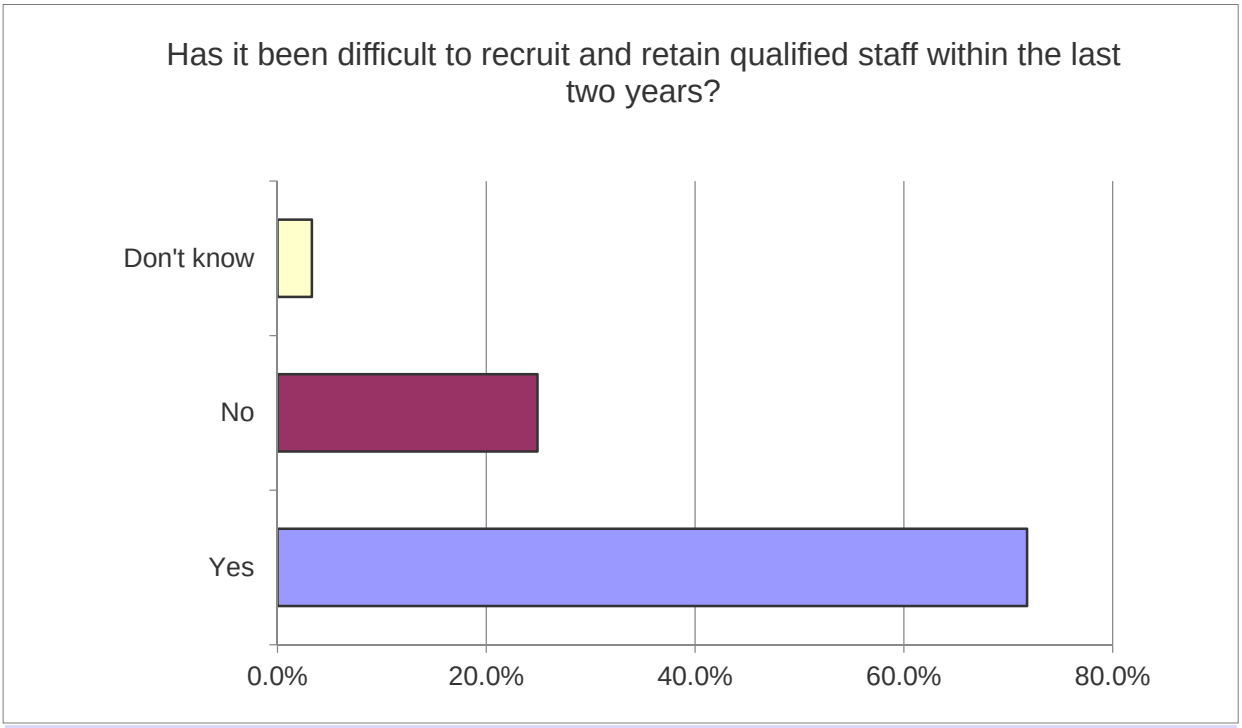
- nutrition, community service
- Tutoring
- Character education; First-In-Math; other academics
- YET
- Leadership Development with a heavy film component
- Credit recovery, tutoring, English language support, literacy
- Science
- Extra programming offered when we find volunteers/programs to help.
- Math instruction, Test Prep (SAT/ACT, ISEE, PSSA, Keystones)
- Character building
- Martial Arts
- outdoor activities and drama
- Dance and modeling
- math and reading remediation and social and emotional development classes
- Youth and Environmental science education with focus on STEM
- Project base learning
- Study island
- Physical activity positive youth development program--integrates running with life skills lessons to promote social/physical/mental health.
- Agriculture awareness - where does their food come from.
- Life skills & leadership development
- Social support, self-esteem, health, etc.
- Service projects
- Life Skills Programming
- Bicycle mechanics training
- Tutoring in subjects were students are having a problem.
- STEAM
- Exposure to Architecture, Construction and Engineering fields.
- Fieldtrips
- Field trips
- These programs are not formal- would like to do more.
- Reading Olympics, Writing, Cooking, Community Service.
- Summer - Work Ready program for HS youth & Literacy for all programs

Question 18 – OST Providers



Answer Options	Response Percent	Response Count
Less than one time	2.9%	14
One time	5.3%	26
Two to three times	34.4%	169
Four times or more	57.4%	282
	answered question	**491**
	skipped question	**11**

Question 19 – OST Providers



Answer Options	Response Percent	Response Count
Yes	71.8%	352
No	24.9%	122
Don't know	3.3%	16
Comment		88
	answered question	**490**
	skipped question	**12**

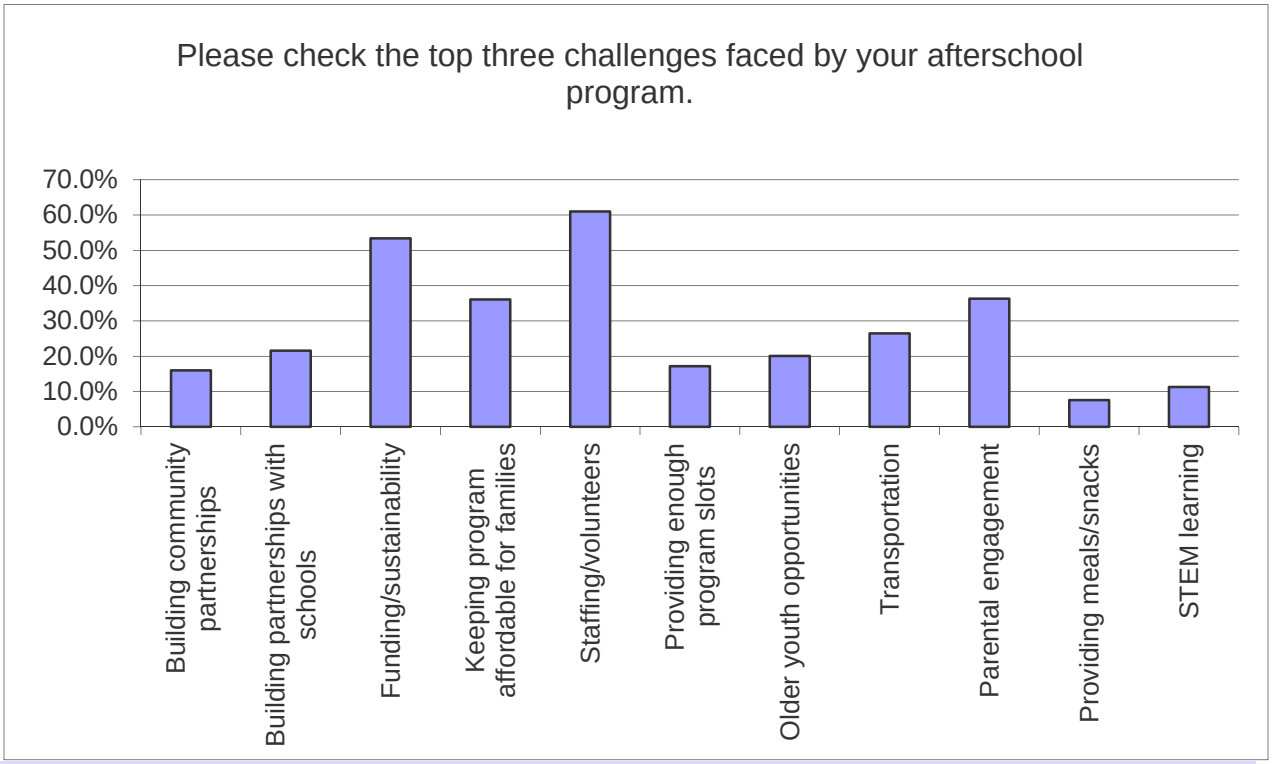
Comment

- Budget restrictions due to insufficient funding sources
- It is hard to get people to work for the wages we can afford to pay
- This is the most difficult part of my job
- Sometimes
- Schedule doesn't work for many staff
- Can't afford to pay living wage
- Only part-time opportunities available
- As a non-profit child care center, we cannot afford to pay for "qualified" staff as recommended by Keystone STARS
- It is difficult to attain and retain credentialed people with the hourly rate so low.
- The biggest challenge is compensation. high quality, degreed staff desire/need higher incomes than what our budgets allow while providing affordable care
- Well-paying part time jobs do not seem to attract 20 somethings.
- Sometimes
- Pay
- College degree requirement is ridiculous

- Pay increases are an issue with county funding not allowing for us to increase what they pay us, our rates for county funded students have been frozen at our 2007 rate. Newer center has opened up near us and receive much higher rates from county and we cannot charge overages when they do not because they don't need to.
- It is becoming more difficult to find staff that meet the Career Lattice for Keystone STARS at the STAR 4 level
- Even with multiple universities in the area, it is difficult to recruit college aged, and college graduates to this type of employment.
- Although there is a certain amount of turnover as many of these positions are part-time.
- It's a part time position without benefits.
- I have been fortunate to have some returning staff the past 2 years. When I have multiple staff turn-over in one year, training and monitoring new staff is very time-consuming!!
- Due to the pay and lack of heath care
- Difficult to find qualified staff.
- In the past this has been a very big problem. At this time I have a strong afternoon group that transitions from PKC to the afterschool program
- Because in the winter it is a part time position
- Some programs more than others
- Only the aides and assistants are hard to retain qualified candidates. Head teachers are qualified and have been here 25+ years.
- The hours of our program (split shift), rate of pay, and education requirements to advance in the stars program make it difficult.
- We won't know yet due to just opening centers
- At one site, staff turnover
- Not a full time position.
- Our staff receives professional development on a monthly basis
- Staff that are more qualified tend to leave for other jobs due to better pay.
- Has become much more difficult to find qualified staff who want to work part-time before and/or after school hours.
- The small number of hours a week makes it difficult to find staff that are both available and qualified for the position.
- High staff turnover
- The expectations for an after school program focused on academic content do not align with the pay or skill set of child development workers. The 21st CCLC grants have been reduced 20% over the past 5 years while the requirements have increased.
- Difficult to recruit, but not retain.
- Just in a sense of professional development and better opportunities for our staff.
- Finding qualified staff to work split shifts is very difficult...plus meeting STARS career lattice standards.
- It is hard to maintain staff and leadership with decreasing salaries
- It is extremely difficult to find qualified math instructors
- We have a small but mighty staff. But we have had had a challenge finding folks who fit all the needs of our programming and youth for our contracting teaching jobs.
- Improves each year of the program as reliable staff help to recruit colleagues who are now forming a more stable and qualified staff
- Low salaries contribute to recruitment and retention issues
- Pay is low, largely because CCIS reimbursement is ridiculous
- DHS regulations for staff qualifications are expensive for part time help, clearances, annual 6 hour training classes, first aid classes, to hire someone that might only work 10-20 hours per week
- Due to limited funding, the challenge arises in hiring and maintaining a staff of certified educators
- High turnover rate due to college town

- Lack of stable funding has led to many teen employees seeking jobs elsewhere. For adult employees, the lack of funds to provide additional hours often forces them to seek other employment.
- Pay is low and benefits are scarce, combined with the fact that it is a demanding career
- Their time runs out and then we are short of staff members. Or we don't have the budget to bring them back when we truly need them here.
- Not enough hours not enough pay
- Extremely challenging
- Can't afford to pay what the staff wants
- It has been very difficult to recruit and retain staff. These are usually part time jobs with few benefits. In addition, ECE majors can now teach in the public school system.
- It has not been difficult to retain them once we secure them and want them to stay, however, this year it has been difficult to find other qualified and quality candidates.
- Americorps KEYS, and lack of funding to keep staff
- Recruit no, retain yes.
- VERY DIFFICULT
- Not difficult to recruit - just no finds to pay them.
- Finding staff with degrees who only want to work part-time or are available 3pm-6pm has always been a challenge.
- Hard to find Part time help
- Finding and maintaining quality staff is an issue due to pay rate, limited program hours and behavior of children (we serve at-risk children many with behavioral issues)
- YES!
- Tough to get quality staff due to pay scale & hours they work
- Recruit - no. Retain - yes, due to the part time nature of our service hours. Young staff tend to spin off when a full time career choice becomes available.
- Staff are teachers from school district
- DHS regulations for staff qualifications is really hampering us from finding staff that would be good for our programs but may not be "qualified" in the eyes of the DHS
- There is not enough money to pay employees a decent pay to make them stay.
- Fortunately our school age program has had very good retention the past several years.
- Very difficult and even more so for STARs locations due to requirements.
- Most people who are well qualified cannot afford the pay we offer. We cannot afford to offer more.
- Qualified staff pertaining to the criteria of Keystone STARS is difficult to find.
- Many staff leave within the first month either because they can't handle the job or for monetary reasons.
- Staff requirements and funding level just don't add up.
- Low pay
- The SAP operates all day when the public and charter schools are not in session. SAP's also have the children when schools have in-service sessions, parent report card reviews and school (public/charter) vacations.
- We have been able to retain staff but it has been hard to recruit them.
- Keeping degreed program leads is hard, Assist teachers are fine
- depends on the year sometimes it is difficult to find qualified staff
- It is very hard for us to compete with programs that have additional funding streams
- Just took over the program
- Low pay
- Position is only part time
- Full time staff are easier to keep but that is less than half of staff
- Increased regulations and limited funds have resulted in much staff turnover.
- PT staff is difficult to find.

Question 20 – OST Providers



Answer Options	Response Percent	Response Count
Building community partnerships	16.0%	78
Building partnerships with schools	21.6%	105
Funding/sustainability	53.4%	260
Keeping program affordable for families	36.1%	176
Staffing/volunteers	61.0%	297
Providing enough program slots	17.2%	84
Older youth opportunities	20.1%	98
Transportation	26.5%	129
Parental engagement	36.3%	177
Providing meals/snacks	7.6%	37
STEM learning	11.3%	55
Other		38
	answered question	**487**
	skipped question	**15**

Other

- It is very difficult to find and KEEP staff for these programs. To find people that meet the requirements for staffing and then are willing to work the split shift for the low pay and no health insurance is extremely difficult. To be able to meet STARs criteria is even more difficult.
- Children are "growing up" younger than ever. & Children would prefer to just play on their electronic devices.
- We have a large age-range of kids in our program. SPACE is one of our biggest challenges. If we had more space or an alternate large motor area we could definitely offer more options and clubs.

- Our programs (serving birth thru 13yr), open and state licensed now for 20 years, is struggling due to the county rates being frozen in 2007. A new center opening can receive more, but I cannot and I have been serving our community and licensed for 20 years. We are told to charge the funded parents the difference, but really, we cannot when they can go down the street to a day care that opened a few years ago who get high rates from county and do not need to charge more. They receive $6/day per child more from the county than we receive, and no parent receiving ccis is going to come to us and pay $6 more per day in overages when they go to them for $0 in overages. There needs to be a way we can get out of these frozen 2007 rates. I would love for someone to contact me if there is any help out there. I know other local centers have closed in our area due to this, and our quality is decreasing due to this struggle.
- Since we rely on the schools to transport children to us and Kindergarten students are not permitted to ride the school bus, we are not able to fully serve families with Kindergarten children, where the need is probably the greatest.
- WHSD very difficult to work with
- acquiring children
- It is difficult to attract quality staff on a long term basis. We need problem solvers, reformers who can drive quality on a consistent basis
- I am in need of a new bus but cannot afford one, we are located on a farm and we have a well. We need to have a new one drilled this year because the old runs out in the summer months and we are constantly having it be filled. Water right now is top priority before a bus unfortunately. I have tried for grants but I have been refused once it gets to the very top, I have been told government does not want to make my building worth more money. We have a well it just isn't enough at times and city water comes to the corner of our road but not in front of my property.
- It is extremely difficult to engage older students on a regular basis - their willingness to commit to free programs for long periods of time tends to be low.
- Transportation is not a problem per say, it is very expensive because we are so rural.
- Obtaining and retaining good quality staff members.
- building partnerships with busing companies
- We are understaffed but cannot afford to hire more staff. Also, we spend a lot on SEPTA tokens for participants
- Competition with school districts new after school program
- Recruitment of participants
- Our organization is Strong Women, Strong Girls
- Having enough space for the program.
- It is difficult to retain students and get middle school students to be consistent in attendance. Especially, when they're responsible to attend the program at a rec center. This climate and environment is difficult to work in and requires even further incentivizes and work building relationships.
- Technology Infrastructure
- The supplies we receive for certain things example art is not good enough and its always the same thing construction paper.
- We are required to pay per trip for our transportation of students to and from school. It becomes expensive and in turn make the tuition for the school age program expensive.
- We have a very hard time getting ongoing volunteers because of our location outside of the city.
- More programs for the younger population grades K-3
- Staffing is s constant struggle and would love to see ways that the Commonwealth could assist in making programs consistent with quality staff.
- Spatial limitations
- Not being able to pay staff a living wage.
- Ours is a walking district and therefore bus transportation is provided at the sole expense of our program.
- Although I have checked our top three, I feel like our community has limited opportunities for children over the age of 12 years. That came close to our top 3.

- Lack of staff and ability to pay a decent wage the TOP issue followed closely by competition of FREE programs with school district funds, i.e. title 1.
- Providing care for special needs children.
- school age families see us a babysitters which we are not
- Timeliness in payment from the PA Dept. of Education that administers the federal 21st CCLC grants
- In regards to transportation - we service two school districts. One of them is a neighboring school district to the one we are located in and this district does not bus back to the afterschool program.
- We would like to offer before school care, but do not have transportation. We are also currently raising funds to expand our STEM plus Art program offerings.
- Our private pay tuition exceeds the MCCA (rate CCIS subsidy amount will pay). Historically, we have asked clients with subsidy to pay at least part of the difference between our private pay rates and the MCCA. We currently charge $15 per week more than the MCCA. We do not ask families to pay that whole amount because they simply can't afford to do so. Funding is always a huge issue. If we had better funding, we could afford to pay and retain higher quality staff- our current staff are awesome and deserve to be paid quite a bit more than we can afford to pay them.
- Finding enough volunteers is probably our biggest challenge. Funding, specifically fundraising, is a constant priority but we have always met this challenge.
- PDE's inability to approve a budget. Without budget approval we are not allowed to operate. In 2014-2015 we did not begin until January 2015 because of a lack of approval. This school year (2015-2016), it is February 8th and we still do not have an approved budget. The delays significantly hinder student achievement. All budgets are submitted for approval in July, before the school year begins.

Question 21 – OST Providers

If you would like to explain your answers further or make additional comments regarding the availability and affordability of afterschool care in the Commonwealth, please do so here.

Answer Options	Response Count
	90
answered question	**90**
skipped question	**412**

Response Text

- We think we have a great program, it could be better if the cost of salaries, supplies were not so expensive. The cost of the building and the taxes have limited the ability to do the things for the children that we would like to do...We have been in business for 32yrs and we have paid our own way while we see more and more funded competition coming into the area and being funded by our tax dollars. However, I will continue to strive to give the children the care they need as long as I possible.
- 21st CCLC funding in Pennsylvania is a challenge. We need a more comprehensive vision for afterschool and flexibility to use evidence-based programs in line with what research has proven is effective.
- State budget impasse has had a negative effect on children being authorized to begin to receive subsidy through Childcare Network.
- We also provide before school care. We use space provided by the school and children are dismissed from their classrooms to the program.
- We have seen the need for a quality school age program in our community. Especially days off program and summer camp. It is not safe or best practice for children under 12 to be left alone at home after school.
- Our local school district decides which child care centers they will provide bus transportation to; some of our competitors are on the list for multiple elementary schools but we only receive the service for one.
- Busing is a big part of our budget.
- I have had to turn away a lot of students because I don't transport. Schools refuse to drop the children off at the day even though schools transport students home. I walk to the closest school to pick up the students. When it rains/snows we use umbrellas. The government subsidy given to in home day cares for afterschool care is so low ($22.50 a day) so I can't afford to hire quality staff, which means I can't go up the star level. Three of the afterschool children that I've are with me from 6:30 a.m. to 8:30 p.m. for $22.50 for the day. Staff don't have a health plan because of the subsidy paid. I can't afford technology upgrade because of lack of funds. For some reason, Keystone stars decided to penalize those who are not Star 3 & 4 levels by reducing the funding that the government pays to daycares and give that extra to star 3 & 4. Most of star 3 & 4 are big corporation because they can afford quality staff because they've more children & they can meet some of the rigors of star 3 & 4. In home day cares are the most hit because the funding paid per child is lower & the number of children served is few. Group day cares are the worst of because they may've 12 children, have more demands according to Keystone Stars & the state but, receive the least funding per child. Since I began this business 5 years ago, state funding for day care hasn't increased. Rather, it has been reduced. Keystone stars grant has increased significantly for stars 3 & 4.
- Parents receiving CCIS don't get funds once their child is 13 years old, and many children just hang out at the Y or other places with no supervision.
- Title xx funding is so low, we lose $$ on the children receiving that funding. & A number of parents rely on us for homework help, etc. Too busy to spend time with their kids.

- Also Bradford County, Sullivan County, and Tioga County & (the contact below assumes only one county per Y)
- It is very concerning that there are a lack of after school options for families with Kindergarten age children since they cannot be transported on the bus. There are a few programs in the area that use vans to transport children but these are often not the highest quality. Our program does not have the option to provide our own transportation and it is a risk that we are not willing to invest in. If we could have our programs in the schools or have the children transported to us, we would be able to effectively serve more children.
- It seems that more and more parents are turning to after school programs to provide the assistance and attention that children are no longer receiving, in a meaningful capacity, at school. We feel the effects of poor funding as schools consolidate, and children get less individual education plans. Common Core is especially difficult for the children, which makes after school programs even more necessary as parents can no longer help older children with their math homework. We are necessary.
- Retaining and attracting qualified staff is a major issue, because we cannot afford to equitable salaries.
- If the school would not charge for the use of the building for the school age program, money would be available for other opportunities or the cost to families could be reduced.
- I am very fortunate to work at a private, independent school so funding is not a problem. Even so, sometimes parents choose other options than our After School Program because of affordability. I know friends who work with funded after school programs and they definitely need more money in order for their programs to be effective and to meet the needs of the families they serve.
- Our fees for the Before and After School Program is very affordable; $4.50 per hour
- PA CCLC has reduced the maximum award amount of each grant, which has resulted in our program eliminating 3 elementary sites and 2 middle school sites.
- My only issue is that there is no real choice around here for after school care, other than the Y there is me. Parents want choices, they want quality and responsible people with their school age. I am not saying the Y does not offer this, but I do know they have a lot of children and sometimes not enough of supervision, even when they are in ratio. I always have extra staff in the summer that is why I don't make lots of money but school age children need to be heard and watched sometimes more than the little ones.
- The CANES afterschool program has been the best program to come along for the nearly 80% low income youth enrolled in New Castle Area School District. Kids are off the streets, getting academics and enrichments to better their lives.
- We provide critical services for kids and parents. Many of our families have struggled economically, so child care is a huge cost for them despite our low rates. Any additional funding you could provide to raise eligibility levels for CCIS would be game-changing for our families. They are living on the edge and working very hard to give their children the best opportunity they can to succeed while they work (often a few jobs).
- We need help in order to support all those at-risk youth and their families who depend on OST facilities who can take care of their children and help them discover all the potential (academic, physical, spiritual, social, emotional) they have.
- The greatest challenge facing the child care industry is finding reasonable liability insurance.
- Our reimbursement rates through the CCIS have not increased in 7+ years. Our private pay rates have and are increasing and the gap between our private rates and CCIS reimbursement rates is widening.
- There needs to be more flexibility in some of the funding options so that braiding different funding sources is easier to do.
- programming is available because of grants otherwise it would be difficult to sustain any program because participating districts do not have the funds to sustain the program
- In the past 10 years, our agency has had to place a one-time fee for after school and summer camp which increases every year. The more the price increases the less success we have with retaining students. We feel that the funding from the program is being used for other circumstances outside of the program itself.

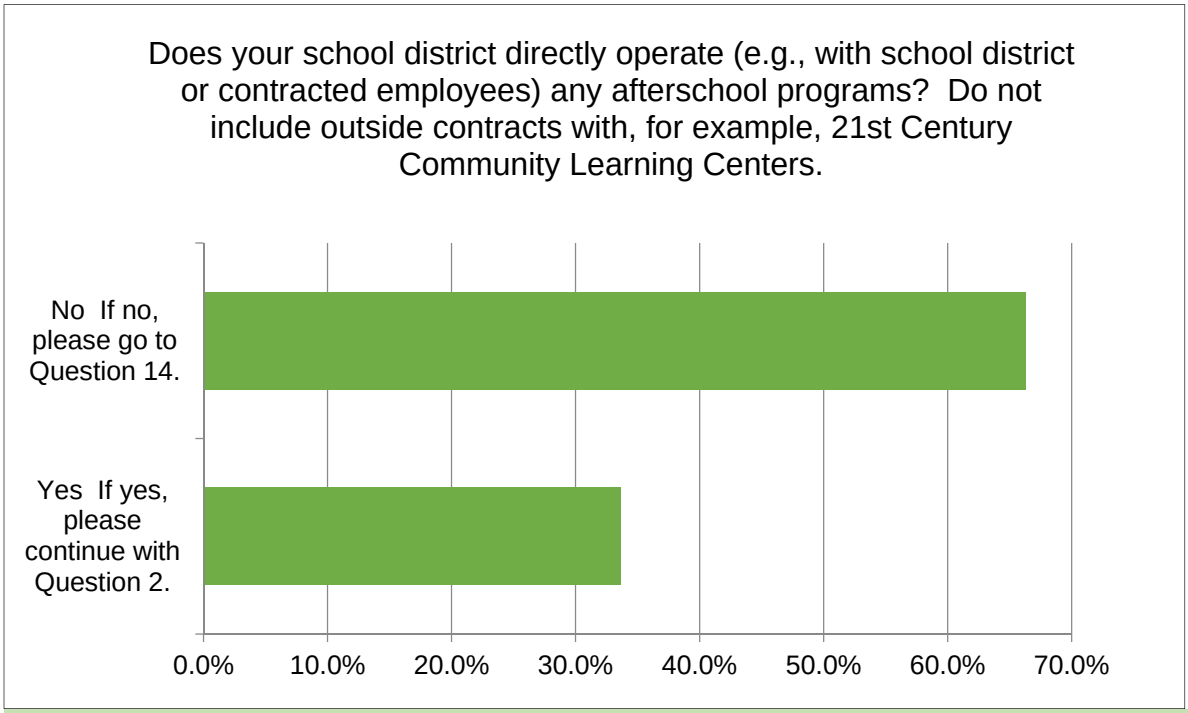
- Students are really hungry afterschool because most do not eat the lunch served at school. It would be nice if we could provide better snacks for students. Additionally the school data is hard to get from district because many times it is not accurate. Funding is always an issue and since CUSD hasn't receive 21st Century Funding for the past two years it has been very hard to get enough funding to sustain the afterschool program which has been in the district for the past 27 years. Students really count on the program to help them do better in school and pass to the next grade.
- Afterschool belong here we need to get on the same page and build better clear opportunities for space to operate in quality programs within the public schools. Afterschool provides a safe haven for our families and youth. We need to stop treating it like we don't belong. We are a service that provide great outcomes and experiences for the communities we serve.
- We are in process of extending program for older youth
- Our program serves 10-12 kids per session but we hold bi-monthly middle grades session that run for three-four weeks a time. And on session a month for high-school grades. These sessions serve about 80-100 different individual children a year.
- Our program is unusual in being loaded on a university campus, so that our staff is made up of faculty members, graduate students, and undergraduate students. We do not draw on personnel from the public schools.
- We need a bigger bus to fill our slots. Would like to pay teachers more but since funding hasn't increased in decades it is hard to keep and get quality teachers.
- We provide curriculum to the educational institutions, be they traditional classrooms or after school care.
- We are a public library operating a program for our school district funded through their Title 1 funds in an urban setting- the program is free to all school district students. The challenge is consistent funding and keeping students engaged in the program because quality programs cost money and we are limited in what options we have. The program is in its second year and is serving @700- 800 children daily.
- Lack of any increase in state subsidy reimbursement rates for the past 10 years has forced our program to pass along increases to private pay families and keep staff salaries artificially low to keep the program running.
- Instead of taking children away from our client base with the PreK Counts program more needs to be offered for before and after school care. We always have too many parents requesting this service each fall. We are a very small center and cannot afford to hire or find staff willing to work just a few hours in the early morning and afternoon (we do not need these staff during the main part of the day since our preschool enrollment has dropped dramatically). & PLEASE PLEASE PLEASE pass a state budget! & We have 3 families waiting for state funding help that is not available through CCIS. Until a budget is passed new children are not being enrolled. We have made concessions allowing them to pay drastically reduced rates and carrying this debt but it cannot go on much longer. Legislators need to get busy negotiating and making concessions themselves!
- At this point, the usually funding source for the after-school program was not renewed. This would have a significant impact on the manner in which the program will be conducted in the new school year.
- Nonprofit organizations rely heavily on state and federal funding. As with the case in Pa., a lack of a state budget has deeply impacted our students, families and communities. OST funding is paramount to ensuring that our students are prepared to compete in the global economy and becoming productive members of society.
- We offer a bilingual program. Many of our parents don't qualify for CCIS. They are not able to provide homework help for their children but cannot afford to pay for aftercare
- N/A
- Salaries of staff are low vs need for highly qualified staff
- We have yet to have our 21st Century 15-16 budget approved by PDE. We submitted the budget in September of 2015.
- Often times it make it difficult to operate when we get unfunded mandates for salaries and hiring of staff with more credentials.

- Because we are in a bilingual neighborhood the parents need more than one staff member to relate to and speak to. There are a lot of parents who depend on us for their children to learn and receive help with homework and reading.
- It is very difficult to expose our children to Museums, Parks, plays/movies etc... With the expense of buses/travel. The cost is very high $50.-$75 per hour with a four hour minimum
- Funding remains the greatest challenge for after-school providers.
- Would be very beneficial if there were funds available to enrich our program without the parents shouldering the expense.
- Notification of funds needs to done in an appropriate time frame, payment of funds and sustainability of funds. & High quality program planning, development and sustainability takes time.
- Bus to one school from center: $12.50/day & 3 elementary schools in our district and an Intermediate school and Middle school. & Because of those prices we only serve one elementary school in our district.
- Afterschool care for our population of students is critical support for positive life and health outcomes. The high poverty (27%), low graduation rate (72%) and high percentage of students who are English Language Learners (75%) and who have parents who are not fully English literate (60% or more). Our comprehensive after school and summer program is offered at no charge to any family and our funding is less diversified than necessary for our ongoing full sustainability.
- We are so grateful to the 21st CCLC Grants that allow us to have a quality afterschool program for the children in our district. We need to provide a comprehensive program especially for the K-8 grades. When a program is confined to just grades 4-5, 6-8 or even 4-8 most often we don't get those students because they have to take care of younger brothers or sisters (In grades K-3). There should be funding for all these students so there would be no worries from their parents that the students are in a safe environment receiving educational enhancement with collective activities.
- We seem to go where needed based on funding sources and sustained, engaged project-based learning is hard to do when we have limited hours / funds for program locations. We find it particularly hard to engage high school youth with programs and we are exploring robots and video game design with this audience but IT issues and internet connectivity issues hold us back as well. We could use with a couple of hotspots from the government that have unlimited access all the time to run these programs in a variety of locations, including outdoors.
- The funds given per slot is not enough to cover the cost of hiring more staff to accommodate the program extensive need for after care in the community.
- This is based off of nine different before/after school programs throughout two different counties
- Like many "rec." centers, Starr Garden's after school program provides the bulk of our income here. We're fortunate in being in a fairly affluent area, there's really no " wolf at the door" here, however, in other areas, poorer areas, where funds from after school payments are often questionable, the consequences can be prohibitive, having an effect on quality of after school programming.
- I would like to see more grant funding to assist with children who do not have ability to pay privately nor CCIS funding.
- Maintaining ratios while keeping staff is difficult
- We have a lot of interest in our program and are very conveniently located for families. We are also very affordable. Unfortunately, the school district did some reorganizing/redistricting of the elementary schools. Due to busing, we cannot serve some of the elementary schools we have in the past.
- Keystone Stars is so focused on quality it robs ability of us to provide care and limits CCIS funds to available families - Keystone Stars is an exercise in futility - wasting significant resources - bureaucratic boondoggle!
- All students in Pennsylvania have the right to quality afterschool and out of school time programs. Without a state budget, this can be almost impossible. Though our programs have not been severely impacted, programs around the Lehigh Valley are finding it difficult to manage the day to day operations that are essential for our students. If the Commonwealth values its children, it needs to continue to find a way to support all of them.
- # 11 Our students are already in the building. & Several private funders but most under 10% with the exception of the Propel Foundation.

- For Parents: Parents could not afford to pay for a quality after school program. It is especially difficult for parents who do not speak English to apply for CCIS subsidy. & For the providers: What CCIS reimburse to providers is not the true cost of care. It is difficult for providers to be able to hire and retain quality staff and provide quality care.
- We are not able to purchase food for the students attending the program afterschool, however, during the summer we operate breakfast and lunch through the national school lunch program. Donors have provided snacks for students, but they really need more substantial food to be allowable through the grant. Some students who attend to nearly 6:00 pm ate lunch at 10:45 (junior high school students) and they really are hungry. & We live in a rural area so building community partnerships is difficult as we, the school, are the community for most folks. We are fortunate to have a Boys and Girls Club in the county that we work with. We have received the Cohort 6a and 7 grants, but we were not selected for Cohort 8. Our students especially need the afterschool program because it provides them with a safe and educational environment, especially in the after-hours. I worked in an urban environment prior to working in this rural setting, and I find that the students here can still find trouble, especially since there aren't many (any) places for them to go after school. Continued support from the Commonwealth is appreciated.
- Although our church has offered us additional space to expand the program, recruiting and retaining staff in order to staff the program is a road block preventing this. Homelessness is on the rise in our community. Also, we have children whose parents are not fulfilling their obligations for work programs and CCIS and funding is being discontinued. These are the children who need our program the most. I was told yesterday a child's funding was being discontinued. We had to involve C & Y last week because the child felt "unsafe" to go home. This same child was suspended from school when he took a pipe to school that he was trying to hide from his mother so she wouldn't smoke pot. We have made the decision to take the loss of income and continue care for this child so he can feel safe for a portion of his day. And this is just one of many stories that we can share. We need to stop making children pay for their parents' mistakes.
- We provide outreach programs to afterschool programs at a very low ($3/student) or no cost depending on the needs of the school/program requesting.
- Quality of programs varies widely. & LVCC operates 25 program in two counties, of which 23 offer some form of before/after school. Programs in school districts for the most part are not year round, we have one district exception to this. This works against a program as most families need year-round programs.
- The main problem with the before and after school system is to find quality staff for low hours and low wages.
- I honestly do not know the breakdown of where our funding comes from.
- Question #11...our programs are held in the school. students come directly to cafe at dismissal time and parents pick up at after school program end time
- Many parents would like to enroll their young children in the SAP but they do not qualify for CCIS funding and they don't have the resources to pay out of pocket.
- The families we serve are not able to pay for after school care and 21st CCLC grants provide limited support - 3 years and the grants are over without opportunity for renewal. A sustainable source of funding for after school programs is much needed and critical to these children and their families.
- We only offer afterschool care to our "in-house" students if they need it.
- High quality after school programs are not affordable to parents unless they have some form of funding to assist in the cost of care.
- The GEGISOM offers a full music and dance setting for youth afterschool but we are experiencing challenges in finding partners in our community who will send or bring youth to GEGISOM for music and arts instruction and then return to their setting for academic of recreational programming so it is a win-win for all.
- More funding opportunities need to become available from several additional federal and state opportunities- especially for the RURAL counties in PA!
- Funding is always a challenge with continual changes at the city level and state level. We want policy makers to understand the great impact our programs make in our communities. Serving these youth and families is not optional but it is a mandate in order to ensure student safety and improve the academic outcomes of our youth statewide.

- Providers have not received a CCIS payment increase since 2007. This significantly impact our finances. We also have a problem with space- it is not financially viable for the school agers to have their own classroom. Their own classroom would help a lot with quality.
- CCIS only allows 25 absences per year. If a student is absent beyond 25 they are responsible to pay privately. This becomes a serious issue when you have a student who stays afterschool for any number of reasons such as tutoring or extracurricular activities. I have had instances where parents have not allowed their students to participate in these necessary or enriching activities because of the 25 absence rule. Tutoring is 2x/week per subject so this will eat up all their days in a matter of weeks, especially if the student took a week's vacation over the summer. Also snow days are an issue as they too count against their absences. I understand that revisions needed to be in place for people who were taking advantage of this system, but to deny kids access to tutoring or enrichment activities to maintain compliance with CCIS is unfair, as it is to make parents drive their students into program on a snow day just to maintain compliance.
- It was the vision of our founders in 1998 that this program should be available to all students attending Kennett Middle School at no cost to any child or family. We also receive no government funding, other than the in-kind donation of the school for the operation of the program after school hours. This is made possible due to the kindness of community members, local businesses, and area foundations that donate their time and financial support to ensure the success of the program. A significant key to our success is that we provide bus transportation home at the end of each program day. With the high percentage of working parents and students on Free & Reduced Lunch, we know that without the availability of transportation many students would not be able to attend.
- The Keystone Stars program is awesome but the paperwork is "cumbersome" and takes away from staff interaction with the children. I feel this process could be streamlined for after school programs. Our YMCA runs a High Quality Program and the Stars requirements for staff are difficult to achieve for a Y serving more than 600 children from 3- 6 pm.
- Currently, we have a wait list of 70+ children. We'd like to provide an opportunity for all students to participate in enriching clubs that are connected to the school day curriculum.
- The program is great, except for when PDE stops the program and takes half of a school year to get to approving budgets. Their process is significantly inefficient.
- With nearly half of the city's population consisting of children under the age of 18, the need for after school and summer programming is undeniable. However, although the need has risen, the funding for such programs had continuously depleted. In addition, an increase in regulations and staffing that requires degreed personnel has resulted in higher costs for staffing than ever before.
- Mad Science of Lehigh Valley provides science enrichment after school programs. We do not have a center, we travel to and work with individual schools with Northampton, Lehigh and Monroe Counties. All of our programs are paid for by the parents. To kick off registration we offer each school a free 60 minute all school assembly. We also offer scholarship opportunities to those who would not otherwise be able to attend. Some work we do is paid for by other agencies, United Way, Community in Schools of the Lehigh Valley, SPARK
- We have been providing award winning programming to children ages 4-11 in PA since 1999. There are MANY schools who would welcome our program but not all parents or areas have the discretionary income for our program which runs approximately 17.00 per week.
- Transportation is a challenge because of growing costs and our rural, geographic location for many of our program centers. No food may be purchased with funding, which is a concern because of the poverty level of most of our participating students and the length of time students spend after the school day ends (3 hours). One basic snack is not sufficient to sustain students for 3 hours after school to keep students energetic and engaged.
- It is difficult to find age appropriate materials for the various school ages.

Question 1 – School Districts

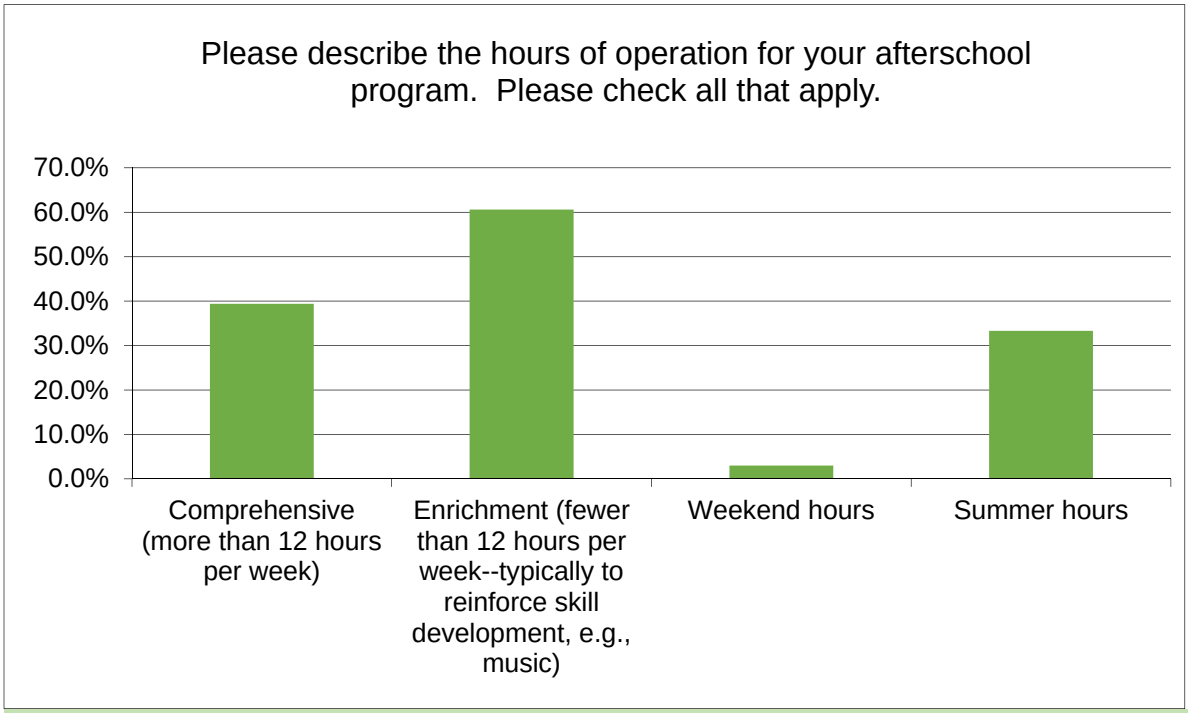


Answer Options	Response Percent	Response Count
Yes If yes, please continue with Question 2.	33.7%	32
No If no, please go to Question 14.	66.3%	63
Comment		5
	answered question	**95**
	skipped question	**1**

Comment

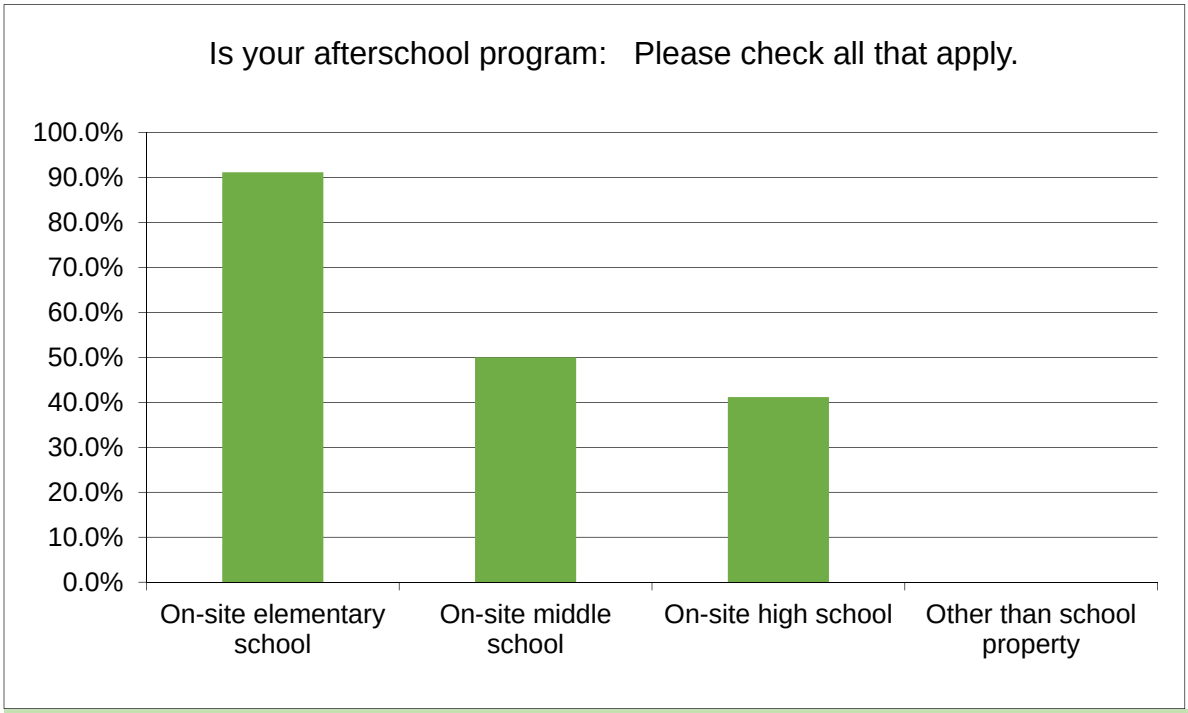
- We have the local YWCA and they run a before and after school program for grades K-3.
- We offer two days a week of math and reading support for 3rd and 4th grade students; and also a reading camp in the summer for PreK-2nd grade students. & We have a 21st Century Community Learning Center at the middle school. (Information is not included below on this program)
- Outside Contractor
- We desperately need an after school program for our students however, we cannot afford to fund it. Therefore, we run it only in our middle school through the 21st Century Community Learning Centers. We also run an after school program in our elementary school through the SHINE program as again we cannot afford to run our own.
- Lack of adequate state funding prevents such programs in our district.

Question 2 – School Districts



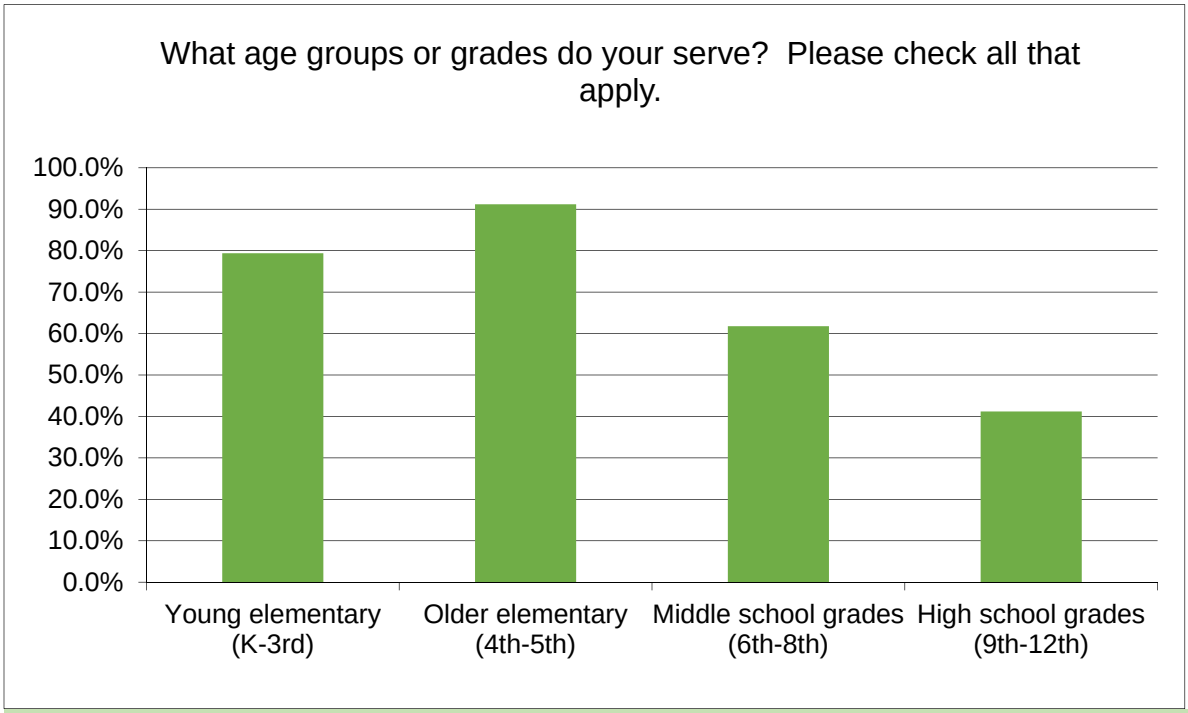
Answer Options	Response Percent	Response Count
Comprehensive (more than 12 hours per week)	39.4%	13
Enrichment (fewer than 12 hours per week--typically to reinforce skill development, e.g., music)	60.6%	20
Weekend hours	3.0%	1
Summer hours	33.3%	11
answered question		**33**
skipped question		**63**

Question 3 – School Districts



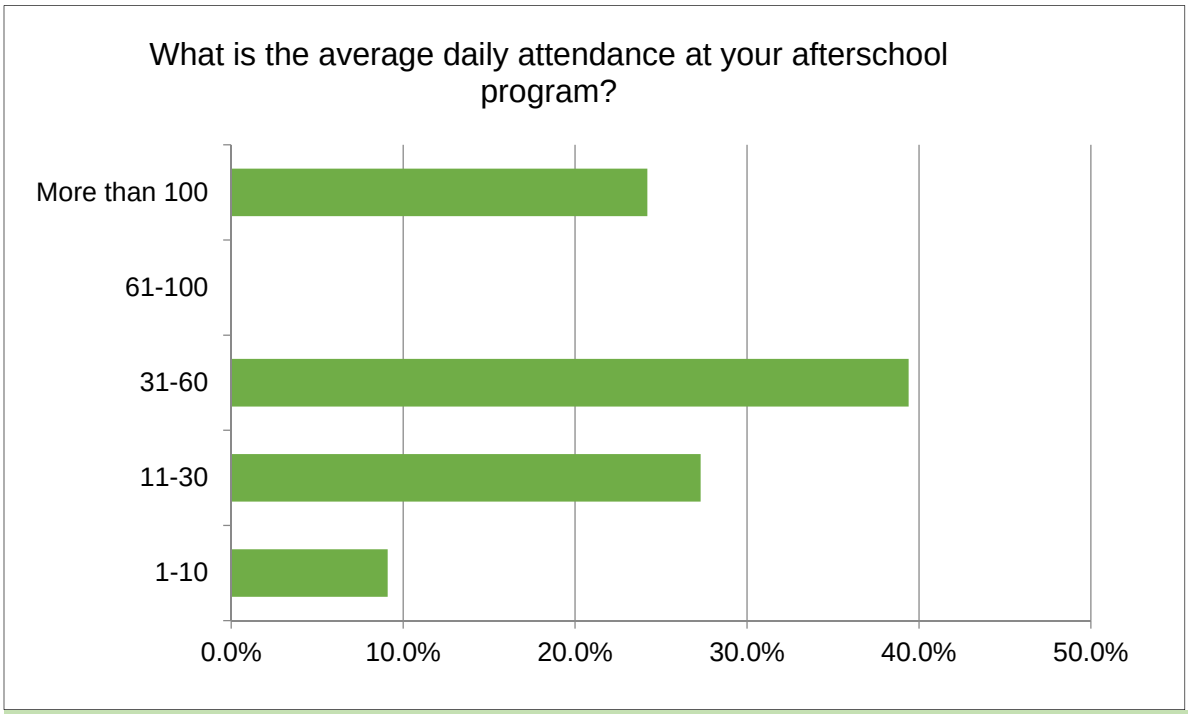
Answer Options	Response Percent	Response Count
On-site elementary school	91.2%	31
On-site middle school	50.0%	17
On-site high school	41.2%	14
Other than school property	0.0%	0
	answered question	**34**
	skipped question	**62**

Question 4 – School Districts



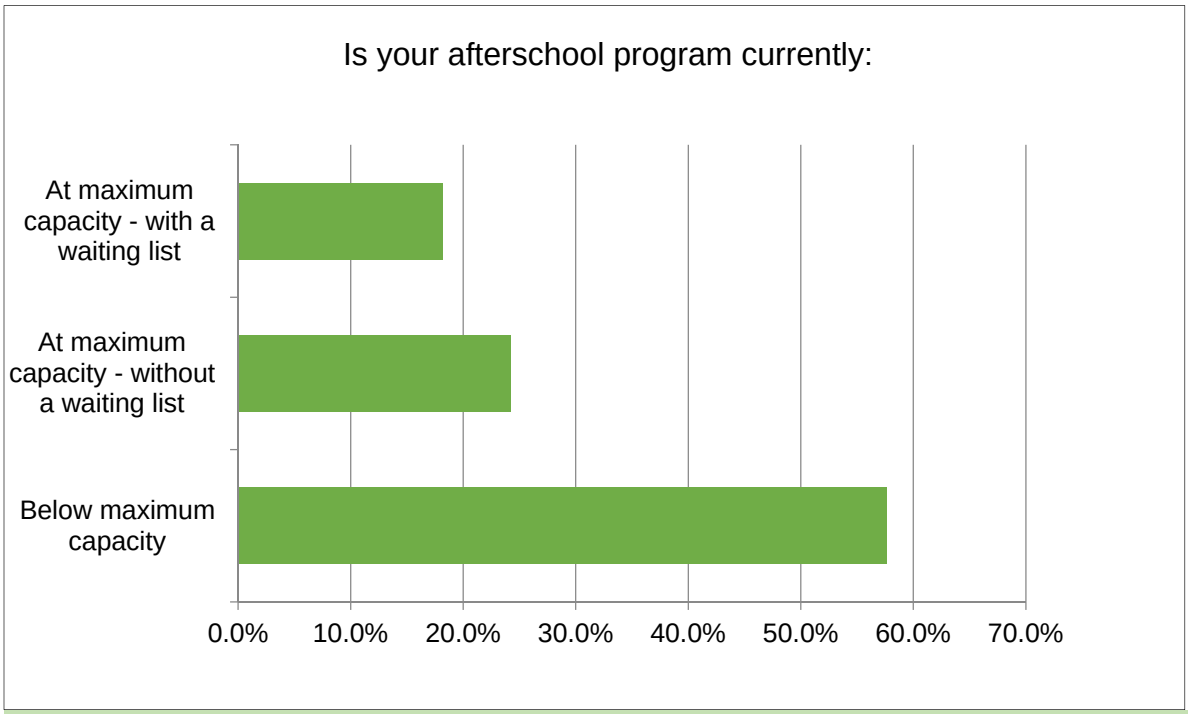
Answer Options	Response Percent	Response Count
Young elementary (K-3rd)	79.4%	27
Older elementary (4th-5th)	91.2%	31
Middle school grades (6th-8th)	61.8%	21
High school grades (9th-12th)	41.2%	14
	answered question	**34**
	skipped question	**62**

Question 5 – School Districts



Answer Options	Response Percent	Response Count
1-10	9.1%	3
11-30	27.3%	9
31-60	39.4%	13
61-100	0.0%	0
More than 100	24.2%	8
	answered question	**33**
	skipped question	**63**

Question 6 – School Districts

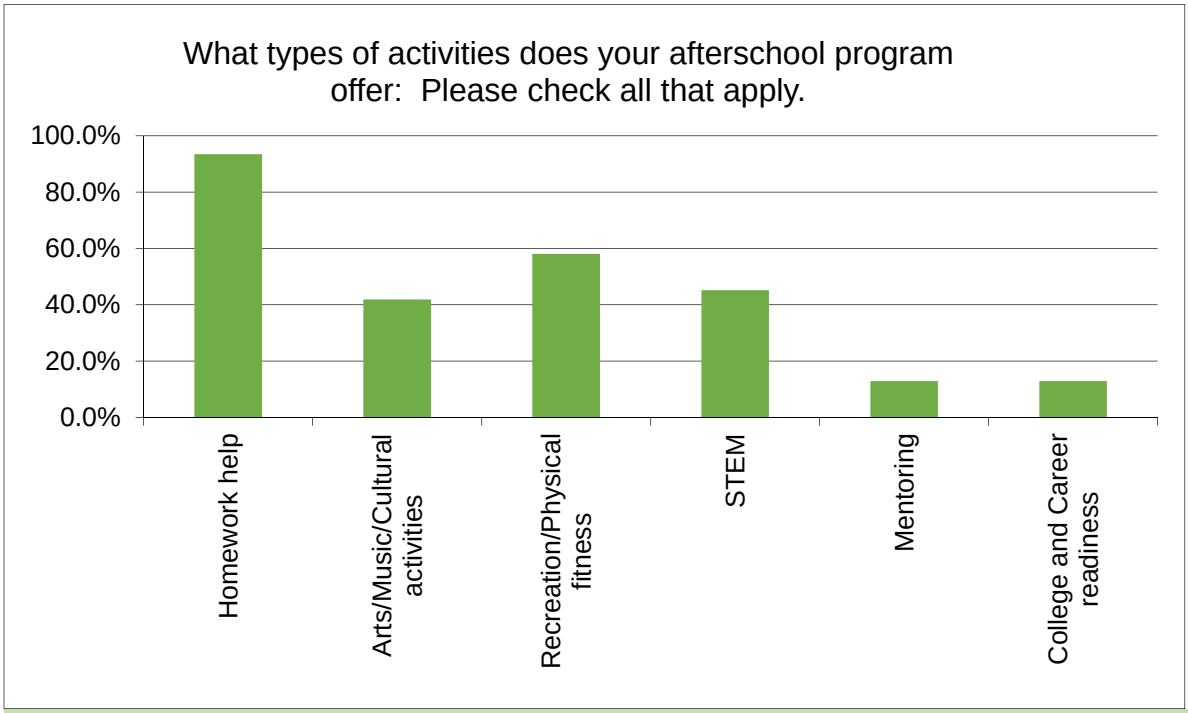


Answer Options	Response Percent	Response Count
Below maximum capacity	57.6%	19
At maximum capacity - without a waiting list	24.2%	8
At maximum capacity - with a waiting list	18.2%	6
Comment		8
answered question		**33**
skipped question		**63**

Comment

- We enrolled the final students on the waiting list for the CANES (Cultivating and Nurturing Excellent Students) in March 2016 for the current school year. We usually have a waiting list from October through March.
- The biggest barrier for our school is to have buses. The only reason I can hold a program this year is because of a grant which will not be in place next year.
- RSD has 13 elementary schools which the majority have a waiting list. 4 middle schools, Intermediate High School and High School are below maximum capacity.
- Our after-school is specifically geared toward PSSA preparation for our third, fourth, and fifth grade students. We have a total of two hours a week for three weeks due to limited available funding.
- We are a rural district. It is difficult to have a high attendance because of transportation. We cannot afford to pay for transportation.
- Without additional funding, we cannot max out programs.
- We promote after school and summer programming for all students. We typically have about 60 participants in elementary and 31-60 for our junior high program and high school program.
- Varies by location - we operate at 13 elementary schools.

Question 7 – School Districts

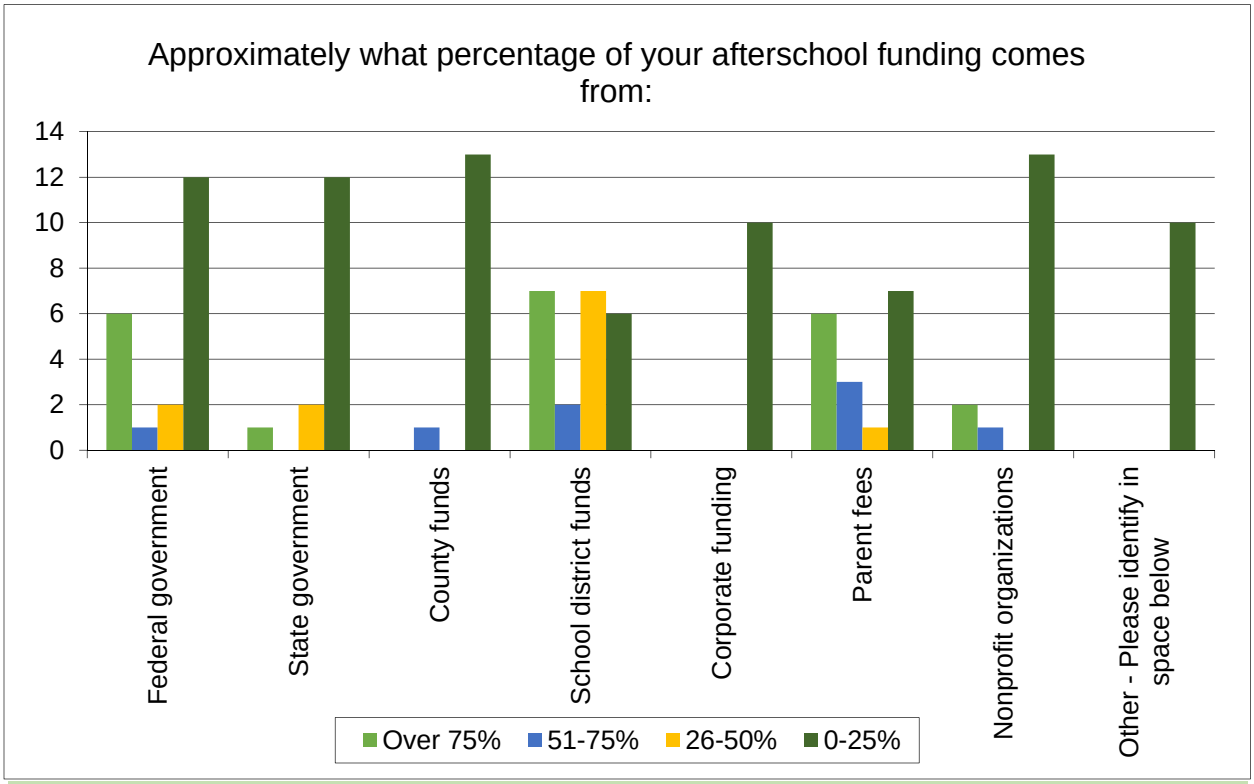


Answer Options	Response Percent	Response Count
Homework help	93.5%	29
Arts/Music/Cultural activities	41.9%	13
Recreation/Physical fitness	58.1%	18
STEM	45.2%	14
Mentoring	12.9%	4
College and Career readiness	12.9%	4
Other		11
	answered question	**31**
	skipped question	**65**

Other

- Specific lesson questions or assistance
- reading and math support
- STEAM...Science, Technology, Engineering, Arts, Math.
- Remediation
- Our program addresses testing techniques and reinforcement of Core standards.
- SAT
- PSSA prep
- We also employ electronic skill programs individualized for students and providing pre and post data re: skill attainment.
- Tutoring for the PSSA
- Academic support in preparation for the PSSA test
- Assessment preparation.

Question 8 – School Districts

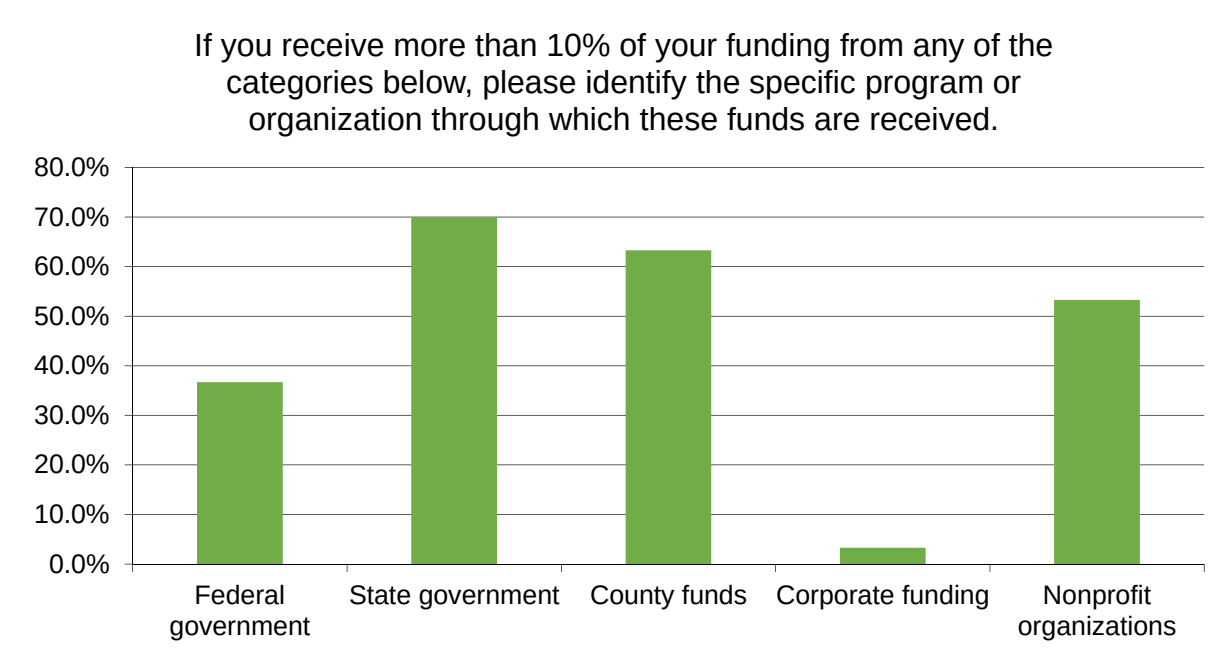


Answer Options	0-25%	26-50%	51-75%	Over 75%	Response Count
Federal government	12	2	1	6	21
State government	12	2	0	1	15
County funds	13	0	1	0	14
School district funds	6	7	2	7	22
Corporate funding	10	0	0	0	10
Parent fees	7	1	3	6	17
Nonprofit organizations	13	0	1	2	16
Other - Please identify in space below	10	0	0	0	10
Please identify "other" sources.					3
				answered question	**33**
				skipped question	**63**

Please identify "other" sources.

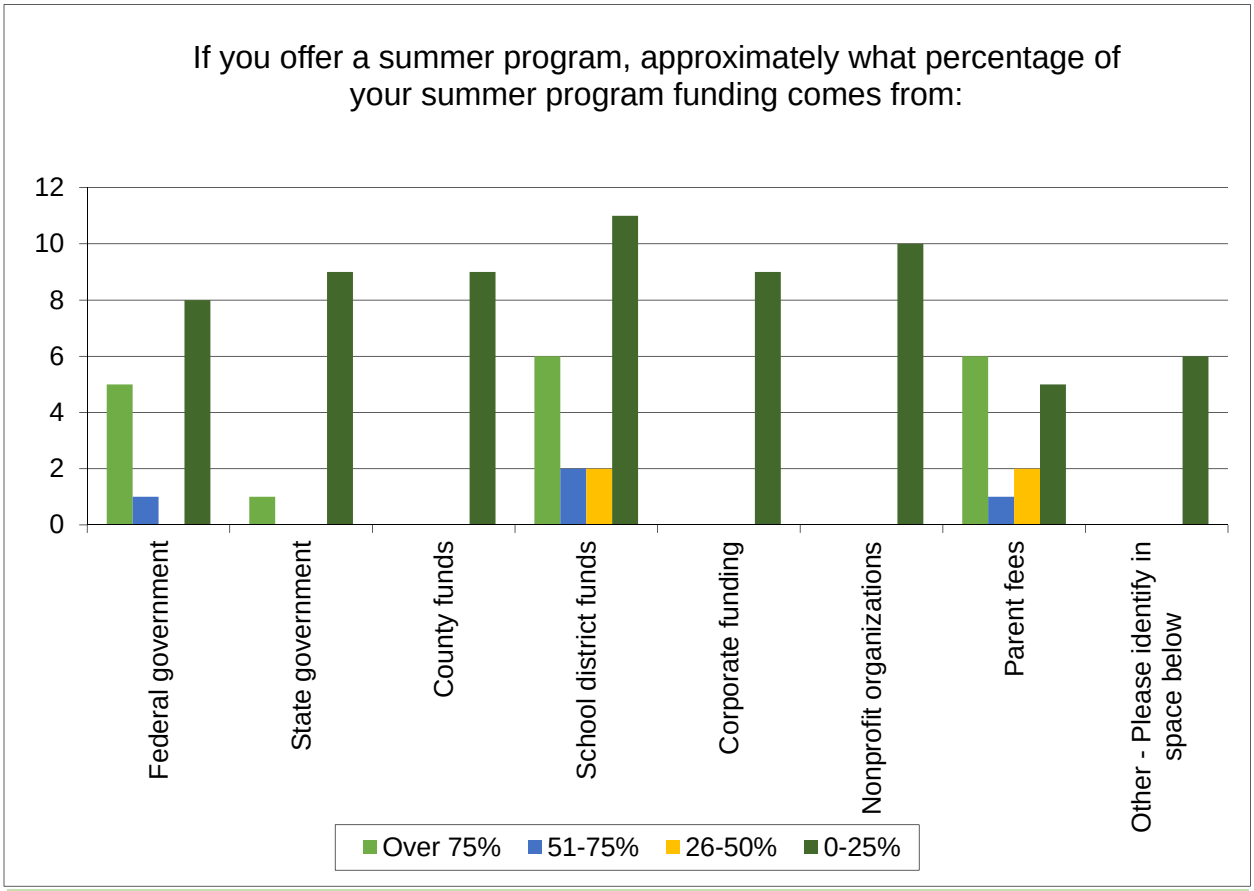
- Title I funds are used to provide this extended learning opportunity at the elementary school.
- Some minor grants.
- PA KEYS GRANTS where applicable

Question 9 – School Districts



Answer Options	Response Percent	Response Count
Federal government	36.7%	11
State government	70.0%	21
County funds	63.3%	19
Corporate funding	3.3%	1
Nonprofit organizations	53.3%	16
answered question		**30**
skipped question		**66**

Question 10 – School Districts

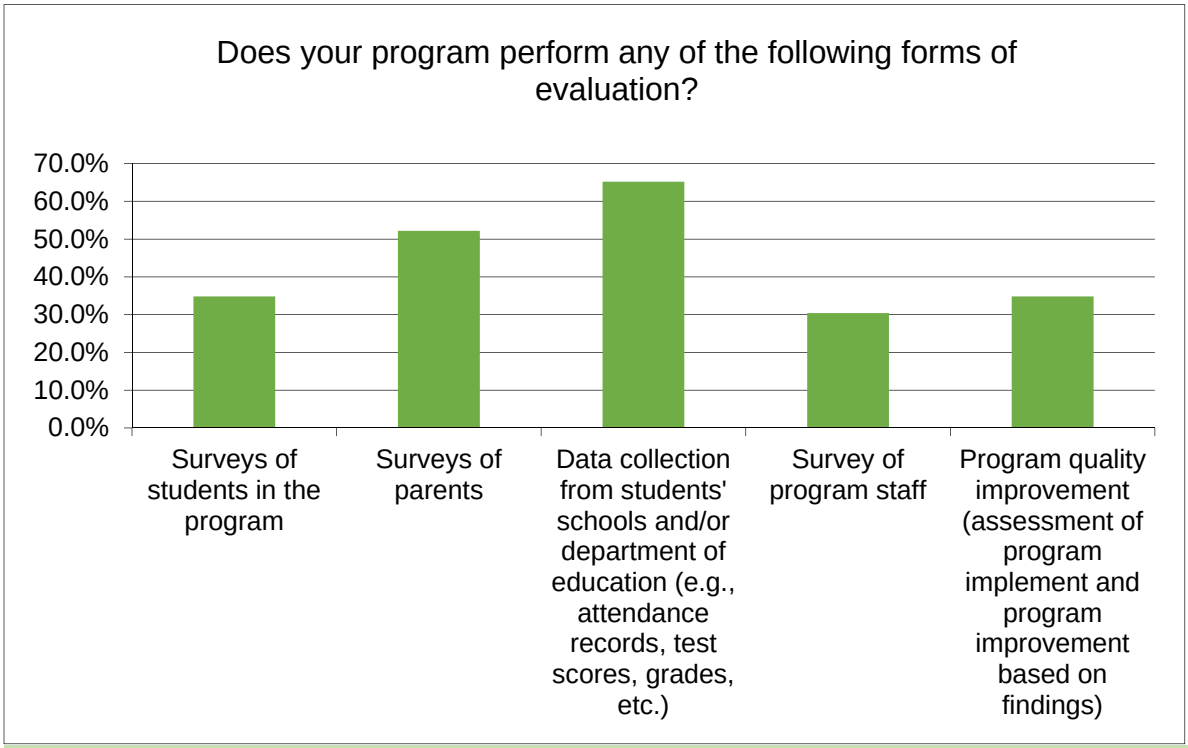


Answer Options	0-25%	26-50%	51-75%	Over 75%	Response Count
Federal government	8	0	1	5	14
State government	9	0	0	1	10
County funds	9	0	0	0	9
School district funds	11	2	2	6	21
Corporate funding	9	0	0	0	9
Nonprofit organizations	10	0	0	0	10
Parent fees	5	2	1	6	14
Other - Please identify in space below	6	0	0	0	6
Please identify "other" sources.					1
				answered question	**25**
				skipped question	**71**

Please identify "other" sources.

- Locally written grants

Question 11 – School Districts

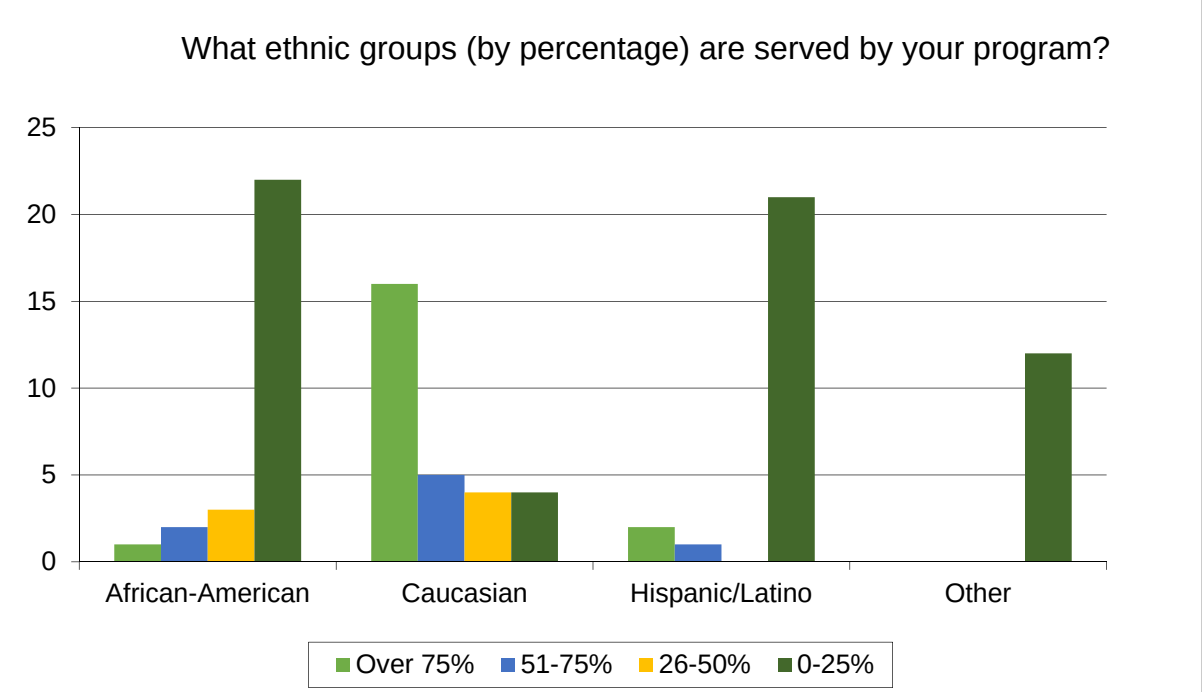


Answer Options	Response Percent	Response Count
Surveys of students in the program	34.8%	8
Surveys of parents	52.2%	12
Data collection from students' schools and/or department of education (e.g., attendance records, test scores, grades, etc.)	65.2%	15
Survey of program staff	30.4%	7
Program quality improvement (assessment of program implement and program improvement based on findings)	34.8%	8
Other (please specify)		3
answered question		**23**
skipped question		**73**

Other (please specify)

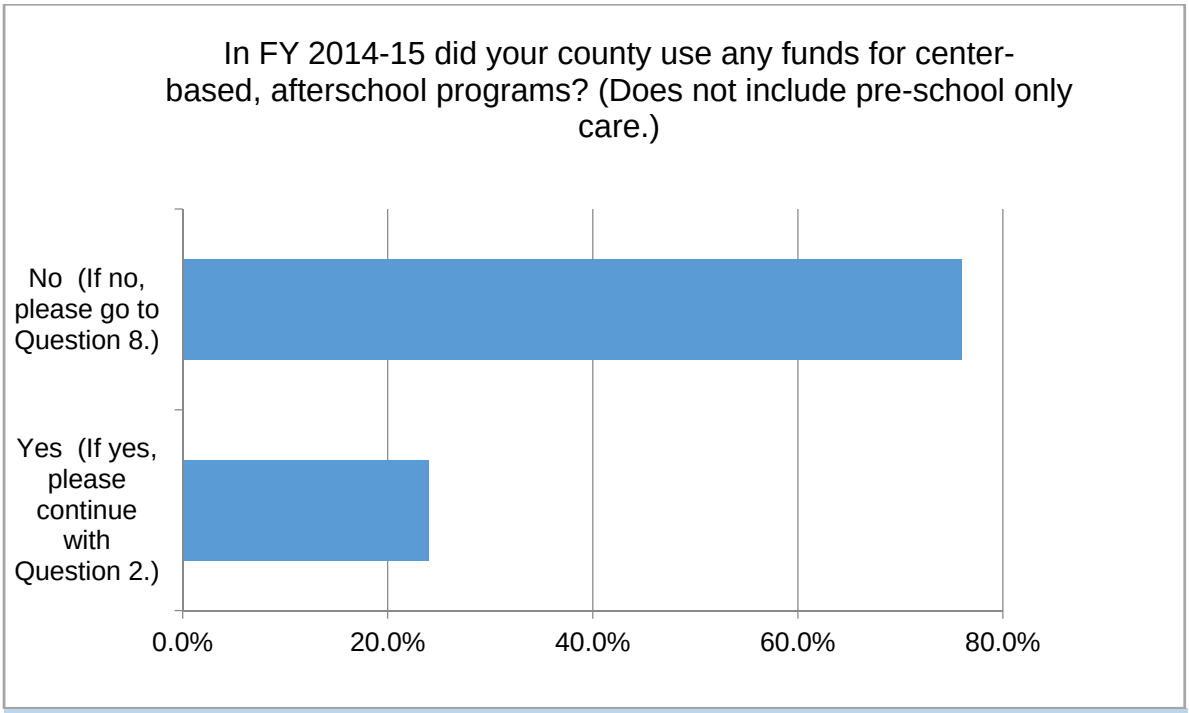
- External Evaluator required as part of 21stCCLC as part of ongoing program assessment/improvement plans.
- Due to the length of this program a formative evaluation is not presently conducted.
- Our elementary students request that we continue the after school physical activity program each year.

Question 12 – School Districts



Answer Options	0-25%	26-50%	51-75%	Over 75%	Response Count
African-American	22	3	2	1	28
Caucasian	4	4	5	16	29
Hispanic/Latino	21	0	1	2	24
Other	12	0	0	0	12
				answered question	**31**
				skipped question	**65**

Question 1 – County Children and Youth Agencies



Answer Options	Response Percent	Response Count
Yes (If yes, please continue with Question 2.)	24.0%	6
No (If no, please go to Question 8.)	76.0%	19
	answered question	**25**
	skipped question	**0**

Question 2 – County Children and Youth Agencies

Approximately how much did your county spend for center-based, afterschool care in FY 2014-15?

Answer	Response Count
	7
answered question	**7**
skipped question	**18**

Response
$320,000 from Children and Youth
$14,000
$210,000 school yr. & $305,000 summer
About $116 k
$20,000
$0
$16,000

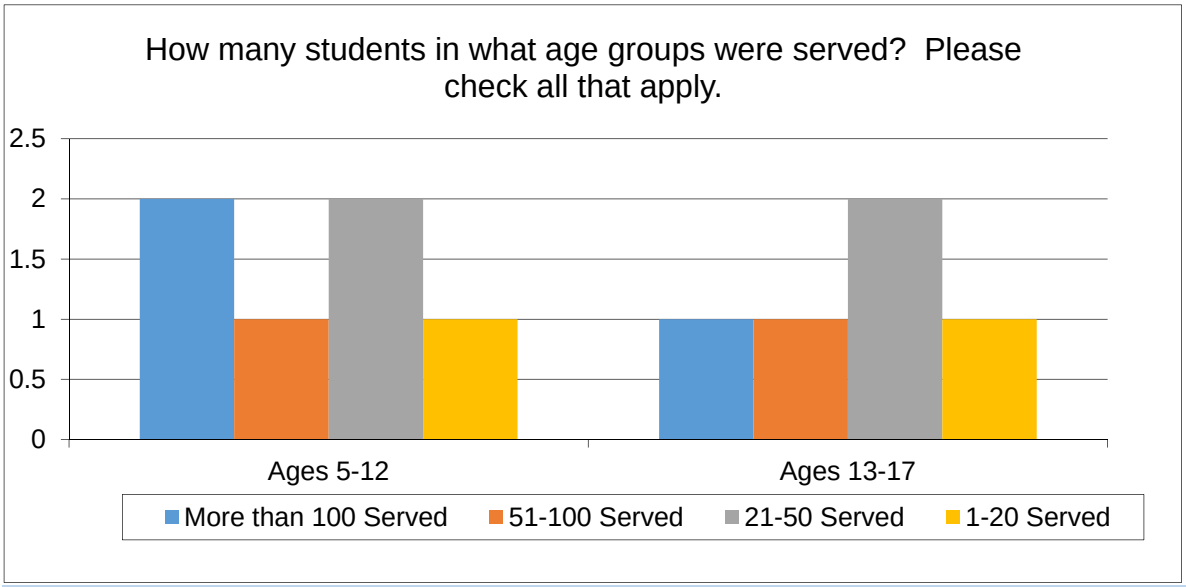
Question 3 – County Children and Youth Agencies

Approximately how many centers received funding?

Answer	Response Count
	7
answered question	**7**
skipped question	**18**

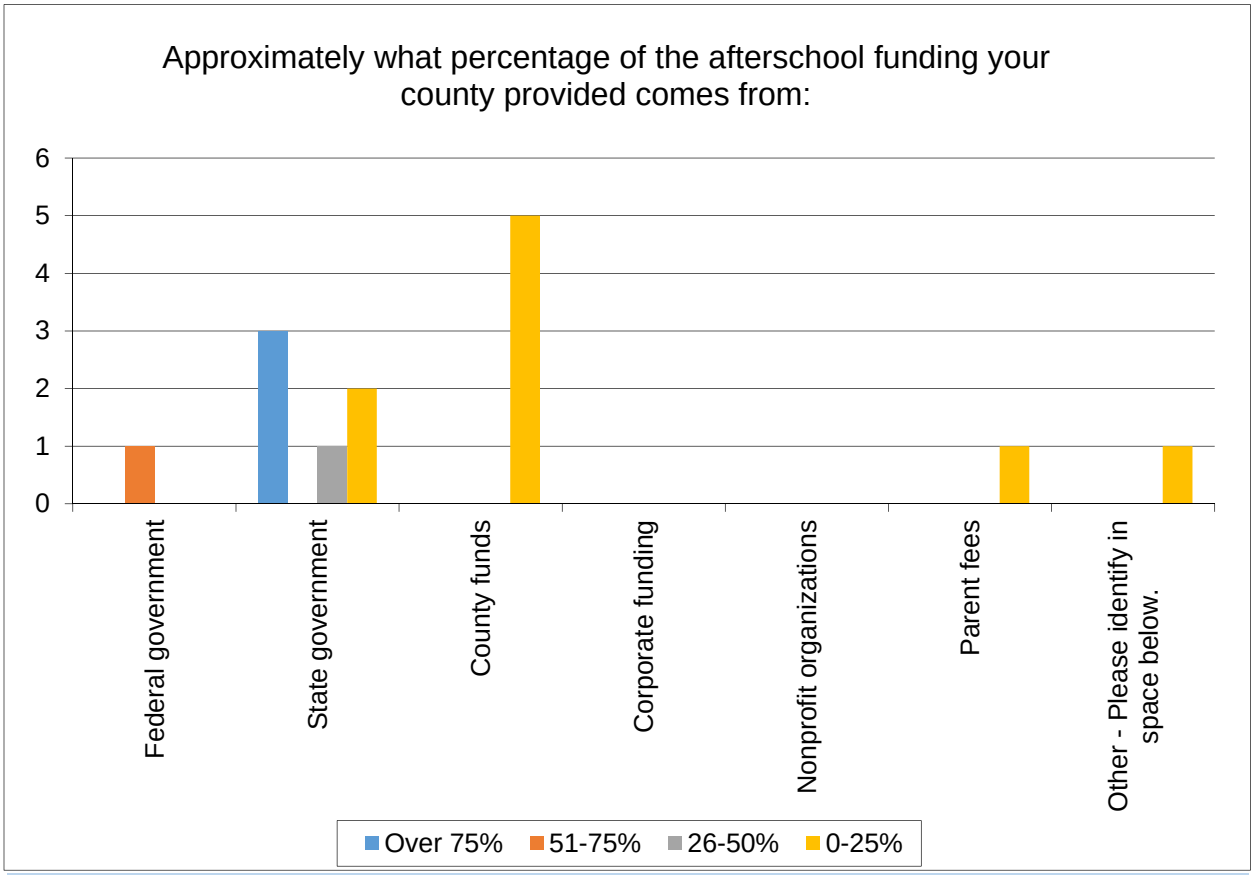
Response
• 3 providers that provide services in 6 site locations
• One
• three centers
• 2
• 20-25
• 0
• 1

Question 4 – County Children and Youth Agencies



Answer Options	1-20 Served	21-50 Served	51-100 Served	More than 100 Served	Response Count
Ages 5-12	1	2	1	2	6
Ages 13-17	1	2	1	1	5
				answered question	**6**
				skipped question	**19**

Question 5 – County Children and Youth Agencies

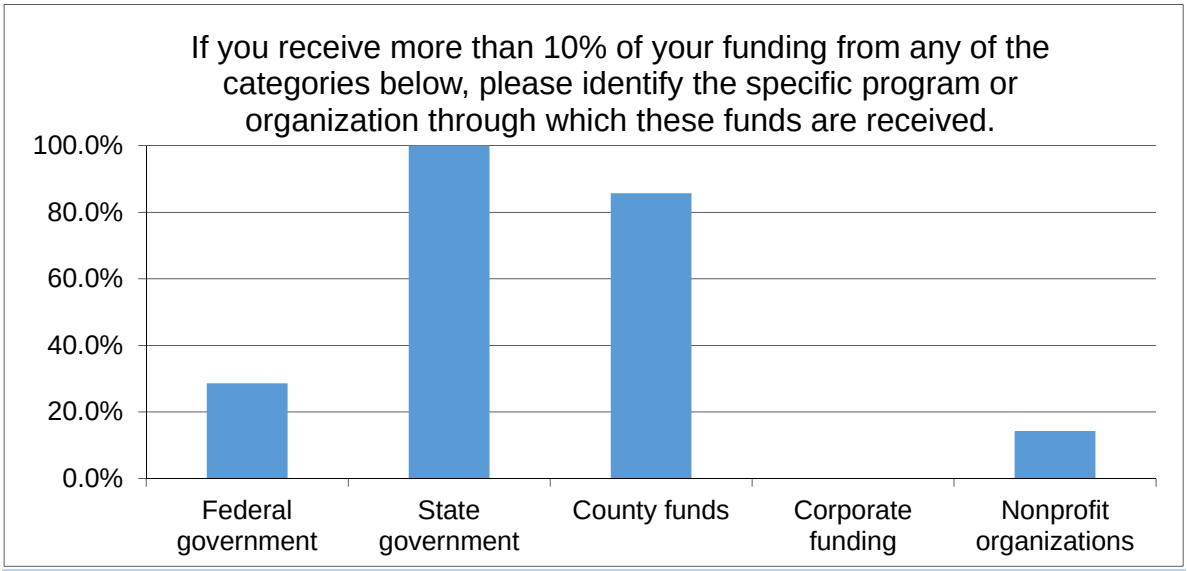


Answer Options	0-25%	26-50%	51-75%	Over 75%	Response Count
Federal government	0	0	1	0	1
State government	2	1	0	3	6
County funds	5	0	0	0	5
Corporate funding	0	0	0	0	0
Nonprofit organizations	0	0	0	0	0
Parent fees	1	0	0	0	1
Other - Please identify in space below.	1	0	0	0	1
Please identify "other" sources.					1
				answered question	**6**
				skipped question	**19**

Please identify "other" sources.

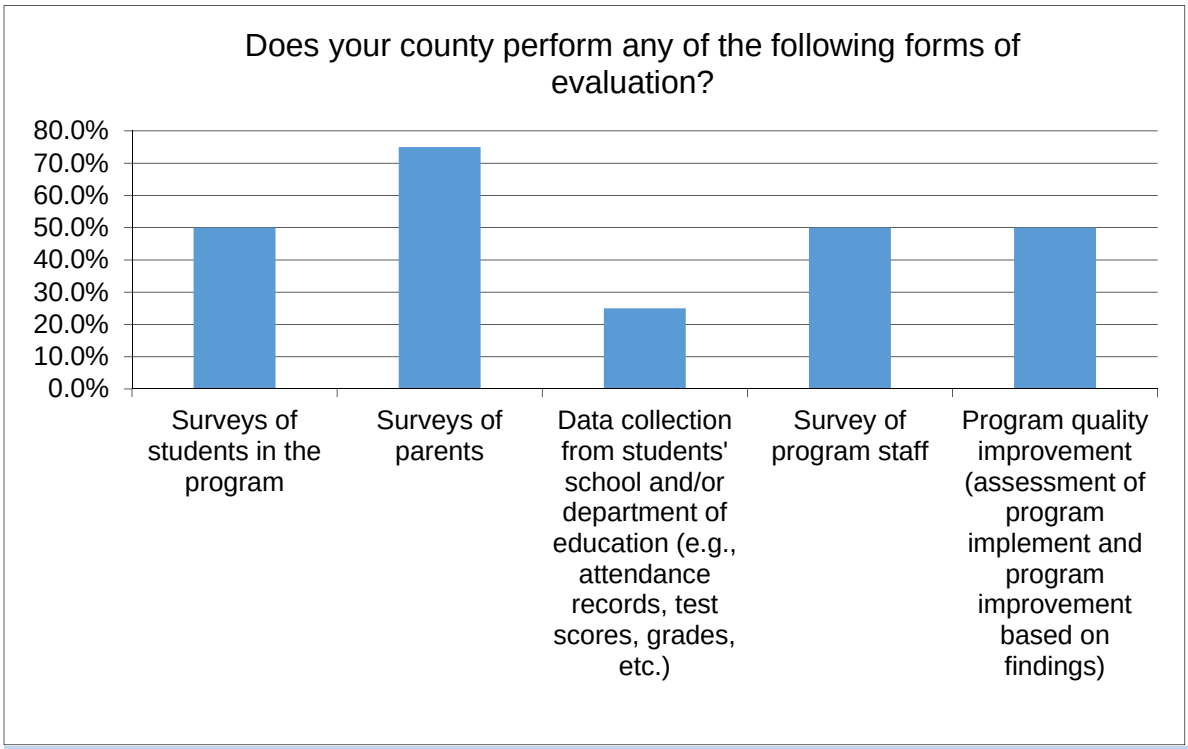
- private donations

Question 6 – County Children and Youth Agencies



Answer Options	Response Percent	Response Count
Federal government	28.6%	2
State government	100.0%	7
County funds	85.7%	6
Corporate funding	0.0%	0
Nonprofit organizations	14.3%	1
	answered question	**7**
	skipped question	**18**

Question 7 – County Children and Youth Agencies



Answer Options	Response Percent	Response Count
Surveys of students in the program	50.0%	2
Surveys of parents	75.0%	3
Data collection from students' school and/or department of education (e.g., attendance records, test scores, grades, etc.)	25.0%	1
Survey of program staff	50.0%	2
Program quality improvement (assessment of program implement and program improvement based on findings)	50.0%	2
Other (please specify)		3
answered question		**4**
skipped question		**21**

Other (please specify)

- Provider submitted outcomes, a portion of which is collected from students, parents, school attendance and grade reports
- Further assessment methods have been implemented for the current FY including school information and assessment of outcomes.
- The contracted service provider provides an annual outcome report highlighting improvements made in attendance, test scores, grades, etc.

Question 8 – County Children and Youth Agencies

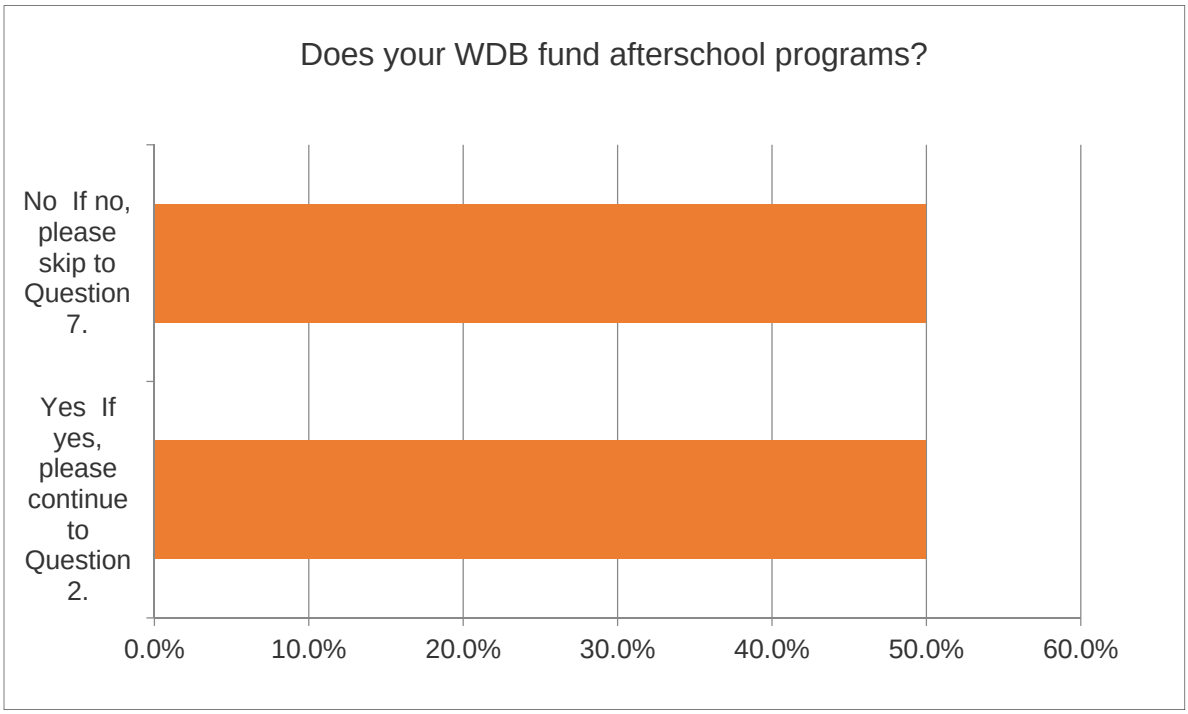
Would you like to made additional comments regarding the availability and affordability of afterschool care in the Commonwealth?

Answer Options	Response Count
	13
answered question	**13**
skipped question	**12**

Response

- Essential to child safety and well-being, the availability of the programs supported through C&Y is limited, private afterschool care is very costly in our county and therefore limited to those who can pay.
- I am aware that various school districts run after school programs and 1 community provider. As CYS does not contribute to the cost I would be unaware of the funding streams.
- Affordable after school care with structure and academic support is so important and a necessary investment to help families keep their children safe while working.
- Beaver County CYS funds two afterschool programs during the school year and three programs in the summer. Two of the summer programs are site based and the third provides programming for children living in public housing projects throughout the county. A child does not have to be an open case with CYS to attend.
- It is a vital and necessary service for many working parents and families trying to keep kids safe and engaged in age-appropriate activities. Funding is very necessary and should be an important item.
- It is important in small rural areas to have these programs to assists working families that do not have alternative resources to benefit the child in growth and development.
- Our County has only one licensed child care (family home) and no afterschool care. It is a significant need for our rural county.
- Afterschool care is not universally available or affordable throughout the State, some areas have several options and others have none or only one option.
- This is a much needed service but also needs to include funding for transportation home. As a small rural county, even if there were afterschool programs offered (there are some), the lower income families cannot pick their children up from school to transport them home.
- Forest County would be interested in the ability to provide funds for afterschool program, possibly through EBP funding
- We have not used funds to pay for traditional after school programs. We have; however, occasionally paid for individual tutors to assist some of our youth in foster care. The cost has been minimal. Less than a $1,000.
- Very limited availability - a few schools have homework helpers after school and have an activity bus that transports students home. Transportation to and from any other potential afterschool program is a major barrier.
- Wyoming County does not have any after school care.

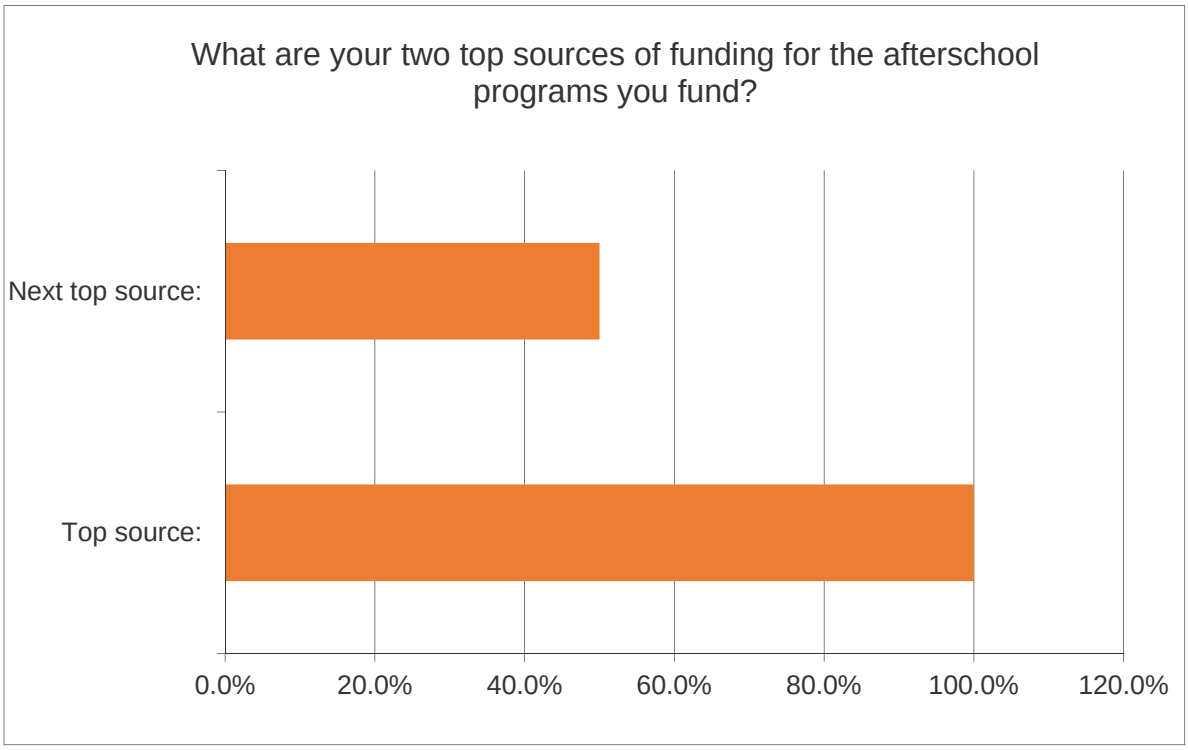
Question 1 – Workforce Development Boards



Does your WDB fund afterschool programs?

Answer Options	Response Percent	Response Count
Yes If yes, please continue to Question 2.	50.0%	4
No If no, please skip to Question 7.	50.0%	4
	answered question	8
	skipped question	0

Question 2 – Workforce Development Boards

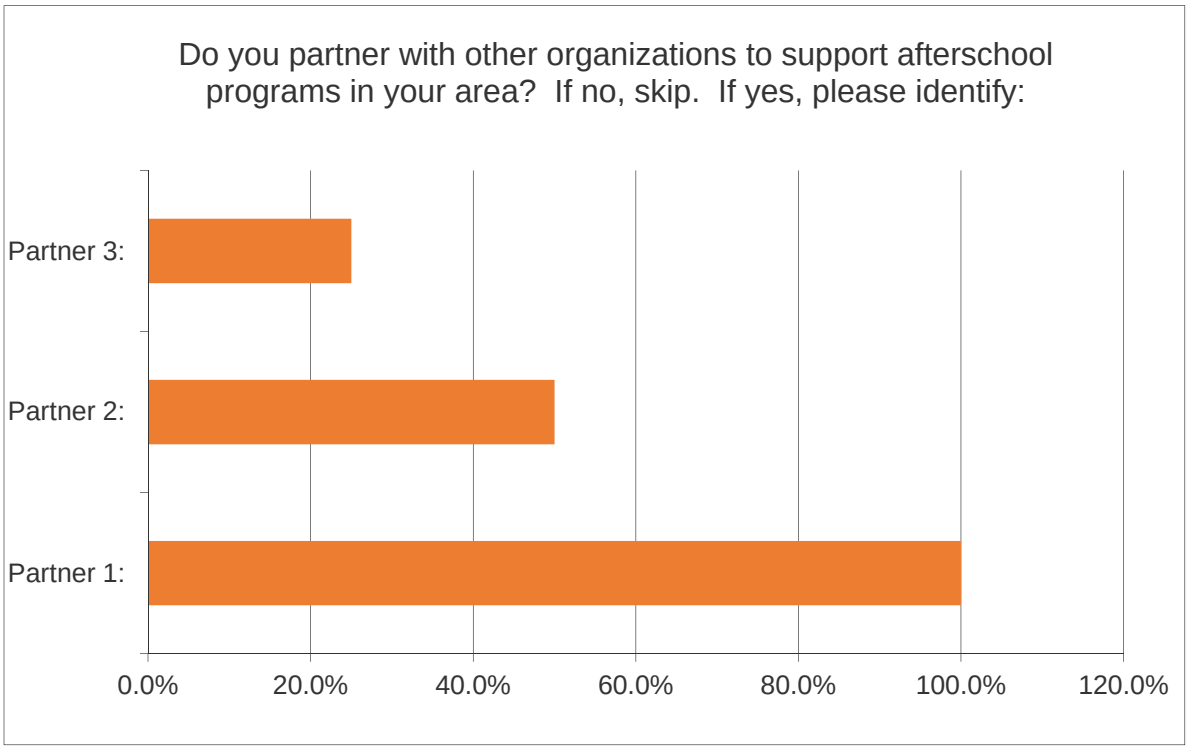


What are your two top sources of funding for the afterschool programs you fund?

Answer Options	Response Percent	Response Count
Top source:	100.0%	4
Next top source:	50.0%	2
	answered question	**4**
	skipped question	**4**

Top source:	Next top source:
• TANF	
• TANF	• Business Ed. Partnership Grant
• Workforce Innovation & Opportunity Act	
• TANF	• WIOA

Question 3 – Workforce Development Boards

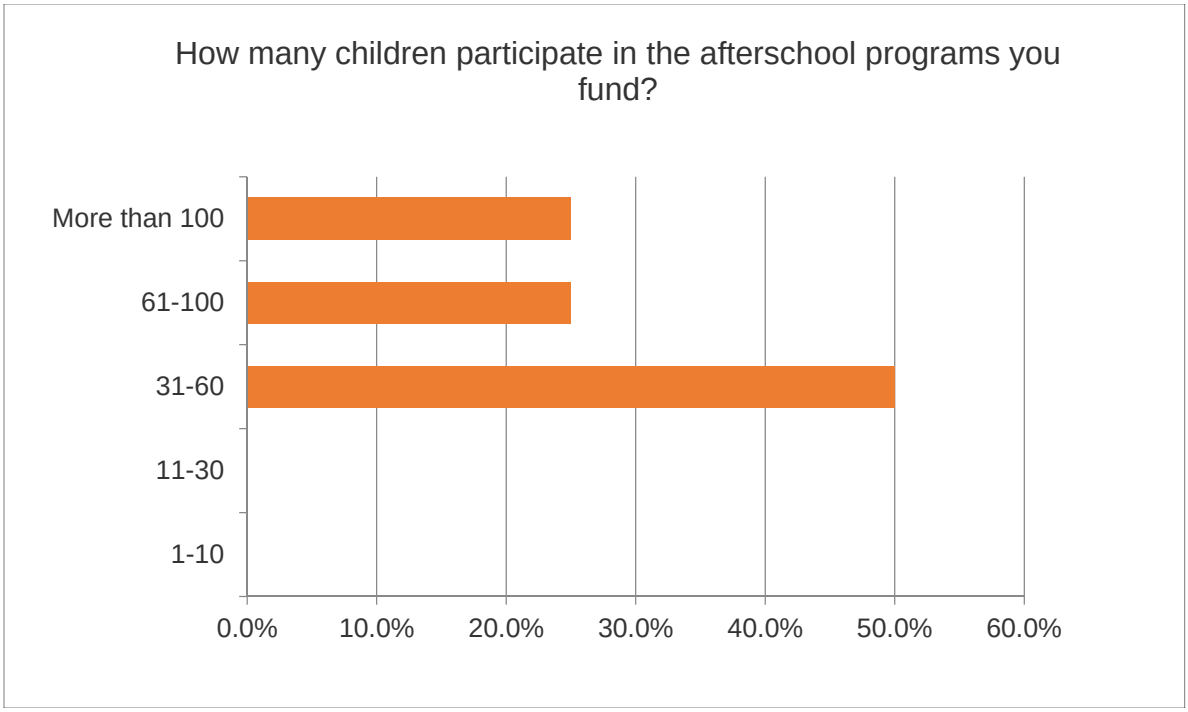


Do you partner with other organizations to support afterschool programs in your area? If no, skip. If yes, please identify:

Answer Options	Response Percent	Response Count
Partner 1:	100.0%	4
Partner 2:	50.0%	2
Partner 3:	25.0%	1
answered question		**4**
skipped question		**4**

Partner 1:	Partner 2:	Partner 3:
• GECAC • SHINE/Lehigh Carbon Community College • Big Brothers Big Sisters • Allegheny Partners for Out of School Time	• SHINE/Wilkes University • Our WIOA Title I Providers offer afterschool programing	• Intermediate Units

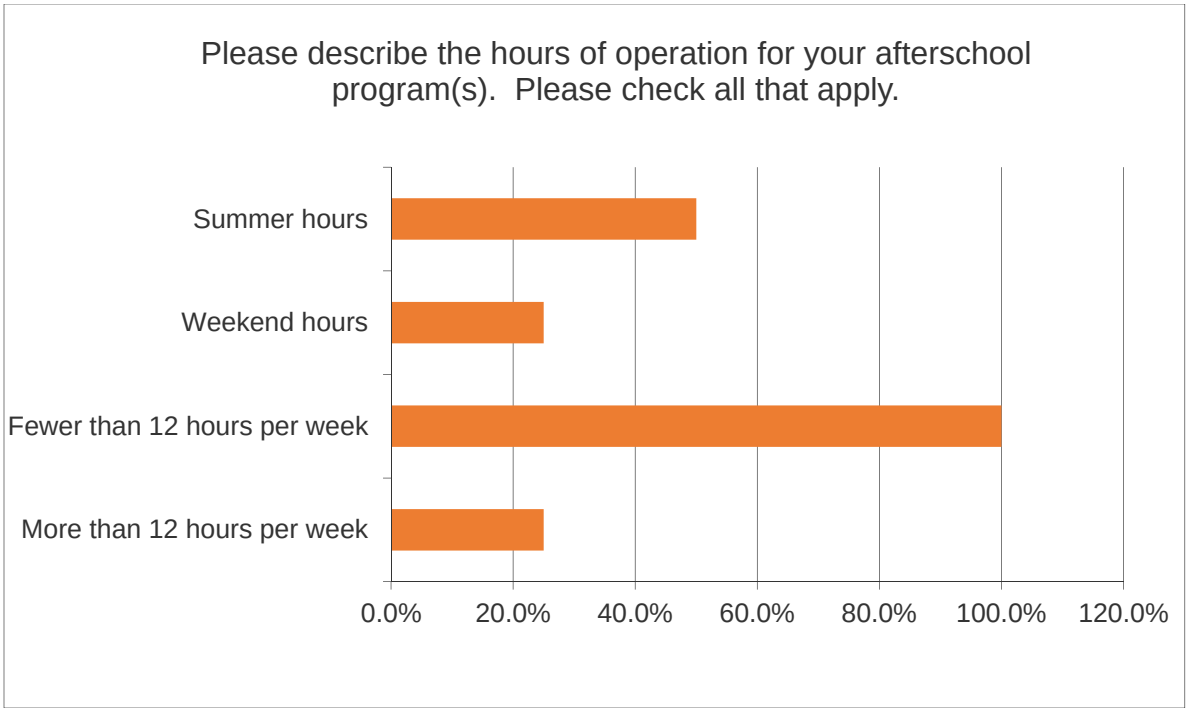
Question 4 – Workforce Development Boards



How many children participate in the afterschool programs you fund?

Answer Options	Response Percent	Response Count
1-10	0.0%	0
11-30	0.0%	0
31-60	50.0%	2
61-100	25.0%	1
More than 100	25.0%	1
Comment		0
	answered question	**4**
	skipped question	**4**

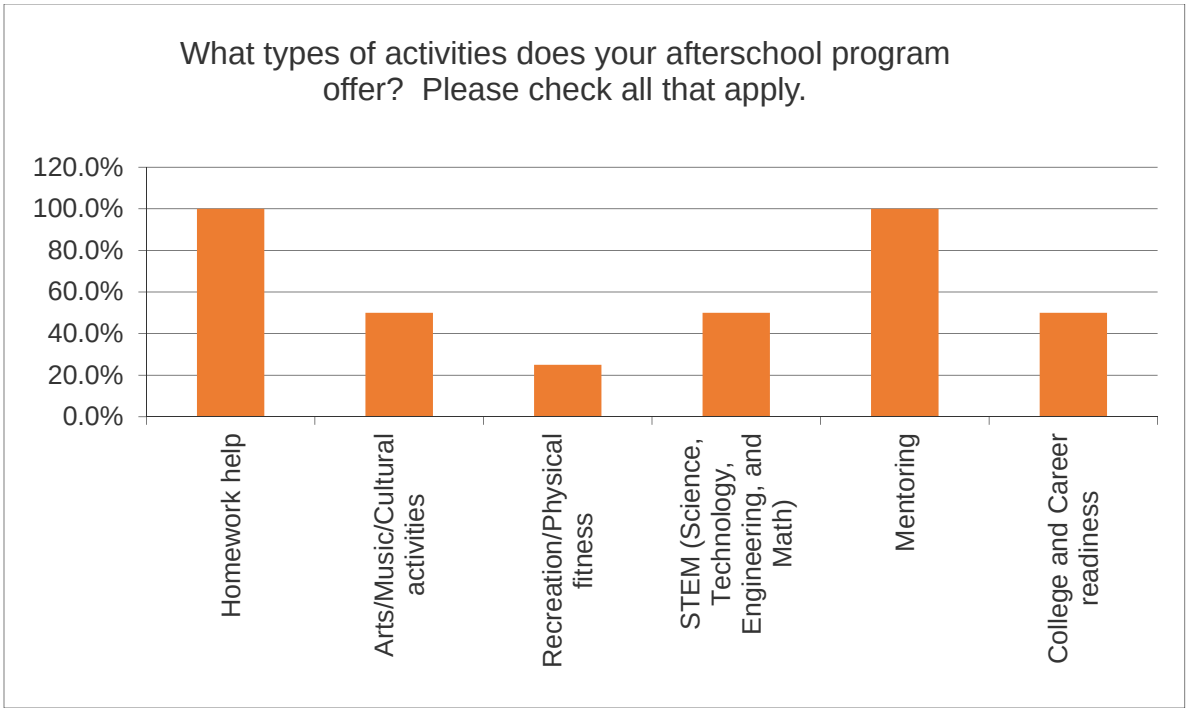
Question 5 – Workforce Development Boards



Please describe the hours of operation for your afterschool program(s). Please check all that apply.

Answer Options	Response Percent	Response Count
More than 12 hours per week	25.0%	1
Fewer than 12 hours per week	100.0%	4
Weekend hours	25.0%	1
Summer hours	50.0%	2
	answered question	**4**
	skipped question	**4**

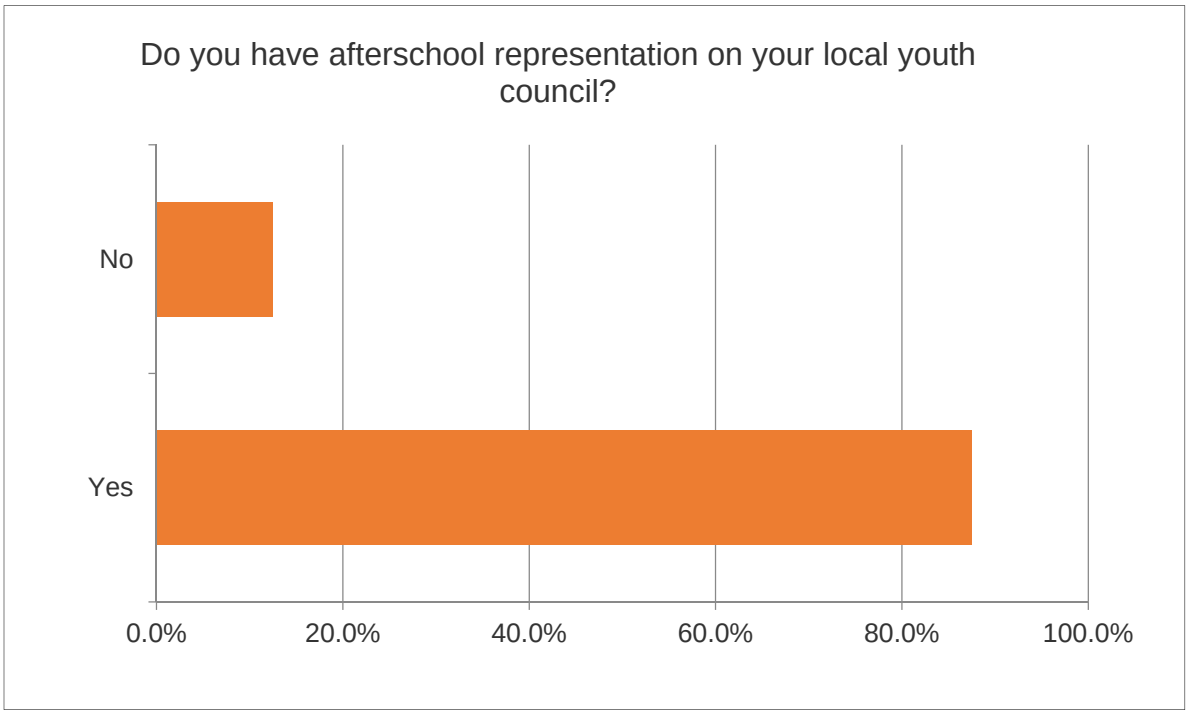
Question 6 – Workforce Development Boards



What types of activities does your afterschool program offer? Please check all that apply.

Answer Options	Response Percent	Response Count
Homework help	100.0%	4
Arts/Music/Cultural activities	50.0%	2
Recreation/Physical fitness	25.0%	1
STEM (Science, Technology, Engineering, and Math)	50.0%	2
Mentoring	100.0%	4
College and Career readiness	50.0%	2
Other		0
	answered question	4
	skipped question	4

Question 7 – Workforce Development Boards



Do you have afterschool representation on your local youth council?

Answer Options	Response Percent	Response Count
Yes	87.5%	7
No	12.5%	1
Comment		3
	answered question	8
	skipped question	0

Comment

- Private Industry Council Westmoreland/Fayette
- Big Brothers Big Sisters
- We added the Executive Director of the Olivet Boys and Girls Clubs to the Berks WD Board on 7/1/2015. He also serves on our Youth Committee/Council.

Question 8 – Workforce Development Boards

If you would like to explain your answers further or make additional comments regarding the availability and affordability of afterschool care in the Commonwealth, please do so here.

Response

- We had supported STEM afterschool activities in the past, but our partner Private Industry Council was able to secure 21st century funds. WIOA requires 75% expenditures on out of school youth.
- The WDB does not fund a standalone afterschool program as described. However, paid work experiences are funded for in-school youth during the school year with some taking place after school hours such as evenings or weekends. The work experiences are funded using Temporary Assistance for Needy Families (TANF) funds.
- With the transition from WIA to WIOA, the Workforce Board has focused its efforts on serving Out-of-School Youth between the ages of 16-24 in work based activities.
- Board funding is provided to WIOA Title I subcontractors. They provide some afterschool activities and subcontract to other organizations to provide direct service as well. Federal guidelines now require that 75% of our youth funding go to serve out of school youth so less money will be available to support programs for school age children.

IV. Appendix

APPENDIX A

County Groupings Used in Questionnaire Analysis

(Only Includes Counties From Which We Received a Survey)

Philadelphia	Suburban Philadelphia	Allegheny	Southcentral PA	All Others	
Philadelphia	Berks	Allegheny	Adams	Beaver	Lawrence
	Bucks		Cumberland	Bedford	Luzerne
	Chester		Dauphin	Blair	Lycoming
	Delaware		Franklin	Bradford	McKean
	Lehigh		Lancaster	Butler	Mercer
	Montgomery		Lebanon	Cambria	Monroe
	Northampton		Perry	Carbon	Montour
			York	Centre	Northumberland
				Clearfield	Pike
				Clinton	Schuylkill
				Crawford	Susquehanna
				Erie	Tioga
				Fayette	Warren
				Indiana	Washington
				Juniata	Wayne
				Lackawanna	Westmoreland

Urban (Population Density at 500 persons/sq. mile)	Suburban (Population Density 200-500 persons/sq. mile)	Rural (Population Density Less Than 200 persons/sq. mile)	
Allegheny	Beaver	Adams	Lycoming
Bucks	Berks	Bedford	McKean
Chester	Blair	Bradford	Mercer
Delaware	Butler	Carbon	Montour
Lehigh	Cambria	Centre	Perry
Montgomery	Cumberland	Clearfield	Pike
Northampton	Dauphin	Clinton	Schuylkill
Philadelphia	Erie	Crawford	Susquehanna
	Lackawanna	Fayette	Tioga
	Lancaster	Franklin	Warren
	Lawrence	Indiana	Wayne
	Lebanon	Juniata	
	Luzerne		
	Monroe		
	Northumberland		
	Washington		
	Westmoreland		
	York		

Source: Developed by LB&FC staff.