

Orange County After School Program Survey

2006-07

EXECUTIVE SUMMARY

KEEPING KIDS ON TRACK



Special thanks to the Orange County Department of Education for their financial support and to Dr. Kristen Powell, Student Programs Administrator, and Jeanne Awrey, Student Support Services Manager, for their technical assistance on this project.

Data collection and analysis: Dr. Gregory Robinson, Center for Social Science Research, California State University – Fullerton

The Keeping Kids On Track Leadership Council members served as advisors to this project:

Ellin Chariton
Orange County Department of Education

Ranney Draper
Spring Creek Properties

Thomas C. Farrell
Bank of America

W. William Gaboury
The Gaboury Company

Dan J. Heneghan

Margaret Pashko
The Gas Company

Laurie Smith
Project Tomorrow

Kristen Powell
Orange County Department of Education

Louise Upham
Draper Family Foundation

Keeping Kids on Track / Orange County United Way Staff:

Laura A. Long, M.S.
Director, Children & Youth Initiatives

Katie Baker
Community Investments Manager – Children and Youth Initiatives

Dr. Juan Carlos Araque
Vice President, Community Investments

EXECUTIVE SUMMARY

According to a 2006 poll by Fight Crime, Invest in Kids – California¹, unsupervised teenagers are:

- Three times more likely to engage in criminal behavior;
- More than twice as likely to hang out with gang members;
- More than three times as likely to smoke marijuana; and
- More than five times as likely to use drugs other than marijuana.

After school programs can help to mitigate these negative outcomes for youth, and can improve their academic performance and increase their acceptance into college.²

Despite these benefits, after school programs are in short supply, especially for teenagers. These programs exist in a variety of environments, provide a patchwork of services, and have funding from various sources. For most children and youth, after school programming is available in small child care programs or community-based organizations. Many of these programs are not well-coordinated with the schools in their community and may be difficult for parents to locate. Fund development organizations also may have difficulty locating after school programs that could benefit from their resources, and children’s advocates may lack data that programs could provide to make the case for increasing the supply and support of after school programs.

Background and Methodology

In January 2005, Orange County United Way’s Keeping Kids On Track initiative and the Orange County Department of Education convened a stakeholders meeting to discuss a survey of after school programs in Orange County. It was envisioned that such a survey would provide:

- location of programs;
- program description;
- demographics of clientele;
- funding sources; and
- other relevant information.

The stakeholders group included personnel from after school programs such as Boys and Girls Clubs and the YMCA, staff from Orange County Department of Education and Orange County United Way Keeping Kids On Track, and community volunteers. The Social Science Resource Center at California State University Fullerton conducted the survey in 2006 and data were collected from 529 after school programs throughout Orange County.

Detailed data analysis is provided in this summary and the full report. Specific program information is posted on the Orange County Department of Education’s website for access to

¹ Fight Crime, Invest in Kids, June 21, 2006, www.fightcrime.org/ca

² Ibid

parents and others seeking after school programs. Every attempt was made to create as comprehensive a list of programs and to collect data from all of them; however, information from 100% of the programs in the county was not possible.

Characteristics of After School Programs in Orange County, California

Among the approximately 575,920³ school-age children in Orange County, 47,000, or 8%, attend the after school programs that responded to this survey. The programs equally serve girls and boys.

ETHNICITY – Latino/Hispanic is the largest ethnic group (64%) reported being served followed by Caucasians (26%) and Asian/Pacific Islanders (9%). As these programs are neighborhood- and school-based, distribution of ethnicities served in after school programs mirrors the general ethnic distribution

of the county. For example, approximately 65% of the children served by programs in Central and North Orange County are Latino/Hispanic and 13% to 18% are Caucasian, whereas in South Orange County, only 19% of the children served are Latino/Hispanic and 70% are Caucasian.

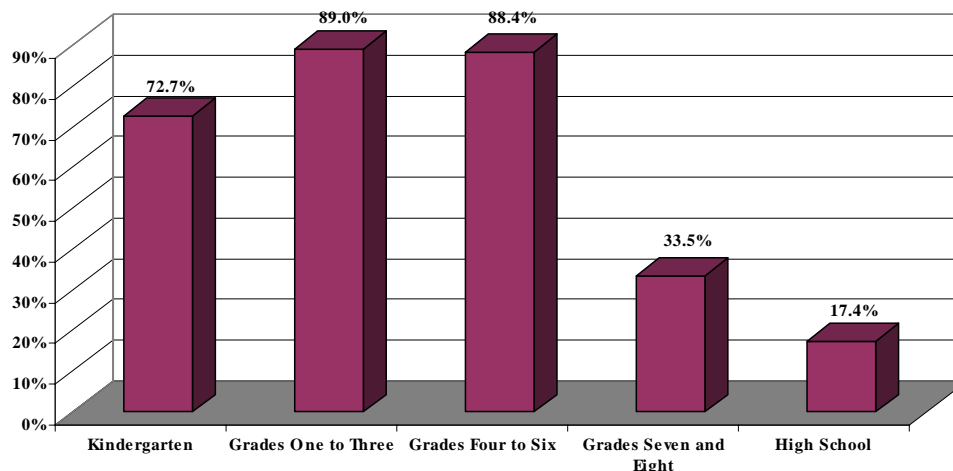
TABLE 1. ETHNICITY/ RACE OF CHILDREN SERVED

Ethnic/ Racial Category	Central Orange County M (n)	North Orange County M (n)	South Orange County M (n)	West Orange County M (n)
Caucasian	13.8% (144)	18.8% (111)	70.0% (62)	30.0% (89)
African American/ Black	2.74% (127)	5.01% (104)	6.12% (62)	2.98% (88)
Asian Pacific Islander	11.64% (127)	4.84% (103)	7.68% (62)	10.8% (81)
Latino/ Hispanic	66.1% (128)	65.3% (105)	19.0% (62)	45.8% (81)
American Indian/ Alaskan Indian	.65% (125)	.76% (102)	4.66% (61)	.19% (81)

AGE OF CHILDREN - Enrollment for more than 75% of the programs is open to any child or youth who is of the age being served, but some programs are offered only to children enrolled in a particular school. Elementary school children are the largest age group served in after school programs. The greatest proportion of the programs (88%) serves children in first through sixth grade, followed by children in kindergarten (73%). Grades seven and eight are served by a third of the programs, and only 17% of the programs serve high school youth.

³ 2005 American Community Survey, United States Census Bureau, <http://factfinder.census.gov>

Figure 1. Grade Levels of Populations Served



HOURS OF SERVICE - Most programs operate from 7 a.m. to 6 p.m., five days a week during the traditional school year. About 40% open before 7 a.m. but only about 6% are open beyond 6 p.m. A little more than 10% are open in the mornings to accommodate afternoon kindergarten students whose parents work full-time.

CAPACITY & WAIT LISTS - Typically, after school programs have the capacity to serve approximately 90 children. Among the programs reporting their capacity and the number of children served per day, two-thirds are under-capacity, one-third are at capacity and approximately 4% are running over-capacity. Less than half of the programs that are under-capacity offered an explanation, but some of the reasons given were insufficient staff, program fees, transportation issues, competition from other programs and changing neighborhood demographics. Other programs indicated that they are still growing or that they are expecting new enrollments in the near future. Half of the programs have wait lists, with 19 being the average number of children on the list, and 69 days the average length of the wait. More investigation is needed to determine any relationship between wait lists and capacity.

TRANSPORTATION - Lack of transportation and financial assistance may prevent some children and youth from access to after school programs. Just over one in 10 (12.5%) provide some type of free transportation service, while less than 4.8% provide transportation for a fee. Most programs (82.7%) do not offer any transportation to their programs.

RATIOS - Children to adult ratios differ by age of children served, with typical staffing consisting of approximately 15 kindergarten children per adult and 24 high school youth per adult. Elementary school ratios are approximately 18 children per adult and middle school ratios are 20 students per adult. Programs licensed by the State of California, Department of Social Services, are required to maintain ratios of one teacher per 14 children with one teacher and one aide supervising no more than 28 children. Staffing for mixed-age groups shall be based on the youngest child in the group.

STAFFING – Professional development and training is required in 81% of the after school programs. Slightly more programs (91%) indicated that professional development and training is

provided but not required. Some survey respondents selected both answers, which may indicate that training is required of some, but not all, staff members. In addition, 63% of the programs use unpaid volunteers to work directly with children and 90% of the programs provide training for these volunteers. Sixty-two per cent of the programs use parents as volunteers and 57% use college students. One-third use teacher trainees and 27% recruit volunteers from a variety of other community sources. Eighty per cent of the volunteers in after school programs are working directly with children.

PROGRAM TYPE & FUNDING - After school programs may be a variety of types, from small independent non-profit organizations, public and private school-based programs, YMCAs, Boys & Girls Clubs, and parks and recreation programs, licensed child care programs, and faith-based programs. These types may overlap and some programs may share facilities. Some programs, such as the YMCA and Boys & Girls Clubs may operate programs on several different sites. Twenty-five percent of the programs in Orange County identified themselves as “parks and recreation” programs and only 1% identified as “faith-based.”

Although two-thirds of the after school programs receive some public funding, the need for publicly subsidized after school programming continues to be wide-spread in Orange County. According to statistics provided by Anne Broussard, Orange County Child Care Coordinator, 34% of the county’s 383,000 children between the ages of 5 and 12 belong to households earning less than \$39,999 annually and would qualify for state subsidies. But funding from all governmental sources provides assistance to only 3% of the children who need it.⁴ Among the programs responding to this survey, 64% indicated they depend on student fees to fund some or all of the program costs. In addition to government subsidies, programs may offer their own financial assistance to needy families. For example, half of the programs offer a multi-child discount to families and 45% offer scholarships. Twenty-two per cent have a sliding fee scale.

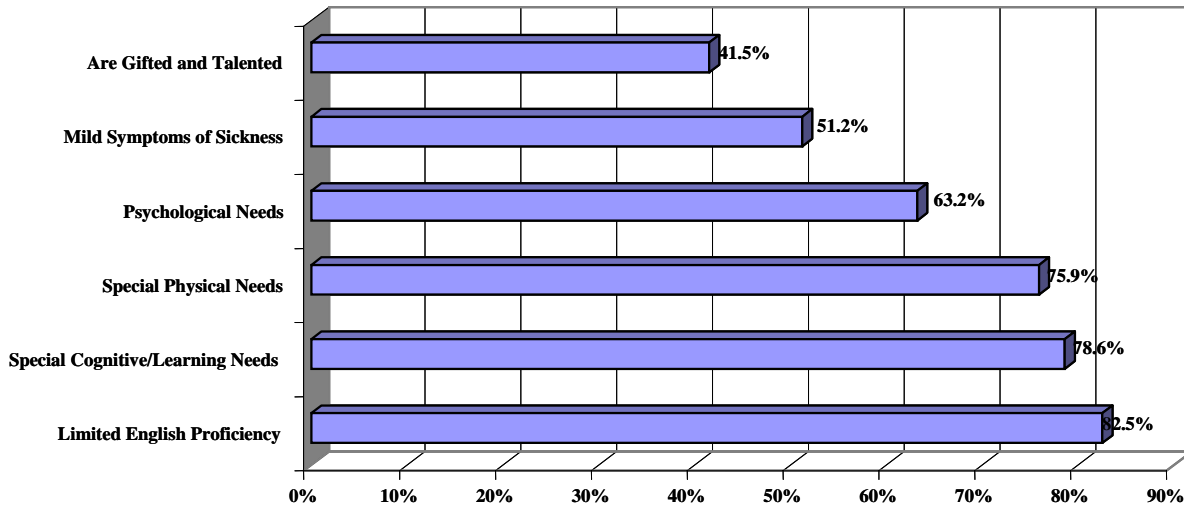
The federal and state governments provide funding support to after school programs through the 21st Century and After School Education and Safety (ASES) initiatives respectively. One quarter of the programs identified themselves as 21st Century funded programs. In 2006, subsequent to this survey, the State of California provided additional money to after school programs under the provisions of Proposition 49 through the ASES initiative. In Orange County, this funding has added 85 new ASES program sites serving 19 school districts. Seventy-one of the new programs serve elementary age (up to 5,964 children served), and 14 serve middle school age (1,400 children served). Two new programs are in charter schools in Santa Ana Unified School District. These additional programs could raise the number of children served from 3% to as much as 9%.

PROGRAM SERVICES - Programs also have a variety of services they may offer to children and youth after school. Ninety-five percent offer homework assistance, although only 23% characterized these programs as “college preparatory” and only 43% of programs said they offer “academic tutoring.” Sports, arts and crafts, character and leadership building are among the other common services offered, with more than 75% of the programs offering these. Few programs offer pregnancy prevention services (14%) or help to build job skills (9%) among youth.

⁴ Data available from Anne Broussard, Orange County Child Care Coordinator, Social Services Agency, County of Orange, Anne.Broussard@ssa.ocgov.com

Most programs have some special provisions for students who need assistance with English, who have learning disabilities or other special needs. Eighty-three percent have services for those with limited English proficiency, 79% assist children with special cognitive or learning needs and 76% assist children with special needs. Only 42% of the programs serve children who are gifted or talented.

FIGURE 2. PROVISIONS FOR CHILDREN WITH SPECIAL NEEDS



Regional Differences Among After School Programs in Orange County, California

After school programs are distributed unequally across the various geographic areas of Orange County and vary significantly in their characteristics by area. The largest proportion of programs (34%) is located in Central Orange County, followed by the North (27%) and West (22%). South Orange County has the fewest programs with 17% of those completing the survey. This distribution roughly follows the distribution of children ages 5 to 12, according to Orange County’s Child Care Coordinator. Thirty-five percent of this age group lives in Central Orange County, 32% in North Orange County, and 15% and 18% in the West and South respectively.⁵ Additional research may be needed, however, to include the impact of the recent and future increased housing development in South Orange County.

TABLE 1. AFTER SCHOOL PROGRAMS BY REGION

Region	Count (%)
Central Orange County	179 (33.8)
North Orange County	143 (27.0)
South Orange County	92 (17.4)
West Orange County	115 (21.7)
Total	529 (100.0)

⁵ Data available from Anne Broussard, Orange County Child Care Coordinator, Social Services Agency, County of Orange, Anne.Broussard@ssa.ocgov.com

Among the new ASES programs, 46 are in Central Orange County, 23 in the North, 14 in the West, and 2 in the South.

Below are some general characteristics and differences among programs in the North, West, Central and South areas of the county.

North (La Palma, Buena Park, La Habra, Brea, Fullerton, Placentia, Yorba Linda, Anaheim & Stanton)

- Fewest children served per day
- Greatest number on wait lists and the longest wait time
- Smallest proportion of programs for kindergarteners
- Greater proportion of YMCA and Boys & Girls Club programs
- Greatest proportion of programs offering financial assistance (93%)
- 35% of the children age 5 to 12 who qualify for publicly subsidized after school programs and 45% of the subsidized school age spaces
- Smallest proportion of programs offering transportation (7%)
- Smallest proportion of programs for gifted and talented (18%)
- Smallest proportion of programs offering computer / technology instruction (25%)
- Smallest proportion of programs offering youth development / asset-building (31%) and science services (46%)

West (Cypress, Rossmoor, Los Alamitos, Seal Beach, Westminster, Fountain Valley, Huntington Beach, Costa Mesa, Newport Beach)

- Most programs are school-based
- Two-thirds of programs offer financial assistance
- 14% of the children age 5 to 12 who qualify for publicly subsidized after school programs and 13% of the subsidized spaces. Yet, public funding serves just 3% of the need.
- More than one-third of the programs have wait lists and wait time is above average (92 days)
- One-third of the programs offering academic tutoring and 6% offer college preparation
- Lowest proportion of programs offering services in literacy (45%), nutrition (40%) and performing arts (20%)

Central (Garden Grove, Villa Park, Orange, Santa Ana, Tustin, Irvine)

- Greatest number of programs for middle-school youth
- Smallest proportion of programs offering financial assistance (58%)
- 39% of the children age 5 to 12 who qualify for publicly subsidized after school programs and 34% of the publicly subsidized school age spaces.
- Almost half the programs have wait lists but wait time is below average (55 days)
- Greatest proportion of programs offering services in literacy (73%), science (69%), youth development / asset-building (68%), academic tutoring (67%), computer / technology instruction (68%), English language acquisition (37%), gang prevention (39%) and college preparatory (33%)

South (Foothill Ranch, Lake Forest, Rancho Santa Margarita, Laguna Hills, Mission Viejo, Aliso Viejo, Laguna Beach, Laguna Niguel, San Juan Capistrano, Dana Point, San Clemente)

- Most programs are parks and recreation or school-based.
- No programs offer transportation
- Greatest proportion of programs offering financial assistance (87%)
- 12% of the children age 5 to 12 who qualify for publicly subsidized after school programs and 8% of the publicly subsidized school age spaces, providing for only 2% of the need
- Shortest wait lists and wait time (38 days)
- Greatest proportion of programs offering services in character / leadership development (87%), literacy (79%) and performing arts (76%) but has the smallest proportion offering services in academic tutoring (9%), community service (21%), service learning (24%), English language acquisition (3%), gang prevention (2%), and college preparatory (3%).

Conclusions

This survey is the first attempt to understand more about after school programs in Orange County and to compile a list of programs on the Orange County Department of Education (OCDE) website for the public (www.ocde.org). This list is a living document, and we encourage after school programs that are not currently included on the website to contact **Jeanne Awrey, Student Support Services Manager, at 714-966-4093** to have their information listed.

Based on the survey data, the following are some observations as well as areas of additional investigation:

ADDITIONAL SERVICES NEEDED, ESPECIALLY FOR TEENS AND KINDERGARTENERS – Although not every after school program may have been included in the survey, the largest and most well known programs were included. The survey results show that these after school programs are serving less than 10% of the children ages 5 through 17 and few teenagers are served at all. Given the dramatic impact that after school programs can have on youth development and academic achievement, a greater investment in after school programs – especially for teens – is advisable in Orange County. In addition, programs are not meeting the needs of working families with children who attend a half-day afternoon kindergarten program. Few programs have morning programs to fill this gap for kindergarten children. Even as the state continues to investigate publicly funded half-day preschool programs for 4-year-olds, the need for wrap-around care for preschoolers and kindergarteners should be considered.

FINANCIAL ASSISTANCE NEEDED, ESPECIALLY IN CENTRAL COUNTY - Lack of financial assistance for after school programs in areas of the county with the greatest number of low-income families – especially in Central Orange County – is troubling. Orange County has a clear need for greater assistance to families earning less than \$40,000 a year. The investment in more publicly subsidized after school programs would be valuable not only for working parents but also for improved academic and social outcomes for children. Continued growth in ASES programs through Proposition 49 funding will help meet this need.

TARGET ACADEMIC AND COLLEGE PREPARTORY COMPONENTS - Although 95% of the after school programs surveyed reported that they provide “homework assistance,” fewer reported that “academic tutoring” and “college preparatory” services are offered. More information is needed regarding the effectiveness of “homework assistance” services and how connected after school programs are with the schools their clients attend. This information would be especially helpful to Keeping Kids On Track, which has the mission of increasing academic achievement and college attendance leading to greater economic self-sufficiency. In line with KKOT’s mission, academic tutoring, college preparatory programs and English language acquisition services could be increased especially in areas of greater need.

ADDITIONAL RESEARCH NEEDED - More information is needed concerning program wait lists and vacancies. The survey shows that half the programs have wait lists, yet 65 programs are operating under capacity. It is unknown whether these program vacancies are temporary and these programs are now at capacity. Also, more analysis is needed regarding the effect program location, fees, lack of financial assistance, and lack of transportation may have on program vacancies and wait lists. Further study may be particularly valuable in North Orange County where a greater number of children are waiting and the wait time is the longest.

INVESTMENT DECISIONS – After school programs make an important contribution to children’s academic and overall developmental success, making investments in these programs valuable our community’s economy and health. With limited funds available, investors must balance dedicating funds to capacity-building (more programs to serve more children) and program improvement (proven outcomes). In addition, programs that serve the needs of working parents as well as the healthy development of children will be the most valuable to overall economic self-sufficiency of Orange County families.

***FOR MORE INFORMATION REGARDING ORANGE COUNTY UNITED WAY’S
KEEPING KIDS ON TRACK INITIATIVE,
CALL 949-660-7600
OR VISIT WWW.UNITEDWAYOC.ORG***

