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AFTER-SCHOOL INVENTORY

RESULTS OF MONROE COUNTY AFTER-SCHOOL PROVIDER SURVEY

Prepared for:
Greater Rochester After-School Alliance

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SUMMARY

The Greater Rochester After-School Alliance was created to improve the quality, quantity, and accessibility of after-school programs in Monroe County. As the first step in that process, the After-School Alliance commissioned CGR (The Center for Governmental Research) to conduct a comprehensive survey of after-school programs throughout Monroe County.

About 70% of all school-age children in Monroe County live in homes with either two working parents or a single parent who is working outside the home. Many of these children have the potential to return after school to a home without adult supervision during at least a portion of the after-school hours. Parents want safe, supervised places for their children to go after school—places where they can be engaged in fun, interesting, diverse activities. The children in turn typically want stimulating activities during the after-school hours. The extent to which parents have access to, and use, such after-school activities was a key focus of the survey, which was designed to answer the following types of questions:

- ❖ How many after-school programs currently exist, and what are their characteristics? What is their capacity?
- ❖ Where are they located? What types of services and activities do they offer?
- ❖ Whom do they serve? How many children, and what are their characteristics?

For purposes of the survey, after-school providers were defined as “formal” programs (not including home-based family day care and after-school providers) which meet the following criteria:

- serve children 5-14 years of age who attend kindergarten, elementary or middle school;
- serve the same children for the entire school year, autumn through spring;
- provide care after school during the week, and are available to serve the same children at least three days a week.

The After-School Alliance focus was on providers that offer a consistent level of programming that parents could count on for consistent after-school care for at least three days each week throughout the school year. A total of 243 such programs were identified.

Number, Location and Types of Programs

Of the 243 programs, 107 (44%) are located within the city of Rochester, and 136 (56%) are in the suburbs. However, the city-based programs are, for the most part, larger and serve more children than do the suburban providers: 63% of the children served in after-school programs are served by programs located in the city. With the exception of the Wheatland-Chili School District, all geographic districts (city planning sectors and suburban school districts) have at least two after-school programs in operation within their boundaries.

After-school programs were grouped into three categories:

- **Regulated** – These programs are regulated by the NYS Office of Children and Family Services (OCFS) and must meet a codified set of standards. Providers are subject to periodic inspection, and are held accountable for meeting the standards. Most of these programs operate five days a week.
- **Non-regulated, Part-time** – These are not regulated by OCFS. They operate three or four days a week, and typically for shorter hours than Regulated programs. Most are based in public schools and offer homework or tutoring assistance.
- **Non-regulated, Full-time** – These are also not regulated by OCFS, but they operate five days a week, typically for as

many hours as Regulated programs. Most of these are operated by city or town recreation departments or, in several cases, by private or parochial schools which are exempt from the OCFS regulations.

The Non-regulated programs should not be thought of as being of lesser quality than the Regulated programs. Each type of program has something unique to offer, and many programs of all three types have high quality standards. The difference is that the Regulated programs are routinely monitored and held accountable to one consistent set of standards.

Countywide, just over two-thirds of all programs are Regulated; about one-fifth are Non-regulated/Full-time; and about 10% are Non-regulated/Part-time. There are clear and significant differences in the profile of programs operated in the city versus in the suburbs. More than 85% of the programs in the suburbs are Regulated. In the city, slightly less than half the programs are Regulated, almost a third are Non-regulated/Full-time, and about one-fifth are Non-regulated/Part-time.

Parent-Friendly Hours

Most after-school providers are open during hours that would meet the needs of parents working a traditional shift. For example, almost 90% operate five days a week. Two-thirds of the providers are open until 6pm or later, and 59% also provide morning care before school begins. Most providers are open during holidays and vacation periods when parents may be working, but their children are not in school. These examples of programs being “parent friendly” are especially significant given that almost 90% of the children using the programs have either single working parents or two parents, both of whom are working outside the home.

Program Capacity and Numbers Served

Almost 111,000 children between the ages of 5 and 14 live in Monroe County. Those numbers grew significantly between 1990 and 2000. Almost 36,000 live in the city, with almost 75,000 in the suburbs. With about 70% of those school-age children living in homes with either two working parents or a single parent who is working outside the home, as many as about 78,000 of those children may have some need for after-school services to help support their working parents. Of those, almost 13,000 children between the ages of 5 and 14 are actually attending one of the 243

formal after-school programs at least one day a week. About two-thirds of those typically attend four or five days a week. (An estimated 4,900 additional school-age children *may* receive after-school services from more than 1,000 regulated home-based family day care providers.)

Thus, of the almost 111,000 children in the county between the ages of 5 and 14, only 12% are served by “formal” after-school programs. Including the possibility that as many as 4,900 additional school-age children may be served in family day care settings, the proportion of children served at any one time could increase to as many as 16%.

More than 8,300 of the almost 13,000 children served countywide in formal after-school programs live in the city, representing 23% of all city children between the ages of 5 and 14. By contrast, only 6% of all suburban children ages 5-14 are enrolled in such programs. Thus, even with the vast majority of school-age children in both the city and suburbs living in homes with single working parents or two parents both working outside the home, relatively few children are currently enrolled in any “formal” after-school program.

In no geographic area of the city or suburbs are more than a third of the resident children attending a formal after-school program, and typically the proportion is much smaller than a third—often less than 10% or 15%. There are significant geographic gaps and anomalies in after-school coverage throughout the county. As more information is learned in the future about how parents make choices about after-school programs, there may be implications for where programs should be located in the future, and/or for how programs should be marketed, in order to be most convenient for students and parents.

Countywide, about half of the school-age students served in formal after-school programs attend Regulated programs. However, there is a wide variation in the number of children attending Regulated and Non-regulated programs, depending on where the children live. For example, about 80% of all enrolled suburban students attend Regulated programs, compared to about a third of all city children in the system. By contrast, almost half of all city after-school students attend Non-regulated/Full-time

programs. Children in the city have access to a wider variety of after-school programs, many at little or no cost to parents, than is true in the suburbs. However, well under 10% of all school-age students between the ages of 5 and 14, living in either the city or suburban areas, are served by Regulated programs that are typically better attended and that offer a more diverse array of activities than do the Non-regulated programs.

Well over half (55%) of the providers indicated that they are currently operating under capacity, with room for additional participants. Almost three-fourths of the programs are interested in expanding to serve more children.

Special Needs Students

More than 80% of the programs said that they are able to enroll children with special needs, and of those, about two-thirds actually have one or more special needs children currently enrolled. These represent at least 950 special-needs children in after-school programs.

Curriculum and Program Activities

Fewer than 40% of the programs follow a standard curriculum. The most common activities offered by the programs are homework assistance/tutoring, recreation and sports, and free time, followed by educational enrichment, drama/arts/music, social and emotional development, and multicultural activities. Relatively few programs offer mentoring or workforce development-related activities. Regulated programs are much more likely than Non-regulated programs to offer most activities. One-third of the programs bring in outside providers to offer onsite services to supplement their program activities.

Program Staffing

One-third of the programs indicated that they have no full-time staff devoted to their after-school program. For almost half the staff in the programs, a high school degree represents the highest degree attained. About 30% have bachelor's or graduate degrees.

Fees and Funding

Almost 30% of the programs do not charge any fees to participants. Of those that do, fees for after-school activities average about \$60 per week and \$210 per month. Almost 90% of all Regulated programs charge a fee, while none of the Non-regulated/Part-time (mostly "homework academy") programs do. Half of the Non-regulated/Full-time programs (typically "drop-

in”/recreation programs) charge fees (often relatively “token” charges compared to fees for Regulated programs).

Next Steps

At the request of the Greater Rochester After-School Alliance, CGR has simply presented our findings and overall conclusions, without accompanying recommendations. Based on earlier presentations of preliminary results, the After-School Alliance is already in the process of studying the findings and their implications, and will issue its own companion report on next steps and future directions, based on these CGR findings and on the insights and experiences of the Alliance membership.

Contributing Staff

Significant parts of the research, analysis and report-writing on this project were completed by Marilyn E. Klotz. Tim Muhs developed the maps, Sarah Boyce provided significant methodological support, and Lynn Rodgers and Jaclyn Boushie helped in data acquisition and data entry tasks.

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- United Way of Greater Rochester

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I. INTRODUCTION

About 15 years ago, the Rochester community, in an effort spearheaded by the Rochester Area Community Foundation (RACF), undertook a comprehensive survey of early childhood programs in Monroe County. The goal of that original study by CGR (the Center for Governmental Research) was to determine the status of early childhood programming and services at that time, to assess gaps in those services, and ultimately to improve funding, access and quality in the area of care for young children. That study, and a companion update study several years later, provided key data and recommendations that guided community coalitions in more than a decade of sustained progress in strengthening the quantity and quality of preschool programs throughout Monroe County.

Building on the success of the early childhood initiative, the Rochester community recently turned attention toward strengthening after-school programs for elementary and middle-school children. The process began with a comprehensive survey of after-school programs throughout Monroe County, the results of which are detailed in this report.

The Greater Rochester After-School Alliance (hereinafter referred to as the After-School Alliance) was created to improve the quality, quantity, and accessibility of after-school programs in Monroe County, and to position the community to draw down state and national funding for such programs. The After-School Alliance initiative serves as:

- a central point for information on the existence, needs and strengths of after-school programs;
- a community-wide priority-setting body on issues relating to after-school services; and
- a locus for coordinating responses to state and national requests for proposals.

The After-School Alliance is organized around a Volunteer Steering Committee consisting of funders and policymakers representing the following:

- Children's Institute
- City of Rochester Department of Parks, Recreation and Human Services

- Cornell Cooperative Extension
- Genesee Valley District PTA
- Greece Central School District
- Metro Council for Teen Potential
- Monroe County Department of Social Services
- Monroe County School Boards Association
- Rochester Area Community Foundation
- Rochester City School District
- Rochester-Monroe County Youth Bureau
- Rochester-Monroe County Youth Services Quality Council
- Quad A for Kids
- United Way of Greater Rochester
- YMCA of Greater Rochester

The Context

A number of societal trends and parental desires factored into the After-School Alliance's sense of urgency about the importance of focusing on after-school programming, including:

About 70% of all county school-age children live in homes with either two working parents or a single parent working outside the home.

- About 70% of all school-age children in Monroe County (similar proportions in both the city and suburbs) live in homes with either two working parents or a single parent who is working outside the home. Many of these children have the potential to return after school to a home without adult supervision during at least a portion of the after-school hours.

- There is considerable evidence that many young people without structured activities after school are more likely to engage in various forms of antisocial or destructive behavior of various types. For example, national data suggest that over half of all juvenile crimes occur during the mid-to-late afternoon and early evening after-school hours.
- Parents want safe, supervised places for their children to go after school.
- Parents and children want places that offer fun, stimulating, interesting, diverse activities during the after-school hours.

Study Purpose

The After-School Alliance Steering Committee commissioned CGR to undertake this study of the status of existing after-school programming. Specifically, the Alliance asked CGR to answer the following types of questions:

- How many after-school programs currently exist? What are their characteristics? What is their capacity?
- Where are the programs located? What types of activities do they offer?
- Whom do they serve? How many children are served, and what are their characteristics?

This study was viewed by the After-School Alliance as the first step in the process of improving the academic, social and emotional competencies of youth by increasing the number of youth and families that have access to and participate in after-school programs; increasing the quality of services and activities offered in after-school programs; and increasing the quantity and effectiveness of local, state and national dollars devoted to after-school programming.

This CGR report presents the findings from this first part of the Alliance's efforts to strengthen after-school programming throughout Monroe County. At the request of the Alliance, CGR simply presents and analyzes the findings in this report, without accompanying recommendations. The After-School Alliance will now study the report and its implications, and will issue its own companion report on next steps and future directions, based on the CGR findings and on the insights and experiences of the Alliance membership.

II. METHODOLOGY

The inventory of after-school providers in Monroe County was designed to describe the characteristics of existing after-school programs and of whom they serve, so that the community can begin to define issues that need to be addressed in the provision of after-school programs, to identify gaps in services, and to more effectively match needs with resources.

Definition of After-School Programs

The After-School Alliance and CGR defined after-school programs as those which meet each of the following criteria:

- serve children 5-14 years of age who attend kindergarten, elementary or middle school;
- serve the same children for the entire school year, autumn through spring;
- provide care after school during the week, and are available to serve the same children at least three days a week.

Not included in this definition were programs such as those that operate during after-school hours, but only two days a week or less; programs that only operate during a portion of the school year; and those that operate throughout the school year but don't serve the same children each day. The After-School Alliance focus, as exemplified in the criteria, was on providers that offer programming that parents could count on for consistent services during after-school hours for at least three days each week throughout the school year.

Programs were defined as those that offer consistent programming during after-school hours at least three days each week during the school year.

In an effort to survey all programs in Monroe County that fit that definition, CGR first collected the list of all school-age child care and day care centers regulated by New York State. We added to the list based on additional information obtained from contacts with the YMCA (the largest non-profit provider of after-school programming in the county); all the school districts in the county; the Catholic Diocese; all city, town and village recreation

departments; Cornell Cooperative Extension; and organizations representing the religious community and people with disabilities. We initially identified 532 potential providers that we had at least some reason to believe might be offering after-school programs during the school year for children 5 to 14 years old. Of the 532 providers initially surveyed, 243 ultimately met the criteria to qualify as a “formal” after-school program, and were therefore included in the analyses reported below.

It should be noted that about 1,000 registered family day care homes and licensed group family day care homes also exist in the county. These providers are authorized to serve a mixture of preschool and after-school children. Because of the virtual impossibility of obtaining survey data for all these family day care providers, the After-School Alliance Steering Committee decided not to include them in the survey, and to concentrate the survey efforts on center-based providers (estimates of the numbers of school-aged children served by those home-based providers are, however, discussed later in the report).

Survey Response

In early November, The Alliance and CGR mailed a cover letter, 8-page survey, and postage-paid return envelope to each of the potential 532 providers (see Appendix A for a copy of the survey). We followed up with a reminder postcard and phone calls. For those who did not respond to the mail survey, we completed an abbreviated version of the survey by phone. During this process, members of the After-School Alliance Inventory Committee were extremely helpful in making phone calls and urging programs to participate in the survey.

Of the original 532 providers surveyed, ultimately 243 met the formal after-school program criteria identified above. As a result of the extensive follow-up efforts, we were able to obtain at least key descriptive information from all of the 243 programs.

Information was obtained from 100% of the 243 after-school programs identified by the survey.

Such a 100% response rate is virtually unheard of in a survey of this magnitude. It was critical to the success of the project to get as close to 100% coverage as possible, because of the importance of being able to identify where the programs are located and where the children live who are served by the programs. Thus the intensive follow-up efforts described above were essential to the process and

to the ability to meet the project goals of determining where programs are located and where those they serve live.

Categorization of Programs

In our analysis of the survey data, it was important to be able to categorize programs—and the residence of those they serve—by their *geographic location* within the city and suburbs. For those purposes, CGR and the After-School Alliance decided to divide programs and residents within the City of Rochester into the city's 10 defined planning sectors. For the suburbs, the decision was made to use school district boundaries as the geographic basis of analysis. We chose school districts because districts will often only bus children to after-school programs located within the school district boundaries.

It was also important to be able to categorize programs based on whether or not they were formally *regulated by NYS*. We divided the programs into three categories:

- ***Regulated*** - These programs are regulated by the NYS Office of Children and Family Services (OCFS), and must meet a codified set of standards. Providers are subject to periodic inspection, and are held accountable for meeting the standards. Most of these programs operate five days a week.
- ***Non-regulated, Part-time*** – These are not regulated by OCFS. They operate three or four days a week, and typically for shorter hours than Regulated programs. Most are based in public schools and offer homework or tutoring assistance.
- ***Non-regulated, Full-time*** – These are also not regulated by OCFS, but they operate five days a week or more, typically for as many hours as Regulated programs. Most of these are operated by city or town recreation departments or, in several cases, by private or parochial schools which are exempt from the OCFS regulations.

An example of a Regulated program would be a YMCA after-school program, located either at the school or at the Y or other community setting. Many Non-

regulated/Part-time programs meeting four days a week or less are school-based programs, such as the RCSD's Homework Academies. Many of the Non-regulated/Full-time programs operating five days a week or more are operated by city or town recreation departments, and many are thought of as "drop-in centers." For example, after-school programs operated by City Recreation Centers are the single largest group of programs in this category.

We also categorized children by *age groupings*. We selected four groups: 5-year-olds in kindergarten, 6-9 year-olds, 10-12 year-olds and 13-14 year-olds. We wanted to include kindergartners and be able to isolate them as a separate category; hence the single 5-year-old grouping. NYS regulations make a distinction between 6-9 year-olds and 10-12 year-olds, requiring a 1:10 staff-to-child ratio for the former and a 1:15 ratio for the latter. Finally, DSS does not subsidize care for children over 12, so we created a separate age category (13-14) for middle-school children.

III. NUMBER OF CHILDREN 5-14 IN MONROE COUNTY

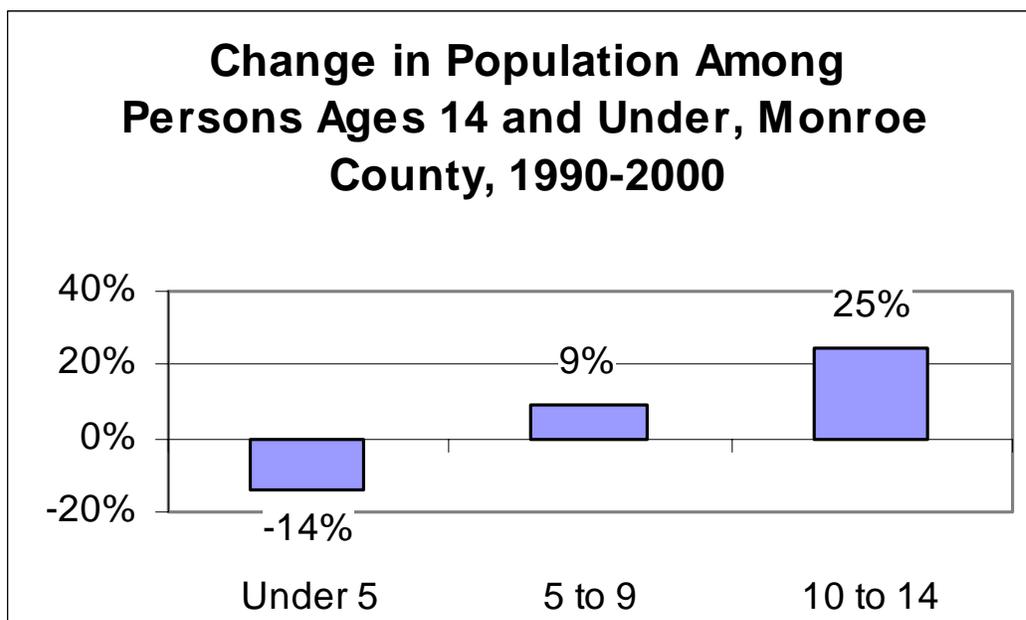
To put the analyses of what after-school programs exist where in context, almost 111,000 children between the ages of 5 and 14 live in Monroe County (as of the 2000 US Census), with almost 36,000 living in the city (32.4%) and almost 75,000 living within the boundaries of the county's suburban school districts (67.6%), as summarized in the table below. As some of these children "age out," an additional 47,000 children under the age of 5 will be eligible for after-school services over the next few years. As indicated in the table, more than a third of all the county's children through the age of 9 live in the city, but from ages 10 through 14, the proportions of children living in the city decrease (to 29% of the 13-14 year-olds).

	0 to 4 years	5 years	6 to 9 years	10 to 12 years	13 to 14 years	Total 5 to 14 year olds
City	17,227	3,406	15,327	10,865	6,368	35,966
Suburbs	29,996	6,683	29,459	23,090	15,614	74,846
Monroe County Total	47,223	10,089	44,786	33,955	21,982	110,812

Almost 111,000 children 5-14 live in Monroe County, up significantly since 1990. About 1/3 of those live in the city.

To further illustrate the importance of after-school services for school-aged children, the number of 5-9 year-olds increased by 9% countywide between 1990 and 2000, and the number of 10-14 year-olds increased by 25%. Although those under 5 decreased by 14%, there are more than 47,000 children under 5 in the

county who will be eligible for after-school services within the next few years (36.5% of whom live in the city).



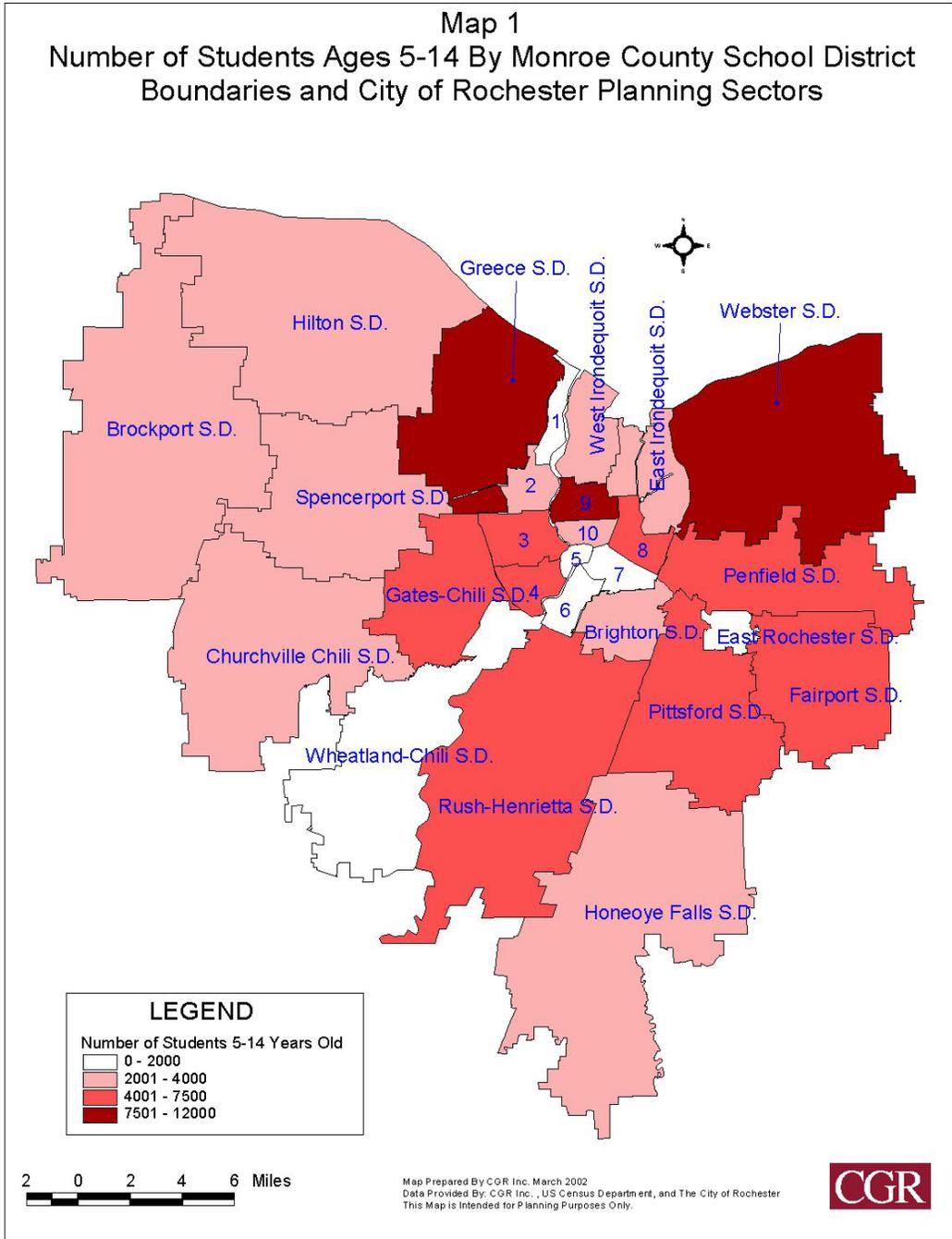
The more detailed Table 1 on the next page indicates the age breakdowns of children living in each city planning sector and suburban school district. As indicated in that table, and Map 1 that follows, Greece and Webster (each with more than 7,500 children 5-14) and Fairport and Rush-Henrietta (more than 5,000 each) have the most school-age children in the suburbs, and Wheatland-Chili has the fewest (less than 1,000). Sectors 9, 4 and 3 contain the most school-age children in the city (each has more than 5,000 children between the ages of 5 and 14), and Sector 5 has the fewest (less than 500). Maps showing the breakdowns of numbers of children by age group by geographic area are included in Appendix B.

Table 1: Children, by Planning Sector or Suburb, by Age Category, 2000 Census

	0 to 4 Years	5 Years	6 to 9 Years	10 to 12 Years	13 to 14 Years	Total Population 5 to 14 Years
<i>Planning Sector 1</i>	621	98	477	290	168	1,033
<i>Planning Sector 2</i>	1,756	345	1,452	962	538	3,297
<i>Planning Sector 3</i>	2,661	539	2,407	1,616	954	5,516
<i>Planning Sector 4</i>	2,842	598	2,817	2,071	1,338	6,824
<i>Planning Sector 5</i>	279	42	219	134	54	449
<i>Planning Sector 6</i>	991	154	688	470	325	1,637
<i>Planning Sector 7</i>	741	117	454	386	244	1,201
<i>Planning Sector 8</i>	2,581	477	2,167	1,481	783	4,908
<i>Planning Sector 9</i>	3,277	705	3,100	2,340	1,378	7,523
<i>Planning Sector 10</i>	1,473	328	1,539	1,109	585	3,561
<i>City of Rochester Total*</i>	17,227	3,406	15,327	10,865	6,368	35,966
<i>Brighton</i>	1,238	271	1,113	966	613	2,963
<i>Brockport</i>	1,496	340	1,570	1,221	828	3,959
<i>Churchville-Chili</i>	1,506	355	1,581	1,245	807	3,988
<i>East Irondequoit</i>	1,536	365	1,330	1,020	654	3,369
<i>East Rochester</i>	544	109	504	341	221	1,175
<i>Fairport</i>	2,706	559	2,492	1,851	1,210	6,112
<i>Gates-Chili</i>	1,928	412	1,853	1,448	958	4,671
<i>Greece</i>	4,650	992	4,607	3,688	2,593	11,880
<i>Hilton</i>	1,512	311	1,528	1,277	872	3,988
<i>Honeoye Falls-Lima</i>	747	190	885	652	482	2,209
<i>Penfield</i>	1,870	429	1,768	1,421	940	4,558
<i>Pittsford</i>	1,904	463	1,972	1,516	1,035	4,986
<i>Rush-Henrietta</i>	2,391	506	2,177	1,635	1,165	5,483
<i>Spencerport</i>	1,336	296	1,487	1,110	805	3,698
<i>Webster</i>	3,043	737	2,999	2,324	1,479	7,539
<i>West Irondequoit</i>	1,236	276	1,249	1,069	756	3,350
<i>Wheatland-Chili</i>	353	72	344	306	196	918
<i>Total of Suburban School Districts</i>	29,996	6,683	29,459	23,090	15,614	74,846
<i>Monroe County Total</i>	47,223	10,089	44,786	33,955	21,982	110,812

*Note: Planning Sector figures do not add exactly to City totals, because Census tracts used to estimate Sector figures do not exactly follow City boundaries.

Map 1
Number of Students Ages 5-14 By Monroe County School District
Boundaries and City of Rochester Planning Sectors



IV. NUMBER AND TYPES OF AFTER-SCHOOL PROVIDERS

As indicated above, 243 providers were defined as “formal” after-school programs operating at least three days a week, and serving children 5-14 years of age for the entire school year.

Not included in our analysis of after-school programs, and the numbers of children they serve, are athletic programs or other elementary or middle school-based extra-curricular programs that operate only during a particular season; enrichment programs (such as art or music lessons) that meet only once or twice a week; and various clubs or religious instruction programs or other activities that do not serve the same children for more than two days a week. These various efforts represent important youth development programming for children and young adolescents, but they do not meet the criteria for consistent after-school service coverage throughout the school year, as established by the After-School Alliance as the primary focus of this study.

As indicated earlier, the After-School Alliance decided not to include family day care homes and group family child care homes in our survey. To put the latter numbers in perspective, as of early May 2002, there were 1,015 approved registered family day care homes and licensed group family child care homes in Monroe County, offering a maximum capacity of 9,806 child care slots. New York OCFS child care experts estimate that as many as half of these slots may at any time be filled with school-age children.

In addition to the 243 “formal” after-school providers in Monroe County that met our criteria, the survey process identified at least 30 other providers who received a survey and offer some type of after-school programming, but on a less regular basis (e.g., two days a week or less, program offered only during a portion of the school year, etc.). Twenty-four of these programs are located in the city and six in the suburbs (two in Henrietta and one each in Greece, Brighton, Webster and Penfield). Under the right circumstances, some of these programs might be interested in expanding their services to meet our “formal, full-service” after-school criteria.

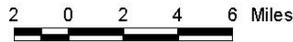
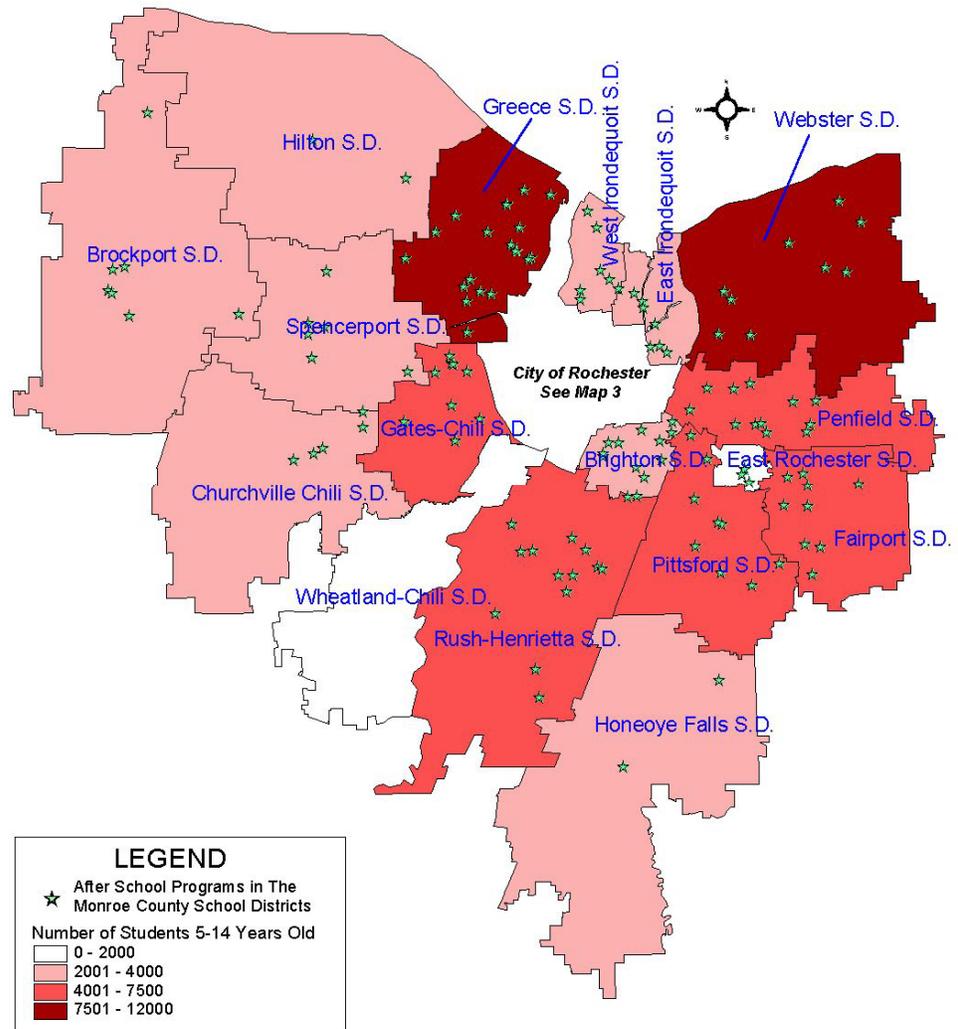
Geographic Location

More than half (56%) of the county's after-school providers are located in the suburbs. All but one geographic area contains at least two after-school programs.

Of the 243 formal after-school providers, 107 (44%) are located within the city of Rochester, compared with 32.4% of the county's 5-14 year-olds who live in the city. The other 136 providers (56%) are located in the suburban areas of the county (compared with 67.6% of the county's 5-14 year-olds).

Maps 2 and 3 on the following pages show where the after-school programs are located in relation to the population of school-age children in the suburbs and city, respectively. With the exception of the Wheatland-Chili School District, all geographic districts (city planning sectors and suburban school districts) have at least two after-school programs in operation within their boundaries. The relationship of programs and numbers of children served vs. the numbers of resident children in each geographic area is explored in more detail in a subsequent section of the report.

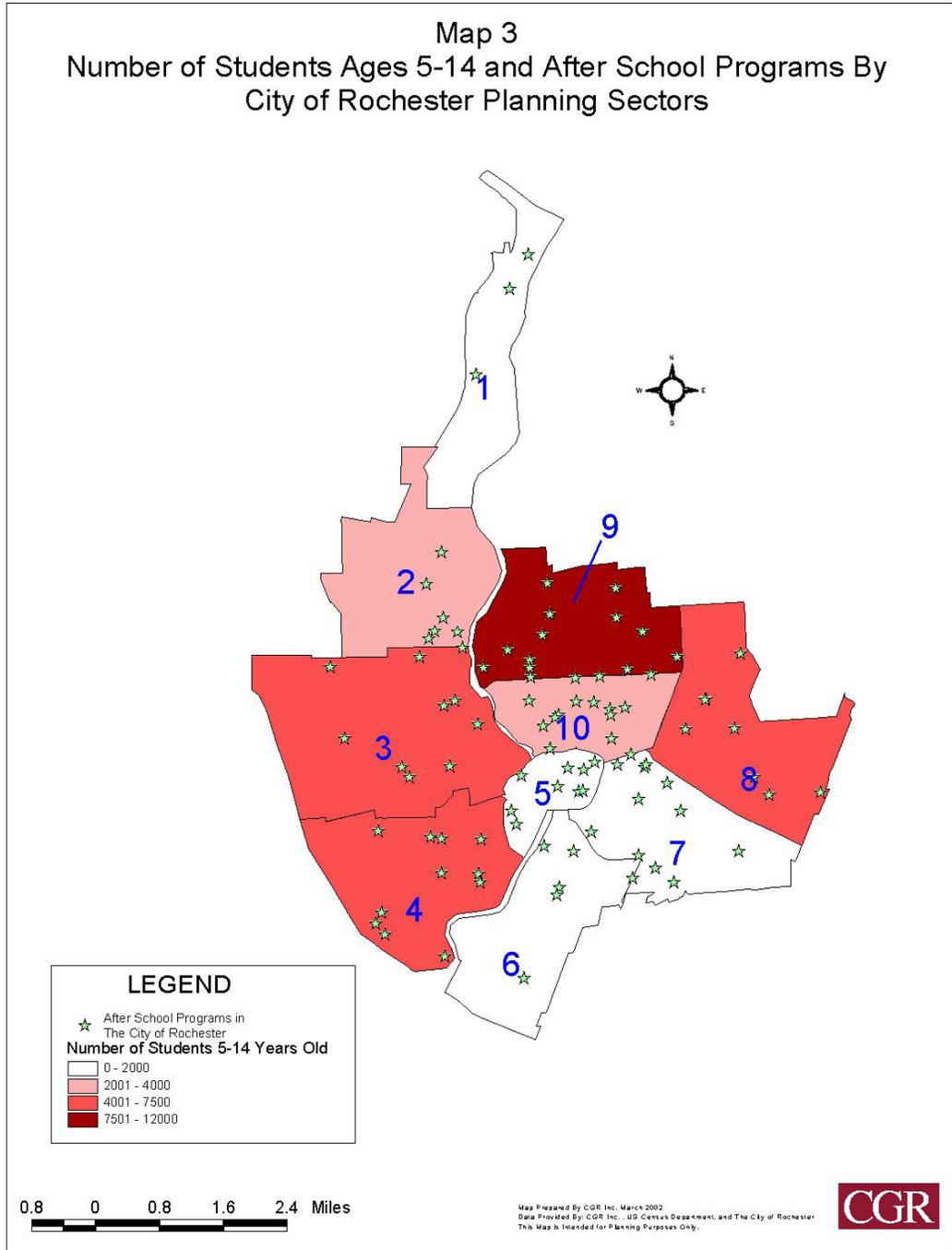
Map 2
Number of Students Ages 5-14 and After School Programs
By Monroe County School District Boundaries



Map Prepared By CGR Inc. March 2002
 Data Provided By: CGR Inc., US Census Department, and The City of Rochester
 This Map is Intended for Planning Purposes Only.



Map 3
Number of Students Ages 5-14 and After School Programs By
City of Rochester Planning Sectors



Types of Programs

As noted earlier, we also categorized providers based on whether or not they are formally regulated by the New York State Office of Children and Families and by how many days a week they offer after-school programming. As shown below, two-thirds of the 243 providers are formally Regulated (licensed or registered by OCFS). Another 21% are Non-regulated/Full-time, operating five or more days a week, and 10% are Non-regulated/Part-time, operating three or four days a week. We use these categories throughout the rest of the report as a useful way to differentiate among programs.

Programs by Location and Type							
	Regulated		Non-regulated, Part-time		Non-regulated, Full-time		Total
	Number	Percentage	Number	Percentage	Number	Percentage	
City Subtotal	50	46.7%	23	21.5%	34	31.8%	107
Suburban Subtotal	117	86.0%	2	1.5%	17	12.5%	136
Monroe County Total	167	68.7%	25	10.3%	51	21.0%	243

The city offers more diversity in types of after-school programs than do the suburbs. Most suburban programs are Regulated (86%), compared to 47% of all city programs.

Clear and significant differences exist in the geographic profile of programs, with a greater overall diversity of programs offered in the city. Slightly less than half the programs in the city are Regulated, compared with more than 85% of the programs in the suburbs. This is significant because, as will be shown later, Regulated programs are more likely to charge for services, and are typically more likely to offer a wider array of activities. They are also more likely than the other types of programs to have children consistently attending four or five days a week. Almost a third of all programs in the city are Non-regulated/Full-time programs that operate each day of the week, such as “drop-in centers” operated by City Recreation. By contrast, 12.5% of all suburban programs are comparable Non-regulated/Full-time programs. About one-fifth of the programs in the city are Non-regulated/Part-time programs that operate three or four days a week, most of which are school-based homework academies or tutoring programs; only two such programs were identified in the suburban districts.

Table 2 on the next page provides more detailed information on program types and locations. In the city, Sectors 10 and 5 have the most Regulated programs (11 and 8, respectively), while Sector 1 has only one Regulated program (out of four providers overall). Sectors 3, 4 and 6 have relatively high proportions of Non-regulated/Full-time “drop-in” types of programs. In the suburbs, Greece

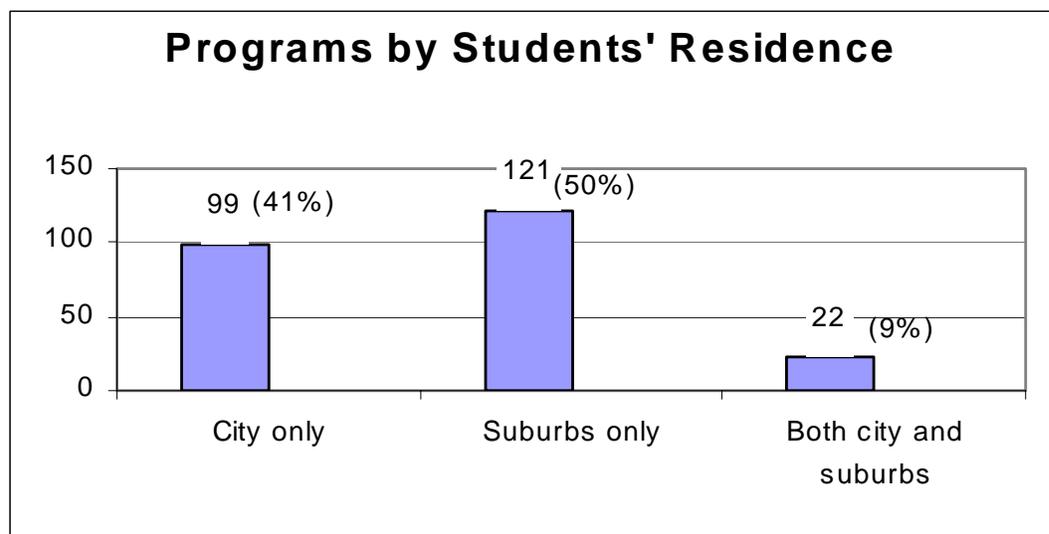
has the most Regulated programs (16 of 20 total programs), while at the other end of the spectrum, Wheatland-Chili has no such programs, and East Rochester, Hilton and Honeoye Falls-Lima each has two. In the city, all areas except Sectors 5 and 6 have at least one of each type of program, while in the suburbs, most districts have either only Regulated programs, or a combination of Regulated and occasional Non-regulated/Full-time “drop-in” programs.

	Regulated	Non-regulated Part-time	Non-regulated Full-time	Total
Sector 1	1	2	1	4
Sector 2	3	1	3	7
Sector 3	4	1	5	10
Sector 4	4	2	5	11
Sector 5	8	3	0	11
Sector 6	2	0	3	5
Sector 7	5	5	3	13
Sector 8	5	3	4	12
Sector 9	7	4	5	16
Sector 10	11	2	5	18
City Subtotal	50	23	34	107
Brighton	11	0	2	13
Brockport	7	0	0	7
Churchville-Chili	4	0	0	4
East Irondequoit	4	0	2	6
East Rochester	2	1	1	4
Fairport	7	1	1	9
Gates-Chili	10	0	1	11
Greece	16	0	4	20
Hilton	2	0	0	2
Honeoye Falls	2	0	0	2
Penfield	11	0	1	12
Pittsford	9	0	0	9
Rush-Henrietta	12	0	2	14
Spencerport	7	0	0	7
Webster	9	0	0	9
West Irondequoit	4	0	3	7
Wheatland-Chili	0	0	0	0
Suburban Subtotal	117	2	17	136
Monroe County Total	167	25	51	243

V. PROFILE OF CHARACTERISTICS OF PROVIDERS

Of the 243 providers, 142 (58%) are operated by a non-profit organization¹, 61 (25%) are for-profit operations, and 40 (16.5%) are run by government/public agencies, including school districts.

Very few providers serve children from both the city and the suburbs: 41% currently serve only city children, half serve suburban children only, and 9% serve children from both the city and the suburbs. Eight programs based in the city and 14 programs in the suburbs serve both city and suburban children.

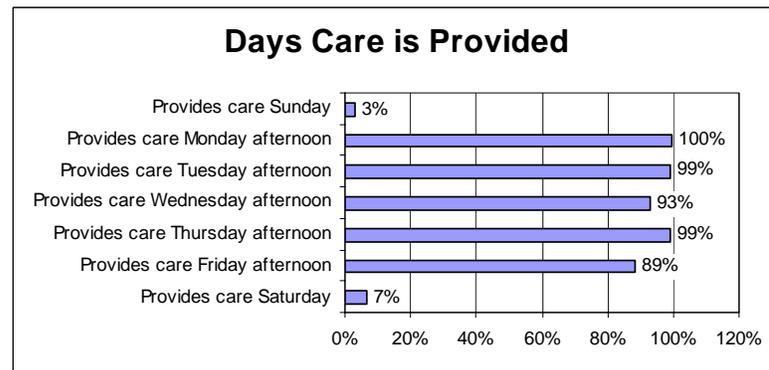
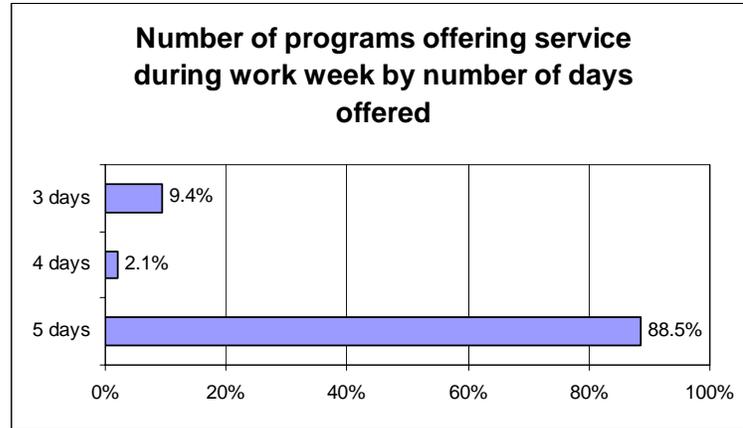


Of the 235 providers that indicated their days of operation during the week, 88.5% operate each day, Monday through Friday. Another 2% are in operation four days a week. The remaining 22 programs (9%) operate three days a week. The latter programs are mostly Homework Academies run by the City School District. Not surprisingly, programming is much less available on the weekends, with less than one in ten providers offering hours on Saturday or Sunday (7% and 3%, respectively). For more details, see Appendix B.

Almost 90% of the programs operate each day, Monday through Friday.

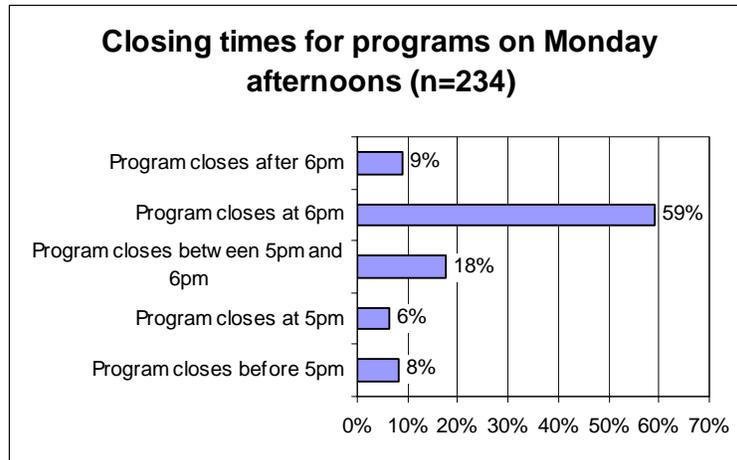
¹ For example, a program run by the YMCA, but located at a school, was considered a non-profit provider.

In addition to after-school hours, 59% of the providers also provide morning care before school begins.



Parent-Friendly Hours

Most after-school providers are open during hours that would meet the after-school care needs of parents working a traditional shift. For example, two-thirds of the providers indicate that they are open until 6pm or later, and another 18% stay open between 5 and 6pm. On the other hand, 14% of the providers close at 5pm or earlier.



Nearly all providers (93%) say they track attendance by name each day, and 76% say they notify a parent if the child does not arrive as scheduled at the program.

In addition to staying open late enough for a parent working a traditional schedule to pick up a child at or after 5pm, many providers are open during holidays and vacation periods when parents may be working, but their children are not in school. About two-thirds of the providers indicated that they offer care on school holidays; even more (about three-fourths) provide care during school vacations; and about the same proportion (three-fourths) provide care during summer vacation. These examples of programs being “parent friendly” are especially significant given that providers estimate that almost 90% of the children using their after-school programs have either single working parents or two parents, both of whom are working.

Two-thirds or more of the programs are open until 6pm or later, and are open during school holidays and vacations.

VI. PROVIDER CAPACITY AND NUMBER SERVED

Of the almost 111,000 children 5-14 living in Monroe County, about 70% (approximately 78,000) live in homes with either two working parents or a single parent who is working outside the home. Thus, while not all of these would necessarily need formal after-school programming, as many as about 78,000 children could have some need for after-school services to help support their working parents. However, as shown below, the after-school programs reported that the maximum number of school-age children they could serve at any one time is about 13,320 (based on 229 of the 243 providers). The maximum numbers that could be served may not always have been consistently recorded, so this number may be somewhat suspect. Nonetheless, it provides a rough estimate of system capacity, compared with the total number of children potentially in need of after-school services. Using as a rough estimate of need the 78,000 children 5-14 with single parents or two working parents, the maximum capacity of the current after-school programs represents only about 17% of the potential need.

Current capacity of programs represents only about 17% of the estimated potential need for after-school programs.

The actual number of children served by the programs could potentially exceed the maximum capacity number, if different children come on different days, such that the capacity on any given day was not exceeded. Indeed, as shown in the table below, the after-school programs reported that 18,362 children 5-14 were “enrolled or registered” in their programs. Of those, 87% were registered for after-school only, with the other 13% representing children who were registered to attend both before and after school.

	Maximum Capacity	Students enrolled	Students attending at least one day a week
City Subtotal	7,728	13,568	8,190
Suburban Subtotal	5,590	4,794	4,727
Monroe County	13,318	18,362	12,917

Total Numbers Served

As shown in the previous table, of those students registered or enrolled, the total number who “attend an after-school program at least one day a week” is almost 13,000 children between the ages of 5 and 14, based on provider estimates. Those 12,917 children served represent 70% of the total numbers enrolled (about 75% of those enrolled in the Regulated programs actually attend at least once a week, as do 85% of the students in the Non-regulated/Part-time, 4-days-a-week-

Almost 13,000 children attend an after-school program at least one day a week. City-based providers serve more students than suburban programs, though many city students attend less frequently than suburban students.

or-less programs, and 61.5% of those enrolled in the “drop-in” Non-regulated/Full-time programs). With most of the latter “drop-in” programs located in the city, the city overall has a lower proportion (60%) of its registered/enrolled students actually attending a day a week or more than is the case in the suburbs, where nearly all students are enrolled in Regulated programs with more regular attendance. Thus, most suburban students in after-school programs typically attend four or five days a week, while city programs are able to serve higher numbers of students, albeit often on a less consistent day-to-day basis. Although 44% of all after-school programs are located within the city, 63% of the county’s total number of school-aged children who attend after-school programs at least one day a week are served by providers located in the city.

The almost 13,000 who attend after-school programs each week represent about 16.5% of the approximately 78,000 children 5-14 in the county who have a single working parent or two working parents. Those served also represent just under 12% (11.7%) of the almost 111,000 5-14 year-old children living in the county, regardless of the working status of their parents.

Less than 12% of all children 5-14 in the county are in formal after-school programs. Even of those children with single parents or two working parents, only 16.5% are in after-school programs.

In addition, State OCFS child care experts estimate that as many as 4,900 slots *may be used at any given time* for school-age children in registered family day care and licensed group family child care homes in Monroe County. *If all of those 4,900 slots had been used for after-school care* at the time of the survey, as many as about 17,800 total school-age children *could* have been served at that time in home-based care plus center-based “formal” programs. Thus, adding high-side estimates of children receiving after-school services in regulated home-based family care settings to the total served in formal after-school programs, as many as 16% of all children 5-14 in the county, and about 23% of the approximately 78,000 children who have either a single working parent or two working parents, *may* receive some level of supervised after-school services at any given time.

Proportion Served by Age and Geography

Table 3 below shows the percentage of all children in each age group who attend a formal after-school program, by residence of the child (city/suburban), and Table 4 following that shows the percentage of all children 5-14 living in each geographic area (city planning sector and suburban school district) who attend such a program. Maps 4 and 5 following the tables show the percentage of children 5-14 living in each area who are in an after-school program, overlaid with the locations of the programs in each area.

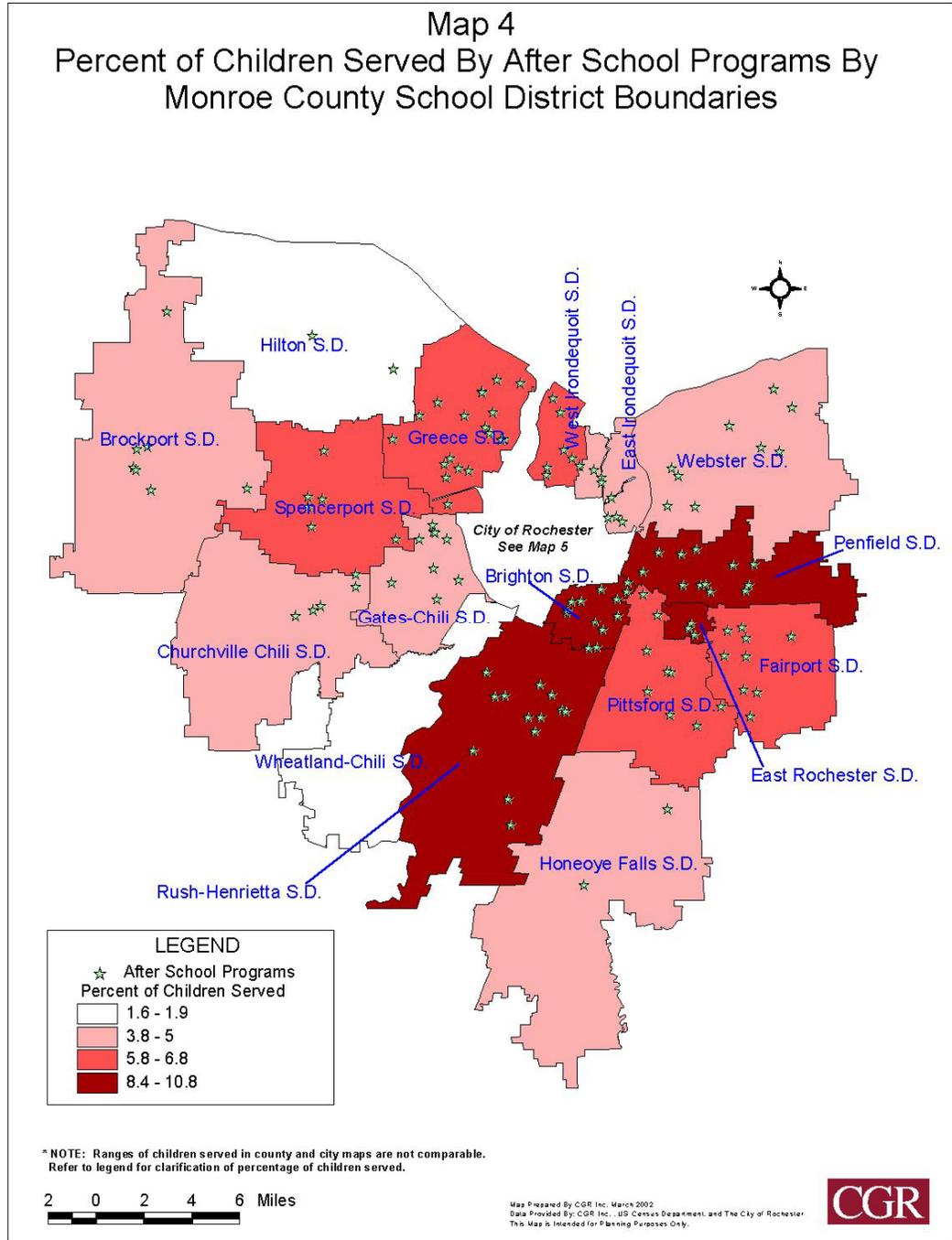
Table 3: Percentage of Children Served in After-School Programs by Age and City/Suburban Residence			
	Number of Children Served	Census: Total Children	Percentage of Total Children Served
5 year olds			
City	465	3,406	13.7%
Suburbs	874	6,683	13.1%
County Total	1,339	10,089	13.3%
6-9 year olds			
City	3,144	15,327	20.5%
Suburbs	2,486	29,459	8.4%
County Total	5,631	44,786	12.6%
10-12 year olds			
City	2,954	10,865	27.2%
Suburbs	1,107	23,090	4.8%
County Total	4,062	33,955	12.0%
13-14 year olds			
City	1,769	6,368	27.8%
Suburbs	117	15,614	0.7%
County Total	1,886	21,982	8.6%
Total 5-14 year olds			
City	8,333	35,966	23.2%
Suburbs	4,583	74,846	6.1%
County	12,916	110,812	11.7%

Table 4: Percentage of Children Served in After-School Programs by Geographic Area of Residence

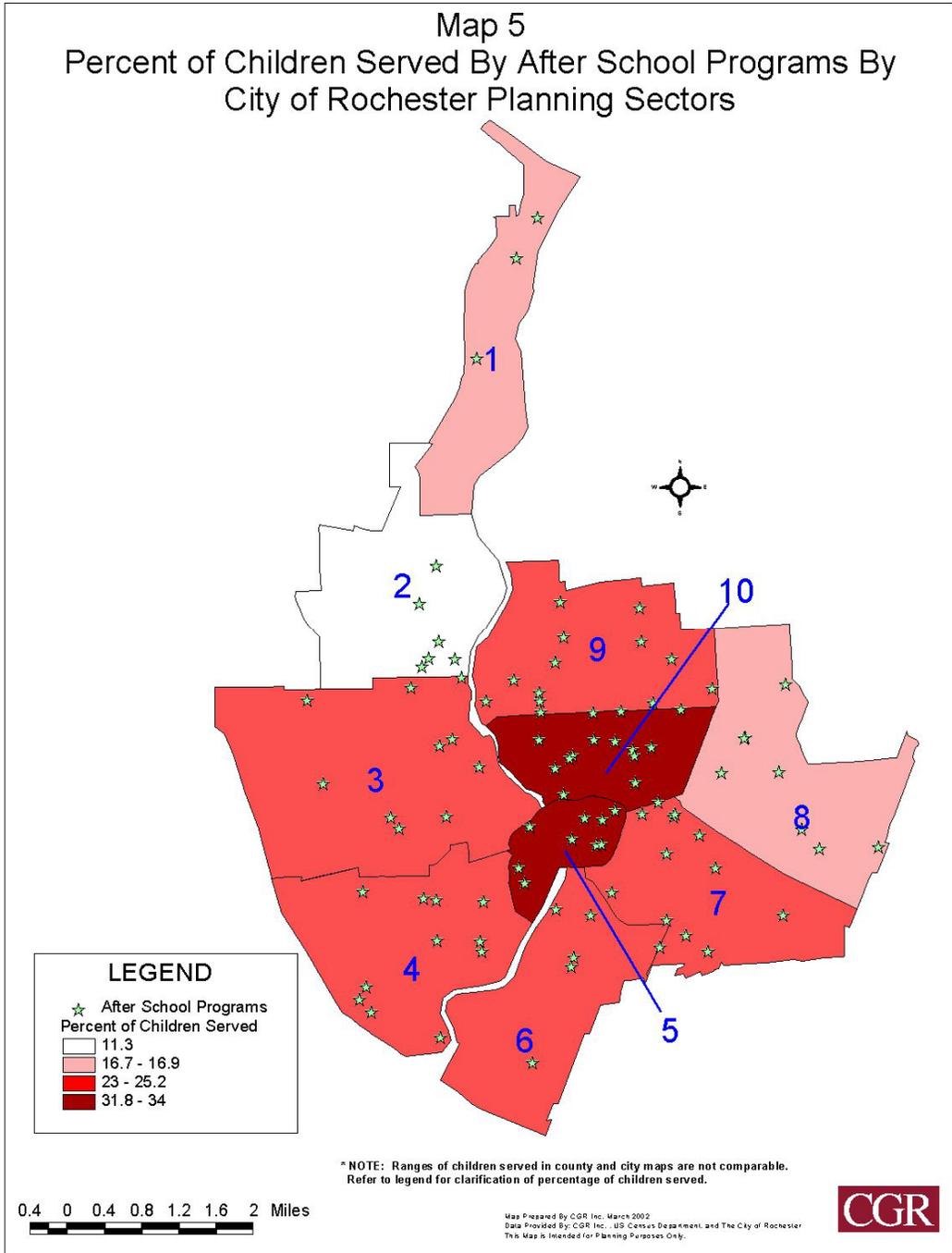
City Sector	Total Number Served	Census: Total Number of Children	Percent of Children Served
Sector 1	172	1,033	16.7%
Sector 2	371	3,297	11.3%
Sector 3	1,389	5,516	25.2%
Sector 4	1,694	6,824	24.8%
Sector 5	143	449	31.8%
Sector 6	376	1,637	23.0%
Sector 7	286	1,201	23.8%
Sector 8	831	4,908	16.9%
Sector 9	1,860	7,523	24.7%
Sector 10	1,211	3,561	34.0%
Total City	8,333	35,966	23.2%
Suburban School Districts			
Brighton	302	2,963	10.2%
Brockport	178	3,959	4.5%
Churchville-Chili	200	3,988	5.0%
East Irondequoit	128	3,369	3.8%
East Rochester	127	1,175	10.8%
Fairport	357	6,112	5.8%
Gates-Chili	184	4,671	3.9%
Greece	793	11,880	6.7%
Hilton	62	3,988	1.6%
Honeoye Falls-Lima	90	2,209	4.1%
Penfield	381	4,558	8.4%
Pittsford	338	4,986	6.8%
Rush-Henrietta	526	5,483	9.6%
Spencerport	231	3,698	6.2%
Webster	374	7,539	5.0%
West Irondequoit	212	3,350	6.3%
Wheatland - Chili	17	918	1.9%
Other	83		
Total Suburban	4,583	74,846	6.1%
Monroe County Total	12,916	110,812	11.7%

Note: In both Tables 3 and 4, the total numbers of children served in the city and suburbs differ slightly from the totals in the table at the bottom of page 20. The earlier table refers to the location of the programs, while Tables 3 and 4 refer to where children actually live, regardless of the location of the programs where they are served.

Map 4
 Percent of Children Served By After School Programs By
 Monroe County School District Boundaries



Map 5 Percent of Children Served By After School Programs By City of Rochester Planning Sectors



Geographic Area Differences

As indicated in Tables 3 and 4, across the full 5-14 age spectrum, about 12% of those children countywide are served by after-school programs. Almost four times as high a proportion are served in the city as in the suburbs: Almost a quarter of all city children (23%), versus 6% of children living in the suburbs.

Almost a quarter of city children 5-14 attend an after-school program, compared to 6% of suburban children. There are significant differences across city neighborhoods and suburban school districts.

In addition to differences in after-school participation *between* city and suburban areas, *there is also wide variation within the city, and between suburban areas*, in the proportion of students who are reached by after-school programs. Only three suburban districts reach or approach 10% rates overall (East Rochester, Brighton and Rush-Henrietta), although several other districts have more than 10% of their 5- and 6-9 year-olds attending after-school programs. There is wide variation among city planning sectors, with sectors 2 (11% overall), and 1 and 8 (17% each) having the lowest proportions of children served by after-school programs, and higher overall proportions in sectors 10 and 5 (34% and 32%, respectively), but with significant differences between sectors in different age groups. Detailed tables by age and geography can be found in Appendix B.

Age Differences

Relatively few after-school programs serve 13-14 year-olds.

More than 90% of the after-school programs in Monroe County serve 6-9 year-olds, and about 87% report serving 10-12 year-olds. At either end of those age ranges, about two-thirds of the providers serve 5 year-olds, and only about 20% of the programs serve any 13-14 year-olds.

As shown in Table 3, about 12-13% of the county's children in each age group are being served by after-school programs, except among 13-14 year-olds, where the percentage drops to about 9% countywide. However, there are significant differences between the city and suburbs by age.

Among 5 year-olds, there appear to be similar proportions of children in after-school programs in both the city and the suburbs overall. (The actual total

proportions of 5 year-olds receiving center-based child care or after-school services may be considerably higher, as the numbers shown in Table 3 only include those in kindergarten programs; other 5 year-olds in regular day care settings are not included.)

Among 6-9 year-olds, the proportion of children in the city who attend after-school programs (20.5%) is more than twice as high as in the suburbs (8.4%), and among 10-12 year-olds, the ratio is more than 5:1 city to suburbs (27% vs. 5%). Among 13-14 year-olds, almost all of those served in after-school programs are city residents, with almost no 13-14 year-olds in the suburbs enrolled in formal after-school programs.

Very few suburban children 13-14 are in after-school programs.

Younger suburban children are more often in after-school programs; the reverse is true in the city.

More than $\frac{3}{4}$ of city children, and almost 95% in the suburbs, are not served by after-school programs.

Overall, within the suburbs the proportion of children served by after-school programs declines with age, while in the city, the proportions of 10-12 and 13-14 year-olds in formal programs are higher than among children under the age of 10.

Overall, relatively small proportions of school-age children 5-14 are reached in the suburbs (6%), and even with higher proportions reached in the city, more than 3 of every 4 city children overall, and higher proportions in some age ranges, are not served by a formal after-school program.

Number Served by Program Type and Geography

As shown in the table at the top of the next page, while about half (50.7%) of the school-age students are served in Regulated programs, a large minority (37.2%) are served in Non-regulated/Full-time programs meeting 5 days a week or more. Thus, although (as noted earlier) two-thirds of the after-school programs in the county are Regulated, they serve only about half of the total numbers of children served by the total after-school system. Conversely, although only about one-fifth of the programs are 5-day-a-week Non-regulated/Full-time programs, those programs, mostly “drop-in” programs operated by recreation centers, serve about 37% of all those children served by the system. The other 12% are served by Non-regulated/Part-time programs operating fewer than five days a week (mostly homework academies and related types of programs).

Number of Children Attending by Type of Program

	Regulated		Non-regulated Part-time		Non-regulated, Full-time		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number
City Subtotal	2,857	34.3%	1,491	17.9%	3,985	47.8%	8,333
Suburban Subtotal	3,692	80.6%	77	1.7%	814	17.8%	4,583
Monroe County Total	6,549	50.7%	1,568	12.1%	4,799	37.2%	12,916

There is a wide variation in the number of children attending Regulated and Non-regulated programs, depending on where the children live. For example, as shown above, only about a third of all city children served in the after-school system attend Regulated programs, compared to four-fifths of suburban students. By contrast, almost half of all city students attend the Non-regulated/Full-time “drop-in” types of programs, compared to only 18% of suburban students. Likewise, while a little less than one of five city children attends a Non-regulated/Part-time program operating four days a week or less, only 2% of suburban children are in similar programs.

While city children have access to a wider variety of after-school programs than do suburban students, more city students are in Non-regulated programs offering fewer activities.

As suggested earlier, the significance of these differences is not that any one set of programs is automatically better for a child than another. Each has something to offer, and many programs of all types have high quality standards. However, Regulated programs are routinely monitored by the State OCFS and held accountable to one consistent set of standards. And, Regulated programs are more likely to be smaller, to offer more activities, to be attended more frequently, and to charge for services. Thus, compared to children in the suburbs, children in the city have access to a wider variety of after-school programs, many at little or no costs to parents, but often with fewer activities available. As shown in more detail in Table 5, in only one suburban district is the proportion of after-school students attending Regulated programs less than 50% (East Rochester); by contrast, the proportion of city students in Regulated programs only *exceeds* 50% in two sectors: 4 and 5.

Even though the proportion of city children in after-school programs is almost four times that of suburban students (23% vs. 6%, respectively), the differences narrow significantly when comparing students exposed to Regulated programs.

Fewer than 10% of all city and suburban children attend Regulated after-school programs.

As shown in Table 6, the 2857 city students in Regulated programs represent only 7.9% of all city students between the ages of 5 and 14—not that much higher than the 4.9% of suburban students who are in such programs. Thus, well over 90% of all children ages 5-14 in the county, both city and suburban, are not currently attending Regulated after-school programs.

Table 5: Children by Type of Program*

	Children in Regulated Programs		Children in Non-regulated, Part-time programs		Children in Non-regulated, Full-time programs		Total Number
	Number	Percentage	Number	Percentage	Number	Percentage	
Students from Sector 1	31	18.0%	46	26.7%	95	55.2%	172
Students from Sector 2	88	23.7%	164	44.2%	119	32.1%	371
Students from Sector 3	232	16.7%	303	21.8%	854	61.5%	1,389
Students from Sector 4	953	56.3%	190	11.2%	551	32.5%	1,694
Students from Sector 5	80	55.9%	21	14.7%	42	29.4%	143
Students from Sector 6	149	39.6%	44	11.7%	183	48.7%	376
Students from Sector 7	84	29.4%	43	15.0%	159	55.6%	286
Students from Sector 8	159	19.1%	159	19.1%	513	61.7%	831
Students from Sector 9	599	32.2%	378	20.3%	883	47.5%	1,860
Students from Sector 10	482	39.8%	143	11.8%	586	48.4%	1,211
City Subtotal	2,857	34.3%	1,491	17.9%	3,985	47.8%	8,333
Brighton	256	84.8%	0	0.0%	46	15.2%	302
Brockport	178	100.0%	0	0.0%	0	0.0%	178
Churchville-Chili	200	100.0%	0	0.0%	0	0.0%	200
East Irondequoit	97	75.8%	0	0.0%	31	24.2%	128
East Rochester	53	41.7%	38	29.9%	36	28.3%	127
Fairport	297	83.2%	30	8.4%	30	8.4%	357
Gates-Chili	163	88.6%	0	0.0%	21	11.4%	184
Greece	438	55.2%	0	0.0%	355	44.8%	793
Hilton	57	91.9%	0	0.0%	5	8.1%	62
Honeoye Falls-Lima	90	100.0%	0	0.0%	0	0.0%	90
Penfield	335	87.9%	0	0.0%	46	12.1%	381
Pittsford	331	97.9%	0	0.0%	7	2.1%	338
Rush-Henrietta	423	80.4%	0	0.0%	103	19.6%	526
Spencerport	227	98.3%	0	0.0%	4	1.7%	231
Webster	343	91.7%	0	0.0%	31	8.3%	374
West Irondequoit	143	67.5%	0	0.0%	69	32.5%	212
Wheatland - Chili	13	76.5%	0	0.0%	4	23.5%	17
Other	48	57.8%	9	10.8%	26	31.3%	83
Suburban Subtotal	3,692	80.6%	77	1.7%	814	17.8%	4,583
County Total	6,549	50.7%	1,568	12.1%	4,799	37.2%	12,916

* Within each geographic area, the percentages refer to the proportions of the total number of children served in after-school programs (the number in the last column) who are in each of the three types of programs. The proportions in each row total 100% (subject to rounding errors). Tables 4 and 6 indicate the proportion of all children 5-14 living in each geographic area who are served by an after-school program.

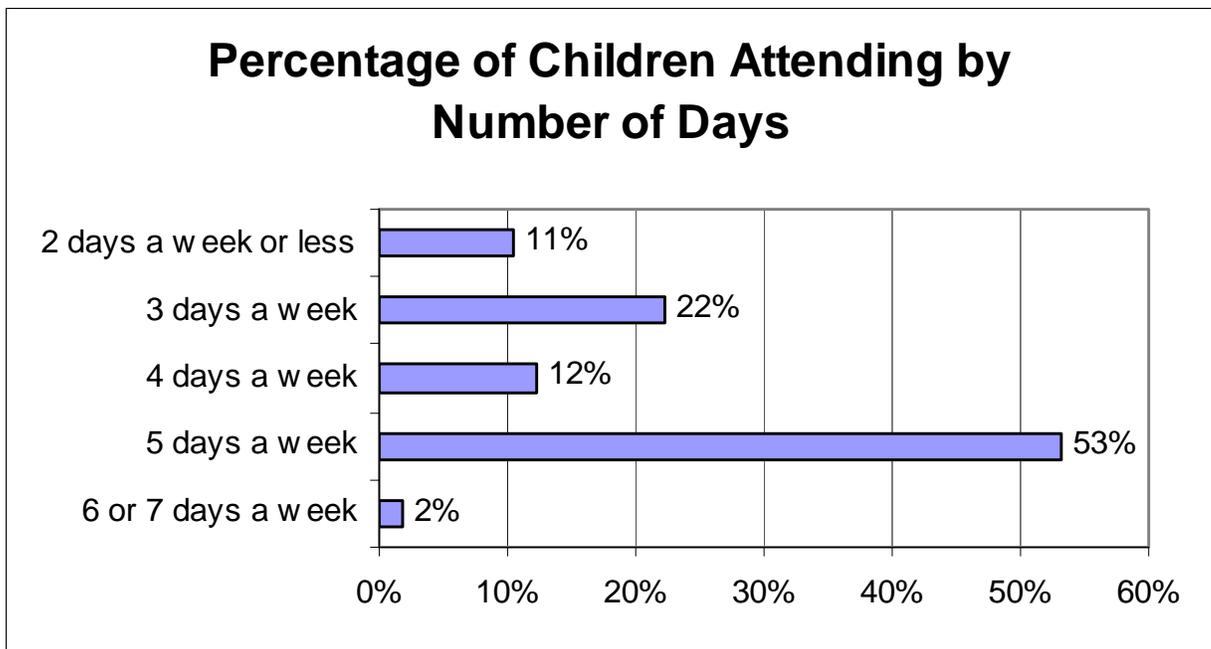
Table 6: Children Served in Regulated Programs

City Sector	Census: Total Number of Children	Total Number Served	Percent of Children Served	Number of Children in Regulated Programs	Percentage of Children in Regulated Programs
Sector 1	1,033	172	16.7%	31	3.0%
Sector 2	3,297	371	11.3%	88	2.7%
Sector 3	5,516	1,389	25.2%	232	4.2%
Sector 4	6,824	1,694	24.8%	953	14.0%
Sector 5	449	143	31.8%	80	17.8%
Sector 6	1,637	376	23.0%	149	9.1%
Sector 7	1,201	286	23.8%	84	7.0%
Sector 8	4,908	831	16.9%	159	3.2%
Sector 9	7,523	1,860	24.7%	599	8.0%
Sector 10	3,561	1,211	34.0%	482	13.5%
Total City	35,966	8,333	23.2%	2,857	7.9%
Suburban School Districts					
Brighton	2,963	302	10.2%	256	8.6%
Brockport	3,959	178	4.5%	178	4.5%
Churchville-Chili	3,988	200	5.0%	200	5.0%
East Irondequoit	3,369	128	3.8%	97	2.9%
East Rochester	1,175	127	10.8%	53	4.5%
Fairport	6,112	357	5.8%	297	4.9%
Gates-Chili	4,671	184	3.9%	163	3.5%
Greece	11,880	793	6.7%	438	3.7%
Hilton	3,988	62	1.6%	57	1.4%
Honeoye Falls-Lima	2,209	90	4.1%	90	4.1%
Penfield	4,558	381	8.4%	335	7.3%
Pittsford	4,986	338	6.8%	331	6.6%
Rush-Henrietta	5,483	526	9.6%	423	7.7%
Spencerport	3,698	231	6.2%	227	6.1%
Webster	7,539	374	5.0%	343	4.5%
West Irondequoit	3,350	212	6.3%	143	4.3%
Wheatland - Chili	918	17	1.9%	13	1.4%
Other		83		48	N/A
Total Suburban	74,846	4,583	6.1%	3,692	4.9%
Monroe County Total	110,812	12,916	11.7%	6,549	5.9%

Note: Both sets of percentages are based on the total number of children 5-14 living in each geographic area (the number in the first column of the table). The first percentage indicates the proportion of children living in an area who are served by any type of after-school program. The second percentage indicates the proportion of children 5-14 in that area who are served specifically by a Regulated after-school program.

Frequency of Attendance

Providers estimate that two-thirds of the children in their programs typically attend at least four days a week (including 55% five or more days a week). More than one of every five students attends a program three days a week (typically those enrolled in homework academies and similar programs), and about one in nine attend two days a week or less (most of those are students enrolled in Non-regulated “drop-in” programs).



VII. PROVIDER SIZE AND CAPACITY

City programs, especially Non-regulated/Full-time programs, are typically about twice as large as other programs.

Although programs vary considerably in size, most after-school programs serve relatively few children. The average number of participants in an after-school program is 53 children who attend at least one day a week. However, about half the programs serve 30 children or fewer (one-fifth serve 15 or fewer, and another 30% serve between 16 and 30 children). About one-quarter serve between 31 and 60 children, 15% between 61 and 99, and 10% serve 100 or more children. Typically city programs are

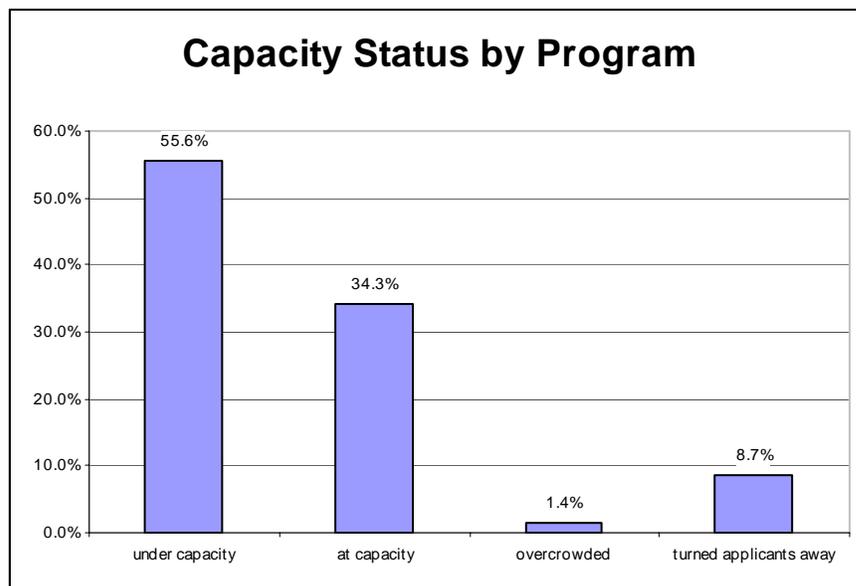
about twice as large as their suburban counterparts, and the largest programs are typically the Non-regulated/Full-time “drop-in” programs, two-thirds of which are located in the city. (For more detail by geographic area, see the table in Appendix B.)

Average Size of Program				
	Regulated	Non-regulated, Part-time	Non-regulated, Full-time	Total
City Subtotal	58	65	112	77
Suburban Subtotal	31	34	60	35
Monroe County Total	39	62	94	53

Program Capacity

Well over half (55%) of the providers indicated that they are currently operating under capacity, with room for additional participants. A third of the programs reported operating at capacity, and 10% said they were overcrowded, including 9% which said they had turned away about 215 children during the past year. In both the city and the suburbs, almost all of those children were turned away from Regulated programs. (See the appendix for more detailed information about the location of programs that had to turn children away.)

55% of all providers operate under capacity and could serve more children; another 9% turned children away in the past year.



Suburban programs are more likely than city programs to be under capacity, especially Regulated programs; in the city, Non-regulated/Full-time programs are more likely to be under capacity.

As shown in Table 7, almost 60% of all Regulated programs countywide say they are operating under capacity, with room for additional participants; yet, one in ten is full and has turned away interested applicants. Typically, fewer Non-regulated programs are under capacity. In general, suburban programs are more likely than those in the city to be operating under capacity, especially in Regulated programs (62% versus 51%). In the city, by contrast, Non-regulated/Full-time “drop-in” programs are more likely to be under capacity (58%), as reported by the providers. For more detailed information on capacity by geographic location, please see the Appendix.

Table 7: Number of programs by capacity by program location by type of program

		Regulated		Non-regulated, Part-time		Non-regulated, Full-time		Total	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Citywide	under capacity	23	51.1%	9	40.9%	18	58.1%	50	51.0%
	at capacity	17	37.8%	11	50.0%	11	35.5%	39	39.8%
	overcrowded	1	2.2%	1	4.5%	1	3.2%	3	3.1%
	turned applicants away	4	8.9%	1	4.5%	1	3.2%	6	6.1%
	Subtotal	45	45.9%	22	22.4%	31	31.6%	98	
Suburban	under capacity	61	62.2%	0	0.0%	4	40.0%	65	59.6%
	at capacity	26	26.5%	1	100.0%	5	50.0%	32	29.4%
	overcrowded	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	turned applicants away	11	11.2%	0	0.0%	1	10.0%	12	11.0%
	Subtotal	98	89.9%	1	0.9%	10	9.2%	109	
Countywide	under capacity	84	58.7%	9	39.1%	22	53.7%	115	55.6%
	at capacity	43	30.1%	12	52.2%	16	39.0%	71	34.3%
	overcrowded	1	0.7%	1	4.3%	1	2.4%	3	1.4%
	turned applicants away	15	10.5%	1	4.3%	2	4.9%	18	8.7%
	Subtotal	143	69.1%	23	11.1%	41	19.8%	207	

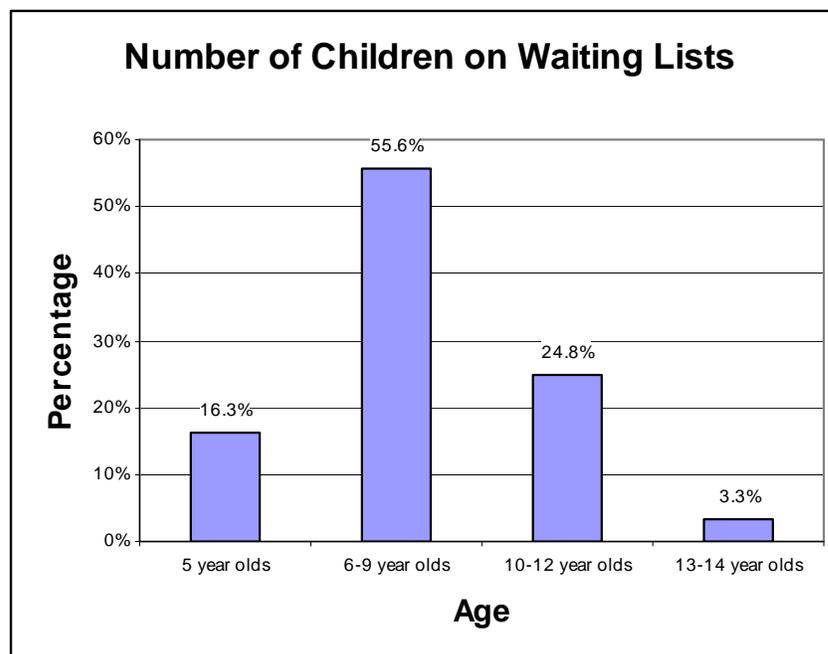
Programs that must turn children away and programs operating under capacity exist within the same geographic areas.

Interestingly enough, comparing locations with children turned away by providers to locations with programs reporting they are under capacity, every single geographic area in which at least one provider reported turning away applicants also reported at least one program (and usually several) under capacity. For some reason, both over-capacity and under-capacity programs exist in the same relatively small geographic areas. A number of reasons could explain this mismatch of programs and children, including cost, perceived quality of the programs, and lack of parental awareness of all options.

Waiting Lists

In addition, there were at least an estimated 423 students on program waiting lists at the time of the survey (based on information from 193 of the 243 programs). As shown below, more than half of the wait-listed children were 6-9 year-olds. As shown in a table in Appendix B, those placed on wait lists were about evenly divided between city and suburban after-school providers, and more than 80% countywide were on wait lists for Regulated programs. (It is possible that demand for Non-regulated programs may be underrepresented by these findings, as Non-regulated programs may be less likely to maintain formal waiting lists.) More than 90% of the wait-listed students in the suburbs were waiting for admission to a Regulated program, which is not surprising since more than 85% of all suburban after-school programs are Regulated. But even in the city, where only about a third of all after-school children attend a Regulated program, 70% of the children on wait lists were waiting for admission to a Regulated provider, suggesting a significant unmet demand for Regulated programs, even though half of the city's Regulated providers reported operating under capacity. In some cases, parents with a child on a wait list for one program may be unaware of openings in another Regulated program, even within the same geographic area. In every geographic area (city and suburban) with children on waiting lists for Regulated programs, at least one additional Regulated program (and usually more) were operating under capacity.

Significant numbers of children are on wait lists for Regulated programs, even as nearby Regulated programs operate under capacity.



VIII. PROGRAM LOCATIONS AND CONCENTRATION OF CHILDREN

Table 8 on the next page shows, for each planning sector and school district, the number of programs located in that area, the numbers of school-age students served by those programs, and how those totals relate to the numbers of students 5-14 living in each area. The “ratio of residents to numbers served” provides a rough estimate of what proportion of the students 5-14 living in each area can be served by the programs located within that area. With the exception of the Wheatland-Chili School District, all geographic districts (city planning sectors and suburban school districts) appear to have at least two after-school programs in operation within their boundaries.

In interpreting the table, note that the smaller the ratio, the higher the proportion of children residing in an area that the programs located in that area are able to serve. A ratio lower than 1.0 actually means that the programs in that area (e.g., planning sector 5, with a ratio of 0.6 to 1) are actually serving more children than live in the area. A higher ratio means that programs in an area do not serve many of the residents living there. For example, in the Brockport school district, a ratio of 22.8 to 1 means that almost 23 students live in the district for every one that the programs operating within that area are currently able to serve. These numbers reflect the numbers of students *served by the programs located within each geographic area* (regardless of where the students live). This is in contrast to previous tables which have shown the numbers of students *living in each area who were served by an after-school program* (regardless of the location of the program serving them). To the extent that programs in an area serve mostly children actually living in that area, the numbers served by programs located in the area and the numbers of students who live in that area and attend an after-school program would be similar

Suburban-based programs serve 1 of every 15.8 suburban students; city programs serve 1 of every 4.4 city students.

In general, with the exception of Brighton, Rush-Henrietta and East Rochester, the ratio of resident children 5-14 to numbers served by local programs is much higher in the suburbs than in any city planning sector (meaning fewer people served per students living in the area). Overall, suburban-based programs serve one student for every 15.8 students living in the suburban areas. By contrast, city-based programs currently serve one student for every 4.4 residents 5-14 living in the city.

Table 8: Number of Programs and Number of Children Served by Location

City Planning Sectors	Number of After School Programs	Number of Students Served By Programs	Number of Residents Ages 5-14	Ratio of Residents to Numbers Served
1	4	217	1,033	4.8
2	7	389	3,297	8.5
3	10	1,334	5,516	4.1
4	11	1,097	6,824	6.2
5	11	779	449	0.6
6	5	282	1,637	5.8
7	13	465	1,201	2.6
8	12	672	4,908	7.3
9	16	1,250	7,523	6.0
10	18	1,705	3,561	2.1

City Total	107	8,190	35,966	4.4
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Suburban School Districts	Number of After School Programs	Number of Students Served By Programs	Number of Residents Ages 5-14	Ratio of Residents to Numbers Served
Brighton S.D.	13	364	2,963	8.1
Brockport S.D.	7	174	3,959	22.8
Churchville Chili S.D.	4	173	3,988	23.1
East Irondequoit S.D.	7	200	3,369	16.8
East Rochester S.D.	4	110	1,175	10.7
Fairport S.D.	9	324	6,112	18.9
Gates-Chili S.D.	9	341	4,671	13.7
Greece S.D.	20	771	11,880	15.4
Hilton S.D.	2	52	3,988	76.7
Honeoye Falls S.D.	2	88	2,209	25.1
Penfield S.D.	12	398	4,558	11.5
Pittsford S.D.	9	331	4,986	15.1
Rush-Henrietta S.D.	14	530	5,483	10.3
Spencerport S.D.	7	252	3,698	14.7
Webster S.D.	9	355	7,539	21.2
West Irondequoit S.D.	7	264	3,350	12.7
Wheatland-Chili S.D.	0	0	918	N/A

School District Total	135	4,727	74,846	15.8
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TOTALS	242*	12,917	110,812	8.6
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* The number of After School Programs should equal 243; however, one program surveyed is not in a City of Rochester Planning Sector or a Monroe County School District.

Programs in several city sectors and two suburban districts draw substantial numbers of students from other areas; in several other city sectors, large proportions of children go to programs in other locations.

A comparison of the data in Table 8 with previous Table 4 showing numbers of *residents* living within an area who attend an after-school program, indicates that in most of the suburban areas, and in several of the city planning sectors, the programs located within the areas serve mostly children living in those areas. However, a number of city sectors have different patterns. *In Sectors 4, 6, 8 and 9, large proportions of the resident children served go to after-school sites in other geographic areas. By contrast, programs in Sectors 5, 7 and 10 (as well as in East Irondequoit and Gates-Chili school districts) serve considerably more children than live in their respective areas, indicating that they are drawing substantial numbers of children who live in other parts of the city or suburbs.*

Table 9 on the next page breaks down the numbers of students served by programs located within an area by type of program. In terms of Regulated programs, comparison of data in Table 9 with earlier Table 5 indicates that significantly more residents in city Sectors 3, 4 and 6 go to Regulated programs in other areas than make use of Regulated programs in their own area; conversely, Regulated programs in Sectors 2, 5 and 7 all draw more children from other areas than can be accounted for by current residents of those areas.

These patterns are influenced not only by where after-school programs are located, the perceived quality and costs of the programs, convenience to home and work, and parental awareness of what exists, but also by where the child goes to school and whether programs exist at or near the school or not. As GRASA seeks to determine more of the factors that influence how parents make choices about after-school programs, the parental insights, along with the data reported here, all may have implications for where programs should ideally be located in the future, and/or for how programs should be marketed, in order to be most convenient for students and parents.

Table 9: Number of Children served by Program Location and Type of Program

	Regulated		Non-regulated, Part-time		Non-regulated, Full-time		Total
	Number	Percentage	Number	Percentage	Number	Percentage	
Sector 1	26	12.0%	126	58.1%	65	30.0%	217
Sector 2	195	50.1%	66	17.0%	128	32.9%	389
Sector 3	141	10.6%	300	22.5%	893	66.9%	1,334
Sector 4	506	46.1%	137	12.5%	454	41.4%	1,097
Sector 5	562	72.1%	217	27.9%	0	0.0%	779
Sector 6	77	27.3%	0	0.0%	205	72.7%	282
Sector 7	135	29.0%	162	34.8%	168	36.1%	465
Sector 8	149	22.2%	153	22.8%	370	55.1%	672
Sector 9	647	51.8%	255	20.4%	348	27.8%	1,250
Sector 10	463	27.2%	75	4.4%	1,167	68.4%	1,705
City Subtotal	2,901	35.4%	1,491	18.2%	3,798	46.4%	8,190
Brighton	272	74.7%	0	0.0%	92	25.3%	364
Brockport	174	100.0%	0	0.0%	0	0.0%	174
Churchville-Chili	173	100.0%	0	0.0%	0	0.0%	173
East Irondequoit	53	26.5%	0	0.0%	147	73.5%	200
East Rochester	52	47.3%	38	34.5%	20	18.2%	110
Fairport	279	86.1%	30	9.3%	15	4.6%	324
Gates-Chili	265	77.7%	0	0.0%	76	22.3%	341
Greece	410	53.2%	0	0.0%	361	46.8%	771
Hilton	52	100.0%	0	0.0%	0	0.0%	52
Honeoye Falls	88	100.0%	0	0.0%	0	0.0%	88
Penfield	323	81.2%	0	0.0%	75	18.8%	398
Pittsford	331	100.0%	0	0.0%	0	0.0%	331
Rush-Henrietta	432	81.5%	0	0.0%	98	18.5%	530
Spencerport	252	100.0%	0	0.0%	0	0.0%	252
Webster	355	100.0%	0	0.0%	0	0.0%	355
West Irondequoit	134	50.8%	0	0.0%	130	49.2%	264
Wheatland-Chili	0	0.0%	0	0.0%	0	0.0%	0
Suburban Subtotal	3,645	77.1%	68	1.4%	1,014	21.5%	4,727
County Total	6,546	50.7%	1,559	12.1%	4,812	37.3%	12,917

IX. CHARACTERISTICS OF THOSE SERVED

Children Receiving Subsidies

Most providers, in both the city and suburbs, indicated that they serve children receiving DSS child care subsidies, and free or reduced-price lunches.

Of the 183 programs which responded to this question, 75% reported that they have at least one child receiving a DSS child care subsidy, including a third of the programs which reported that at least 30% of their children receive a subsidy. Based on provider-reported estimates, over a quarter (27%) of the 8,899 children attending programs that have at least one child receiving DSS child care subsidies were receiving some government financial assistance.

Similarly, more than 2/3 of the responding programs reported that they have children receiving free or reduced-price school lunches (a proxy often used to represent poverty). Provider estimates indicated that over half (57%) of the 9,863 children in those programs receive subsidized lunch.

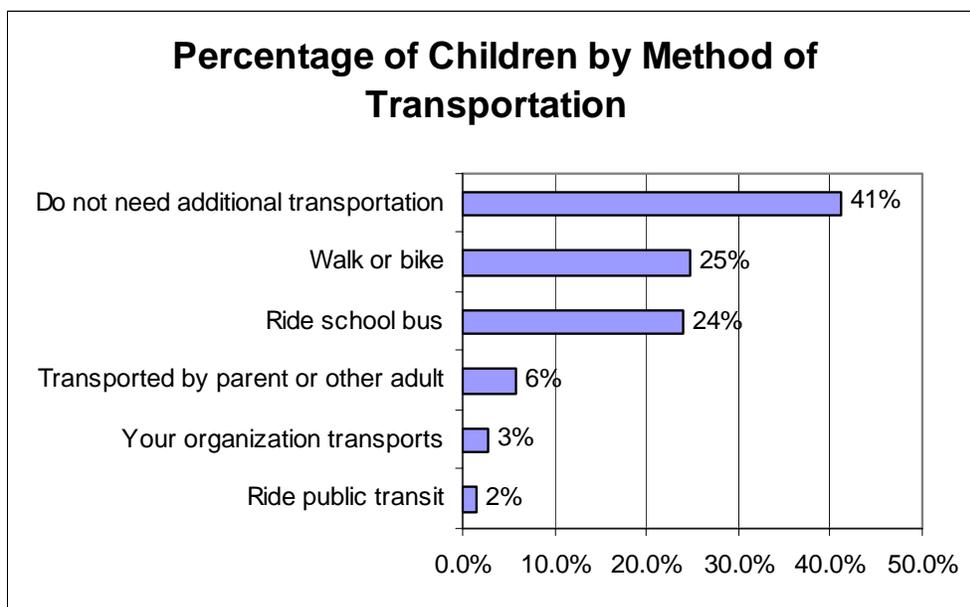
Parent Situation

Providers estimate that almost 90% of the children they serve live in single-parent or two-working-parent families.

Countywide, as noted earlier, about 70% of school-age children live in a 2-parent household where both parents work or a single-parent household where the parent works. By contrast, according to survey respondents, almost 90% of the children served by after-school programs fall into one of those categories: Slightly over half (53%) of the students in their programs are estimated to come from single-parent families, with 35% in families with two adults, both working.

Access to Programs

More than 40% of the children in after-school programs receive services on school premises, i.e., they attend the after-school program at the same school they attend during the day. Another fourth of the students walk or ride a bike to the programs; and similar proportions ride a school bus to the provider. Although only a quarter of the *students* ride a school bus, more than half (56%) of the *programs* have at least some students coming on a school bus. Other sources of transportation are used by small proportions of students, as shown in the graph below.



Most suburban children take a school bus to their after-school facility, and almost none walk or bike. In the city, few ride a bus, and large proportions walk or bike to the program.

As shown on the next page, in the city, slightly higher numbers of students receive after-school services on school premises than walk or bike to the after-school program. Only a relatively small proportion must ride a school bus to the after-school facility. In contrast, the majority of suburban children take the school bus to their after-school provider. Also, for a sizeable number of suburban children, their after-school program is located at their school. Almost no suburban children walk or bike to their after-school program. Additional information by school district and planning sector is available in Appendix B.

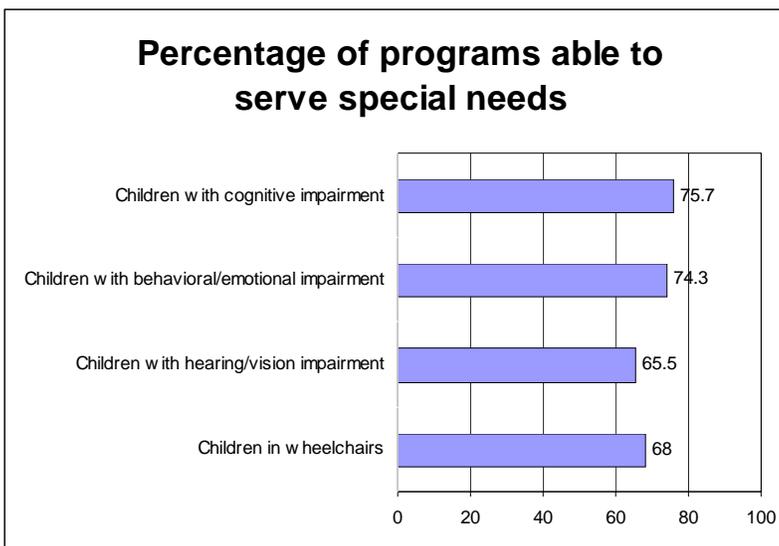
Mode of Transportation by Program Location

	Do not need additional transportation	Number of students who walk or bike	Number of students who ride school bus
City Subtotal	3,404	3,137	539
Suburban Subtotal	1,857	5	2,509
Monroe County Total	5,261	3,142	3,048

Special Needs Students

More than 80% of the after-school providers said they could enroll children with special needs, and about 55% had one or more currently enrolled.

More than 80% of the responding programs said that they were able to enroll children with special needs. Two-thirds of the programs said they could serve children in wheelchairs and serve children with vision/hearing-impairments; and about three-quarters said they are able to serve children with emotional/behavioral and/or cognitive impairments. Of the more than 80% of the providers who said they could enroll special-needs children, about two-thirds actually reported having one or more special-needs children currently enrolled—representing about 55% of all after-school providers. About 950 special-needs children were reportedly attending after-school programs—about 7% of the total children attending all such programs (this may understate the proportion, since about 35 programs did not respond to this question).



X. PROGRAM ACTIVITIES AND CURRICULUM

More than 60% of after-school programs do not follow a standard curriculum; most “homework academy” programs do, and city programs are more likely than those in the suburbs to follow a curriculum.

Of 205 programs answering the question, 38% of the providers countywide reported that they follow a standard curriculum (see appendix for more details by planning sector and school district areas). Programs of all types in the city were more likely than programs in the suburbs to have a standard curriculum (47% versus 30% overall). More than two-thirds of the Non-regulated/Part-time “homework academy type programs” reportedly work with a standard curriculum, in contrast to 38% of the Regulated, and 20% of the Non-regulated/Full-time “drop-in” programs.

Regular curriculum by program type and program location

	Regulated			Non-regulated, Part-time			Non-regulated, Full-time			Total			Total Number of Programs
	Yes	No	Percent "Yes"	Yes	No	Percent "Yes"	Yes	No	Percent "Yes"	Yes	No	Percent "Yes"	Number
City Subtotal	22	22	50.0%	16	6	72.7%	7	23	23.3%	45	51	46.9%	96
Suburban Subtotal	32	66	32.7%	0	1	0.0%	1	9	10.0%	33	76	30.3%	109
Monroe County Total	54	88	38.0%	16	7	69.6%	8	32	20.0%	78	127	38.0%	205

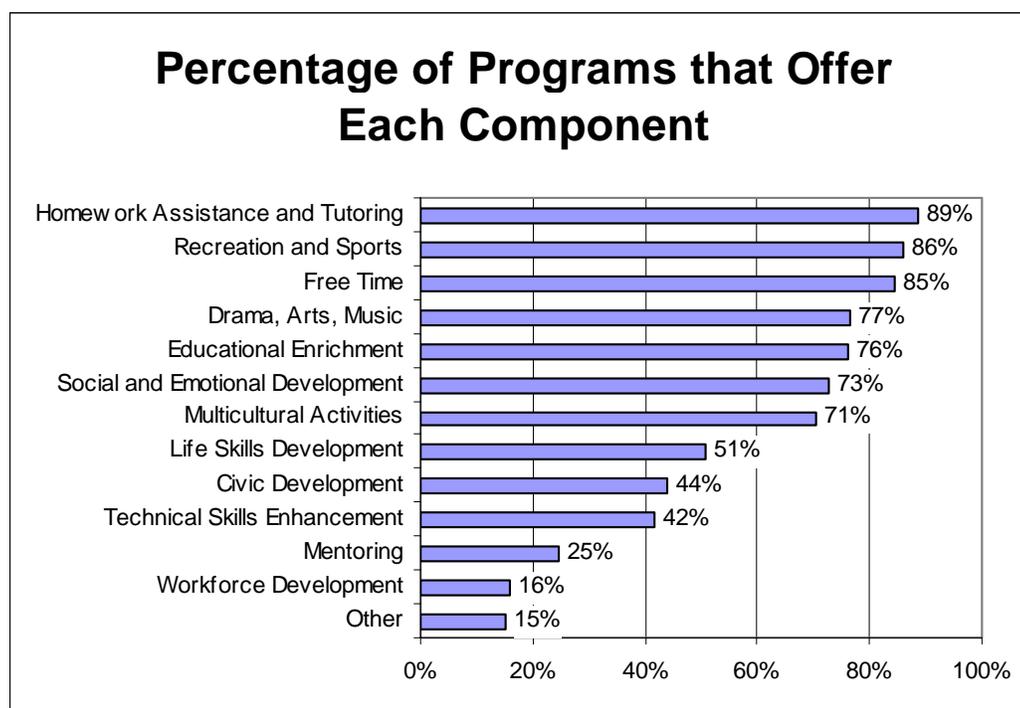
N= 205 programs that responded to the question.

As shown on the next page, most providers offer a range of programs and activities, with the most prevalent (85% or more of all providers) being homework assistance/tutoring, recreation and sports, and free time. Workforce development and mentoring were the least-offered activities (25% or less of all providers).

Regulated programs are much more likely than other programs to offer the widest range of after-school program activities.

Regulated programs are much more likely than other types of programs to offer most of the specified activities. For example, seven of the 12 activities are offered by at least 80% of all Regulated programs. By contrast, the 80% threshold was reached for only three of the activities among Non-regulated/Full-time programs, and for only one among Non-regulated/Part-time programs. The Non-regulated/Part-time programs (mostly school-based programs) were, not surprisingly, most likely to offer educational enrichment activities (84%); and, although the proportions are small, Non-regulated/Full-time, mostly “drop-in center” types of programs, were the most likely to offer civic development, workforce development, and mentoring activities.

	Regulated Programs	Non-regulated, Part-time	Non-regulated, Full-time	Total
Homework assistance or tutoring	92.4%	60.0%	90.2%	88.5%
Recreation and sports	95.6%	28.0%	84.3%	85.9%
Free time	96.8%	12.0%	82.4%	84.6%
Drama, arts, music	88.0%	36.0%	60.8%	76.5%
Educational enrichment	79.7%	84.0%	60.8%	76.1%
Social and emotional development	85.4%	32.0%	52.9%	72.6%
Multicultural activities	84.2%	24.0%	51.0%	70.5%
Life skills development	55.1%	24.0%	51.0%	50.9%
Civic development	45.6%	24.0%	49.0%	44.0%
Technological skill enhancement	49.4%	24.0%	25.5%	41.5%
Mentoring	20.9%	20.0%	39.2%	24.8%
Workforce development	14.6%	12.0%	21.6%	15.8%
Other	13.3%	20.0%	17.6%	15.0%
	158	25	51	234

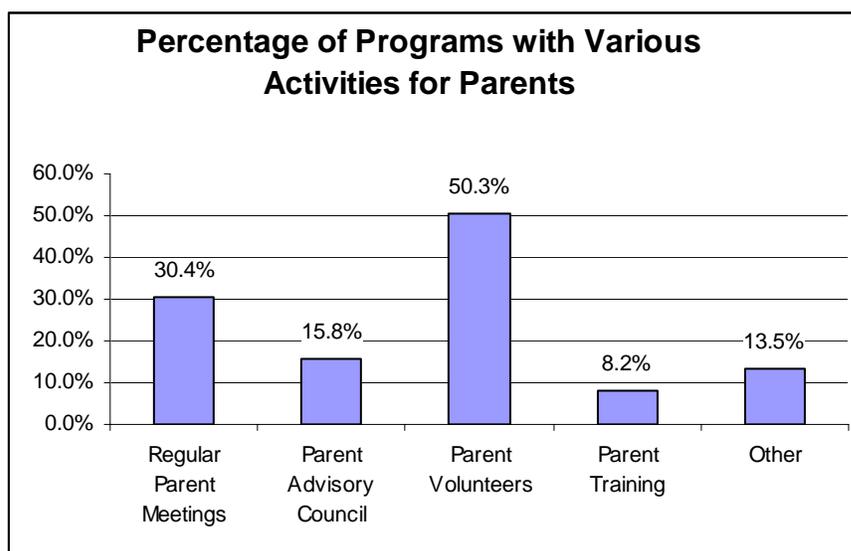


Overall, most programs offer a variety of activities. Regulated programs and Non-regulated/Full-time programs tend to have the greatest number of activity components. In contrast, two-fifths of Non-regulated/Part-time programs report offering only one activity component. Many of these programs are Homework Academies that focus on academic skills only.

A third of all providers supplement regular activities with outside provider services. Few programs offer regular opportunities for parent input.

One-third of the programs indicated that they bring in outside providers to offer onsite services as part of their program offerings. These activities include anything from Boy Scouts to “Dancing with Denise.” Other commonly-listed outside providers include Cornell Cooperative Extension and University of Rochester student volunteers or the Pediatrics Clinic.

Programs attempt to involve parents in various ways, though the proportions of programs offering specific types of parent involvement are relatively small (only the use of parent volunteers had as many as half of the providers indicating that they offered the opportunity). Relatively few providers offered regular parent meetings or opportunities for regular parent input through advisory councils.



XI. PROGRAM STAFFING

One-third of all providers reported having no full-time staff devoted to their after-school program. The vast majority met specified staff/child ratios.

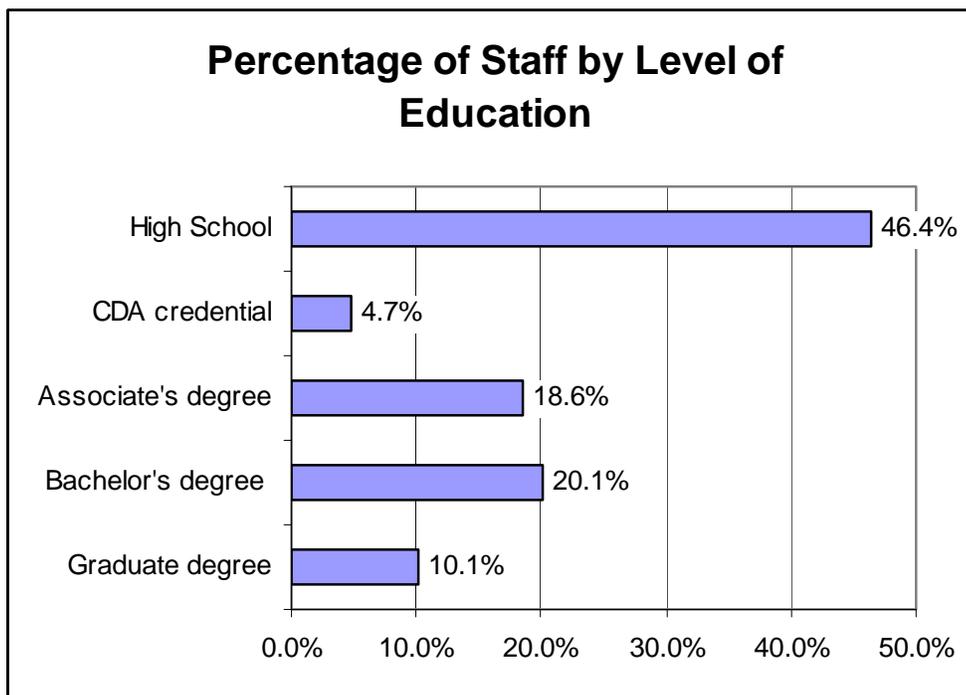
One-third of the programs which responded to staffing questions reported that they have no full-time staff devoted to their after-school program; two-thirds have at least one full-time person, 83% indicated that they have part-time staff, and 19% have volunteers working with their programs.

For Regulated programs, NYS requires a 10:1 ratio for school-age children under 10 years old, and a 15:1 ratio for those 10 and older. Whether Regulated or not, more than 98% of all programs serving 5-year-olds had

10 or fewer students per staff member. On average, they had eight 5-year-olds per staff member, but one program had 20 children per staff. For programs serving 6-9 year-olds, 9% of the respondents had more than 10 children per staff member, with a high of 25:1. The average ratio was 10:1. Seven percent of the programs serving 10-12 year-olds reported a ratio higher than 15:1, with at least one program having a ratio of 25:1. Almost one in five (19%) of the programs serving 13-14 year-olds had more than 15 children per staff member. The average ratio was 11:1, although at least one program had a ratio of 25:1.

High school degrees were the highest degree attained for about half the after-school staff, except for Homework Academy-type programs, where most staff have college and graduate degrees.

For almost half of the staff in after-school programs, a high school degree was the highest degree attained (46%); about 30% had bachelor's or graduate degrees. For Regulated programs, and for Non-regulated/Full-time programs, approximately half of the staff had a high school degree as the highest level of education. In contrast, half of the staff in the Non-regulated/Part-time programs reportedly had a graduate degree, with an additional 20% with bachelor's degrees. This finding in part is the result of the fact that many of these programs are Homework Academies run by school teachers.



Number of staff at each educational level by type of program

	Regulated	Non-regulated, Part-time	Non-regulated, Full-time	Total
High School	49.7%	18.2%	52.9%	46.4%
Child Development				
Associate credential	6.3%	0.0%	2.5%	4.7%
Associate degree	18.8%	11.9%	22.1%	18.6%
Bachelor's degree	21.4%	19.6%	16.4%	20.1%
Graduate degree	3.8%	50.3%	6.1%	10.2%

XII. FEES AND FUNDING

The survey included a question about the annual budget of each after-school program. However, many respondents were not able to answer the question, or could not separate the costs of the after-school programs from other agency programming. Other respondents, especially for-profit providers, were unwilling to disclose what they considered to be confidential business information. As a result, our information about total after-school program costs is incomplete and unreliable; therefore, we have determined that it is not useful to present any data, since it would be misleading and incomplete.

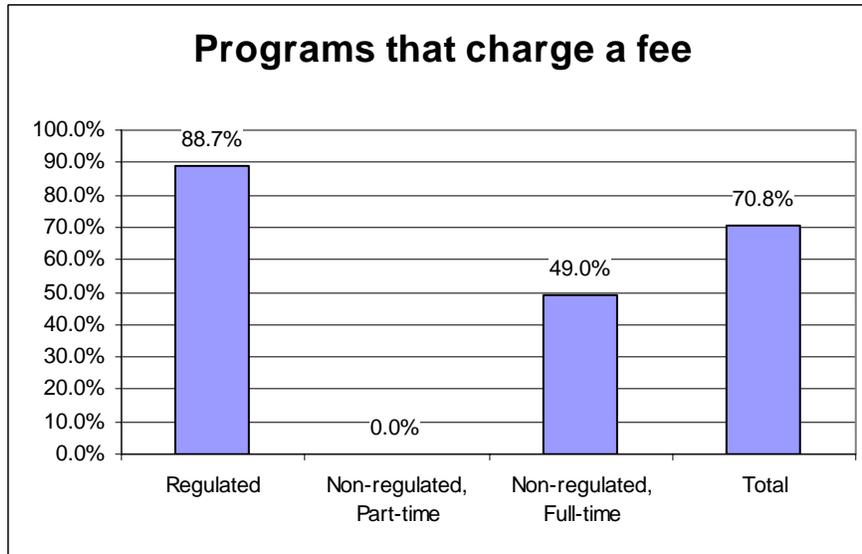
Reported fees for after-school programs averaged \$60 per week and \$210 per month.

We also asked about the fees charged by after-school programs. Reported fees for after-school services only (no before-school services included) were about \$60 per week and \$210 per month. For children using both before- and after-school services (about 13% of those enrolled in after-school programs), the average fees were about \$85 per week and about \$325 per month.

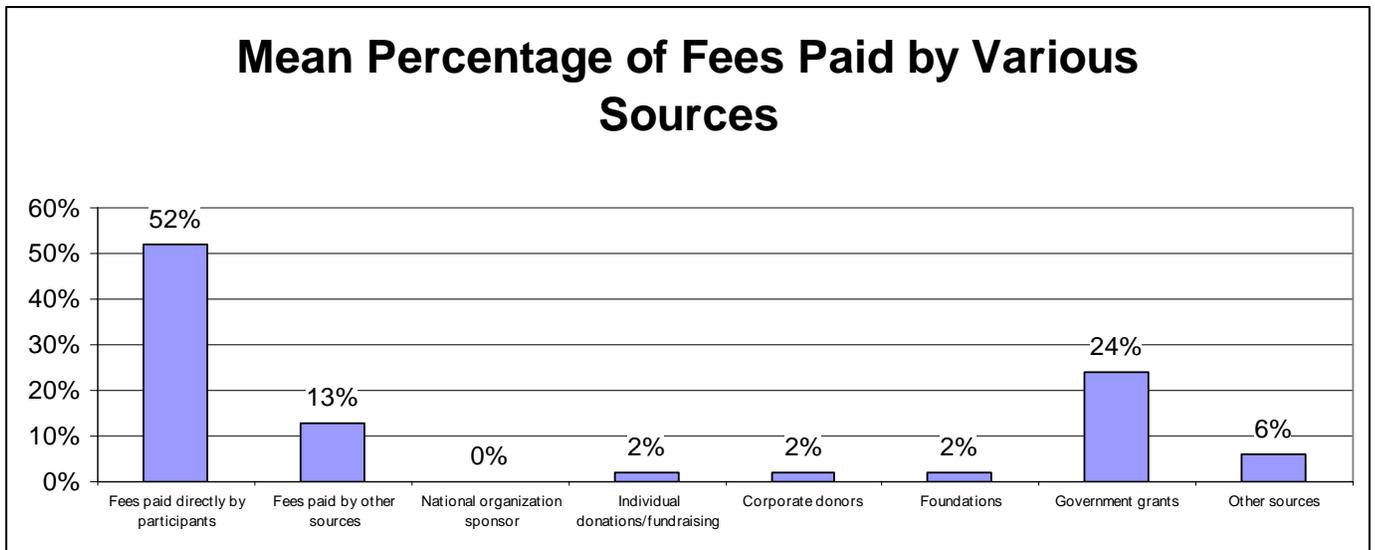
Almost 30% of the after-school programs do not charge any fees to participants.

About 30% of all programs do not charge fees to participants; no “homework academy” programs charge fees, and about half of the “drop-in” programs charge fees, often small “token” charges.

Regulated programs are the most likely to charge a fee (89%), while none of the Non-regulated/Part-time programs (mostly “homework academy/educational enrichment school-operated programs) reported charging a fee. Half of the Non-regulated/Full-time programs (“drop-in centers” for the most part) charge fees (often relatively “token” charges compared to fees for Regulated programs).



Just over half of the funding for after-school programs comes from fees paid directly by participants, with another 13% coming from fees paid from other sources, primarily DSS subsidies. Almost a quarter of the funds come from government “grants,” in many cases City and Town Recreation funds or Department of Justice programs.



As shown in the table on the next page, compared to programs that do not charge fees, higher proportions of after-school programs that charge a fee report that they provide free time; recreation and sports; homework assistance and

Programs that charge a fee (including most Regulated programs) typically offer the widest range of after-school activities, though various developmental activities are more likely to be offered by no-fee programs.

tutoring (except for the “homework academy” programs); music, arts and drama; multi-cultural activities; and social and emotional development activities. In contrast, programs that do not charge are more likely than those that do to report providing educational enrichment, civic development, life skills development, and mentoring activities. Neither group is likely to provide much focus on workforce development (except for some of the relatively few programs that provide services to 13-14 year-olds). (For more information on the numbers of programs offering specific after-school activities to 13-14 year-olds, see the last table in Appendix B.)

Proportion of Programs Offering Each Program Activity by Fee Structure						
	No charge		Charges a fee		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Drama, arts, music	44	64.7%	134	81.2%	178	76.4%
Multicultural activities	41	60.3%	124	75.2%	165	70.8%
Civic development	37	54.4%	66	40.0%	103	44.2%
Educational enrichment	55	80.9%	122	73.9%	177	76.0%
Recreation and sports	45	66.2%	155	93.9%	200	85.8%
Social and emotional development	42	61.8%	128	77.6%	170	73.0%
Technological skill enhancement	30	44.1%	66	40.0%	96	41.2%
Life skills development	39	57.4%	80	48.5%	119	51.1%
Workforce development	14	20.6%	23	13.9%	37	15.9%
Mentoring	26	38.2%	32	19.4%	58	24.9%
Homework assistance or tutoring	54	79.4%	151	91.5%	205	88.0%
Free time	37	54.4%	159	96.4%	196	84.1%
Other	11	16.2%	22	13.3%	33	14.2%
Total	68		165		233	

Note: In interpreting the data in the table, the following examples are provided: Out of 68 programs that charge no fees, 44, or 64.7%, offer drama, arts and music activities. Such activities are offered by 81.2% (134) of the 165 programs that do charge fees. Overall, of all 233 programs providing information on program activities, 178 (76.4%) offer drama, arts and music.

XIII. FUTURE EXPANSION

Almost ¾ of all programs are interested in the possibility of expanding to serve more children.

Almost three-fourths of the programs indicated that they were interested in expanding their school-age services to serve more children. Only about a quarter were interested in expanding to offer more hours, and about 16% were interested in expanding to offer more services in the summer.

XIV. CONCLUSIONS

Throughout Monroe County, almost 13,000 children between the ages of 5 and 14 attend one of 243 formal after-school programs during the school year, in most cases attending four or five days a week. However, the vast majority of school-age children are not enrolled in after-school programs. Countywide, only 12% of all children 5-14 attend such a program: 23% of all city children, and 6% of all suburban children in those age ranges.

Most programs do not have a standard curriculum. The most common activities are homework assistance and tutoring, recreation and sports, and free time, followed by educational enrichment, drama/arts/music, social and emotional development, and multicultural activities. The extent to which programs offer particular activities is influenced by whether they are Regulated or not and whether or not they charge fees. Regulated programs are routinely monitored against a consistent set of standards, and are typically more likely than other programs to charge fees, have higher attendance than other programs, be smaller, and offer more types of activities. Suburban students are much more likely to attend Regulated programs than are city students, who are less likely to be in such programs than they are to be in less expensive “homework academy” or “drop-in” types of after-school activities. On the other hand, children in the city typically have access to a wider variety of after-school programs, many at little or no cost to parents, than is true in the suburbs. Overall, in both the city and suburbs, well under 10% of all school-age children between the ages of 5 and 14 are served by Regulated programs that are typically better attended and that offer a more diverse array of activities than do the Non-regulated programs.

Given that almost 90% of the children attending after-school programs countywide have either single working parents or two parents, both working outside the home, it is especially significant that the vast majority of the 243 after-school programs in Monroe County exhibit “parent friendly” characteristics such as the following:

- are offered 5 days a week;
- are open on school holidays and school vacations;
- remain open beyond 5pm;
- call parents if their child does not appear at the program.

Almost 30% of the programs charge no fees, and some others charge relatively small “token” fees. The majority of program funding comes from participant fees, DSS subsidies, and from other government funds.

One-third of all providers reported that they have no full-time staff devoted to their after-school program. High school degrees were the highest degree attained by about half the after-school staff countywide; about 30% had bachelor’s or graduate degrees.

There are significant geographic gaps in after-school coverage throughout the county. In no geographic area of the city or suburbs—city planning sectors or suburban school districts—are more than a third of the resident school-age children attending a formal after-school program. In most areas, the proportion is significantly less than a third, and often less than 10% or 15%. After-school programs in several geographic areas draw substantial numbers of children from other areas of the city or county, but in several other city sectors, large proportions of resident children attend programs in other locations. As more information is learned in the future about how parents make choices about after-school programs, there may be implications for where programs should ideally be located in the future, and/or for how programs should be marketed, in order to be most convenient for students and parents.

More than half of the after-school programs in both the city and suburbs operate under capacity, and three-quarters of the programs are interested in expanding to serve more children.

At the request of the Greater Rochester After-School Alliance, CGR has simply presented these findings and overall conclusions from the provider survey, without accompanying recommendations. Based on earlier presentations of preliminary results, the After-School Alliance is already in the process of studying the findings and their implications, and will issue its own companion report on next steps and future directions, based on these CGR findings and on the insights and experiences of the Alliance membership.