



Out of School Time Satisfaction and Need

Focus Groups with Parents and Youth

Conducted for

Citizens' Committee for Children of New York

By

The Partnership for After School Education (PASE), Inc

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Table of Contents

1. Executive Summary	Page 2
2. Methodology	Page 5
3. Comparative Survey Analysis	Page 8
4. Out of School Time - Types of Programs	Page 10
5. Out of School Time - Desire for More	Page 15
6. Out of School Time - Value of Programs	Page 19
7. Out of School Time - Participant/Staff Interactions	Page 21
8. Out of School Time - School-based versus Community-based	Page 22
9. Out of School Time - NYC's Investment in Youth Programs	Page 24
10. Conclusion	Page 25
11. Appendix A	Page 26
12. Appendix B	Page 30

1. Executive Summary

In conjunction with the Citizen's Committee for Children of New York, Inc. (CCC), the Partnership for After School Education, Inc. (PASE) convened six focus groups (4 youth and 2 parents) in New York City to learn more about what parents and youth want during Out of School Time (OST) and to ultimately move New York City government in the direction of planning more OST programs that meet both parents needs and young people's interests.

Overall, most participants spoke highly of their programs and were satisfied with the amount of time they or their children spent in OST activities that were defined to include after school programs, classes, test prep, jobs, internships and community service and summer camp, all of which were fairly traditional programs. However, all participants had suggestions on additional kinds of programs they would like to have available, from more structured academic activities to unstructured socialization. The value of OST programming was clear to the participants and often had a connection to positive self-esteem and building relationships. The youth provided particular insight into the staff/youth interactions at some of the OST programs, identifying both positive and negative experiences with staff. A lively discussion was sparked by the question about school-based versus community-based programs. Finally, most participants were aware of the connection between NYC and their OST programming and saw the focus groups as a place to raise concerns over budget cuts, racial tensions, or youth/police interactions.

Middle School Youth OST Participants

- Overall the responses from the middle school group were developmentally appropriate – focused on self, socialization, and school as community.
- Opportunities to socialize within a safe community were of the utmost importance. For these youth, that community was their school and who was providing the OST services was not as important as where they were being provided and the quality of the programs.
- One interesting point raised by the middle school students was the relationship between themselves and teen staff at some of the programs. While they enjoyed having staff they could relate to, they found it hard to view them as role models because of the proximity in age/maturity level.

High School Youth OST Participants

- On the whole, the high school students were more interested in programs that related to jobs (resume and professional development workshops), internships/careers, and schooling (college prep).
- Teens were also aware of technological trends and emphasized the need for access to computers, Internet, web design, and music technology in order to be prepared for future careers.

- Socialization was important too and they identified an interest for more “un-programmed” structured time. High school youth saw their OST programs as positive places – a safe haven, a trusting and respectful community for themselves.
- They felt a strong connection to their programs, one that developed over time, and this sense of empowerment encouraged them to be vocal about changes they had seen in their programs.
- They were aware of tensions within their community – being stopped by police just because they were young, black and hanging out on the street; and funding cuts to after school programs.

Parents of OST Participating Youth

- Among the parent groups, all respondents touched on the need for OST programs in order to help support youth and families, whether because parents worked or because they provided exposure to opportunities the parents could not provide themselves.
- Safety was on the minds of all of the parents but more so for those whose children traveled to community-based programs.
- Several parents, who were all from Project Reach Youth (PRY), had created a parent network. These parents encouraged each other to speak up during the session, reminded each other about activities their children were involved in, and collectively spoke highly of the activities that PRY offered to parents. This pre-existing connection helped to foster a friendly and open atmosphere in which parents from all of the agencies were able to share information about their children’s experiences with OST programs.
- Other parents offered different perspectives because they had children of varying ages and thus, had different concerns regarding OST. Two participants were after school workers themselves (who had come as chaperones) and one was a teacher, and they provided insight as both parents and educators.
- Only one parent self-identified as a parent of children not participating in OST activities. However, once the session had begun, she revealed that her two daughters did participate in dance class and math tutoring twice a week.
- The following points were important to parents regarding their OST programs – have qualified staff who care and put children first, have parents involved in decision making, have more government funding, and provide these opportunities to all children, including younger ages.

Non OST Participating Youth

- This group proved to be the most difficult to convene since they do not generally congregate in one particular place but instead spend the afternoons with friends, at home or at a job.
- In the end, we were able to attract teens that attended a free snack program at the close of the school day, before leaving for home.

- About half of the teens in the focus group stayed after school approximately twice a week for programs; many reported attending clubs, a job, classes or test prep in the past.
- Interestingly, despite their lack of connection with OST programs, these youth were very motivated around jobs, careers, and plans to go to college. The reasons for this were varied and often came to light through the focus group questions.
- These teens also had many opinions about school-based versus community-based programs, citing pros and cons not voiced by any of the other groups as well as ones that had been identified before.

The following report is organized thematically, broken out within each theme by middle school, high school, parent, and non-participant. When available, a further breakout by weekday, weekend, and summertime is provided. In the methodology section, a summary of the demographical information is provided; a comparative analysis is offered in the third section; and the full survey results are located in Appendix B.

2. Methodology

The findings in this report are a product of six focus group sessions held between March 19th and 25th, 2004. The first three focus groups were held in Brooklyn at Project Reach Youth. The groups consisted of one middle school group, one high school group and one parent group, all of whom participated in OST activities that were defined to include after school programs, classes, test prep, jobs, internships and community service and summer camp. In these groups, there was a fairly even split between boys and girls, and Hispanic and African-American youth and parents. These OST programs served the following neighborhoods – Prospect Park, Flatbush, Park Slope Sunset Park, Ft. Greene, Clinton Hill, and Bedford-Stuyvesant.

The second session was held at the Gloria Wise Boys and Girls Club program at Richard Green Middle School in the Bronx. While three groups had been scheduled for this location, only two groups showed up for the session, the high school group who participated in OST programs and the mixed parent group (with children who do and do not participate in OST activities). The third group, which consisted of high school students who did not participate in OST programs, was rescheduled for another day; it was held at Truman High School in the Bronx. The Bronx groups again saw a fairly even split between boys and girls, while most participants were African-American. These OST programs served the following neighborhoods – Co-Op City, Williamsbridge, Soundview, and Melrose/Concourse.

For the most part, all of the activities identified by focus group participants were traditional OST programs. Basic information on the four different populations participating in the six focus groups includes:

Middle School Group:

- Total 14 students in grades 4-8 from four agencies (CAMBA, Center for Family Life, Groundwork Inc, Project Reach Youth)
- Adult home during OST?
 - a. 12 out of 14 said yes
 - b. 0 out of 14 said no
 - c. 2 out of 14 did not respond

High School Group:

- Total 31 students in grades 9 to recent graduates
- Brooklyn: 14 students in grades 9 to recent graduate(s) from three agencies (Center for Family Life, PRY, Project Re-Generation, Prospect Park Alliance)
- Bronx: 17 students in grades 9 to recent graduate(s) from four different agencies (Aspira, Citizens' Advise Bureau, Gloria Wise Goys and Girls Club, National Puerto Rican Forum)
- Adult home during OST?
 - a. 21 out of 31 said yes

- b. 7 out of 31 said no
- c. 3 out of 31 did not respond

Parent Group:

- Total 21 parents of children between the ages of 4 and 16 (participants and non-participants)
- Brooklyn: 14 parents of students ages 9-16 from four agencies (CAMBA, Groundwork, PRY, Prospect Park Alliance)
- Bronx: 7 parents of students ages 4-15 (mixed group); three agencies (Gloria Wise Boys and Girls Club – 2 locations, National Puerto Rican Forum)
- Adult home during OST?
 - a. 11 out of 21 said yes
 - b. 5 out of 21 said no
 - c. 5 out of 21 did not respond

Non Participant Group:

- Total 16 students in grades 9-12 from Truman High School
- Adult home during OST?
 - a. 15 out of 16 said yes
 - b. 1 out of 16 said no
 - c. 0 out of 16 did not respond

At each of the focus group sessions, participants signed in and were given coded name tags in order for note takers to be able to match responses and quotes to specific individuals. After a brief large-group orientation, all youth and parents were asked to fill out a survey to collect some basic demographical information – name, age, grade, type of program, name of program, hours and days spent at program, was an adult home during OST, school-based or community-based, fee-based or free, mandatory (by school) or voluntary.

Participants were then split up into their groups, which were led by two facilitators and a note taker. The lead facilitator asked the questions* and the back-up facilitator compiled responses on a flip chart and helped with question prods as needed. This format was designed to stimulate discussion by allowing participants to visually see the responses given by the cohort. It also served as a back up note taking system and, after the sessions, the flip charts were compared to the notes to ensure that all answers were recorded. Follow-up discussions with facilitators provided further opportunities to identify key themes from each of the groups.

PASE's initial outreach to identify focus group participants consisted of contacting several after school programs within PASE's network of agencies and asking each group to identify 3-5 middle school students, 3-5 high school students and 3-5 parents. All of the agencies

* See Appendix A for a sample list of questions used for the focus groups.

PASE contacted were willing to identify students and parents (who participated in OST programs) and provide transportation for them to and from the focus group sessions.

For the non-participating youth and parents, PASE first reached out to several parent coordinators at local public schools. Few parent coordinators returned our calls and those that did were not helpful in identifying participants. Our next effort was to reach out to school-based after school programs whose staff might know of other non-participant students and parents in the high school. While this did result in 15 sign ups for the non-participant high school group and seven non-participant parents, the day of the event, only one student and one parent showed up. The mixed parent group was held but the non-participating student group was rescheduled. For the third outreach, PASE staff contacted a free snack program at Truman High School. The staff at this program were able to convene a group of non-participating high school students.

In addition to the challenge of simply convening the non-participant groups, as the session got underway, the facilitators realized that while these youth and parents self-identified as “non-participants,” many of them had had various exposure to OST programs. Some had been in programs previously but had stopped for a variety of reasons. Others were currently involved in jobs or once/twice a week tutoring programs but did not consider these to be “after school programs.”

While these “non-participant” sessions resulted in useful information, PASE realizes that there still exists a population of youth and parents who have *no* experience with “after school” or OST programs. This group may have needs and interests not captured in these focus groups but equally important to the overall discussion of Out of School Time. If future attempts were made to reach this population, PASE staff would suggest outreaching to non-after school agencies – foster care, food programs, and housing programs – or trying again to contact parent coordinators at particular public schools.

3. Comparative Survey Analysis

Note: Percentages in the “Programs” section do not always add up to 100% as respondents were instructed to check all program types that applied to them. Thus, many people checked more than one program type.

WEEKDAYS	MS Participants	HS Participants	Parents	Non Participants
Programs:				
After School Programs	92.9%	58.1%	66.7%	25.0%
Tutoring Sessions	7.1%	32.3%	9.5%	12.5%
Classes	0.0%	12.9%	9.5%	18.8%
Job/Internship	0.0%	64.3%	9.5%	18.8%
Community Service	0.0%	29.0%	19.0%	31.3%
Other	0.0%	3.2%	9.5%	31.3%
Not Filled	7.1%	0.0%	14.3%	6.3%
Community/School Based:				
Community Based	0.0%	58.1%	19.0%	6.3%
School Based	85.7%	19.4%	23.8%	43.8%
Both	7.1%	22.6%	14.3%	12.5%
Not Filled	7.1%	0.0%	42.9%	37.5%
Number of Days:				
0-1 days	0.0%	3.2%	0.0%	6.3%
2-3 days	21.4%	48.4%	38.1%	25.0%
4-5 days	64.3%	48.4%	47.6%	43.8%
Not Filled	14.3%	0.0%	33.3%	25.0%
Number of Hours:				
0-1 hours	0.0%	0.0%	9.5%	18.8%
2-4 hours	64.3%	67.7%	33.3%	31.3%
5-7 hours	7.1%	22.6%	14.3%	6.3%
7+ hours	0.0%	6.5%	14.3%	12.5%
Not Filled	28.6%	3.2%	38.1%	31.3%
Cost of Programs:				
Free	92.9%	100.0%	66.7%	56.3%
Fee	0.0%	0.0%	4.8%	6.3%
Both	0.0%	0.0%	4.8%	0.0%
Not Filled	7.1%	0.0%	23.8%	37.5%
Reason for Participation:				
Mandated (by school)	14.3%	3.2%	14.8%	6.3%
Voluntary	78.6%	93.5%	76.2%	68.8%
Both	0.0%	0.0%	0.0%	0.0%
Not Filled	7.1%	3.2%	19.0%	25.0%
WEEKEND	MS Participants	HS Participants	Parents	Non Participants
Programs:				
Weekend Programs	7.1%	22.6%	23.8%	0.0%
Tutoring Sessions	14.3%	16.1%	4.8%	6.3%
Classes	0.0%	6.5%	14.3%	31.3%
Job/Internship	7.1%	9.7%	9.5%	18.8%
Community Service	0.0%	16.1%	4.8%	12.5%
Other	35.7%	19.4%	4.8%	25.0%
Not Filled	35.7%	25.8%	47.6%	12.5%
Community/School Based:				
Community Based	28.6%	35.5%	28.6%	12.5%
School Based	21.4%	25.8%	4.8%	12.5%
Both	0.0%	9.7%	0.0%	12.5%
Not Filled	50.0%	29.0%	66.7%	62.5%

Number of Days:					
0-1 days	14.3%	35.5%	23.8%	31.3%	
2-3 days	28.6%	35.5%	14.3%	31.3%	
Not Filled	57.1%	29.0%	61.9%	37.5%	
Number of Hours:					
0-1 hours	0.0%	0.0%	4.8%	12.5%	
2-4 hours	21.4%	29.0%	14.3%	12.5%	
5-7 hours	7.1%	35.5%	9.5%	12.5%	
7+ hours	14.3%	3.2%	4.8%	18.8%	
Not Filled	57.1%	32.3%	66.7%	43.8%	
Cost of Programs:					
Free	42.9%	48.4%	33.3%	50.0%	
Fee	7.1%	16.1%	4.8%	6.3%	
Both	0.0%	3.2%	4.8%	0.0%	
Not Filled	50.0%	32.3%	57.1%	43.8%	
Reason for Participation:					
Mandated (by school)	14.3%	6.5%	14.8%	0.0%	
Voluntary	42.9%	61.3%	12.9%	56.3%	
Both	0.0%	0.0%	0.0%	0.0%	
Not Filled	42.9%	32.3%	52.4%	43.8%	
SUMMER	MS Participants	HS Participants	Parents	Non Participants	
Programs:					
Summer Camp or Program	50.0%	25.8%	57.1%	37.5%	
Tutoring Sessions	0.0%	3.2%	4.8%	0.0%	
Classes	0.0%	3.2%	14.3%	0.0%	
Job/Internship	21.4%	71.0%	9.5%	43.8%	
Community Service	0.0%	19.4%	14.3%	25.0%	
Other	14.3%	29.0%	4.8%	25.0%	
Not Filled	28.6%	6.5%	23.8%	6.3%	
Community/School Based:					
Community Based	14.3%	41.9%	28.6%	37.5%	
School Based	14.3%	9.7%	14.3%	18.8%	
Both	28.6%	16.1%	4.8%	6.3%	
Not Filled	42.9%	32.3%	52.4%	37.5%	
Number of Days:					
0-1 days	0.0%	0.0%	0.0%	0.0%	
2-3 days	7.1%	16.1%	14.3%	0.0%	
4-5 days	28.6%	38.7%	38.1%	56.3%	
6-7 days	7.1%	16.1%	0.0%	18.8%	
Not Filled	57.1%	29.0%	47.6%	25.0%	
Number of Hours:					
0-1 hours	0.0%	0.0%	0.0%	0.0%	
2-4 hours	21.4%	16.1%	4.8%	6.3%	
5-7 hours	28.6%	38.7%	33.3%	12.5%	
7+ hours	7.1%	12.9%	9.5%	56.3%	
Not Filled	57.1%	32.3%	52.4%	25.0%	
Cost of Programs:					
Free	42.9%	64.5%	47.6%	37.5%	
Fee	7.1%	3.2%	4.8%	12.5%	
Both	7.1%	9.7%	4.8%	0.0%	
Not Filled	42.9%	22.6%	42.9%	50.0%	
Reason for Participation:					
Mandated (by school)	14.3%	3.2%	4.8%	12.5%	
Voluntary	42.9%	74.2%	52.4%	56.3%	
Both	0.0%	0.0%	4.8%	0.0%	
Not Filled	42.9%	22.6%	38.1%	31.3%	

4. Out of School Time - Types of Programs

Middle School

Weekday

- All of the youth participated in OST programs, including sports (basketball was the most frequently mentioned), dance, homework help, cooking, drama, journalism, field trips, art, bowling, family life/sex education, clubs, study time, singing, and student government.
- The majority of youth participated in weekday OST activities 2-4 hours a day for 4-5 days per week.
- Most OST activities were school-based but generally run by a CBO. For example, the student government program was run by CAMBA and the Sports and Arts Foundation ran the other school-based programs in which these students participated. For these students, the distinction between the CBOs was not important; as long as the programs were meeting their needs, they were happy with many providers.
- Students heard about their OST programs through flyers, word of mouth, representatives from the organization, and their school.
- While most students only had to walk within their school to access the program, those going to a CBO or another school location took buses, trains or walked.
- Responses given for programs that their schools offered included – sports, academics, arts, mentoring and student government.

Weekends

- OST weekend activities included academic, recreational and work (counselor-in-training) programs. Two of the programs were church affiliated, one was through Kaplan and one was the Girl Scouts.

Summertime

- The responses regarding summer OST programs included – camp, jobs, church, sports, science school, community circles, and young adult initiatives.

High School

Weekdays

- Students participated in a range of activities – mentoring, tutoring, peer education, Explorers program, community service projects, theatre program, tutoring, games and photography, homework help, tutoring, test prep, job prep/resume writing, college prep, community service, sports, dance, workshops (sexual awareness fair), communication skills and internships (working in a radio station). Some youth also participated in sports programs through their schools, neighborhood leagues or at local basketball or baseball courts, and others worked.
- Teens were almost evenly split between spending 2-3 days and 4-5 days per week in their OST activities. The majority spent 2-4 hours per day in their programs.

- Most students attended community-based programs, which they accessed via bus, train, car and walking.
- The majority of respondents heard about their OST programs through word of mouth – friends, family, program alumni, a cop, at school, or on the Internet. One youth attended a presentation at his school, while another youth tried to attend a party at the CBO and was told he would have to join the program to attend the party – and he did. One youth attended a community service event sponsored by the program and became interested in the other programming.
- While a sense of community was a theme throughout the various focus groups, this group expressed it in the question about how they learned of their programs. Several responded that they had joined the program at a young age and stuck with it or that they were able to access a program because a sibling or friends were already participants. Other youth heard about their programs through flyers, school announcements, teachers and parents.

Weekends

- On the weekends, some youth preferred to have down time to sleep, go to the movies and parties. However, most indicated a participation in OST activities including SAT and math classes, weekend programs consisting of field trips, internships/jobs, music classes, sports, and activist programs.
- The amount of time spent in these programs varied and often was left up to the youth to decide. One student indicated that his/her mother insisted he/she attend the SAT and chemistry class but most of the other students participated of their own accord.
- The majority of respondents spent 1 day and 5-7 hours at their OST program.

Summertime

- During the summer, these youth kept busy with jobs/internships, community service/volunteer opportunities, sports programs, summer school, summer camps (at least three teens indicating they went away to camp), church programs, fundraising (for church and to go to Disneyland) and travel.
- A few youth identified vacation, going to the beach, and doing nothing as summer activities.
- For those in OST activities, their involvement was fairly extensive, with most participating all week long.
- The youth who went to programs outside of the city were eager to do so because there was “nothing to do on the weekends.” One student felt that “my parents made me travel so I couldn’t attend the summer program that I wanted to [attend].”

Parents

Weekdays

- Some of the OST programs represented included - PRY, the Life Program was a comprehensive and holistic program that includes – chess, karate, tennis, photography, money management, arts, field trips, AFS program, and scholarship

exams. Groundwork was a school-based program whose activities included arts and crafts, academics, tutoring, literacy, homework help and electives. Youth involved in the Prospect Park Youth Council were responsible for the maintenance and clean up of the park. Other OST programs that children were involved in included traveling sports teams and sports programs at their schools.

- The children of other parents participated in a range of activities including – after school programs (Beacon and others), tutoring (this was the non-participating parent), Children’s Museum of Manhattan program, Talented Unlimited, and doing homework at home. One parent stated, “I pick up my kids and bring them to the after school program here, weekends too...for a couple of years now.”
- The majority of parents indicated that their children spent 2-4 hours per day and 4-5 days per week in their OST activities.
- Parents wanted their children in OST programs for a variety of reasons, including supervision/safety, keeping the kids occupied while parents work, and to provide access to programs and opportunities that the parents were not able to provide.
- Most parents indicated that their children attended their OST programs willingly. One mother said, “My daughter is willing. I bought learning games for her to use at home but she would rather go to the after school program.” One parent stated that her daughter did not always want to attend her school-based OST program because being in school from 8am-6:30pm five days a week made for long days. Another parent said that his son preferred to go to his grandmother’s house on Fridays and that springtime was hard for him because the after school program conflicted with his sports program.
- Parents learned of their OST programs in a variety of ways – word of mouth, flyers, and through another program for younger kids. For one parent, the school had mandated tutoring for her daughter. Another participant had been raised attending after school programs herself. One father indicated, “My wife and I looked for a program because it was my son’s first year in middle school and the program at his school was not an option because it was only 1 day per week.”
- Half of the parents responded that their children walked to their OST program, while the others indicated that the children took buses, were driven or were in school-based programs. Interestingly, one student who attended a school-based program did so at a different school and, as a result, had to take three buses to arrive at her program. While parents whose children had to travel, and especially those changing buses or trains, had some safety concerns, for the most part they were comfortable with how their children got to their programs. Many of the PRY parents stated that they simply ask their children to call home once they arrive at PRY.
- Only one parent voiced a problem in making arrangements for her children. She explained, “I am a union carpenter. When I’m on a job, I need to have help with transportation so I make arrangements for a relative to pick up my child. My work hours and days are inconsistent so this happens a lot.”
- This group of parents was overwhelmingly involved in or interested in being involved in their child’s OST program. Two salient points that rose to the top were that being

involved provided a connection to their kids and the chance for them to serve as a role model for their kids. One mother stated, "My children are important to me. I noticed that when I wasn't there [at the program], I didn't understand what was really going on." Another parent felt that "parental involvement motivates the kids."

- Some of the ways in which they were involved included – chaperoned trips, led activities, cooked, or participated in ESL or sex education classes for parents. One mother indicated that she would like to be more involved but could not because of work.
- Only two participants indicated that their children's schools offered programs. Those programs included ballet in high school, sports teams and ten CBOs.
- Some agencies even offered programs for parents. For example, a lively discussion ensued as to when PRY was going to offer the parent sex education class again. Earlier in the evening, one parent commented on this program stating, "I learned more [in the parent sex education class] at PRY than in school."

Weekends

- For many parents, the weekends were considered downtime (see relatives, shopping, movies, and sports) or a time for jobs (taking out garbage or shoveling snow for a neighbor).
- For others, during the weekends children participated in many OST programs including swimming classes, basketball, church youth groups, SAT prep, Boy Scouts, dance and the Beacon.

Summertime

- About half of the parents indicated that their child participated in a summer program (usually 4 to 5 days per week); a few said that their kids go away for the summer, and others had jobs.
- Parents generally indicated that their children go willingly to their summer programs. In fact, one parent stated that she "uses going to PRY as a reward for the things I tell her to do." Another parent indicated that the child liked the program because it was "more summer-like, not focused on education."

Non Participants

Weekdays

- Of the 16 youth who participated in this group, the majority spent their afternoons with friends, at own home or friends' homes, on neighborhood stoops, playing basketball at the park, on the computer, sleeping, playing video games, watching TV, going to the movies, or talking on the phone. A few indicated that they did homework or helped siblings with homework, helped take care of siblings, attended drama club or had a job.
- Some of the youth had participated in OST programs – college-level psychology course, economics course, test prep, drama club or dance team, all at their school – but these experiences were short-lived either because the program was a finite number of

weeks (i.e. – test prep) or they lost interest and quit. About half of the students indicated that they stayed after school (for the programs above) approximately twice a week. For those who did not stay after school, reasons given were because the programs were not relevant (taking SAT prep more than once was redundant) or were not interesting to them (wanted career development programs for law or nursing); they were tired of school at the end of the day and wanted to leave; wanted to work and make money; wanted to get away from negative relationships with teachers; or felt there was no (good) food at school.

- Despite their lack of overall participation in OST programs, they did have awareness about where to find such programs. When asked where they would go for after school programs, answers included Manhattan (perception that Manhattan had more programs to offer than the Bronx), school, food pantry, community centers (in housing projects – for homework help, games, and sports), and Madison Square Boys’ and Girls’ Club - programs they were made aware of by relatives and friends.

Weekends

- While the majority of these youth were not involved in OST activities during the week, the majority were involved on the weekends. These activities included jobs (retail and babysitting), community service, classes (law), weekend programs (entrepreneurship and photography), SAT prep, school classes, and helping “mom with business.” Some students did indicate that they relaxed, slept, played or hung out with friends. Those not in programs gave reasons of wanting the weekend for them, a program had ended, or enrollment had closed.

Summertime

- About half of the respondents indicated that during the summer they traveled or slept, and the other half worked, volunteered or went to sleep-away camp.
- For those not in programs, they viewed the summer as a free time to go to the pool or leave New York City or they were not involved because the programs did not pay stipends.

5. Out of School Time - Desire for More

Middle School

Weekdays

- When asked about other activities they would like to have available, the most common response was for more sports. Other answers included music, field trips, and “more activities for girls.” One student was interested in “collaboration between students and teachers,” while another felt that if there were more quality and interesting school-based programs, more students would be inclined to come to school so that they could attend the OST programs.
- Students were asked what kinds of programs they would like if cost or transportation were not issues. The initial way in which this question was asked resulted in answers such as meet celebrities and “go anywhere kids wanna go.” The facilitator redirected the question by asking youth to articulate their future goals and the steps (i.e. – via OST programs) that would help them reach these goals. Answers to this rephrased question included dance classes, AIDS awareness/education (to become a pediatrician), internships (to become a lawyer or teacher), college prep, computer courses, and more sports (to become a basketball player).
- On average, youth would like these programs to take place five days/week.

Weekends

- Additional activities of interest included – martial arts, computer classes, crochet, art, yoga, music, cooking, and dance.

High School

Weekdays

- When asked if they would like more options during the week, students indicated they would like more music, recreational, and arts programs. One youth felt that “there are some [rec centers], but they’re hardly known to teenagers that live in the community.” Others felt that there were not enough options in their neighborhood or that the staff at the existing programs was not invested in the program.
- As with the middle school group, the high school students had a variety of suggestions on how to design their own program. Several people would like to see more sports programs (sports center, pitching/batting cage, video games), arts programs (music, theatre, acting, dance, singing, studio time), tutoring/homework help, computers, GED-like program, and job training.
- Other activities they were interested in included – journalism, music, sports, SAT, dance, college trips, church programs, dinners, block parties, youth activism and fundraising.
- General suggestions were for free programs and balanced offerings.
- They did feel that their programs could be better if provided with more money, space, staff and equipment; also, if more of an emphasis was placed on participation and community service components.

- On a scale of 1-10 (with 10 being the highest), youth were asked to rate the quality of their programs and then explain what they would add or change. The lowest score was an 8 and suggestions for improvements included – food, more space, better security, and Internet access.

Weekends

- Most high school students did not want more options for the weekends. Those that did wanted more jobs, sports, arts programs, Internet access, and homework help.
- Some youth felt that they had real choice in what was offered in their weekend OST programming. “They ask us what we want to do, we vote, and that’s what we do.”

Summertime

- Several high school students felt that there were not enough options for teens in the summer. “If there are options, we don’t know about them.” Another youth felt that having less contact with friends (who were on vacation) impacted their level of engagement in programs. “During the school year, your friends tell you what they do but during the summertime, friends are on vacation.”
- Overwhelmingly, respondents were interested in more summer jobs (administrative, security guard, working at Shea Stadium, and bouncer).
- When asked what other kinds of summer activities they would like to have as options, suggestions included travel, cultural exchange programs, college prep, and health programs. Two people were interested in dance programs and one was looking for “something unique.” Some youth felt that there were plenty of activities from which to choose.

Parents

Weekdays

- When asked what other OST programs they would be interested in for their child if cost and transportation were not issues, suggestions were for career field trips, internships, and architecture or whatever else their children desired. Other suggestions included college prep, academic enrichment, volunteer opportunities, and more focus on arts (specifically music and dance), technology and the sciences.
- Some parents felt their OST programs could be better if they offered first aid classes, more scholarships to good schools, and guest speakers from a variety of careers.
- Other parents felt that what was important was to keep the kids engaged by providing a variety of choices.
- Given the option, most people responded that they would like their OST programs to run five days a week.
- Some parents felt that there were not a lot of programs locally for young children or high school students. For the younger set, traveling to programs was a big issue. For the older kids, it was more of a lack of options. One participant who was an after school worker stated, “There is not a lot available for high school students so the kids get involved in other things. Today, my group was upstairs in their groups and a kid

who is not in the program was outside getting stabbed at the corner of the school.” Other suggestions were for the return of midnight basketball, more tutoring, and for parents to take more initiative with their teens.

- Parents felt that at the younger ages, youth enjoyed going to after school programs but once they were older, they wanted to work. One parent was concerned about a lack of focus or interest in academics by children. Another felt that after school programs had the potential to flourish but did not have adequate staff due to low wages.
- These parents had definite opinions on what was missing from their OST program options. Two parents wanted more homework help in after school programs. “I thought they would come here and do their homework but sometimes they come home and I’m still [helping them with] homework,” stated a father. Conversely, one mother felt that homework was to be done at home and they should be allowed to do other activities in after school. This same parent felt that one on one interaction was key to a successful after school program.
- Some people felt that there were many options available if parents were willing to invest the time to do the research. However, another parent emphasized, “Parents don’t have time to research what’s out there. After school programs should advertise more.”

Weekends

- When asked if they would like more organized options for the weekend, most parents were only interested in something once a month and only wanted family activities. Half of the parents did indicate that they would be interested in jobs for their kids. One parent indicated that due to her work schedule, she needed organized activities on the weekends.
- A minority of the parents stated that they work on the weekends.

Summertime

- Examples of activities parents would like to see available for their children in the summertime included more sports, internships/jobs, and entrepreneurial activities.

Non Participants

Weekdays

- These youth were overwhelmingly interested in participating in programs. Their interests were extensive and varied and included – sports (“improve my game”), drama/arts (portfolio help), career exploration (law and pediatric nursing), college prep, academic tutoring, community service credit, and working with kids. A couple of youth indicated that they would enjoy the opportunity to socialize if they felt they could talk freely and have “more freedom and teachers weren’t constantly on our backs.”
- When asked about the barriers to their participation, some were busy with other activities (studying, family demands, dance competition, job), some felt that the school’s programs were not of interest nor did they provide job opportunities, and

others felt that the programs they wanted were not in their community so distance and access were issues (one student was interested in a studio space in Queens where he could “make beats.”). There were also a contingent of youth who felt they were too lazy/unmotivated (or had procrastinated and missed the deadline to get involved), too tired, uninterested or “did not have enough time for himself.”

- If cost or transportation were not issues, most teens indicated they would like to attend a program five days a week, right after school, and the types of programs included dance studios, sports leagues, a writing program or a law program. They would want these programs to help them financially (jobs), improve skills (academics and sports), with college prep, stay out of trouble and be more motivated.
- It was also important that they have choices and feel a sense of ownership in the programs.
- As with the other high school students, traveling to programs was not seen as a problem although many said they would prefer to travel with friends and would like to be let out of school early if their programs were nearby.

Weekends

- Other programs they would like to have access to included arts, music, languages, computers/web design, virtual learning, diversity club, event planning, and pediatric nursing.
- They hoped that weekend programs would help to sharpen their skills (including resume development, interviewing, and other job readiness skills; vocal and arts training), earn credit and money, and explore career options.

Summertime

- Keeping in line with this groups’ interest in careers, when asked what programs they would like to have access to, they indicated law internship, modeling program, job prep, acting, arts programs, teen-only programs, and study abroad opportunities. They felt that these programs should help them prepare for school or jobs, help them make money (and provide scholarships), offer exposure to new experiences/cultures, sports skills and help them “pursue dreams.”

6. Out of School Time – Value of Programs

Middle School

- The reasons for their involvement included – social reasons, parental encouragement, staying out of trouble, job skills, and to practice talents. While half of the youth responded that their parents encouraged them to attend, virtually all voiced their own interest in attending the programs.
- Middle school students had positive feedback about OST programs and felt safer in after school programs.
- Youth enjoyed student government because it – “Gets our word out and how we feel about stuff.” They wanted similar programs that would help them stay out of trouble.
- Middle school students appreciated experiences that helped them choose a career “to become a teacher.”
- High value was placed on the academic support offered that “enabled students to reach higher standards, help students out.”

High School

- While a couple teens stated that they participated in OST programs because of their parents’ encouragement or because “my mom doesn’t want me in the house,” the majority attend OST programs for positive reasons – meet new people, stay out of trouble/off street, feels the center is a positive place, community involvement, likes the Executive Director, make money, prevent teen pregnancy, encouraged to go to college, and tutoring for Regents and SAT.
- High school students felt that their OST programs had been very helpful, inspiring them to reach goals, attain higher education-go to college, speak out, develop cultural awareness.
- For many, OST teaches new and often tangible skills, like getting a driver’s license or a bank account, HIV/AIDS prevention; and college prep and help completing college applications.
- Most poignantly put “makes dreams come true.”
- The youth stated that their parents supported their participation in these programs and mirrored their own reasons – activities keep them off the streets, help them earn/save money, and assist with homework and test prep.
- They learned public-speaking skills that helped them overcome their reserved nature.
- While many youth admitted that they joined a program because their friends were there or without really knowing what they were getting into, they repeatedly stated that they stayed because they saw that “how much you get out of the program depends on how involved you get.” This ownership of their programs was a theme that appeared again and again.

Parents

- Generally, parents sent their children to OST programs for two main reasons – to keep them occupied/supervised and to expand their horizons/talents/choices/views of the

world. One parents stated, “[If left alone], they might just watch videos or TV. Your refrigerator gets empty and your phone bill gets higher.” Another parent stated, “[OST programs provide] something to help them see choices, not think about drugs or teen pregnancy. In areas with drug trafficking, after school programs provide an alternative. [Just] because you live in that area, you don’t have to be a product of that area.” Some parents noted that these programs also provided socializing time, educational assistance, small group settings and were often close to home.

- Parents were very positive about the ways in which the OST programs had helped their children. In addition to learning new skills, parents noted improvements in these areas – increased openness, self-expression, reading and writing skills, communication skills, critical thinking skills, self esteem, and maturity. For some parents, the OST program sparked a complete turnaround in their child’s attitude towards school.
- Parents also felt that the programs helped them develop better parenting and communication skills and that the programs supported their efforts as parents. One mother, whose husband was attending his first event ever at Project reach Youth (PRY) (because he works two jobs), stated, “For me, PRY is like my second husband. My husband gives me food, money and love. PRY helps me support and help my daughter.”
- Finally, parents recognized the role that OST programs played in helping their children think about college. One mother said, “She wants to go to college, [the program] showed her the way to get to college.”
- An interesting discussion among the parents occurred regarding access to college. One parent stated, “The kids in my after school program want to work. Their perception is that college is for white folks.” A father stated, “[I] wanted to go to college but it was not an option.” As an immigrant from the Caribbean, he was taught, “education takes you somewhere but hard work takes you farther.” Other parents stated that this was precisely why students needed job and college prep programs and why there was a need to simultaneously educate the parents.

Non Participants

- Most of the youth responded that their parents were not aware of after school programs. Those youth whose parents did know had been told about the Museum of Natural History, dance programs, and the summer program through Labor Union 1199. However, 15 out of the 16 teens felt that their parents wanted them to participate in after school programs. Some youth felt their parents wanted them to be doing something constructive or to serve as a role model for a younger sibling, others said their parents thought it would look good on college applications, and a couple felt that their parents did not want them at home.

7. Out of School Time – Participant/Staff Interactions

Middle School

- Students felt that the adult staff members in their programs were very supportive, nice, respectful, caring, and interested in their input. They also mentioned that the staff exposed them to different world viewpoints and were “very careful about what to do and what to say.”
- While some youth expressed an interest in teen staff members employed at one of the OST programs, because they “let you get away with stuff” or they were “cute,” they had a hard time viewing these staff members as role models or authority figures. They offered up these comments – “Attitude at us from teen staff;” “They don’t take our input;” “On the phone half the time;” “Teen staff – how can they call themselves teachers;” “They control you and when you react they don’t like you;” and “Our lesson is interrupted by friends of staff members.” While not explicitly articulated, it appeared that the small age gap between these youth and the teen staff created tension for the youth.

High School

- High school students liked the group leaders, who were college and graduate students, and saw them as professional, prepared, respectful and trustworthy. But just as with the middle school group, the presence of teen (peer) staff created tension. The teens found it difficult to take these staff members seriously and to listen to them.
- For many youth, the relationships they built at the programs were key. Youth indicated that it was easy to build relationships, to trust and laugh with the staff. No one was mean to them.

Parents

- Parents had positive comments about the quality of their child’s OST programs, especially the care shown by the staff. For example, the PRY staff calls home if a child does not show up and they also call home to make sure the children have returned home safely (this is an unwritten policy at PRY).
- One parent noted that a change in staff could be a difficult transition for the youth; however, overall they felt that their programs did a good job at keeping parents informed about changes within the program.
- The one non-participating parent had experienced communication problems with her daughters’ tutors. She worked and was not able to attend after school hours and the staff had not made an attempt to reach her at any other time.
- One participant, who was also an after school worker, felt that aside from a lack of positive male role models, the after school staff in her program was qualified. “The staff is good because they all have different experiences – parents and non-parents – we listen, kids don’t want to go home so they must like the program. The after school staff is tighter than anything I saw in my eight years working in an alternative high school.”

Non Participants

NA

8. Out of School Time – School-Based versus Community-Based

Middle School

- The school-based versus community-based question provided an interesting view of community for this group. For many, school-based programs were advantageous because the school was seen as a community, where they knew everyone, did not have to travel, and felt as though the school was “giving, not only academically.” The disadvantages included one child’s perception that it created school rivalries and another boy who felt that being active in his school meant that he had to be a “poster boy and can’t get into trouble.”
- However, despite their seemingly limited exposure to the world of community-based programs (keeping in mind that they consider their programs to be school-based even though many are run by CBOs), they did feel that a community-based program would have the advantage of working with and doing something for one’s community and would provide a change of venue. The disadvantages they saw in a community-based program were centered on potential problems with a mix of kids from different schools.

High School

- The advantages of community-based programs included – “It’s more comfortable,” “you’re freer to talk about things,” safe, “you get to know new people,” “chill with friends,” “Close to home in case [of emergency],” “I want to be in a different building and with different people.”
- The advantages of school-based programs to high school students included pre-existing relationships with other participants/staff and accessibility. They liked being with friends and the structure in school.
- Disadvantages of school-based programs were that the programs didn’t allow for students outside of the school, that not all of the students [in the school] were aware of the program (no elaboration on this point), and lack of space. Regarding the last point, it was stated that an after school program lost program space when the school was broken up into specialized mini-schools. School-based programs were seen as “Feel[ing] mandatory,” and having “More guidelines.”
- A few youth mentioned that they had either quit school programs or never joined because they felt that there were conflicts with other students or teachers. While several of the students participated in school programs during their freshman year, only a few kept it up in the later grades.
- One student did not participate in the art program at his school because of the teachers – “they look at me like I’m gonna steal the brushes.”
- A couple of students indicated that they were tired of the school atmosphere or that they “get run out of school [by the cops/security at dismissal time].”

- Most of the participants stated that their schools offered sports programs – basketball and baseball, step, bicycle, dance, weights, basketball, cheerleading, track – while others mentioned chess club, and art as programs in their school. Other programs included yearbook, karaoke, Sister-Sister and Brother-Brother mentoring programs, gospel choir, sex education, SAT classes, and a youth activist group (which goes to Washington to fight against war on terrorism).

Parents

- Parents were also fairly evenly split on their preference for school-based versus community-based programs. They felt that school-based programs cut out the travel factor but staying in the same location made the day very long. Another advantage was that there was more consistency since teachers were already familiar with the kids.
- For community-based programs, they liked the chance to meet new youth and adults but saw the travel as a negative factor.

Non Participants

- Finally, the group of students who self-identified as having the least experience with OST programs had many opinions about the advantages and disadvantages of school-based versus community-based programs. The advantages of school-based programs were that they were more convenient since you did not have to travel, that you could potentially get school credit, and that it was better to be in school than out on the streets and getting arrested. The disadvantages were that you had to stay in the same building (and borough) all day long, that schools were less comfortable, and that fewer choices meant that you were often forced into programs that were not of interest to a particular student.
- For community-based programs, the advantages were that the environment was more comfortable, there was more diversity (in people and choices), you were able to develop a sense of ownership in the neighborhood and get to know people, and that you might be able to get community service credit. The disadvantages that people identified included not being able to get school credit, and that you might get sidetracked on your way to a community-based program.

9. Out of School Time - New York City's Investment in Youth Programs

Middle School

NA

High School

- As was noted throughout the session, these youth were very cognizant of the inner workings of their programs from staff interactions to budgetary issues. In their closing remarks, one youth felt that “more dedication from the city, [would result in] the more we will get out of it.” Another teen felt that these programs were not receiving funding because the participants were minorities.
- The students were very aware of their community, its needs and its vulnerabilities, and the role that government played in their communities.
- Some of the teens were particularly interested in seeing the return of the teen pregnancy prevention program, which was dropped due to funding cuts. They had written to Mayor Bloomberg but had not received any response. And since the program was cut, they felt that more girls in the senior class were getting pregnant because they did not have the skills to handle the situations addressed in the prevention program.
- Another teen wanted to see the return of the senior band, which was also cut due to a budget situation.
- Students also knew that participating in OST programs was a way for a youth of color, to avoid being targeted by the police just for hanging out on the streets.

Parents

NA

Non Participants

NA

10. Conclusion

While both youth and parents may have sometimes had trouble understanding the nuances of what defined OST activities, they were very clear and articulate about how and why they used OST program, their satisfaction level with OST programs, and what they still needed from OST programs.

For these participants, not only were OST activities necessary and integral to their daily lives -helping them earn money, do better in school, supervise children while parents worked, but additionally OST built positive self esteem, and assisted young people's pursuit of their dreams and goals for the future (to go to college, be a dancer, artist, teacher). Even Among the non-participating groups, there was an overwhelming interest in participating in OST programs.

Participants were largely satisfied with the programs although some people expressed a desire for more structure while others for less structure. And, finally, they were eager to share their continuing needs related to OST programs.

One mother felt so strongly that her daughter needed more tutoring that, regardless of the question asked, she always started her responses with, "my daughter needs more tutoring." Other respondents wanted more access to different types of programs so that their children could experiment, hone skills, increase communication skills and self-confidence, and broaden their horizons, socially, academically and professionally. Finally, all of the participants were aware of the connection between these focus groups and the New York City government and were eager to have their voices heard.

In conclusion, this report provides a snapshot of how and why OST programs are being used by families in Brooklyn and the Bronx. Based on the findings of these focus groups, a recommendation for further analysis at a deeper level would entail investigating what programs are offered versus what is being used, and providing a broader and deeper analysis of non-participating youth.

Appendix A

Focus group sample questions (Middle and High School Students Who Participate) –

Facilitator Instructions:

Following this guide, please ask the participants each of the following questions. An open-ended/brainstorming question approach should be taken and, once each participant has had an opportunity to speak, prompts can be used to elicit more answers than no one thought of or ask about specific answers.

Please keep in mind the main points for this group. If you feel that you are not getting at the heart of the main point on a particular question, you should stay with that question and try to ask it in another way.

Main point for this group:

1. How is OST being used? Why?
2. What do they get from OSTs?
3. What else do they want or need from OST?
4. How satisfied are they with their OST program/activities?

Definition of OST:

An Out of School Time (OST) activity can happen after school, evenings, weekends and in the summer. It might be a program that is attended once a week, five times a week, once a month, or only in the summer. An Out of School Time activity includes traditional after school programs, tutoring, classes/seminars, jobs or community service.

- *(Indicates prompts for questions)*

Weekdays:

1. Let's talk first about Out of School Time activity on weekdays. What kind of program or class or activities do you participate in either at school or another location? Do you stay after school for any other reason or activity on a regular basis?

2. Tell us why you participate in an Out of School Time program?

Is it because your parents are working and not at home?

- Or because you have an interest or talent in an activity not offered at school?
- Or because your parents require you to participate?
- Or because you feel safe in a program.
- Or because you want leadership development, career direction or community service? What does leadership development mean to you?
- Or because you need or want tutoring or test prep?
- Or because you want to socialize or play sports?
- Or because from a part time job, you earn money or gain experience?

3. How much time do you spend in an Out of School Time program or activity during the school week and do you do this on a regular basis? How often?

- 1 day, 2, 3, 4, or 5 days during the school week?

4. Do your parents want you to go or do you go because you want to?

5. What programs, clubs or sports after school does your school offer and do you participate? Why or why not?

6. Would you like to have more options for activities during the school week?

- If yes, what prevents this from happening? (homework, cost, transportation, taking care of a younger sibling, working)
- If no, why not?

7a. If cost or transportation were not issues, what kinds of Out of School Time activities or programs would you like to do that you are not doing now?

- Dance, music, art
- Leadership development
- Academic support
- College prep
- Community service
- Work experience or internships
- Social

7b. How many days would you like to attend those activities/programs?

8. What are the advantages and disadvantages to having a school-based program (programs located in your school)? What are the advantages and disadvantages to having community-based programs (programs located in off-site facilities)?

- You might think that for practical reasons, not having to travel after school is better.
- Or you might want to come closer to your home, to a program offered in your community.

9. How did you learn about the program you participate in? Did you seek the information out yourself?

- From school
- A friend, word of mouth
- You used a directory? Which one?
- Church or religious organization
- Community-based organization

10a. Let's talk about how you get to your Out of School Time program

- Do you travel on your own, with friends, an adult?
- Use public transportation?
- Take a car service or taxi?
- Or stay at school for the program or class?

10b. Is making arrangements a problem? In what ways? Is this a consistent problem? Do you have concerns about how you currently get there?

11. How would you describe the quality of your Out of School Time program, including the staff? Who are the staff members (high schoolers, college students, trained adults)?

- Are you comfortable with the staff?
- Do you feel as if they know you?
- Do you learn something from them or enjoy being with them?

Weekends:

1. What about weekends? What do you do on the weekends?

2. How much time do you spend in a program, classes or at a job on the weekend?

- 1-2 hours?
- 2-4 hours?
- more?

3. Do your parents want you to go or do you go because you want to?

4. Would you like more options for organized and supervised activities on weekends?

- If yes, what prevents this from happening? (homework, cost, transportation, taking care of a younger sibling, working)
- If no, why not?

5. What kind of program, or activities would you like on the weekends that have not been available so far?

- Academic help
- Social
- Sports, dance, art, music
- Internship
- Job/work

Summertime:

1. Now let's discuss summertime. What do you do during the summer?

- Do you spend any time in programs, camp, classes or at a job in the summer? If yes how much time?
 - # weeks or months

- # days each week

b. Do you go away for the summer? How much time do you generally spend away and where?

2. Do your parents want you to go or do you go because you want to?

3. Would you like more options for organized and supervised activities for your child during the summer?

- If yes, what prevents this from happening? (cost, not available, taking care of a younger sibling)
- If no, why not

4. What kind of summer activity would you like that has not been available so far?

- Job
- Camp in or out of the city
- Internships
- Art, dance, music, sports

Conclusion:

1a. What do you get out of your Out of School Time programs and activities? Have the classes, programs or jobs you participate in on weekdays, weekends or in the summer helped you in some way? Tell us which activity helped you learn or become something you're proud of?

- Improved relationships with peers, teachers, adults, parents
- Improved school performance
- Kept you out of trouble
- Made you feel safe or happy
- Helped you get into a better middle or high school or prepare for college
- Job skills or experience, earn money

1b. Is this what you wanted to get out of it?

1c. Are there ways it could be better?

2. Before we end this evening, is there anything else you'd like to say about Out of School Time programs and activities in New York City? Where they should be, what they should be and the days and hours they should take place and who should work at them?

Appendix B

1. Brooklyn Middle School

- 14 students in grades 4-8 in Brooklyn, NY from 4 different Agencies (CAMBA, Center for Family Life, Groundwork, Inc., Project Reach Youth)
- 12/14 participants stated that there is an adult home during out of school time; 2 did not fill in an answer.

BK MS Group	WEEKDAYS	WEEKENDS	SUMMER
Program(s):	After School Program 13 Tutoring Session 1 Classes -- Job/Internship -- Community Service -- Other -- Not Filled 1	Weekend Program 1 Tutoring Session 2 Classes -- Job/Internship 1 Community Service -- Other 5 Not Filled 5	Summer Camp 7 Tutoring Session -- Classes -- Job/Internship 3 Community Service -- Other 2 Not Filled 4
Community vs. School Based:	Community Based -- School Based 12 Both 1 Not Filled 1	Community Based 4 School Based 3 Both -- Not Filled 7	Community Based 2 School Based 2 Both 4 Not Filled 6
Number of Days:	0-1 days -- 2-3 days 3 4-5 days 9 6-7 days N/A Not Filled 2	0-1 days 2 2-3 days 4 4-5 days N/A 6-7 days N/A Not Filled 8	0-1 days -- 2-3 days 1 4-5 days 4 6-7 days 1 Not Filled 8
Number of Hours:	0-1 hours -- 2-4 hours 9 5-7 hours 1 7+ hours -- Not Filled 4	0-1 hours -- 2-4 hours 3 5-7 hours 1 7+ hours 2 Not Filled 8	0-1 hours -- 2-4 hours 3 5-7 hours 1 7+ hours 2 Not Filled 8
Cost of Programs:	Free 13 Fee -- Both -- Not Filled 1	Free 6 Fee 1 Both -- Not Filled 7	Free 6 Fee 1 Both 1 Not Filled 6
Reason for Participation:	Mandated by School 2 Voluntary 11 Both -- Not Filled 1	Mandated by School 2 Voluntary 6 Both -- Not Filled 6	Mandated by School 2 Voluntary 6 Both -- Not Filled 6

2. Brooklyn High School

- 14 students in grades 9-12 in Brooklyn, NY from 3 different Agencies (Center for Family Life, Project Reach Youth, Project Re-Generation, Prospect Park Alliance)
- 9 out of 14 participants stated that there is an adult home during out of school time; 3 out of 14 said there was not a parent home during OST; and two students did not fill in an answer.

BK HS Group	WEEKDAYS		WEEKENDS		SUMMER	
Program(s):	<i>After School Program</i>	5	<i>Weekend Program</i>	4	<i>Summer Camp</i>	4
	<i>Tutoring Session</i>	--	<i>Tutoring Session</i>	2	<i>Tutoring Session</i>	--
	<i>Classes</i>	--	<i>Classes</i>	1	<i>Classes</i>	--
	<i>Job/Internship</i>	7	<i>Job/Internship</i>	1	<i>Job/Internship</i>	8
	<i>Community Service</i>	3	<i>Community Service</i>	3	<i>Community Service</i>	2
	<i>Other</i>	--	<i>Other</i>	5	<i>Other</i>	4
	<i>Not Filled</i>	--	<i>Not Filled</i>	1	<i>Not Filled</i>	2
Community vs. School Based:	<i>Community Based</i>	13	<i>Community Based</i>	8	<i>Community Based</i>	6
	<i>School Based</i>	--	<i>School Based</i>	3	<i>School Based</i>	3
	<i>Both</i>	1	<i>Both</i>	1	<i>Both</i>	2
	<i>Not Filled</i>	--	<i>Not Filled</i>	2	<i>Not Filled</i>	3
Number of Days:	<i>0-1 days</i>	1	<i>0-1 days</i>	8	<i>0-1 days</i>	--
	<i>2-3 days</i>	9	<i>2-3 days</i>	4	<i>2-3 days</i>	3
	<i>4-5 days</i>	4	<i>4-5 days</i>	N/A	<i>4-5 days</i>	4
	<i>6-7 days</i>	N/A	<i>6-7 days</i>	N/A	<i>6-7 days</i>	4
	<i>Not Filled</i>	--	<i>Not Filled</i>	2	<i>Not Filled</i>	3
Number of Hours:	<i>0-1 hours</i>	--	<i>0-1 hours</i>	--	<i>0-1 hours</i>	--
	<i>2-4 hours</i>	10	<i>2-4 hours</i>	4	<i>2-4 hours</i>	3
	<i>5-7 hours</i>	3	<i>5-7 hours</i>	8	<i>5-7 hours</i>	6
	<i>7+ hours</i>	1	<i>7+ hours</i>	--	<i>7+ hours</i>	1
	<i>Not Filled</i>	--	<i>Not Filled</i>	2	<i>Not Filled</i>	4
Cost of Programs:	<i>Free</i>	14	<i>Free</i>	8	<i>Free</i>	8
	<i>Fee</i>	--	<i>Fee</i>	4	<i>Fee</i>	1
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	3
	<i>Not Filled</i>	--	<i>Not Filled</i>	2	<i>Not Filled</i>	2
Reason for Participation:	<i>Mandated by School</i>	1	<i>Mandated by School</i>	2	<i>Mandated by School</i>	1
	<i>Voluntary</i>	13	<i>Voluntary</i>	10	<i>Voluntary</i>	11
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	--
	<i>Not Filled</i>	--	<i>Not Filled</i>	2	<i>Not Filled</i>	2

3. Bronx High School

- 17 students in grades 9-12 in Bronx, NY from 4 different Agencies (Aspira, Citizens' Advise Bureau, Gloria Wise Boys and Girls Club, National Puerto Rican Forum)
- 12 out of 14 participants stated that there is an adult home during out of school time; 4 out of 14 said there is not an adult home during OST; 1 did not fill in an answer.

BX HS Group	WEEKDAYS		WEEKENDS		SUMMER	
Program(s): (Child's Program)	<i>After School Program</i>	13	<i>Weekend Program</i>	3	<i>Summer Camp</i>	4
	<i>Tutoring Session</i>	10	<i>Tutoring Session</i>	3	<i>Tutoring Session</i>	1
	<i>Classes</i>	4	<i>Classes</i>	1	<i>Classes</i>	1
	<i>Job/Internship</i>	13	<i>Job/Internship</i>	2	<i>Job/Internship</i>	14
	<i>Community Service</i>	6	<i>Community Service</i>	2	<i>Community Service</i>	4
	<i>Other</i>	1	<i>Other</i>	1	<i>Other</i>	5
	<i>Not Filled</i>	--	<i>Not Filled</i>	7	<i>Not Filled</i>	--
Community vs. School Based:	<i>Community Based</i>	5	<i>Community Based</i>	3	<i>Community Based</i>	7
	<i>School Based</i>	6	<i>School Based</i>	5	<i>School Based</i>	--
	<i>Both</i>	6	<i>Both</i>	2	<i>Both</i>	3
	<i>Not Filled</i>	--	<i>Not Filled</i>	7	<i>Not Filled</i>	7
Number of Days:	<i>0-1 days</i>	--	<i>0-1 days</i>	3	<i>0-1 days</i>	0
	<i>2-3 days</i>	6	<i>2-3 days</i>	7	<i>2-3 days</i>	2
	<i>4-5 days</i>	11	<i>4-5 days</i>	N/ A	<i>4-5 days</i>	8
	<i>6-7 days</i>	N/ A	<i>6-7 days</i>	N/ A	<i>6-7 days</i>	1
	<i>Not Filled</i>	--	<i>Not Filled</i>	7	<i>Not Filled</i>	6
Number of Hours:	<i>0-1 hours</i>	--	<i>0-1 hours</i>	--	<i>0-1 hours</i>	--
	<i>2-4 hours</i>	11	<i>2-4 hours</i>	5	<i>2-4 hours</i>	2
	<i>5-7 hours</i>	4	<i>5-7 hours</i>	3	<i>5-7 hours</i>	6
	<i>7+ hours</i>	1	<i>7+ hours</i>	1	<i>7+ hours</i>	3
	<i>Not Filled</i>	1	<i>Not Filled</i>	8	<i>Not Filled</i>	6
Cost of Programs:	<i>Free</i>	17	<i>Free</i>	7	<i>Free</i>	12
	<i>Fee</i>	--	<i>Fee</i>	1	<i>Fee</i>	--
	<i>Both</i>	--	<i>Both</i>	1	<i>Both</i>	--
	<i>Not Filled</i>	--	<i>Not Filled</i>	8	<i>Not Filled</i>	5
Reason for Participation:	<i>Mandated by School</i>	--	<i>Mandated by School</i>	--	<i>Mandated by School</i>	--
	<i>Voluntary</i>	16	<i>Voluntary</i>	9	<i>Voluntary</i>	12
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	--
	<i>Not Filled</i>	1	<i>Not Filled</i>	8	<i>Not Filled</i>	5

4. Brooklyn Parents

- 14 parents of students in grades 5-12 in Brooklyn, NY from 4 different Agencies (CAMBA, Groundwork, Inc., Project Reach Youth, Prospect Park Alliance)
- 8 out of 14 participants stated that there is an adult home during out of school time; 3 out of 14 said there is not an adult home during OST; 3 did not fill in an answer.

BK Parent Group	WEEKDAYS		WEEKENDS		SUMMER	
Program(s): (Child's Program)	<i>After School Program</i>	11	<i>Weekend Program</i>	4	<i>Summer Camp</i>	9
	<i>Tutoring Session</i>	2	<i>Tutoring Session</i>	1	<i>Tutoring Session</i>	1
	<i>Classes</i>	2	<i>Classes</i>	1	<i>Classes</i>	2
	<i>Job/Internship</i>	1	<i>Job/Internship</i>	1	<i>Job/Internship</i>	1
	<i>Community Service</i>	4	<i>Community Service</i>	1	<i>Community Service</i>	3
	<i>Other</i>	2	<i>Other</i>	1	<i>Other</i>	1
	<i>Not Filled</i>	--	<i>Not Filled</i>	6	<i>Not Filled</i>	2
Community vs. School Based:	<i>Community Based</i>	2	<i>Community Based</i>	4	<i>Community Based</i>	3
	<i>School Based</i>	4	<i>School Based</i>	1	<i>School Based</i>	3
	<i>Both</i>	3	<i>Both</i>	--	<i>Both</i>	1
	<i>Not Filled</i>	5	<i>Not Filled</i>	9	<i>Not Filled</i>	7
Number of Days:	<i>0-1 days</i>	1	<i>0-1 days</i>	3	<i>0-1 days</i>	--
	<i>2-3 days</i>	2	<i>2-3 days</i>	3	<i>2-3 days</i>	1
	<i>4-5 days</i>	8	<i>4-5 days</i>	N/ A	<i>4-5 days</i>	7
	<i>6-7 days</i>	NA	<i>6-7 days</i>	N/ A	<i>6-7 days</i>	--
	<i>Not Filled</i>	3	<i>Not Filled</i>	8	<i>Not Filled</i>	6
Number of Hours:	<i>0-1 hours</i>	--	<i>0-1 hours</i>	--	<i>0-1 hours</i>	--
	<i>2-4 hours</i>	5	<i>2-4 hours</i>	3	<i>2-4 hours</i>	--
	<i>5-7 hours</i>	2	<i>5-7 hours</i>	1	<i>5-7 hours</i>	5
	<i>7+ hours</i>	3	<i>7+ hours</i>	1	<i>7+ hours</i>	2
	<i>Not Filled</i>	4	<i>Not Filled</i>	9	<i>Not Filled</i>	7
Cost of Programs:	<i>Free</i>	11	<i>Free</i>	6	<i>Free</i>	8
	<i>Fee</i>	1	<i>Fee</i>	--	<i>Fee</i>	--
	<i>Both</i>	1	<i>Both</i>	1	<i>Both</i>	1
	<i>Not Filled</i>	1	<i>Not Filled</i>	7	<i>Not Filled</i>	5
Reason for Participation:	<i>Mandated by School</i>	1	<i>Mandated by School</i>	1	<i>Mandated by School</i>	1
	<i>Voluntary</i>	13	<i>Voluntary</i>	7	<i>Voluntary</i>	8
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	1
	<i>Not Filled</i>	--	<i>Not Filled</i>	6	<i>Not Filled</i>	4

5. Bronx Parents

- 7 parents of children ages 4-15 in the Bronx, NY with children participating (Gloria Wise Boys and Girls Club – 2 locations, National Puerto Rican Forum) and not participating in After School programs.
- 3 out of 7 participants stated that there is an adult home during out of school time; 2 out of 7 said there is not an adult home during OST; 2 did not fill in an answer.

BX Parent Group	WEEKDAYS		WEEKENDS		SUMMER	
Program(s): (Child's Program)	<i>After School Program</i>	3	<i>Weekend Program</i>	1	<i>Summer Camp</i>	3
	<i>Tutoring Session</i>	--	<i>Tutoring Session</i>	--	<i>Tutoring Session</i>	--
	<i>Classes</i>	--	<i>Classes</i>	2	<i>Classes</i>	1
	<i>Job/Internship</i>	1	<i>Job/Internship</i>	1	<i>Job/Internship</i>	1
	<i>Community Service</i>	--	<i>Community Service</i>	--	<i>Community Service</i>	--
	<i>Other</i>	--	<i>Other</i>	--	<i>Other</i>	--
	<i>Not Filled</i>	3	<i>Not Filled</i>	4	<i>Not Filled</i>	3
Community vs. School Based:	<i>Community Based</i>	2	<i>Community Based</i>	2	<i>Community Based</i>	3
	<i>School Based</i>	1	<i>School Based</i>	--	<i>School Based</i>	--
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	--
	<i>Not Filled</i>	4	<i>Not Filled</i>	5	<i>Not Filled</i>	4
Number of Days:	<i>0-1 days</i>	--	<i>0-1 days</i>	2	<i>0-1 days</i>	--
	<i>2-3 days</i>	1	<i>2-3 days</i>	--	<i>2-3 days</i>	2
	<i>4-5 days</i>	2	<i>4-5 days</i>	N/ A	<i>4-5 days</i>	1
	<i>6-7 days</i>	N/ A	<i>6-7 days</i>	N/ A	<i>6-7 days</i>	--
	<i>Not Filled</i>	4	<i>Not Filled</i>	5	<i>Not Filled</i>	4
Number of Hours:	<i>0-1 hours</i>	--	<i>0-1 hours</i>	1	<i>0-1 hours</i>	--
	<i>2-4 hours</i>	2	<i>2-4 hours</i>	--	<i>2-4 hours</i>	1
	<i>5-7 hours</i>	1	<i>5-7 hours</i>	1	<i>5-7 hours</i>	2
	<i>7+ hours</i>	--	<i>7+ hours</i>	--	<i>7+ hours</i>	--
	<i>Not Filled</i>	4	<i>Not Filled</i>	5	<i>Not Filled</i>	4
Cost of Programs:	<i>Free</i>	3	<i>Free</i>	1	<i>Free</i>	2
	<i>Fee</i>	--	<i>Fee</i>	1	<i>Fee</i>	1
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	--
	<i>Not Filled</i>	4	<i>Not Filled</i>	5	<i>Not Filled</i>	4
Reason for Participation:	<i>Mandated by School</i>	--	<i>Mandated by School</i>	--	<i>Mandated by School</i>	--
	<i>Voluntary</i>	3	<i>Voluntary</i>	2	<i>Voluntary</i>	3
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	--
	<i>Not Filled</i>	4	<i>Not Filled</i>	5	<i>Not Filled</i>	4

6. Bronx Non Participants

- 16 students in grades 9-12 in Bronx, NY from Truman High School
- 15 out of 16 participants stated that there is an adult home during out of school time; 1 out of 16 said there is not an adult home during OST.

<i>BX Non-User Group**</i>	WEEKDAYS		WEEKENDS		SUMMER	
Program(s): (Child's Program)	<i>After School Program</i>	4	<i>Weekend Program</i>	--	<i>Summer Camp</i>	6
	<i>Tutoring Session</i>	2	<i>Tutoring Session</i>	1	<i>Tutoring Session</i>	--
	<i>Classes</i>	3	<i>Classes</i>	5	<i>Classes</i>	--
	<i>Job/Internship</i>	3	<i>Job/Internship</i>	3	<i>Job/Internship</i>	7
	<i>Community Service</i>	5	<i>Community Service</i>	2	<i>Community Service</i>	4
	<i>Other</i>	5	<i>Other</i>	4	<i>Other</i>	4
	<i>Not Filled</i>	1	<i>Not Filled</i>	2	<i>Not Filled</i>	1
Community vs. School Based:	<i>Community Based</i>	1	<i>Community Based</i>	2	<i>Community Based</i>	6
	<i>School Based</i>	7	<i>School Based</i>	2	<i>School Based</i>	3
	<i>Both</i>	2	<i>Both</i>	2	<i>Both</i>	1
	<i>Not Filled</i>	6	<i>Not Filled</i>	10	<i>Not Filled</i>	6
Number of Days:	<i>0-1 days</i>	1	<i>0-1 days</i>	5	<i>0-1 days</i>	--
	<i>2-3 days</i>	4	<i>2-3 days</i>	5	<i>2-3 days</i>	--
	<i>4-5 days</i>	7	<i>4-5 days</i>	N/ A	<i>4-5 days</i>	9
	<i>6-7 days</i>	--	<i>6-7 days</i>	N/ A	<i>6-7 days</i>	3
	<i>Not Filled</i>	4	<i>Not Filled</i>	6	<i>Not Filled</i>	4
Number of Hours:	<i>0-1 hours</i>	3	<i>0-1 hours</i>	2	<i>0-1 hours</i>	--
	<i>2-4 hours</i>	5	<i>2-4 hours</i>	2	<i>2-4 hours</i>	1
	<i>5-7 hours</i>	1	<i>5-7 hours</i>	2	<i>5-7 hours</i>	2
	<i>7+ hours</i>	2	<i>7+ hours</i>	3	<i>7+ hours</i>	9
	<i>Not Filled</i>	5	<i>Not Filled</i>	7	<i>Not Filled</i>	4
Cost of Programs:	<i>Free</i>	9	<i>Free</i>	8	<i>Free</i>	6
	<i>Fee</i>	1	<i>Fee</i>	1	<i>Fee</i>	2
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	--
	<i>Not Filled</i>	6	<i>Not Filled</i>	7	<i>Not Filled</i>	8
Reason for Participation:	<i>Mandated by School</i>	1	<i>Mandated by School</i>	--	<i>Mandated by School</i>	2
	<i>Voluntary</i>	11	<i>Voluntary</i>	9	<i>Voluntary</i>	9
	<i>Both</i>	--	<i>Both</i>	--	<i>Both</i>	--
	<i>Not Filled</i>	4	<i>Not Filled</i>	7	<i>Not Filled</i>	5