

**Out of School Programs and Services in
New York City:
Participation, Satisfaction, & Barriers**

A survey of parents of school-aged children in NYC

Conducted for

Citizens' Committee for Children of New York

By

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Table of Contents

I. Introduction	1
II. Methods.....	2
III. Executive Summary.....	6
III. Detailed Findings.....	11
A. Participation in Out-of-School Time Activities.....	11
1. Overall participation in OST activities.....	11
2. Profiles of participating and non-participating families	14
3. Focusing on need	16
B. Out of School Time	19
1. Day-to-day time apart from adult family members	19
2. Care provided by a sitter, nanny, or older sibling	23
3. Unsupervised time out of school.....	25
4. Missing work	27
C. Landscape and Characteristics of OST Programs and Services	29
1. Types of OST activities.....	29
2. Activities offered in OST programs and services.....	36
3. Paying for OST programs	42
D. Transportation to OST Activities and Proximity to Home and School.....	45
1. Getting to activities	45
2. Preference for location.....	50
E. Reasons for Enrolling Child in OST Programs and Activities	52
F. Satisfaction with OST Programs and Services in New York City.....	59
1. Satisfaction with most frequently attended program or service.....	59
2. Satisfaction with characteristics of NYC programs and services.....	61
G. Barriers to Participation	68
1. Cost and logistics	68
2. Lack of awareness of available programs	72
3. Lack of interest	74
4. Focus on barriers for unserved and underserved families	78

Appendix: Questionnaire with Topline Results

I. Introduction

In an era of major national and local policy shifts affecting families and children, Mayor Bloomberg has put forth reforms in New York City to provide a variety of learning and developmental opportunities for children during the school day and in out-of-school time. Reform goals include providing access to opportunities during out of school time that support academic achievement, social and emotional health, and other positive youth development goals.

Citizens' Committee for Children of New York asked Belden Russonello & Stewart to conduct a city-wide survey among parents of school-aged children. The goal of the survey is to inform CCC's work to help the City develop its education and youth services reform efforts. Specifically, the survey sets out to better understand current participation in programs and services, gauge parents' satisfaction with such services, and identify barriers to participation.

The following report covers the results from 1,000 telephone interviews in New York City among parents with at least one school-aged child, conducted in February, 2004.

The report includes the methodology used to conduct the survey, an executive summary, and detailed findings. The analysis of the detailed findings begins by describing out-of-school time, including the overall participation rates in programs as well as profiling families who do and do not participate. The report then describes the landscape of the types of programs and services children take part in, transportation issues, the reasons parents have for enrolling children in programs, parents' satisfaction with programs, and finally, barriers to participation.

An appendix contains the survey questionnaire with response totals.

II. Methods

This survey reflects results from 1,000 interviews among parents of school-aged children (ages five to nineteen) living in New York City. Interviewing was conducted February 12 through 29, 2004. The survey asked parents to report on and give their opinions about programs and services for children in the city based on the experience of one randomly-selected school-aged child from their family.

Sample

Interviews were obtained using random digit dial sample (RDD), which was pulled proportionately by the population of school-aged children in each borough. The data have been weighted by borough and by child's gender to match the proper proportion according to 2000 U.S. Census figures.

All sample surveys are subject to possible sampling error; that is, the results may differ from those that would be obtained if the entire population under study were interviewed. The margin of sampling error for this study is plus or minus 3.1 percentage points at the 95% level of confidence. This means that in 95 out of 100 samples of this size the results obtained in the sample would fall in a range of ± 3.1 percentage points of what would have been obtained if every New York City parent with school-aged children had been interviewed. The margin of error is larger for smaller subgroups within the sample. Other non-sampling error may also contribute to total survey error.

The table at the end of this section shows the demographic composition of survey respondents.

Questionnaire

The questionnaire was drafted by BRS in collaboration with the Citizens' Committee for Children and with assistance from Douglas Gould & Company. Once finalized, the questionnaire was subjected to a pretest, resulting in modifications of question wording and length.

The final questionnaire was translated into Spanish and Chinese (Cantonese and Mandarin), yielding a total of 121 Spanish and 14 Chinese language interviews.

Fieldwork

The fieldwork was conducted by telephone using a computer-assisted telephone interviewing system, from February 12 through 29, 2004 by a team of professional, fully-trained and supervised English, Spanish, and Chinese-speaking telephone interviewers.

Briefing sessions familiarized the interviewers with the sample specifications and the instrument for this study. The interviews averaged 15 minutes in length. BRS monitored the interviewing and data collection at all stages to ensure quality.

Analysis

In the report, responses to questions are analyzed by various demographic subgroups of NYC children and parents, and by participation in OST programs as follows:

- "In any OST" refers to children who participate in one or more OST activities at any time - during the school year or summer months;
- "Not in any OST" includes children who are not involved in any OST program - summer or school year.
- "Unserved children during school year" are those who do not currently participate in school-year OST activities, and whose parents do not indicate their child is too old or too young, or that they want the child at home during out-of-school time.
- "Underserved children during school year" includes children who participate in a school-year OST activity, but whose parents report that one or more of the following barriers has prevented participation in another OST program(s): incompatible hours, prohibitively expensive

programs, difficulty with travel arrangements, a lack of space available in a program, or no program to fit the child's needs.

Composition Table

	Unweighted N =	Unweighted % =	Weighted % =
Total	1,000	100%	100%
White child	217	22%	22%
Latino	319	32	32
African American	338	34	34
Asian	92	9	9
Child 5-9 years old	388	39%	39%
10-13	301	30	30
14-19	311	31	31
Boy	529	53%	51%
Girl	471	47	49
Parent's education:			
High school or less	467	47%	47%
Some college	217	22	21
College grad+	296	30	30
Household income:			
Less than \$25K	268	27%	27%
\$25-49K	256	26	25
\$50K or more	276	28	28
Marital status:			
Married	616	62%	61%
Single*	384	38	39
Parents in HH:			
Working full-time**	421	42%	42%
Other	579	58	58
Parents born in U.S.	531	53%	53%
Not born in U.S.	462	46	46
Manhattan	100	10%	13%
Brooklyn	355	36	34
Bronx	209	21	20
Queens	272	27	26
Staten Island	64	6	6

*"Single" parents include those who are divorced, separated, widowed, or have never been married.

**"Working full-time" are those families in which all parents living in the household are working full-time.

Reading this report

Tables included in the text of this report highlight selected relevant survey findings and are expressed in percentages. The base for each table is N = 1,000 parents, unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when the % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than one percent; a double hyphen (--) indicates zero.

Percentages may add to more than or less than 100% due to weighting, rounding, omission of "don't know," "refused," and other responses, or, in the case of multiple response questions.

III. Executive Summary

Overview

The 2004 BRS/CCC survey of 1,000 New York City parents reveals that the city's out-of-school time (OST) programs for youth serve nearly seven in 10 children at some time during the year, but the programs may be under-serving those most in need. In the five boroughs, children in kindergarten through 12th grade routinely take part in organized OST activities, from playing on the baseball team to taking a music lesson off school grounds to spending the entire afternoon every weekday in a program held at school. Large majorities of parents enroll their children in these programs for a variety of practical and other reasons. They find the programs valuable not just as safe havens for young people when school is out, but as conduits for developing interest and skills in arts and music, helping with homework, and providing their children with good role models.

One might hope these programs and services would be most helpful to low-income New Yorkers who may have the most need. Yet, our analysis indicates that those who are already taking part in OST programs are the more affluent, better-educated New Yorkers, whereas children who are not in any programs are more likely to have less-educated parents earning lower incomes.

What is holding back participation? The survey indicates that cost, convenience, and communication all contribute to preventing full participation in OST programs. Half of parents say the availability of affordable programs in their areas is unsatisfactory, four in ten have found transportation and/or the hours that programs operate to be barriers, and three in ten have not been told enough about programs and services to form an opinion about their availability.

Overall, the survey tells a story of programs of enormous value that work for many families, and that by addressing cost and convenience, and communicating about programs that do exist, could work for many more New York families.

Who participates

A majority of New York City school-aged children (69%) participate in one or more OST activities during the calendar year.

- During the school year, 57% take part in one or more of the following OST activities: programs such as classes, clubs, or sports held at schools (39%) or in other locations (27%), childcare centers (seven percent), or jobs, internships, or community service commitments (25% of high school students).
 - Three in ten children (30%) are underserved during the school year. These children participate in one or more school year OST activities, but have been prevented from fuller participation by one of the following barriers: program hours did not fit their schedule, programs were too expensive, travel arrangements were too difficult, a lack of space, or the lack of a program that fits the child's needs.
- More than four in ten children (43%) are not engaged in any program during the school year.
 - This includes 28% who are unserved during the school year and potentially interested. Parents of these children do not cite as barriers the fact that their child is either too young or too old, and they do not say they simply want the child at home during out-of-school time.
- During the summer months, a total of 39% of children participate in OST activities. These include day or overnight camps (19%), summer school (18%), or summer jobs (29% of high school students).

Non-participation is often related to race and ethnicity or to socio-economic status. Children most likely to reap the benefits from OST participation are disproportionately white and have well-educated, upper-income parents.

- Fully eight in ten white children (81%), those who have a college-educated parent (81%), and children living in households earning \$50,000 or more annually (79%) participate in one or more OST programs or services.
- Fewer children in families earning less than \$25,000 (58%), Latino children (60%), and those who have a parent with a high school education or less (61%) can be found in OST programs.

- Many of these disparities are constant across types of programs and services – from activities at school to those offered off school grounds.
- Children in upper-income households with higher-educated parents are also more likely than their counterparts to participate in programs and services that require fees or other costs. For example, among parents whose children participate in programs at the school, over half (56%) earning more than \$50,000 a year pay for the programs, whereas only 23% of those earning less than \$25,000 pay fees or other costs.
- Looking at the five boroughs, the highest incidence of participation is among Manhattan children (75%) and the lowest is among children in the Bronx (65%).

What activities

The most popular OST activities are athletic, but many students also get scholastic help and nourishment for their creative sides.

- Seven in ten of the children who participate in OST programs at their school (70%) play sports or take part in physical activities. Among children in childcare centers, 72% are involved in physical activities, as are 76% of those attending other programs held off school grounds.
- Academic assistance is often a part of the activities children stay at school to do (58%). Three quarters (76%) of children who regularly go to a childcare center and 39% of those going to programs held elsewhere in the community are getting help with academics.
- Art, culture and/or music are included in the activities of close to half of the children participating in programs at the school and off school grounds (49% and 54% respectively). Among those at childcare centers, 62% are involved in these activities.

Why enroll

Parents see supervised OST programs and services as beneficial to children as well as helpful in meeting the parents' own practical needs.

- A main reason to enroll children in OST programs and services is to enhance their overall development. Close to three-quarters of parents say the top reasons are enriching their child's education with arts, music and other areas (74%), helping with academics (73%), and providing good role models (74%).
- Nearly as many parents also identify their practical needs, such as finding a safe place for their children to be (73%) and wanting to keep their children out of trouble (68%) as top reasons for using OST programs.
- The great majority of parents with children in OST programs and services express satisfaction with the program their child participates in most often.

Why not

The foremost barrier to taking part in OST programs is cost, according to the survey.

- Fifty-two percent of all parents with school-aged children in New York City believe there are not enough good, affordable programs in the area where they live.
- Parents of children underserved during the school year are especially likely to agree there is a lack of such programs (65%).
- Indeed 62% of underserved parents and 52% of unserved parents say that cost has prevented them from enrolling their child in one or more programs.

Compatibility of hours of operation and location also prevent children from taking part in activities.

- More than a third of all parents (35%) have not enrolled their child in an OST activity because the program was held at times that did not fit the family's schedule.
- Forty-four percent of children underserved during the school year and 31% of unserved children have been prevented from participation in a program because of its hours of operation.

-
- Thirty-nine percent of all parents in New York City say transportation has been a barrier to their child participating in one or more programs.
 - Close to half (47%) of underserved parents and 42% of unserved parents say that making transportation arrangements to and from programs has kept their child from participating.

Communication about OST programs may also be preventing fuller participation, as a lack of awareness about OST programs and services is high, especially among parents whose children are not participating, and less-educated and lower-income parents.

- A full four in 10 parents whose children are not participating in any programs (41%) do not know enough to voice an opinion about the availability of programs and services, compared to 30% of all parents surveyed.
- The same proportion (37%) of parents earning \$25,000 or less do not know enough to form an opinion, compared to only 25% of those earning \$50,000 or more.
- Thirty-five percent of parents with a high school education or less are not sure about the availability of OST programs, compared to 24% of parents who have a college degree.

III. Detailed Findings

A. Participation in Out-of-School Time Activities

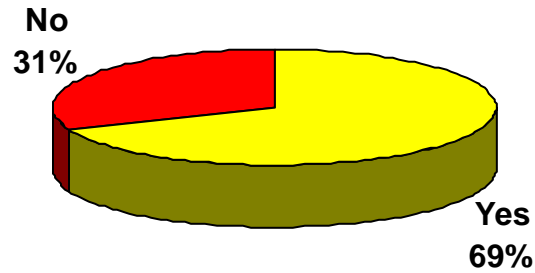
A majority of school-aged children in New York City take part in one or more programs, services, or activities during the school year or the summer. Majorities across all demographic subgroups participate in such programs, yet children from families high on the socio-economic scale are more likely than their counterparts to participate. The most common types of OST programs or services are sports, clubs, classes, or other programs offered at the child's school.

1. Overall participation in OST activities

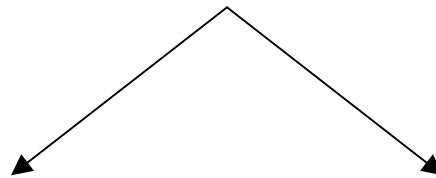
Nearly seven in ten New York City children (69%) participate in one or more OST activities during the school year or summer months, from taking a music lesson to spending the entire afternoon every weekday in a program. These activities include attending a club, class, sport or other program offered at school or off school grounds, having a job, internship, or performing community service either currently or during the summer, going to a childcare center, attending summer school, and going to summer camp.

- Fifty-seven percent participate during the school year; and
- Thirty-nine percent during the summer months.

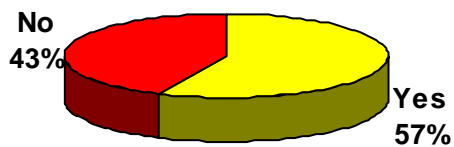
Participates in One or More OST Activities During Calendar Year



Participates in one or more of the following: Childcare center, program or service at the school, program or service off school grounds, job/internship/community service, summer camp, summer school, summer job/internship/community service.

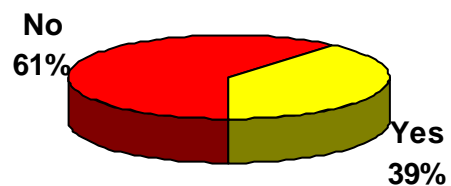


Participates During School Year



Includes childcare center, program or service at the school, program or service off school grounds, job/internship/community service

Participates During Summer



Includes summer camp, summer school, summer job/internship/community service.

2. Profiles of participating and non-participating families

While majorities across all subgroups participate in OST programs and services, clear socio-economic differences emerge between participating and non-participating families. Regardless of time of year – during the school year or during the summer – participation in OST activities relates to race and ethnicity, as well as socio-economic status.

For example, looking at participation in any OST activity during the calendar year,

- A disproportionate percentage of white children (81%) participates in one or more OST programs or services, as well as those who have a college-educated parent (81%), and children living in households earning \$50,000 or more annually (79%).
- Smaller majorities of children participate from families earning less than \$25,000 (58%), those who have a parent with a high school education or less (61%), and among Latino children (60%).
- Children in households in which parent(s) are working full time¹ are more likely than others to participate in one or more OST activities (76% *v.* 64% of other households).
- Children ages five to nine years old are less likely to participate in one or more programs or services (61%) than children 10 to 13 (73%) and those 14 to 19 years old (75%).
- Looking at the five boroughs, the highest incidence of participation is among Manhattan children (75%) and the lowest is among children in the Bronx (65%).

¹ These include families in which all parents living in the household are working full time.

Participation in OST Programs and Services

	<u>During calendar year</u>		School Year OST	Summer OST
	In Any OST	Not in Any OST		
Total	69%	31	57%	39%
White child	81%	19	71%	42%
Latino	60%	40	47%	31%
African American	72%	28	61%	44%
Asian	61%	39	44%	40%
Child 5-9 years old	61%	39	53%	24%
10-13	73%	27	62%	43%
14-19	75%	25	58%	53%
Boy	70%	30	60%	38%
Girl	68%	32	54%	39%
Parent has HS or less	61%	39	48%	35%
Some college	70%	30	60%	36%
College grad or more	81%	19	70%	48%
Household < \$25K	58%	42	44%	36%
\$25-49K	72%	28	58%	39%
\$50K or more	79%	21	71%	43%
Married parent	69%	31	58%	36%
Single	70%	30	57%	42%
Parent(s) working FT	76%	24	65%	43%
Other	64%	36	52%	35%
Parent born in U.S.	74%	26	63%	42%
Born outside the U.S.	63%	37	50%	35%
Manhattan	75%	25	59%	43%
Brooklyn	69%	31	55%	42%
Bronx	65%	35	55%	33%
Queens	69%	31	59%	37%
Staten Island	73%	27	64%	37%

3. Focusing on need

The previous section discusses what families are already doing. The following looks at unfulfilled need. Would non-participating parents enroll their child in school-year OST programs if barriers such as availability and cost were removed? Additionally, have children who currently participate in some OST program(s) faced obstacles to fuller participation?

We set out to estimate two types of need that would help paint a picture of the extent to which a) children are not participating during the school year², yet could be; and b) children who currently participate in some capacity still face barriers to full participation. The following groups emerge from our data.

- **Unserved** – an estimated 28% of New York City school-aged children – are children who not currently participate in school-year OST activities, and whose parents do not indicate their child is too old or too young, or that they want the child at home.
- **Underserved** – an estimated 30% of New York City school-aged children – includes children who participate in a school-year OST activity, but whose parents report that one or more of the following barriers has prevented their fuller participation: incompatible hours, prohibitively expensive programs, difficulty with transportation, a lack of space available in a program, or lack of a program to fit the child’s needs.

² School year OST includes: regular attendance at a childcare center, a program, club, class, or sports either at the school or off school grounds, or a job, internship, or a community service commitment.

While analysis suggests that both of these groups have a level of need for OST programs, the groups differ in many ways. Most evident, unserved children resemble a typically disenfranchised group of children from families with lower socio-economic status, whereas parents of underserved children are somewhat more educated and affluent. This is not surprising since by definition, underserved parents already have access to OST activities for their children.

Children unserved during the school year are more likely than others to be Latino, and come from lower socio-economic families.

- Thirty-four percent of Latino children fall into our unserved category;
- The same is true for 36% of children from low income households (< \$25K); and
- One third of children (33%) whose parent has a high school diploma or less are unserved according to our definition.

Children more likely than others to be underserved, that is, they participate in a school-year OST activity but have faced barriers, include:

- Children who have a college-educated parent (41%);
- African-American children (38%);
- Children living in upper-income households (37% of \$50K+);
- Children in households where all parents are working full time (37%); and
- 10 to 13 year olds (37%).

Both unserved and underserved groups are important for purposes of understanding their preferences and barriers, and a fuller discussion appears later in Section G.

**Demographic Profile of Unserved and Underserved Children
During School Year**

	Unserved During School Year	Underserved During School Year
Total	28%	30%
Boy	26%	27%
Girl	29%	33%
Child 5-9 years old	27%	29%
10-13	29%	37%
14-19	27%	24%
White child	20%	31%
Latino	34%	25%
African American	27%	38%
Asian	27%	20%
Parent has HS or less	33%	24%
Some college	27%	32%
College grad or more	19%	41%
Household < \$25K	36%	25%
\$25K to \$49K	26%	34%
\$50K+	16%	37%
Married parent	26%	28%
Single	30%	34%
Parent(s) working FT	23%	37%
Other	31%	25%
Parent born in U.S.	25%	33%
Born outside U.S.	31%	27%
Manhattan	27%	29%
Brooklyn	30%	31%
Bronx	30%	28%
Queens	25%	30%
Staten Island	20%	32%

B. Out of School Time

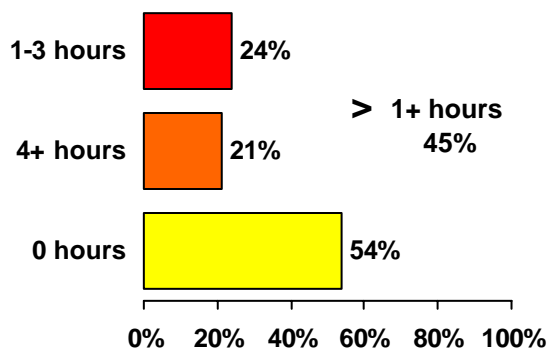
1. Day-to-day time apart from adult family members

Forty-five percent of children spend some time away from adult family members during out-of-school hours on a typical *weekday*: 24% of children spend one to three hours away from adult family members, and one in five (21%) spend four or more hours apart.

On a typical *weekend* when parents are less likely to be working, 29% of school-aged children regularly spend time away from family: 15% spend one to five hours on a typical weekend away from family, and 14% are apart for more than five hours on a typical weekend.

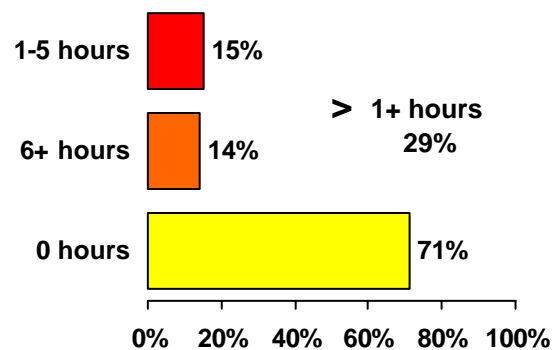
OST Time Spent Apart from Adult Family Members

On typical weekday



Q9. Aside from the time [child's name] is in school, how many hours in a typical weekday is [he/she] not with you or other adult family members?

On typical weekend



Q10. How about on Saturday and Sunday added together? IF NEEDED: How many hours on a typical weekend is [child's name] not in school, and not with you or another family member?

Looking across subgroups, the following differences emerge:

- Asian children are least likely to spend time away from family members on a typical weekday or weekend according to their parents: 28% spend time away during a typical weekday, and only 18% are apart during weekend hours. One reason may be that Asian children are younger on average than those in other racial subgroups (*e.g.* 52% are ages five to nine, compared to 39% overall).
- Latino children spend less time away from family members than white or African-American children: 40% spend an hour or more on a typical weekday, *v.* 48% of white children and 52% of African-American children. Similarly, only 20% of Latino children spend time apart on the weekend compared to 35% each of white and African-American children, according to their parents.
- While younger children tend to spend the least time away from family members, still 39% of those five to nine years old spend an hour or more apart on the typical weekday, their parents report.
- Parents with less education and less income are more likely than others to have children spending time with family members during non-school hours. For example, 65% of those earning \$25,000 or less say their child is always with an adult family member on a typical weekday during out of school time.
- At the same time, children in households where parent(s) are working full time tend to spend more time apart from family. Fifty-five percent spend one hour or more apart on a typical weekday, compared to 38% of those in households where at least one parent is not working full time.
- Children whose parents were born outside of the U.S. spend more time with adult family members than those whose parents were born in the U.S.: 61% typically are not apart from family members during the week, compared to 47% of children whose parents were born in U.S.

Typical Weekday: Hours Spent Apart from Adult Family Members

Q9. Aside from the time [child's name] is in school, how many hours in a typical weekday is [he/she] not with you or other adult family members?

	No Hours	1+ Hrs	1-3 Hrs	4+ Hrs	DK/REF
Total	54%	45%	24%	21%	1%
White child	48%	48%	28%	20%	3%
Latino	60%	40%	24%	16%	1%
African American	47%	52%	25%	27%	1%
Asian	72%	28%	14%	14%	--
Child 5-9 years old	60%	39%	20%	19%	1%
10-13	54%	44%	28%	16%	2%
14-19	44%	53%	25%	28%	2%
Parent has HS or less	62%	37%	20%	17%	1%
Some college	50%	49%	27%	22%	1%
College grad or more	43%	56%	30%	26%	1%
Household < \$25K	65%	35%	20%	15%	1%
\$25-49K	47%	51%	26%	25%	2%
\$50K or more	41%	57%	31%	26%	1%
Parent(s) working FT	44%	55%	31%	24%	1%
Other	61%	38%	19%	19%	1%
Parent born in U.S.	47%	51%	28%	23%	2%
Born outside the U.S.	61%	39%	20%	19%	1%

Typical Weekend: Hours Spent Apart from Adult Family Members

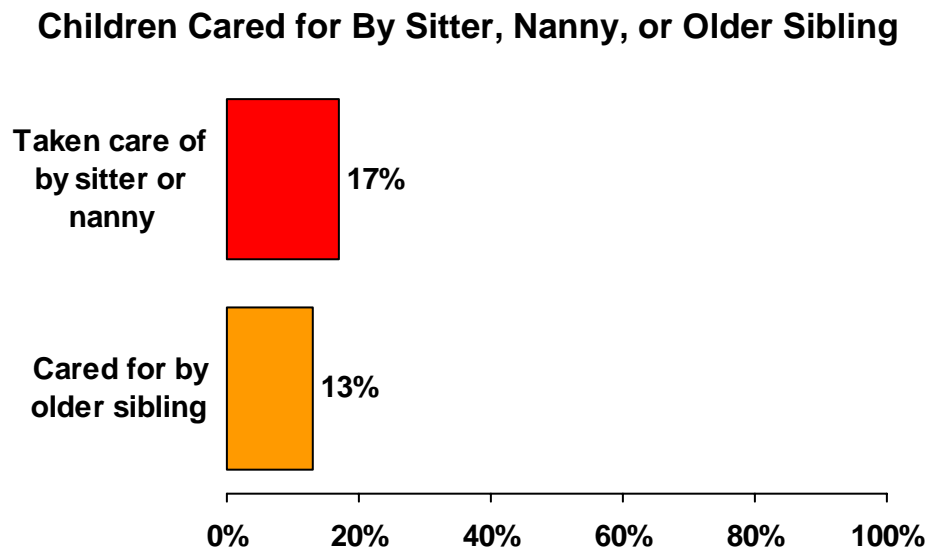
Q10. How about on Saturday and Sunday added together? IF NEEDED: How many hours on a typical weekend is [child's name] not in school, and not with you or another adult family member? Again [he/she] might be with other people, a sitter, or in activities or programs.

	No Hours	1+ Hrs	1-5 Hrs	6+ Hrs	DK/REF
Total	71%	29%	15%	14%	*
White child	65%	35%	17%	18%	*
Latino	79%	20%	12%	8%	--
African American	64%	35%	16%	19%	1%
Asian	82%	18%	13%	5%	--
Child 5-9 years old	81%	19%	12%	7%	--
10-13	76%	24%	15%	9%	*
14-19	54%	45%	18%	27%	1%
Parent has HS or less	75%	25%	12%	13%	*
Some college	70%	30%	18%	12%	--
College grad or more	65%	35%	19%	16%	--
Household < \$25K	75%	24%	12%	12%	--
\$25-49K	68%	32%	16%	16%	*
\$50K or more	63%	37%	21%	16%	--
Parent(s) working FT	69%	31%	15%	16%	*
Other	73%	27%	15%	12%	*
Parent born in U.S.	65%	35%	17%	18%	*
Born outside U.S.	78%	22%	13%	9%	--

2. Care provided by a sitter, nanny, or older sibling

Aside from participating in OST programs and services or being home with family members, 17% of all school-aged children in New York City are regularly taken care of by a sitter or nanny: 15% are cared for by adults, and two percent by someone younger than 18, either in the child's home (nine percent) or in someone else's home (seven percent).

Additionally, 13% of children are routinely taken care of by an older sibling who tends to be 17 years old or older (78%).



Q13. Is [child's name] taken care of by a sitter or nanny? Q62. Please tell me if [child's name] does each of the following regularly in a typical week, Monday to Friday or on the weekend: Is [he/she] taken care of by an older sibling?

A small minority of children across all subgroups are cared for by an older sibling during out-of-school time. However, parents who hire a sitter or nanny to care for their children tend to:

- Be parents of younger children (25% of parents of five to nine year olds);
- Live in households where all parents are working full time (25%);
- Have some college (22%) or a college degree (20%); and
- Earn higher incomes (22% each of \$25K-\$49K, and \$50K+).

Children Cared for By Sitter, Nanny, or Older Sibling

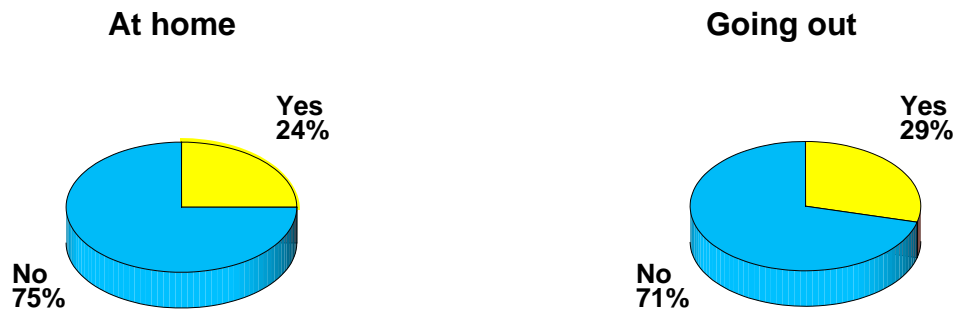
Q12. [Child's name] taken care of by a sitter or nanny? Q62. Please tell me if [child's name] does each of the following regularly in a typical week, Monday to Friday or on the weekend: Is [he/she] taken care of by an older sibling?

	Sitter/Nanny	Older Sibling
Total	17%	13%
Child 5-9 years old	25%	12%
10-13	18%	15%
14-19	5%	10%
Parent has HS or less	11%	16%
Some college	22%	11%
College grad +	20%	10%
Household < \$25K	12%	16%
\$25-49K	22%	14%
\$50K or more	22%	12%
Parent(s) working FT	25%	13%
Other	11%	12%

3. Unsupervised time out of school

During a typical week or weekend, nearly one quarter of school-aged children in New York City (24%) spend time at home without adult supervision. Three in ten (29%) regularly go out with friends or on their own without adults along.

Out-of-School Time Spent without Adults



Q54. In a typical week or on the weekend does [child's name] spend any time at home with out someone over 18 years old?

Q55. In a typical week or on the weekend, does [child's name] regularly go out on [her/his] own or with friends, without adults along?

Spending time at home without adults around is much more common among:

- 14 to 19 year olds (46%) than among 10 to 13 year olds (16%) or those ages five to nine (13%).

While three in ten children (29%) regularly go out without adults along, the following subgroups are more likely than their counterparts to go out without supervision:

- Teens (60% of those 14 to 19 years old);
- Children of single parents (37%); and
- White and African-American children: 33% and 36% respectively go out regularly without adults along, compared to just 20% each of Latino and Asian children.

Out-of-School Time Spent without Adults

Q54. In a typical week or on the weekend, does [child's name] spend any time at home without someone over 18 years old? Q55. In a typical week or on the weekend, does [child's name] regularly go out on [her/his] own or with friends, without adults along?

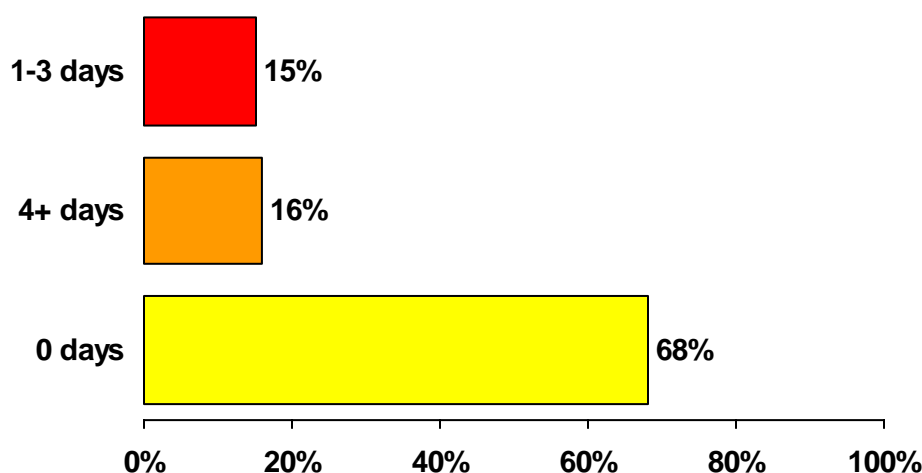
	At Home (% saying yes)	Outside Home (% saying yes)
Total	24%	29%
White child	25%	33%
Latino	20%	20%
African American	28%	36%
Asian	28%	20%
Child 5-9 years old	13%	6%
10-13	16%	26%
14-19	46%	60%
Married parent	22%	24%
Single	28%	37%

4. Missing work

Many parents face the problem of making arrangements for children during school holidays.

Three in ten parents (31%) report that they or another adult in the household had to miss work in the last year to care for their children when school was closed. About one in six (16%) parents missed four or more days of work.

Missed Work Days in Past Year When Schools Closed



Q11. In the last 12 months, how many days, if any, have there been when schools were closed and you or others in your household missed work to stay home with [child's name], because you did not have a place for him/her to go or someone to stay with him?

Parents who report someone in their household missing work when school was closed are most likely to:

- Have a child ages five to nine (38%);
- Be parents of an African-American child (36%);
- Live in households where all parent(s) are working full time (35%); and
- Be single parents (35%).

One in five parents (21%) of five to nine year olds report someone missing four or more days of work in the last year to care for their children.

Missed Work in Past Year When Schools Closed

Q11. In the last 12 months, how many days, if any, have there been when schools were closed and you or others in your household missed work to stay home with [child's name], because you did not have a place for him/her to go or someone to stay with him?

	None	1+ days	1-3 days	4+ days
Total	68%	31%	15%	16%
White child	72%	26%	16%	10%
Latino	70%	29%	13%	16%
African American	62%	36%	17%	19%
Asian	73%	27%	12%	15%
Child 5-9 years old	61%	38%	17%	21%
10-13	67%	31%	17%	14%
14-19	78%	21%	10%	11%
Married parent	71%	27%	13%	14%
Single	64%	35%	17%	18%
Parent(s) working FT	63%	35%	17%	18%
Other	72%	27%	13%	14%

C. Landscape and Characteristics of OST Programs and Services

In this section we look at the programs and services children take part in during non-school hours, either during the school year or summer months. Then we discuss the types of activities the children do in OST programs, and free *v.* programs with fees.

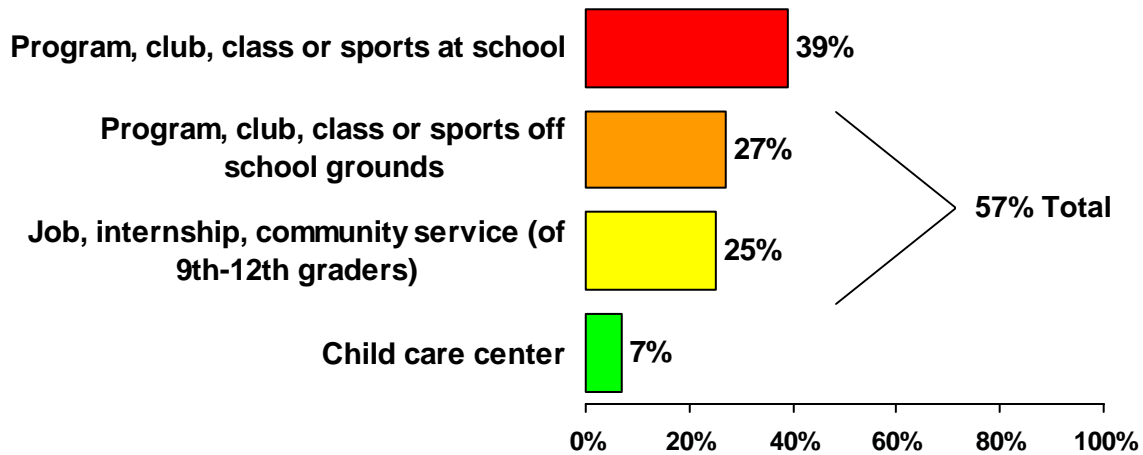
Overall, the most commonly reported OST programs include clubs, classes, sports, or other programs held at the school, and children are most often participating in physical activities while in these programs. OST programs tend to be free on school grounds, but tend to require a fee when held elsewhere, as do summer camps and childcare centers.

1. Types of OST programs

a. During the school year

During the school year, 57% of school-aged children take part in an OST activity, some in programs on school grounds (39%), some in programs off school grounds (27%), in jobs, internships, and community service projects (25% of high school students), and childcare centers (7%).

Participating in OST Activities during School Year



Q12-19. Please tell me if [child's name] does each of the following regularly in a typical week Monday to Friday or on the weekend: Q14. Does [child's name] attend another program, club, class, or sports either before or after the regular school day or on the weekend, that allows [her/him] to stay in a supervised environment at [his/her] school? Q15. How about activities not at the school: Does [child's name] attend a program, club, class, or sports either before or after the regular school day or on the weekend, that allows [her/him] to stay in a supervised environment not at [his/her] school? Q16. IF PARENT OF H.S.: Does [child's name] currently have a job, a community service opportunity, or an internship? *Base N = 280 for Q16.* Q13. Does [child's name] regularly go to a childcare center on weekdays and/or weekends? *Children may participate in any number or combination of these programs.*

School year OST activities offered on school grounds. Nearly four in ten NYC school-aged children (39%) participate in programs and services at the school during a typical week. As with overall participation rates in OST activities, white families and those high on the socio-economic scale are among the most likely to participate in programs offered at the school:

- White children (49%);
- 10 to 13 year olds (47%);
- Children with college-educated parents (47%); and
- Those living in upper-income households (46% of \$50K+).

Those less likely to participate include:

- Latino (32%) and Asian children (28%);
- Five to nine year olds (34%);
- Children whose parent(s) were born outside the U.S. (33%);
- Children with parent(s) who have a high school education or less (32%); and
- Those living in lower-income households (31% of <\$25K).

School year OST activities held off school grounds. Twenty-seven percent of NYC school-aged children take part in programs, classes, clubs, or sports located off school grounds.

Again, white children and those with higher socio-economic status are more likely than their counterparts to participate:

- Children living in upper-income households (44% of \$50K+);
- Those with college-educated parents (40%);
- White children (38%); and
- Children in households where parents are working full time (34%).

Children less likely to participate in programs and services off school grounds include:

- Those in lower-income households (15% of <\$25K)
- Children with parent(s) who have a high school education or less (19%);
- Children whose parent(s) were born outside the U.S. (21%);
- Asian (21%) and Latino (20%) children; and
- Those who have at least one parent not working full-time (22%).

OST activities held at childcare centers. Seven percent of NYC school-aged children regularly attend a childcare center, on weekdays, weekends, or both. (At seven percent, the number of respondent-parents of children in centers in the sample is too small to make distinctions among cross tabs.)

OST Programs and Services: At the School and Off School Grounds

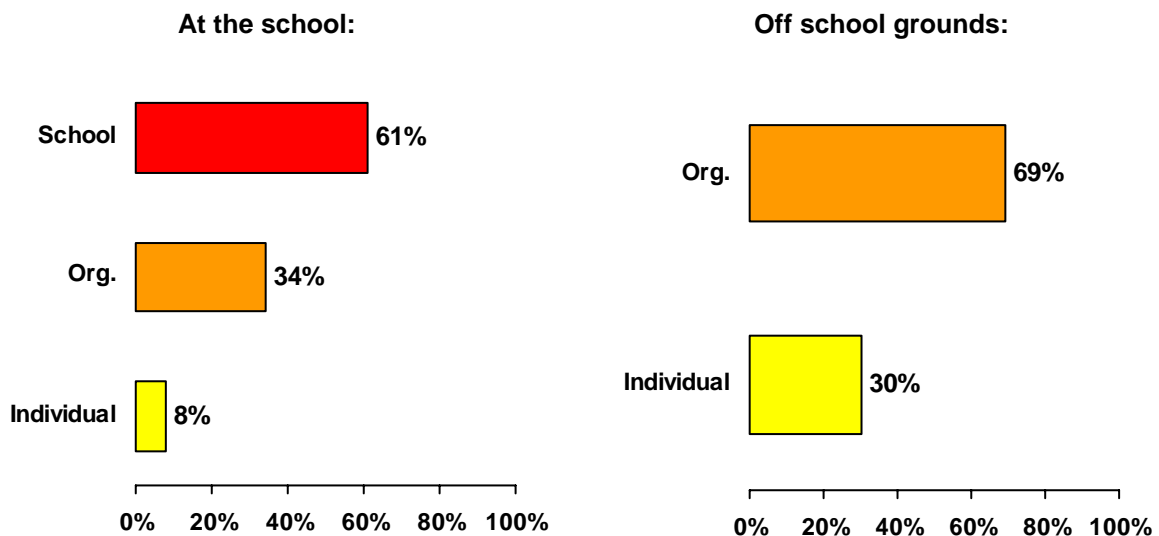
Q13. Does [child's name] regularly go to a childcare center on weekdays and/or weekends? Q14. Does [child's name] attend another program, club, class, or sports either before or after the regular school day or on the weekend, that allows [her/him] to stay in a supervised environment at [his/her] school? Q15. How about activities not at the school: Does [child's name] attend a program, club, class, or sports either before or after the regular school day or on the weekend, that allows [her/him] to stay in a supervised environment not at [his/her] school? *Children may participate in both programs at the school and in the community.*

	At the School	Off School Grounds	In Childcare Center
Total	39%	27%	7%
White child	49%	38%	4%
Latino	32%	20%	7%
African American	42%	28%	10%
Asian	28%	21%	6%
Child 5-9 years old	34%	27%	12%
10-13	47%	29%	6%
14-19	39%	24%	3%
Boy	41%	28%	8%
Girl	37%	26%	6%
Parent has HS or less	32%	19%	6%
Some college	43%	26%	10%
College grad +	47%	40%	8%
Household < \$25K	31%	15%	7%
\$25-49K	39%	28%	8%
\$50K or more	46%	44%	8%
Parent(s) working FT	42%	34%	9%
Other	37%	22%	6%
Parent born in U.S.	43%	32%	7%
Born outside U.S.	33%	21%	7%

School and non-school sponsorship. A majority of parents whose children participate in OST activities at the school say those programs are run by the school (61%). One third (34%) say an organization provides the program, and eight percent say an individual provides the program or service at the school.

For programs and services held off school grounds, 69% of parents whose children participate in such programs say they are run by organizations, and 30% report programs and services provided by individuals.

OST Programs and Services Provided By (Multiple responses accepted)

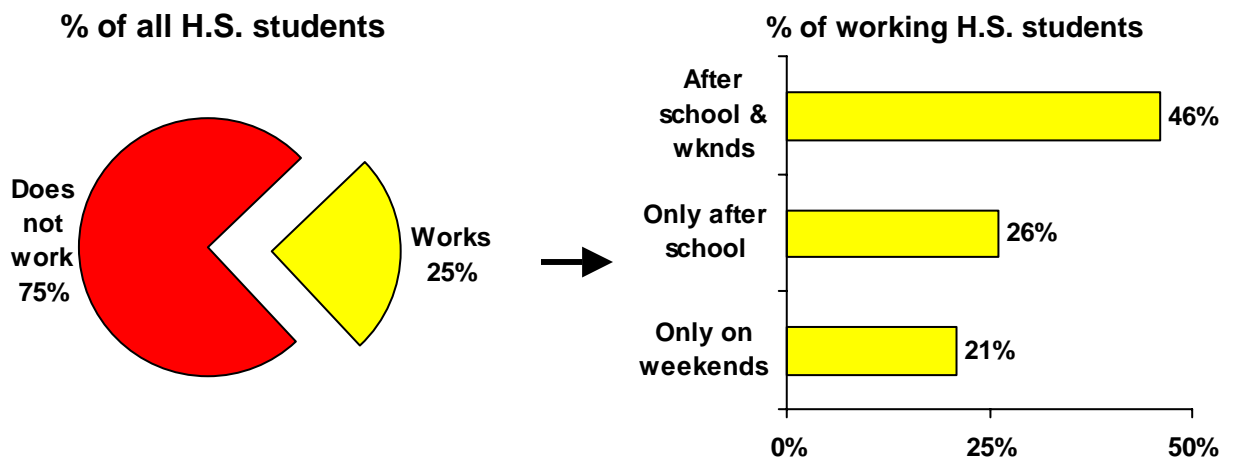


Q14g. IF CHILD IN OST AT SCHOOL: Is the program run by the [child's name]'s school, is it run by some other organization, or is it provided by an individual not associated with the school or organization? *Base N = 395*

Q15g. IF CHILD IN OST OFF SITE: Is this program run by an organization, or is it provided by an individual? *Base N = 268*

Job, internship, community service. One in four high school students (25%) currently has a job, internship, or performs community service work during non-school hours. Forty-six percent of these students work both after school and on weekends; 26% work just on weekdays after school, and 21% work only on weekends.

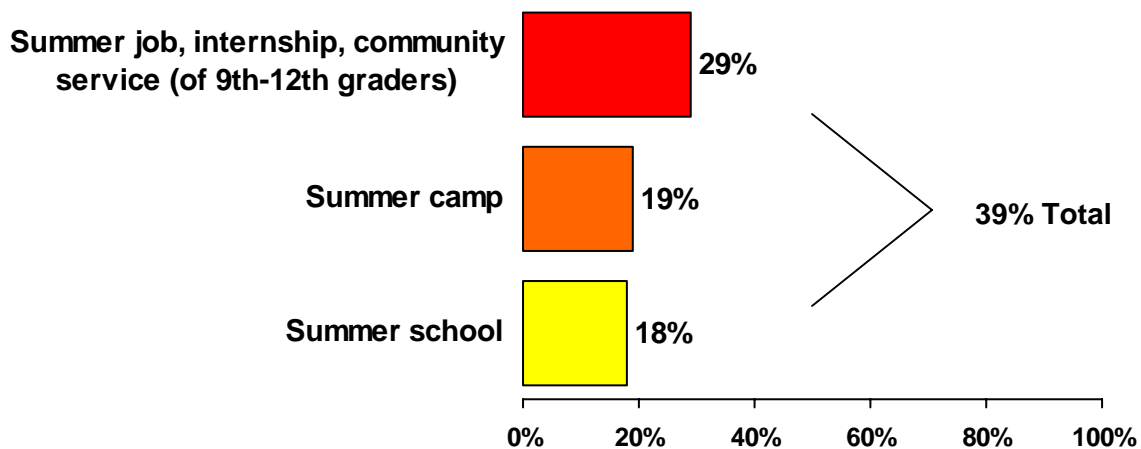
Working High School Students



Q16. PARENTS OF H.S.: Does [child's name] currently have a job, a community service opportunity, or an internship? *Base N = 280.* Q16a. PARENTS OF WORKING H.S. STUDENTS: When does [child's name] work, during the weekends, after school, or both? *Base N = 69, working high school students*

b. During the summer

Last summer nearly four in ten school-aged children (39%) took part in one or more of the following activities: worked at a job, internship, or community service (29% of high school students), attended a day or overnight camp (19%), or attended summer school (18%).

Participating in OST Activities during the Summer

Q12-19. Please tell me if [child's name] does each of the following regularly in a typical week Monday to Friday or on the weekend: Q19. IF PARENT OF H.S.: Did [child's name] have a job, a community service opportunity, or internship last summer? *Base N = 280.* Q17. In the last 12 months has [child's name] attended a day or overnight camp during the summer? Q18. Did [child's name] attend summer school last summer?

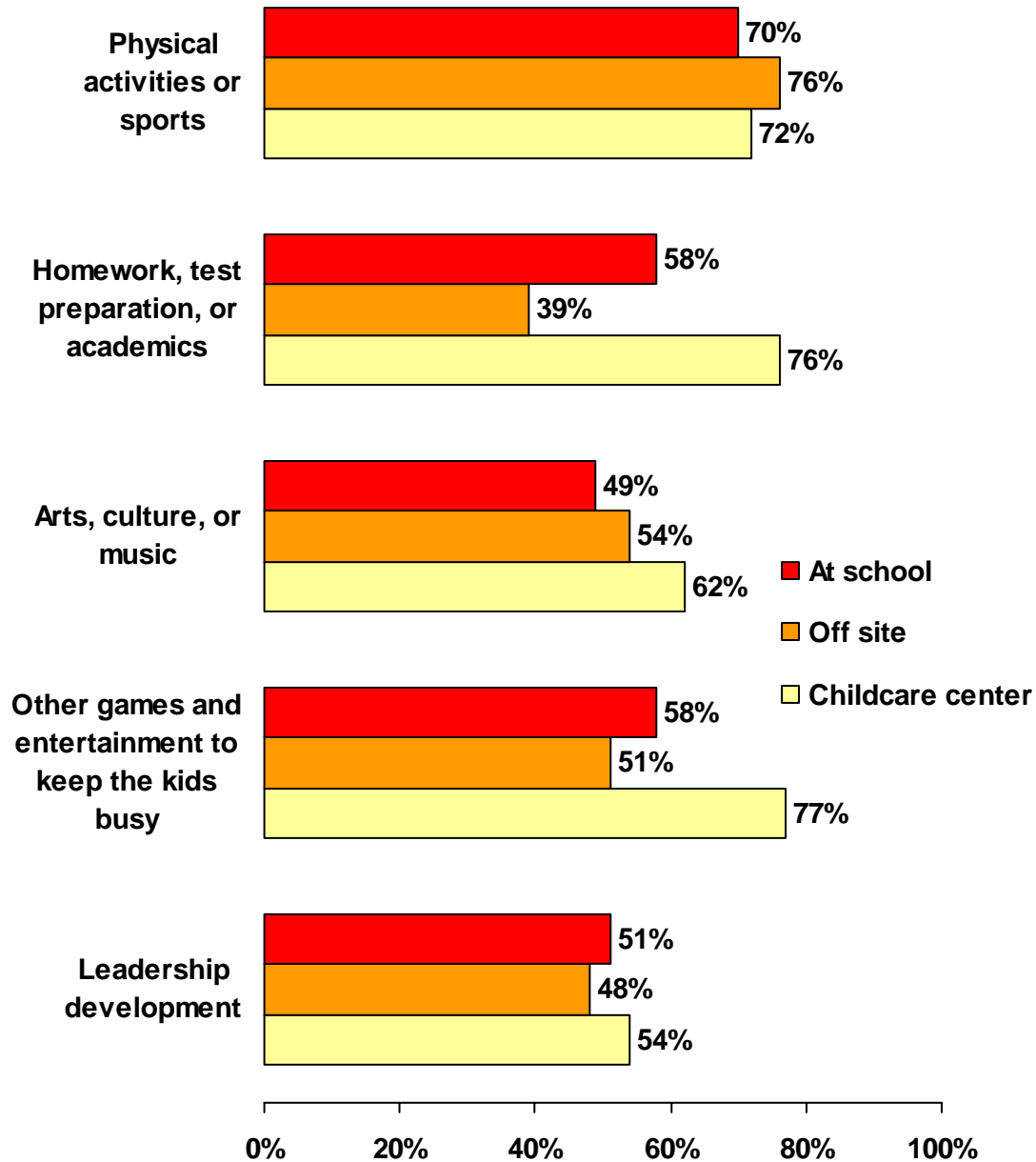
2. Activities offered in OST programs and services

OST programs and services provide a variety of activities for children from sports and recreation to enrichment and help with academics. The most common activity is playing sports or other physical activities: 70% of those in school programs, 76% in programs off site, and 72% of children at childcare centers are in sports or do other physical activities.

Activities at the school are more likely than those held off school grounds to offer academic help: 58% of students participating in programs at the school receive academic assistance; whereas 39% of children in programs off school grounds receive such help.

At childcare centers the most common types of activities are games and entertainment to keep the children busy (77%) and academic help (76%).

Types of Activities by Location



Q13a-Q13e, Q14a-Q14e, Q15a-Q15e. Does that program help with: a. Homework, test preparation, or academics? b. Physical activities or sports? c. Arts, culture, or music? d. Other games and entertainment to keep the kids busy? e. Leadership development? For "childcare center" responses, base N = 74; for programs and services at the school, base N = 395; for programs and services held off school grounds, base N = 268.

Among children who participate in programs at school, Latino and African-American children, and those from families lower on the socio-economic scale are more likely than their counterparts to be receiving academic help at the school:

- Latino children (72%) and African-American children (62%) receive academic help, compared to just 38% of white children;
- Children from lower-income households (77% making <\$25K compared to 50% of those earning \$50K+); and
- Those whose parent has a high school education or less (64% *v.* 50% of children whose parent is college-educated).

Additionally,

- Younger children tend to be in at-school programs that offer games and other entertainment: 60% of five to nine year olds and 66% of 10 to 13 years who participate in programs at the school are playing games, whereas the same is true for under half (46%) of children 14 to 19 years old.

Types of Activities in OST Programs at School

Q14a-Q14e. Does that program (at child's school) help with: a. Homework, test preparation, or academics? b. Physical activities or sports? c. Arts, culture, or music? d. Other games and entertainment to keep the kids busy? e. Leadership development? *Base N = 395, those participating in programs and services at the school*

	Sports/ Physical Activities	Academic Help	Games, entertain- ment	Leadership Develop't	Arts, Culture, Music
Total	70%	58%	58%	51%	49%
White child	78%	38%	60%	57%	51%
Latino	64%	72%	49%	43%	49%
African American	67%	62%	58%	51%	45%
Asian	70%	52%	69%	50%	51%
Child 5-9 years old	67%	54%	60%	44%	52%
10-13	73%	66%	66%	54%	51%
14-19	70%	51%	46%	57%	42%
Parent HS or less	69%	64%	55%	51%	45%
Some college	70%	58%	54%	45%	47%
College grad+	72%	50%	62%	55%	54%
HH < \$25K	61%	77%	62%	59%	51%
\$25-49K	73%	59%	53%	39%	43%
\$50K or more	74%	50%	59%	56%	54%

The same pattern holds for children taking part in off-campus OST programs in terms of academic support. It is again most often used by

- African American (52%) and Latino children (37%), compared to 25% of white children;
- Students whose parents has a only a high school education of less (44%) as oppose to those with college graduate parents (33%).

A difference between at-school and off-campus programs is that when the activities are in places other than school, older students tend to be the ones seeking academic help (45% and 46% of those 10 to 13 and 14 to 19 respectively) as opposed to children under 10 (28%).

Also, cultural activities in off-campus OST are highest for African Americans (62%) and children of college graduates (60%). Leadership development is particularly popular among African Americans (59%) and children 14 to 19 (63%), in off-campus programs.

Types of Activities in OST Programs Not at School

Q15a-Q15e. Does that program (**not** at child's school) offer help with: a. Homework, test preparation, or academics? b. Physical activities or sports? c. Arts, culture, or music? d. Other games and entertainment to keep the kids busy? e. Leadership development? *Base N = 268, those participating in programs and services not at school.*

	Sports/ Physical Activities	Academic Help	Games, entertain- ment	Leadership Develop't	Arts, Culture, Music
Total	76%	39%	51%	48%	54%
White child	74%	25%	50%	47%	44%
Latino	75%	37%	45%	39%	51%
African American	76%	52%	55%	59%	62%
Asian	**	**	**	**	**
Child 5-9 years old	76%	28%	48%	40%	53%
10-13	79%	45%	59%	45%	59%
14-19	71%	46%	47%	63%	49%
Parent HS or less	76%	44%	50%	53%	46%
Some college	**	**	**	**	**
College grad+	79%	33%	56%	46%	60%
HH < \$25K	**	**	**	**	**
\$25-49K	79%	46%	51%	46%	50%
\$50K or more	76%	33%	48%	48%	57%

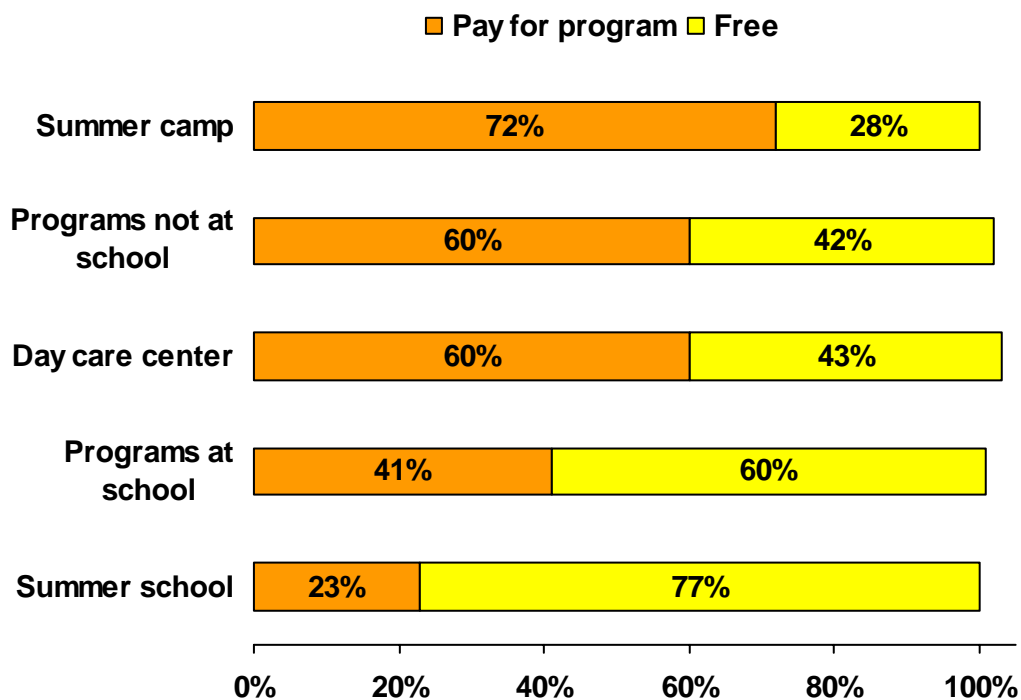
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3. Paying for OST programs

Parents report that school-based OST programs during the school year and in the summer tend to be provided free of charge, whereas activities held off school grounds tend to require payment.

- Six in ten parents (60%) who take part in programs at school say it is free, and 41% of those attending programs held on school grounds require some payment.
- Fully 77% of parents whose child went to summer school did not pay for the program.
- Of parents whose children go to a childcare center, 60% report paying for the service. Similarly, 60% of parents whose children go to programs off school grounds report paying for the service.

OST Programs and Services



Q. Is that something that is free or something you must pay for either entirely or in part? Base includes parents whose children participate in each: For summer camp, base N = 191; for programs and services in the community, base N = 268; for childcare center, base N = 74; for programs and services at the school, base N = 395; for summer school, base N = 177.

Parents with lower incomes and education levels are among those most likely to have their children in free programs at the school, whereas upper-income, higher-educated parents tend to enroll their children in school-based programs that charge fees or incur other expenses. Of parents whose children attend programs or services on school grounds,

- More than half (56%) of those earning more than \$50,000 annually pay for programs, whereas only 23% of those earning less than \$25,000 enroll their children in programs at school that require fees or other costs.
- Three in ten parents who have a high school diploma or less pay for programs, compared to more than half of college-educated parents (56%).
- Parents of white children (58%) are more likely than their counterparts to pay for programs at the school: about one in three parents of Latino (29%) and African-American (33%) children pay for such programs.
- Married parents more often than single parents pay for programs and services (46% and 33% respectively).
- Programs for younger children tend to be paid for more often than those in which high school students take part: 53% of parents of five to nine year olds pay for activities at the school *v.* 30% of those whose 14 to 19 year old participates.
- Manhattan parents most often pay for programs (53%), whereas parents in the Bronx (32%) are among the least likely to pay for programs.

Paying for OST Programs and Services at Child's School

Q14f. IF CHILD IN OST AT SCHOOL: Was that something that was free or something you paid for either entirely or in part? (MULTIPLE RESPONSE OK). Base N = 395, those whose children participate in programs at the child's school.

	Pay	Free
Total	41%	60
White child	58%	45
Latino	29%	71
African American	33%	68
Asian	**	**
Child 5-9 years	53%	47
10-13	40%	64
14-19	30%	70
Parent has HS or less	31%	71
Some college	36%	61
College grad+	56%	47
Household < \$25K	23%	77
\$25-49K	39%	61
\$50K or more	56%	47
Married parent	46%	55
Single	33%	68
Manhattan	53%	56
Brooklyn	38%	63
Bronx	32%	67
Queens	45%	56
Staten Island	51%	49

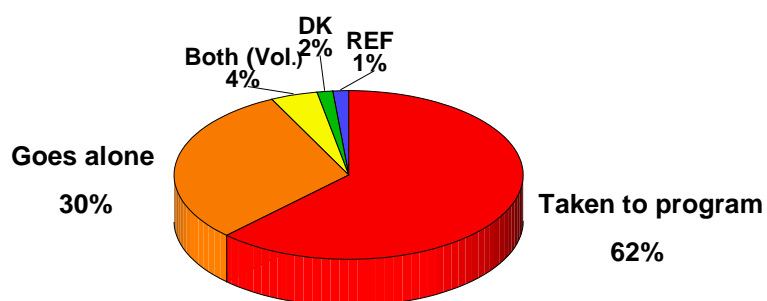
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D. Transportation to OST Activities and Proximity to Home and School

1. Getting to activities

A majority of parents (62%) whose children participate in activities off school grounds report that their child is taken to the program, and 30% typically travel alone.

Getting to OST Program or Service off School Grounds



Q20. IF IN OST PROGRAM(S) NOT AT SCHOOL. Most of the time, when [child's name] participates in programs or services outside of school, is [he/she] taken to the program or does [he/she] go by [himself/herself]? Base N = 560, those who participate in one or more OST program or service off school grounds..

Among those more likely than their counterparts to travel alone to programs are:

- Teens (60% of 14 to 19 year olds);
- Children living in lower-income households (46% of <\$25K);
- Children with single parents (38%);
- Children whose parents have a high school education or less (37%); and
- African-American children (35%).

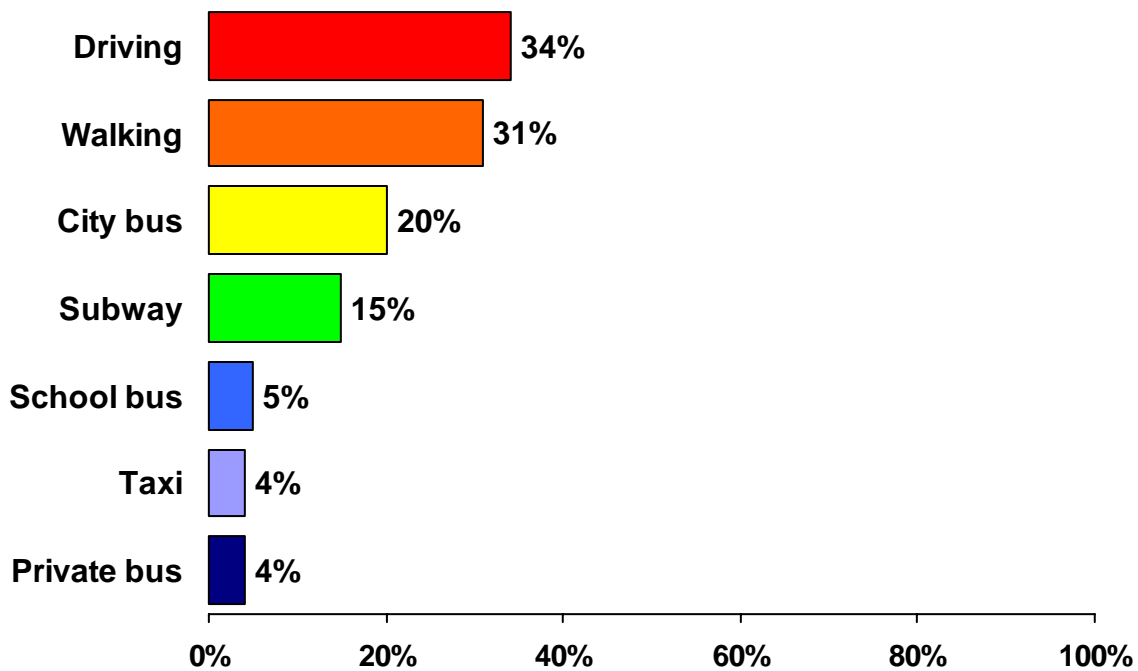
Getting to Programs and Services off School Grounds

Q20. IF IN OST PROGRAM(S) NOT AT SCHOOL. Most of the time, when [child's name] participates in programs or services outside of school, is [he/she] taken to the program or does [he/she] go by [herself/himself]? *Base N = 560, those who participate in one or more OST programs or services not offered at the school*

	Taken to Program	Goes Alone
Total	62%	30
White child	67%	24
Latino	63%	32
African American	57%	35
Asian	68%	24
Child 5-9 years old	93%	4
10-13	73%	21
14-19	27%	60
Parent has HS or less	56%	37
Some college	67%	30
College grad or more	67%	23
Household < \$25K	46%	46
\$25-49K	61%	31
\$50K or more	71%	21
Married parent	68%	24
Single	53%	38

The most common methods of transportation to programs and services are driving (34%) and walking (31%). Twenty percent take the city bus, and 15% take the subway.

Transportation to OST Programs and Services off School Grounds (Top Mentions)



Q21. IF IN OST PROGRAM(S) NOT AT SCHOOL: Does [he/she/do they] get to the programs by taxi, city bus, subway, private bus, school bus, walking, bicycle, driving, or some other way? MULTIPLE RESPONSE ACCEPTED. Base N = 560, those who participate in one or more OST program or service not at the school

- Walking is more common among children in Manhattan (41%) and driving is by far the most common method of transportation for those in Staten Island (78%).
- Walking is also most common among children whose parents are less educated and make lower incomes: 39% of children whose parent has a high school education or less walks, as does 47% of children whose parents make less than \$25,000 annually.

- Conversely, upper-educated and higher-income parents are much more likely to report someone driving their child: 50% of college-educated parents, and 54% of parents making \$50,000 or more.
- White students are most likely to get to programs and services via driving than others (50%).
- Younger children most commonly are driven to programs (42% of those five to nine years old); 10 to 13 year olds most commonly walk (38%); and the most common modes of transportation for teens (14 to 19) are taking a city bus (32%) and the subway (26%).
- Finally, 41% of married parents whose children participate in programs report driving them, compared to just 24% of single parents. Instead, children in single-parent households are more likely to walk (37%) than those in married households (26%).

Transportation to OST Programs and Services

Q21. IF IN OST PROGRAM(S) NOT AT SCHOOL. Does [he/she/do they] get to the programs by taxi, city bus, subway, private bus, walking, bicycle, driving, or some other way?

MULTIPLE RESPONSE ACCEPTED. Base N = 560, those who participate in one or more OST programs or services not at the school

	Driving	Walking	City Bus	Subway
Total	34%	31%	20%	15%
White child	50%	26%	17%	15%
Latino	19%	40%	19%	17%
African American	33%	27%	24%	17%
Asian	36%	29%	17%	4%
Child 5-9 years old	42%	30%	10%	11%
10-13	37%	38%	16%	7%
14-19	25%	25%	32%	26%
Parent has HS or less	21%	39%	21%	16%
Some college	32%	31%	26%	15%
College grad or more	50%	21%	15%	15%
Household <\$25K	13%	47%	26%	18%
\$25-49K	24%	35%	22%	16%
\$50K or more	54%	15%	17%	13%
Married parent	41%	26%	19%	15%
Single	24%	37%	21%	15%
Manhattan	18%	41%	25%	28%
Brooklyn	34%	31%	17%	14%
Bronx	23%	33%	29%	15%
Queens	39%	29%	19%	11%
Staten Island	78%	7%	5%	5%

2. Preference for location

If parents had their wishes, more programs in close proximity to home would be available. A plurality of parents prefers OST activities to be held at a location near their home (42%) versus at the school (21%). Others volunteer that either or both locations are acceptable to them (35%).

Among those who tend to prefer opportunities for their children to take part near home are:

- Manhattan residents (50%);
- Middle-income parents (49% of those making \$25K-\$49K);
- Foreign-born parents (48%);
- Parents of Latino (48%) and African-American children (47%);
- Parents whose children do not participate in any OST activities either during the school year or summer (47%); and
- Less educated parents (47% of parents with high school or less).

Preference of Location: Near Home or at School

Q51. When [child's name] takes part in any activities after school, would you prefer that activities be close to your home, or that they happen at the school?

	Near Home	At School	Either (volunteered)
Total	42%	21	35
White child	28%	20	49
Latino	48%	24	26
African American	47%	16	34
Asian	43%	27	28
In any OST	39%	22	37
Not in any OST	47%	19	31
Child 5-9 years old	39%	21	37
10-13	42%	22	34
14-19	45%	19	33
Parent has HS or less	47%	22	29
Some college	40%	19	39
College grad or more	37%	21	39
Household < \$25K	44%	25	28
\$25-49K	49%	20	30
\$50K or more	39%	20	39
Parent born in U.S.	37%	18	42
Born outside the U.S.	48%	23	27
Manhattan	50%	19	30
Brooklyn	36%	19	41
Bronx	41%	25	32
Queens	46%	21	31
Staten Island	37%	21	37

E. Reasons for Enrolling Child in OST Programs and Activities

Parents take into account both practical and educational considerations when deciding what their children should do when apart from family. Once the practical thresholds, such as finding a safe place for children to be, are met, parents hope activities will enrich their children's education in areas not taught at school, enhance their academics, and provide a way to be around good models.

Looking first at practical considerations, majorities of parents place top importance on finding a safe place for the child to be (73%), keeping the child from getting into trouble (68%), and finding a supervised place for her/him while a parent is at work (52%).

Parents also value the ways in which OST programs and services contribute to their child's development – academically, artistically, and socially. As we have seen, more parents report their children currently participate in sports and physical activities than in activities such as receiving academic help and exposure to arts and music. However, in the list of reasons to enroll, being physically active comes a little farther down the list of parental desires (64%), below adding to the child's education with things not taught in school (74%), being around good role models (74%), and getting academic help (73%).

The priorities change as children grow older. By the time the children are in high school, 69% of their parents say getting work experience is a top reason for involvement in a program, and close to half of their parents (47%) say the same about finding a way to earn money.

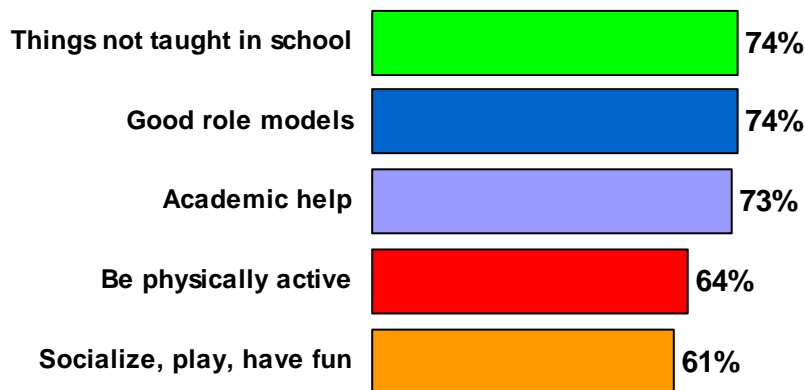
Reasons to Enroll in OST Programs and Services

% saying top reason to enroll child in program

Practical Thresholds

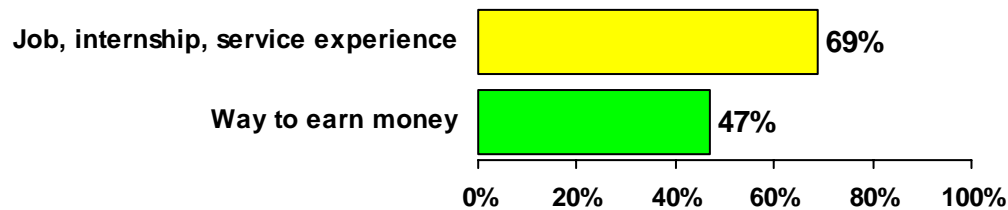


Enhancing Development



Work for High School Students

% of parents of 9th-12th graders



Assume you were deciding what [child's name] is to do in hours when you or another family member cannot be with [him/her]. Tell me if each of the following would be a top reason to enroll [child's name] in a program, a fairly important reason, just a small reason, or not a reason at all to enroll [child's name] in a program. The first one is: Q31. The need to find a safe place for [her/him] to be. Q35. Keeping [him/her] from getting into trouble. Q30. [He/she] needs supervision while a parent or guardian is at work. Q32. Adding to [his/her] education with things that are not taught at school, such as music, art, language, leadership skills, or other areas. Q38. Providing a way for [her/him] to be around good role models. Q34. Getting [her/him] help with academic areas including homework or test preparation. Q33. Giving [him/her] an opportunity to play sports or be physically active. Q39. Socializing, playing, and having fun. Q37. PARENTS OF H.S.: Getting job experience, internships, or doing community service work; *Base N* = 280. Q36. PARENTS OF H.S.: Finding a way for [him/her] to earn money; *Base N* = 280.

Differences that emerge among demographic subgroups regarding particular reasons to enroll children in programs and services include the following:

- Nearly three quarters or more of single parents find exposure to good role models a top reason (79%).
- Parents of boys are more likely than parents of girls to say the opportunity to play sports or be active is tops (70% *v.* 59%).
- Brooklyn (74%) and Bronx (71%) residents are more likely than others to rate keeping their child from getting into trouble as a top reason to enroll them in activities.
- Providing a supervised environment while a parent is at work is more important to parents of younger children – five to nine year olds (63% rate as top priority) and 10 to 13 year olds (57%), compared to just 33% of parents of 14 to 19 year olds. Additionally, parents of African-American children and parents of Latino children more commonly express a need for finding a supervised place for their child to be (56% each), compared to parents of white (40%) and Asian (48%) children.

A look at parents of high school students suggests more pressure for students to work among lower-income families. (The number of interviews among parents of high-school students is small, so these results should be considered as suggestive only.)

- In our survey, six in ten (61%) parents of African-American high-school students say earning money is a top reason to enroll their children in a program, compared to just 36% of the parents of white children in high school and 44% of Hispanics. About half of the lower-income parents (55% of <\$50K) and parents without a college degree (50%) find earning money a top reason for involvement. However, the same reason is topmost for just 36% of those earning more than \$50,000 and 41% of the college-educated parents in our sample.
- In terms of getting job experience, the same patterns emerge: a large majority of the parents of African-American high-school students (78%) cite work experience as a top reason, compared to little more than half (55%) of the parents of white 9th-12th graders and 66% of Hispanics. Additionally, three-quarters (74%) of those earning less than \$50,000 find job experience a top priority, compared to 65% of parents earning more than \$50,000.

Looking at those we classify as unserved and underserved during the school year, few differences emerge, with the exception that:

- Parents of children underserved during the school year are somewhat more concerned than others with providing good role models (80%), keeping the child from getting into trouble (74%), and needing a supervised place for their children while parents are at work (58%),
- Parents of unserved high school students are more likely than their underserved counterparts to say a top reason would be finding a way for their child to earn money (54% compared to 42% of parents of underserved children). This difference may be a reflection of the difference in household incomes between the two groups; unserved parents typically earn less income than underserved parents (see Section A).

Reasons to Enroll Child in OST Programs and Services: Practical Thresholds

% saying top reason to enroll

Assume you were deciding what [child's name] is to do in hours when you or another family member cannot be with [him/her]. Tell me if each of the following would be a top reason to enroll [child's name] in a program, a fairly important reason, just a small reason, or not a reason at all to enroll [child's name] in a program. The first one is: Q31. The need to find a safe place for [her/him] to be. Q35. Keeping [him/her] from getting into trouble. Q30. [He/she] needs supervision while a parent or guardian is at work.

	Safe Place to Be	Keep from Getting into Trouble	Supervision while Parent at Work
Total	73%	68%	52%
White child	67%	59%	40%
Latino	71%	70%	56%
African American	81%	77%	56%
Asian	60%	55%	48%
Unserved during sch. yr.	72%	65%	50%
Underserved during sch. yr.	77%	74%	58%
Child 5-9 years old	75%	68%	63%
10-13	76%	68%	57%
14-19	67%	69%	33%
Boy	74%	69%	55%
Girl	72%	68%	48%
Parent has HS or less	71%	71%	51%
Some college	80%	70%	56%
College grad or more	70%	63%	50%
Household < \$25K	71%	71%	52%
\$25-49K	81%	74%	56%
\$50K or more	70%	64%	52%
Married parent	72%	66%	51%
Single	73%	72%	53%
Manhattan	69%	58%	52%
Brooklyn	76%	74%	53%
Bronx	75%	71%	51%
Queens	70%	64%	53%
Staten Island	68%	65%	47%

Reasons to Enroll Child in OST Programs and Services: Enhancing Child's Development

% saying top reason to enroll

Assume you were deciding what [child's name] is to do in hours when you or another family member cannot be with [him/her]. Tell me if each of the following would be a top reason to enroll [child's name] in a program, a fairly important reason, just a small reason, or not a reason at all to enroll [child's name] in a program. The first one is: Q32. How about adding to [his/her] education with things that are not taught at school, such as music, art, language, leadership skills, or other areas. Q38. Providing a way for [her/him] to be around good role models. Q34. How about getting [her/him] help with academic areas including homework or test preparation. Q33. How about giving [him/her] an opportunity to play sports or be physically active. Q39. Socializing, playing, and having fun.

	Things Not Taught in School	Good Role Models	Academic Help	Be physically active	Socialize, Play, Have Fun
Total	74%	74%	73%	64%	61%
White child	67%	64%	61%	61%	62%
Latino	74%	71%	74%	66%	61%
African American	79%	85%	82%	65%	62%
Asian	68%	62%	67%	58%	54%
Unserved sch. yr.	75%	69%	72%	67%	60%
Underserved sch. yr.	81%	80%	77%	68%	63%
Child 5-9 years old	77%	73%	72%	66%	65%
10-13	74%	77%	75%	66%	62%
14-19	70%	72%	72%	61%	55%
Boy	74%	75%	74%	70%	64%
Girl	74%	73%	71%	59%	57%
Parent HS or less	71%	75%	74%	64%	59%
Some college	78%	76%	81%	63%	60%
College grad+	75%	71%	67%	65%	64%
Household < \$25K	71%	74%	73%	62%	62%
\$25-49K	78%	79%	80%	69%	68%
\$50K or more	77%	72%	68%	63%	56%
Married parent	73%	71%	71%	63%	60%
Single	76%	79%	77%	66%	62%
Manhattan	74%	70%	70%	60%	60%
Brooklyn	77%	79%	76%	66%	63%
Bronx	72%	72%	77%	65%	59%
Queens	71%	71%	69%	63%	60%
Staten Island	70%	68%	65%	62%	61%

Reasons to Enroll Child in OST Programs and Services: Work for High School Students*

% saying top reason to enroll

Assume you were deciding what [child's name] is to do in hours when you or another family member cannot be with [him/her]. Tell me if each of the following would be a top reason to enroll [child's name] in a program, a fairly important reason, just a small reason, or not a reason at all to enroll [child's name] in a program. Q37. PARENTS OF H.S.: Getting job experience, internships, or doing community service work. 36. PARENTS OF H.S.: Finding a way for [him/her] to earn money. Base N = 280, those whose children are in 9th-12th grades

	Job, Internship, Service Experience	Way to Earn Money
Total	69%	47%
White child	55%	36%
Latino	66%	44%
African American	78%	61%
Asian	**	**
Unserved during sch. yr.	72%	54%
Underserved during sch. yr.	74%	42%
Parent has less than college degree	71%	50%
College grad or more	64%	41%
Household < \$50K	74%	55%
\$50K or more	65%	36%

* Caution: small cell sizes.

** Asian cell size too small for inclusion.

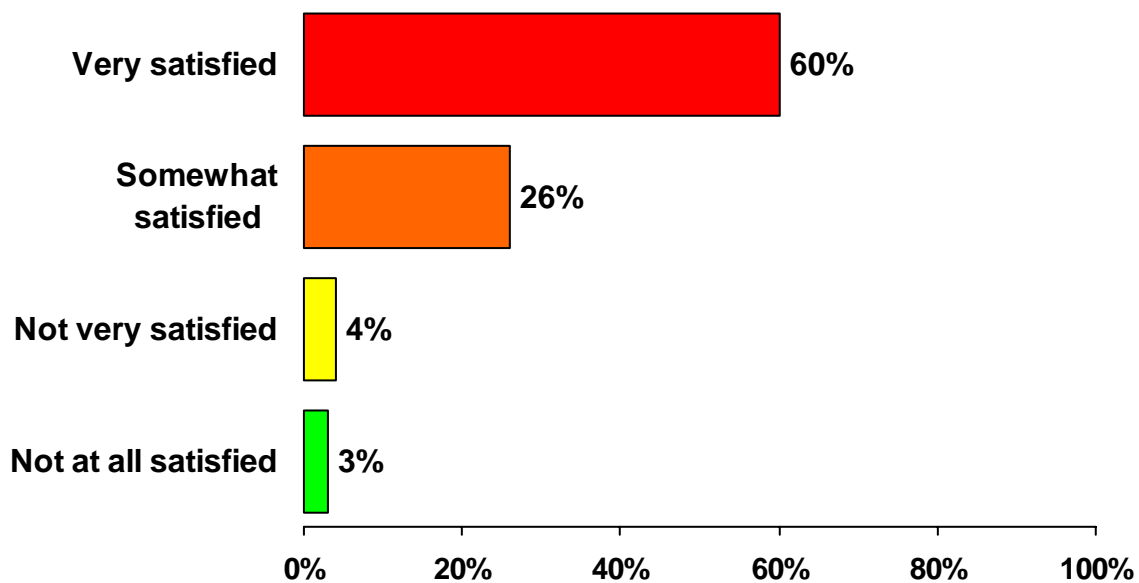
F. Satisfaction with OST Programs and Services in New York City

Parents whose children participate in OST activities express broad satisfaction with the one program or service their own child takes part in most often. Opinions are more mixed, however, about programs and services in New York City generally.

1. Satisfaction with most frequently attended program or service

When asked about the program their child attends most frequently, six in ten (60%) are very satisfied with the program, and another 26% are somewhat satisfied. Only seven percent are not satisfied with the activity their child does most often.

Satisfaction with Most Frequently Attended Program or Service



Q23. IF IN OST PROGRAM(S): How satisfied are you overall with that particular program or service? Are you very satisfied, somewhat satisfied, not very or not at all satisfied? *Base N = 690, those who participate in one or more OST programs or services.*

While majorities across all demographic groups express satisfaction with the most frequently attended program or service, the degree of satisfaction varies across subgroups, which may indicate disparities in the quality of programs.

- Nearly three quarters of parents of white children (73%) and seven in ten parents of Asian children (70%) say they are very satisfied with their child's most frequently attended program. However, the same is true for just half of parents of African-American children (51%) and 57% of parents of Latino children.
- Similarly, half of parents from lower-income households (<\$25K) are very satisfied, yet 72% of those from upper-income households say the same (\$50K+).
- Parents of younger children express a higher degree of satisfaction than parents of teens: 66% of those with five to nine year olds are very satisfied, compared to half (51%) of parents with 14 to 19 year olds.

Satisfaction with Most Frequently Attended Program or Service

Q23. IF IN OST PROGRAM(S). How satisfied are you overall with that particular program or service? *Base N = 690, those who participate in one or more OST program or service*

	Very Satisfied	Smwt Satisfied	Not Very Satisfied	Not at All Satisfied	DK/ REF
Total	60%	26	4	3	6
White child	73%	19	1	3	5
Latino	57%	26	5	4	7
African American	51%	32	6	4	8
Asian	70%	25	3	2	--
Child 5-9 years old	66%	23	4	3	3
10-13	62%	27	4	3	3
14-19	51%	28	3	4	13
Household < \$25K	52%	27	5	3	12
\$25-49K	57%	27	5	5	6
\$50K or more	72%	22	4	1	1

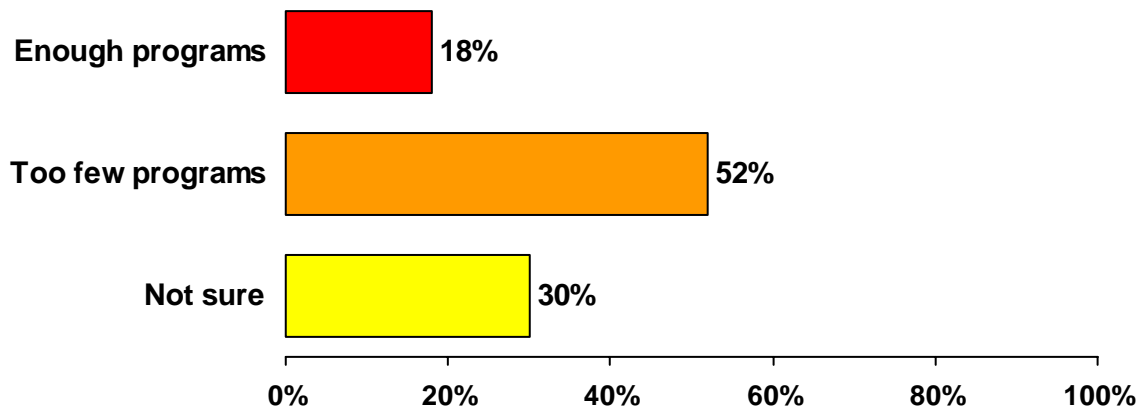
2. Satisfaction with characteristics of NYC programs and services

While parents are largely satisfied with the programs their children participate in most often, reactions are more mixed when asked about the availability and convenience of programs in New York City in general.

a. Availability of affordable programs generally

When all parents – those whose children do and those who do not participate in OST activities – are asked whether there are enough good, affordable programs in NYC, half (52%) say there are too few. Only 18% of parents believe there are enough affordable programs, and fully 30% cannot say either way.

Availability of Good Affordable Programs and Services in NYC



Q8. Which of these statements comes closest to your view of the programs or services that are available to you and your child: a. Where we live, there are enough good affordable programs and services for children [child's name]'s age to do when [she/he] is not in school; or b. There are too few good affordable programs and services; or c. You are not sure which is the case?

Parents who believe there are too few good, affordable programs are more likely to:

- Be parents of children underserved during the school (65%);
- Have African-American children (63%);
- Live in Manhattan (61%);
- Live in households where all parents are working full time (60%);
- Earn moderate incomes (59% of those making \$25K-\$49K); and
- Have at least some college experience (58%).

Lack of awareness is high among:

- Those whose children do not participate in any programs either during the school year or summer: 41% are not sure about the adequacy of OST programs; and
- Parents of children unserved during the school year (37%).

Availability of Good Affordable Programs

Q8. Which of these statements comes closest to your view of the programs or services that are available to you and your child: a. Where we live, there are enough good, affordable programs and services for children [child's name]'s age to do when [she/he] is not in school; or b. There are too few good affordable programs and services; or c. You are not sure which is the case?

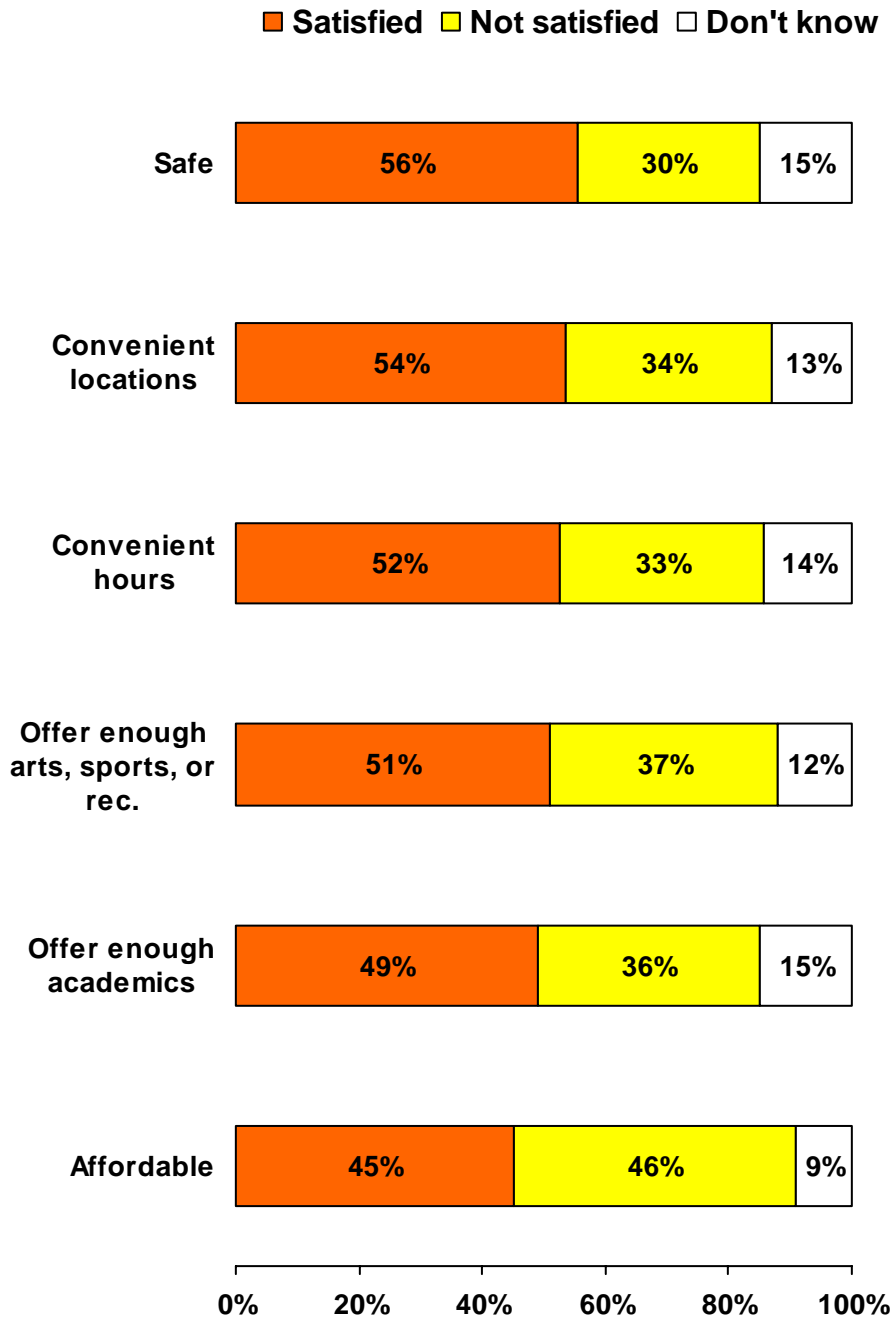
	Enough Programs	Too Few	Not Sure
Total	18%	52	30
White child	23%	47	28
Latino	19%	47	34
African American	11%	63	25
Asian	21%	38	38
In any OST	18%	57	25
Not in any OST	16%	42	41
Unserved during sch. yr.	11%	51	37
Underserved during sch. yr.	16%	65	18
Parent has HS or less	19%	46	35
Some college	17%	58	26
College grad or more	18%	58	24
Household < \$25K	17%	46	37
\$25-49K	16%	59	25
\$50K or more	19%	56	25
Parent(s) working FT	15%	60	24
Other	19%	47	33
Manhattan	23%	61	15
Brooklyn	15%	52	32
Bronx	17%	51	33
Queens	17%	50	33
Staten Island	27%	47	25

b. Satisfaction with characteristics of OST programs

About half of all NYC parents are satisfied with most aspects of OST programs and services, and the other half are dissatisfied or unsure about them. In a list of six characteristics, parents report the most dissatisfaction with the affordability of programs (46% not very or not at all satisfied). To a lesser extent, parents are dissatisfied with other practical concerns: one third is dissatisfied with inconvenient locations (34%) and hours (33%), and nearly the same proportion with the availability of safe programs (30%).

In terms of the content of OST programs, 37% of parents are unhappy with offerings in sports, arts, and recreation, and the same proportion (36%) are dissatisfied with the availability of academics in OST programs – a top reason parents cite to enroll their children in programs and services.

Satisfaction with Characteristics of OST Programs in NYC



Q24-29. Now thinking about the part of New York where you live, how satisfied are you with the availability of the following types of programs and services for children when they're not in school: Are you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with the availability of _____? Q25. Programs that are safe. Q26. Programs that are open when you need them. Q27. Programs that are in convenient locations. Q29. Programs that offer enough academics. Q28. Programs that offer enough arts, sports, or recreation. Q24. Programs that are affordable.

Other findings across subgroups indicate:

- Compared to others, parents of African-American children express the most dissatisfaction with all of the items we tested.
- Bronx residents and lower-income parents are more likely than their counterparts to be dissatisfied with the affordability of programs: more than half of those in the Bronx (54% not very or not at all satisfied) and the same proportion of households earning \$25,000 to \$49,000 (54%) are dissatisfied with the costs.
- The convenience of locations concerns single parents (39%) more than married (30%), and parents whose children do not participate in any programs or services (40%) more than participating families (31%).
- Convenient hours is also a concern more often for households in which parents are working full time (38%) than those in which at least one parent is not employed full time (29%).
- The availability of safe programs is less satisfactory to single parents (37%), parents whose children do not participate in any OST activities (36%), and Bronx residents (35%).

Dissatisfaction with Characteristics of Available Programs

% saying not very or not at all satisfied with following characteristics

Q24-29. Are you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with the availability of ____? Q24. Programs that are affordable. Q28. Programs that offer enough arts, sports, or recreation. Q29. Programs that offer enough academics. Q27. Programs that are in convenient locations. Q26. Programs that are open when you need them. Q25. Programs that are safe.

	Afford- able	Enough Sports, Arts	Enough Acad- emics	Conv. Locations	Conv. Hours	Safe
Total	46%	37%	36%	34%	33%	30%
White child	32%	28%	31%	20%	22%	15%
Latino	47%	34%	30%	35%	32%	30%
Afr. American	57%	48%	48%	46%	45%	42%
Asian	34%	22%	21%	20%	29%	12%
In any OST	43%	35%	36%	31%	31%	28%
Not in any OST	51%	40%	38%	40%	36%	36%
Household \$25K	49%	33%	33%	37%	32%	33%
\$25-49K	54%	46%	45%	39%	42%	35%
\$50K or more	42%	37%	37%	32%	33%	26%
Married parent	44%	37%	35%	30%	31%	25%
Single	50%	38%	37%	39%	36%	37%
Parent(s) work FT	47%	39%	38%	35%	38%	31%
Other	46%	35%	35%	33%	29%	28%
Manhattan	42%	29%	29%	25%	27%	24%
Brooklyn	46%	40%	38%	38%	36%	22%
Bronx	54%	41%	39%	40%	38%	35%
Queens	44%	34%	34%	32%	30%	28%
Staten Island	35%	36%	33%	20%	22%	21%

G. Barriers to Participation

Barriers that prevent families from using OST programs include logistical problems as well as a lack of awareness.

1. Cost and logistics

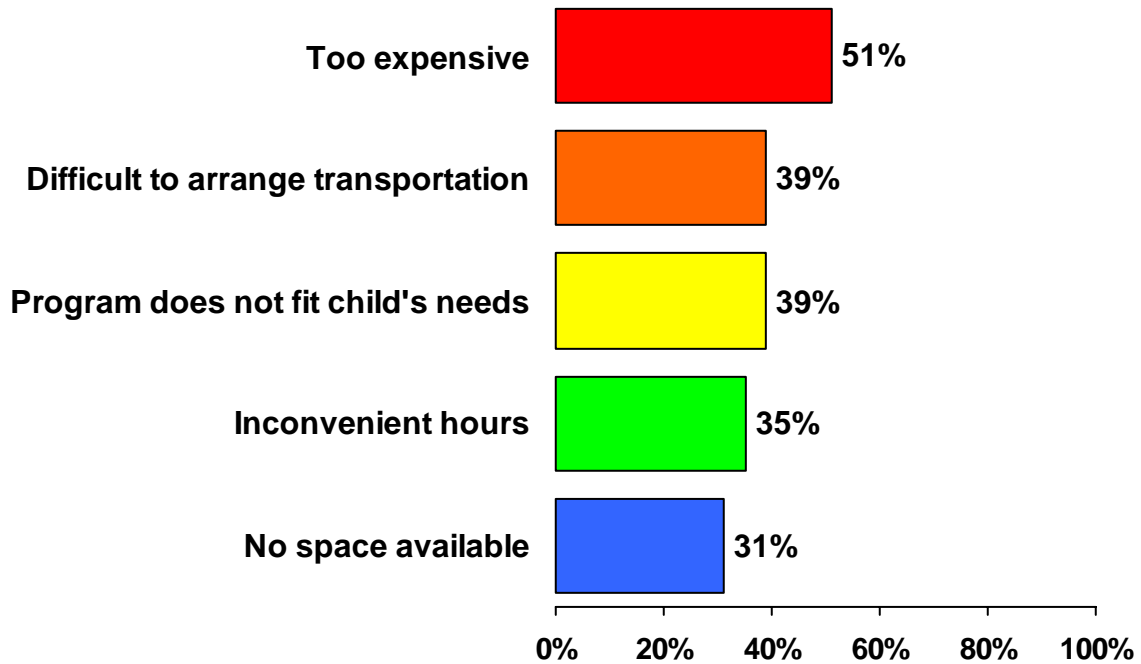
Among the logistical obstacles to enrolling children in OST activities, cost is the biggest. Half of parents (51%) say a program being “too expensive” has kept them from enrolling their children in a program in the past.

Also, parents report the following barriers:

- Difficulty in finding arrangements for the child to get to and from OST programs: 39% say this has kept them from enrolling their child in a program in the past;
- Inability to find programs that fit their child’s needs or interests (39%);
- Inconvenient hours that do not fit parents’ needs or schedules (35%); and
- Lack of space available in a desired program (31%).

Barriers to Participation: Cost and Logistical Concerns

% saying issue has kept child from participating in one or more programs or services



Q40-Q44. Please tell me if each of the following has kept [child's name] from taking part in one or more programs or services. Q41. Programs are too expensive. Q42. Getting your child to and from out-of-school programs was difficult to arrange. Q40. The hours of programs do not fit your needs or schedule. Q44. You couldn't find a program to fit your child's needs or interests. Q43. There has not been space available for [child's name] in a program you wanted to get into.

Those most likely to report cost as a barrier include:

- Parents of underserved children (62%);
- Middle-income parents (59%); and
- Parents of African-American children (57%).

While nearly four in ten parents (39%) say making transportation arrangements to get their child to and from a program has prevented them from participating, the following groups more often experience troubles with transportation issues:

- Middle-income parents: 50% say making arrangements to and from a program has kept child from participating;
- Parents of underserved children (47%);
- Parents of African-American children (46%);
- Parents of 10 to 13 year olds (45%);
- Those whose children do not participate in any OST during the school year or summer (44%); and
- Single parents (44%).

Demographic differences among other circumstances that prevent participation include:

- Middle-income parents and those in Staten Island most often report difficulty with finding programs where the hours meet the parents' needs or schedules (41% and 43% respectively).
- Single parents (37%) and middle-income parents (39%) are most likely to report that there has not been space available for their child in a program, whereas parents of white children and those in Staten Island are among the least likely to face lack of space as a barrier (19% and 11% respectively).

Barriers to Participation: Cost, Availability and Logistical Concerns

% saying issue has kept child from participating in one or more programs or services

Q40-Q44. Please tell me if each of the following has kept [child's name] from taking part in one or more programs or services. Q41. Programs are too expensive. Q42. Getting your child to and from out-of-school programs was difficult to arrange. Q40. The hours of programs do not fit your needs or schedule. Q44. You couldn't find a program to fit your child's needs or interests. Q43. There has not been space available for [child's name] in a program you wanted to get into.

	Too Expensive	Arranging Transportation	Not Child's Needs	Inconven. Hours	No Space
Total	51%	39%	39%	35%	31%
White child	44%	32%	32%	30%	19%
Latino	48%	40%	40%	36%	35%
African American	57%	46%	44%	37%	36%
Asian	49%	31%	34%	31%	31%
Child 5-9 years old	52%	39%	38%	35%	34%
10-13	54%	45%	42%	39%	34%
14-19	46%	34%	38%	30%	25%
In any OST	50%	37%	39%	36%	30%
Not in any OST	62%	44%	39%	32%	35%
Unserved during sch. yr.	52%	42%	39%	31%	32%
Underserved during sch. yr.	62%	47%	45%	44%	38%
Parent has HS or less	49%	40%	37%	29%	32%
Some college	56%	37%	39%	40%	34%
College grad or more	50%	41%	42%	41%	30%
Less than \$25K	51%	38%	42%	31%	33%
\$25-49K	59%	50%	48%	41%	39%
\$50K or more	49%	41%	36%	39%	28%
Married parent	48%	36%	37%	35%	28%
Single	55%	44%	42%	35%	37%
Manhattan	55%	38%	30%	37%	34%
Brooklyn	51%	41%	44%	36%	35%
Bronx	49%	43%	37%	33%	32%
Queens	50%	37%	36%	31%	29%
Staten Island	47%	34%	49%	43%	11%

2. Lack of awareness of available programs

Participation in OST programs is also weakened by a lack of awareness among parents about the availability of programs and services for children during non-school hours.

Three in ten parents of school-aged children (30%) do not know enough to have an opinion about whether there are enough good, affordable programs and services for their children, or whether there are too few. Additionally, between nine percent and 15% of parents do not know enough about the availability of OST programs and services to answer a series of questions relating to satisfaction with programs.

Parents who are more likely than others to lack awareness about OST programs and services include:

- Those who do not have children in any OST activities during the summer or school year: 41% are not sure whether there are enough OST programs or too few;
- Parents of Asian children (38%);
- Foreign-born parents (38%);
- Parents of children unserved during the school year (37%);
- Those earning less than \$25K annually (37%); and
- Parents with a high school diploma or less (35%).

Parents most likely to know enough to voice an opinion on the issue live in Manhattan: only 15% say they are unsure whether there are too many or too few programs.

A lack of programs or awareness of existing programs in restraining participation is also in evidence in the preceding table (on page 71), which shows that 39% of parents say they could not find a program to meet their child's needs.

- Finding a program that fits the child's needs is a barrier most frequently reported by parents in Staten Island (49%) and middle-income parents (48%).

Availability of Good Affordable Programs

Q8. Which of these statements comes closest to your view of the programs or services that are available to you and your child: a. Where we live, there are enough good, affordable programs and services for children [child's name]'s age to do when [she/he] is not in school; or b. There are too few good affordable programs and services; or c. You are not sure which is the case?

	Not Sure	Enough Programs	Too Few
Total	30%	18	52
White child	28%	23	47
Latino	34%	19	47
African American	25%	11	63
Asian	38%	21	38
In any OST	25%	18	57
Not in any OST	41%	16	42
Unserved during sch. yr.	37%	11	51
Underserved during sch. yr.	18%	16	65
Parent has HS or less	35%	19	46
Some college	26%	17	58
College grad or more	24%	18	58
Household < \$25K	37%	17	46
\$25-49K	25%	16	59
\$50K or more	25%	19	56
Parent born in U.S.	22%	17	60
Born outside U.S.	38%	18	43
Manhattan	15%	23	61
Brooklyn	32%	15	52
Bronx	33%	17	51
Queens	33%	17	50
Staten Island	25%	27	47

3. Lack of interest

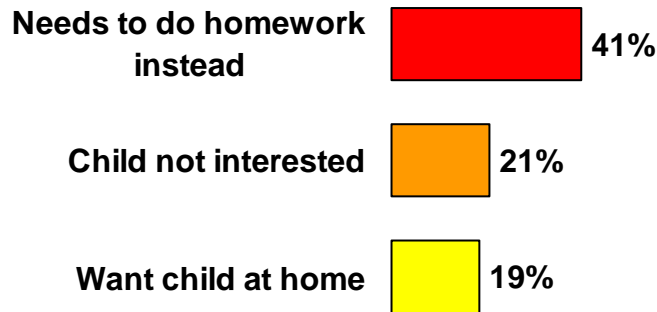
In addition to cost, logistics, and lack of awareness, some parents and students do not want to participate in activities outside of school. The drive to come home and focus on homework is most pronounced among several ideas we posed.

Four in ten parents (41%) say at one time or another their child has not participated in OST activities because the parents thought it was more important for their child to be working on homework. In addition, two in ten say their child does not want to be in programs during non-school hours (21%), and nearly the same proportion of parents (19%) simply prefer their child to be at home.

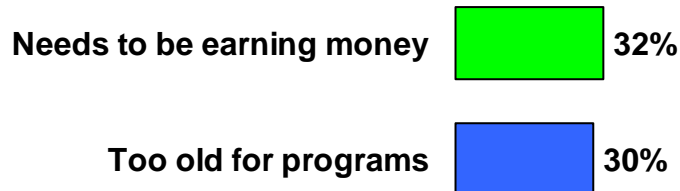
Among parents of high school students, one in three (32%) believe their child needs to be earning money instead of participating in programs, and another 30% believe their high school-aged child is too old to need supervised programs.

Barriers to Participation: Lack of Interest

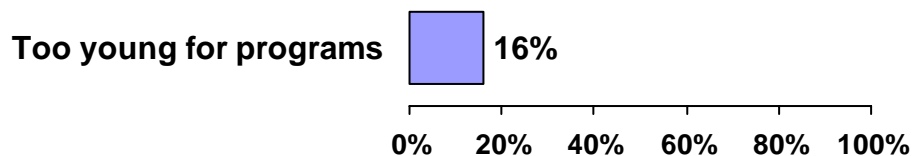
% saying issue has kept child from participating in one or more programs or services



Parents of 9th-12th Graders



Parents of K-8th Graders



Q40-54. Please tell me if each of the following has kept [child's name] from taking part in one or more programs or services. Q49. It is more important for [child's name] to be working on homework than involved in other activities outside the home. Q45. Your child does not want to be in scheduled programs when not in school. Q50. You want [child's name] to be at home instead of in programs. Q48. PARENTS OF H.S.: [Child's name] needs to be earning money when not in school; *Base N = 280*. Q47. PARENTS OF H.S.: [Child's name] is too old to need to go to supervised programs; *Base N = 280*. Q46. PARENTS OF K-8: [Child's name] is too young to be in programs; *Base N = 720*.

- Parents most likely to want their child to be doing homework instead of participating in programs and services include parents of Asian children (56%), and parents of teens (52% of 14 to 19 year olds).
- Parents of Asian children are also most likely to say they simply want their child at home (24%).

Barriers to Participation: Lack of Interest

% saying issue has kept child from participating in one or more programs or services

Q49. It is more important for [child's name] to be working on homework than involved in other activities outside the home. Q45. Your child does not want to be in scheduled programs when not in school. Q50. You want [child's name] to be at home instead of in programs.

	Needs To Do Homework Instead	Child Not Interested	Want Child at Home
Total	41%	21%	19%
White child	30%	22%	18%
Latino	37%	21%	23%
African American	47%	21%	14%
Asian	56%	25%	24%
Child 5-9 years	36%	18%	20%
10-13	35%	23%	20%
14-19	52%	24%	17%

- Parents who feel their high school-aged child should be earning money instead of participating in an OST program tend to be parents of African-American children (41%) and those living in lower-income households (38% of those <\$50K). (The number of interviews among parents of high-school students is small, so these results should be considered as suggestive only.)
- Parents of Asian children are among those more likely to feel their child is too young to participate in programs (30%).

Barriers to Participation: Lack of Interest

% saying issue has kept child from participating in one or more programs or services

Q48. PARENTS OF H.S.: [Child's name] needs to be earning money when not in school; *Base N = 280*. Q47. PARENTS OF H.S.: [Child's name] is too old to need to go to supervised programs; *Base N = 280*. Q46. PARENTS OF K-8: [Child's name] is too young to be in programs; *Base N = 720*.

	Needs to be Earning Money (9 th -12 th)	Too Old for Programs (9 th -12 th)	Too Young for Programs (K-8 th)
Total	32%	30%	16%
White child	10%	29%	13%
Latino	31%	27%	16%
African American	41%	31%	10%
Asian	**	**	30%
In any OST	32%	28%	12%
Not in any OST	30%	34%	23%
Parent has less than college degree	35%	28%	16%
College grad or more	24%	34%	13%
Household < \$50K	38%	28%	15%
\$50K or more	24%	37%	16%

** Asian cell size too small for inclusion.

4. Focus on barriers for unserved and underserved families

The finding that three in ten (28%) New York City children are unserved by existing OST programs and services during the school year does not indicate that these families do not want to participate. Rather, many of the parents of unserved children say they see the same reasons to enroll their children, as do parents whose children do participate. These reasons range from practical concerns, such as providing a safe place for their children to be, to facilitating the child's development, academic and otherwise.

Additionally, simply because a child is participating in an OST activity does not mean her or his needs are fulfilled. Indeed, one in three children (30%) are underserved, that is, taking part in a school year activity, but have faced barriers to participation in additional OST programs.

What are the main restraints, holding back fuller participation?

Cost. Six in ten (62%) underserved parents and half of unserved parents (52%) report that cost has prevented them from enrolling their child in a one or more programs.

In another question, half of unserved (51%) say there are not enough good, affordable programs available for children like their own, and nearly two thirds (65%) of underserved parents say the same.

Cost of OST Programs

Q41. Programs are too expensive: Please tell me if each of the following has kept [child's name] from taking part in one or more programs or services. Q8. Which of these statements comes closest to your view of the programs or services that are available to you and your child: a. Where we live, there are enough good, affordable programs and services for children [child's name]'s age to do when [she/he] is not in school; or b. There are too few good affordable programs and services; or c. You are not sure which is the case?

	Programs Are Too Expensive	Too Few Good, Affordable Programs
Total	51%	52%
Unserved during school year	52%	51%
Underserved during school year	62%	65%

Logistical barriers. A logistical complaint among underserved and unserved parents is difficulty in finding transportation for getting their children to and from programs: 47% of underserved parents and 42% of unserved parents say this has kept their child from participating, compared to 39% of all parents.

Also, underserved parents are especially concerned about convenient program hours: 44% of these parents say they have withheld their child from a program because its hours did not fit their needs or schedule, compared to 35% of parents overall.

Logistical Barriers

% saying issue has kept child from participating in one or more programs or services

Q40-Q42. Please tell me if each of the following has kept [child's name] from taking part in one or more programs or services. Q42. Getting your child to and from out-of-school programs was difficult to arrange. Q40. The hours of programs do not fit your needs or schedule.

	Arranging Transportation	Incompatible Hours
Total	39%	35%
Unserved during school year	42%	31%
Underserved during school year	47%	44%

Lack of awareness of programs. Many underserved and unserved parents either believe appropriate programs for their children do not exist or say they do not know if such programs are available. For example, underserved parents are particularly likely to report they could not find a program to fit their child's needs or interests (45%).

Additional evidence of a lack of communication or existence of programs comes from the question regarding whether there are enough good, affordable programs. Sixty-five percent of underserved parents opine there are too few good, affordable programs and another 18% are unsure.

Unserved parents are less informed about available programs. On the same question of whether there are enough programs or too few, fully 37% of unserved parents say they are not sure which is the case, and 51% say there are too few programs.

Lack of Programs or Awareness: I

Q44. Please tell me if each of the following has kept [child's name] from taking part in one or more programs or services: You couldn't find a program to fit your child's needs or interests.

Total	39%
Unserved during school year	39%
Underserved during school year	45%

Lack of Programs or Awareness: II

Q8. Which of these statements comes closest to your view of the programs or services that are available to you and your child: a. Where we live, there are enough good, affordable programs and services for children [child's name]'s age to do when [she/he] is not in school; or b. There are too few good affordable programs and services; or c. You are not sure which is the case?

	Not Sure	Enough Programs	Too Few
Total	30%	18	52
Unserved during school year	37%	11	51
Underserved during school year	18%	16	65

Appendix: Questionnaire with Topline Results

**Topline Results from a Survey of New York City Parents of
School-Aged Children**

**for Citizens' Committee for Children of New York
March 2004**

Interviewing conducted February 12 through 29, 2004,
among n = 1,000 parents of school-aged children in New York City.

Margin of sampling error is \pm 3.1 percentage points.

Data are weighted by borough and child's gender.

Percents may add up to 99% or 101% due to rounding; "0" indicates zero or less than 1%.

Hello my name is _____ and I am an interviewer for Belden Research. We are conducting a public opinion poll among adults for the Citizens' Committee for Children of New York about the needs of families and children in New York City. Your responses are completely confidential.

1. If you were to grade the public schools in the community where you live on how good a job they are doing in preparing students for their future, would you give them an A, B, C, D, or F?	A.....19%
	B28
	C.....25
	D.....9
	F.....10
	DK.....9
	REF0
2. Do you happen to be the parent of any school aged children, that is, in kindergarten through 12th grade living in this household?	Yes100%
	No0
	DK.....0
	REF0
3. How many school aged children?	One 50%
	Two.....34
	Three or more.....16
	DK.....0
	REF0

4. Thinking of your school-aged children, what grade is your [ROTATE: YOUNGEST/OLDEST] child in?	K-5 50%
	6-8 22
	9-12 28
	REF 0
5. How old is the child?	5-9 39%
	10-14 39
	15-19 22
	DK 0
	REF 0
6. Is this child a boy or a girl?	Boy 51%
	Girl 49
	DK 0
	REF 0
7. Does [child's name] attend public school, parochial school, independent private school, or is [he/she] home schooled?	Public 80%
	Parochial/religious 7
	Independent/private 13
	Home-schooled 0
	DK 0
	REF 0

This survey is about things that children and teens do during the time they are not with you or their other adult family members and not in school. They may be with a sitter, alone, with friends, or in programs.

8. Which of these statements comes closest to your view of the programs or services that are available to you and your child:	Enough programs 18%
	Too few 52
	Not sure 30
	DK 0
	REF 1
a. Where we live, there are enough good, affordable programs and services for children [child's name]'s age to do when [she/he] is not in school; or	
b. There are too few good affordable programs and services; or	
c. You are not sure which is the case?	

9. Aside from the time [child's name] is in school, how many hours in a typical weekday is [he/she] not with you or other adult family members?	None/Zero 54%
	One-three hours.....24
	Four or more21
	DK.....1
	REF0
10. How about on Saturday and Sunday added together? IF NEEDED: How many hours on a typical weekend is [child's name] not in school, and not with you or another adult family member?	None/Zero 71%
	One to five hours15
	Six or more14
	DK.....0
	REF0
11. In the last 12 months, how many days, if any, have there been when schools were closed and you or others in your household missed work to stay home with [child's name], because you did not have a place for him/her to go or someone to stay with him?	Zero days 68%
	One to three days15
	Four or more16
	DK.....1
	REF0

Please tell me if [child's name] does each of the following regularly in a typical week, Monday to Friday or on the weekend:

12. Is [child's name] taken care of by a sitter or nanny? I am talking about a regular arrangement - not an occasional sitter you might hire from time to time.	Yes 17%
	No 83
	DK..... 0
	REF 0
12a. IF YES IN Q12: Is the sitter or nanny 18 or older or younger than 18?	18+ 15%
	<18 2
	DK..... 0
	REF 0
12b. IF YES IN Q12: Is that at your home or at someone else's home?	Your home..... 9%
	Someone else's home7
	DK..... 0
	REF 0
13. Does [child's name] regularly go to a childcare center on weekdays and/or weekends?	Yes 7%
	No 93
	DK..... 0
	REF 0

Does that childcare center offer help with: *Base N = 74*

	Yes	No	DK	REF
13a. Homework, test preparation, or academics?	76%	24	0	0
13b. Physical activities or sports?	72%	28	0	0
13c. Arts, culture, or music?	62%	38	0	0
13d. Other games and entertainment to keep the kids busy?	77%	22	1	0
13e. Leadership development?	54%	40	6	0

13f. Is that something that is free or something you must pay for either entirely or in part? MULTIPLE RESPONSE <i>Base N = 74</i>	Free	43%
	Must pay for	60
	DK.....	0
	REF	0

14. Does [child's name] attend another program, club, class, or sports either before or after the regular school day or on the weekend, that allows [her/him] to stay in a supervised environment at [his/her] school?	Yes	39%
	No	60
	DK.....	0
	REF	0

Does that program offer help with: *Base N = 395*

	Yes	No	DK	REF
14a. Homework, test preparation, or academics?	58%	41	1	0
14b. Physical activities or sports?	70%	29	0	0
14c. Arts, culture, or music?	49%	48	3	0
14d. Other games and entertainment to keep the kids busy?	58%	40	3	0
14e. Leadership development?	51%	41	8	0

14f. Is that something that is free or something you must pay for either entirely or in part? MULTIPLE RESPONSE <i>Base N = 395</i>	Free	60%
	Must pay for	41
	DK.....	1
	REF	0

14g. Is the program run by the [child's name]'s school, is it run by some other organization, or is it provided by an individual not associated with the school or organization? MULTIPLE RESPONSE <i>Base N = 395</i>	Run by school.....	61%
	Run by organization	34
	Provided by individual	8
	DK.....	1
	REF	0

15. How about activities not at the school: Does [child's name] attend a program, club, class, or sports either before or after the regular school day or on the weekend, that allows [her/him] to stay in a supervised environment not at [his/her] school?	Yes	27%
	No	73
	DK.....	0
	REF	0

Does that program offer help with: *Base N = 268*

	Yes	No	DK	REF
15a. Homework, test preparation, or academics?	39%	61	0	0
15b. Physical activities or sports?	76%	24	0	0
15c. Arts, culture, or music?	54%	44	2	0
15d. Other games and entertainment to keep the kids busy?	51%	47	2	0
15e. Leadership development?	48%	48	4	0

15f. Is that something that is free or something you must pay for either entirely or in part? MULTIPLE RESPONSE <i>Base N = 268</i>	Free	42%
	Must pay for	60
	DK.....	0
	REF	0

15g. Is this program run by an organization, or is it provided by an individual? MULTIPLE RESPONSE <i>Base N = 268</i>	Run by organization 69% Provided by individual 30 DK..... 2 REF 0
16. 9-12 ONLY: Does [child's name] currently have a job, a community service opportunity, or an internship? <i>Base N = 280</i>	Yes 25% No 75 DK..... 0 REF 0
16a. IF YES: When does [child's name] work, during the weekends, after school, or both? <i>Base N = 69</i>	Weekends 21% After school 26 Both 46 DK..... 6 REF 2
17. In the last 12 months has [child's name] attended a day or overnight camp during the summer?	Yes 19% No 81 DK..... 0 REF 0
17a. How many weeks was [child's name] in the camp? <i>Base N = 191</i>	One week..... 21% Two to three weeks25 Four to six weeks.....36 Seven or more18 DK.....0 REF0
17b. Was that something that was free or something you paid for either entirely or in part? MULTIPLE RESPONSE <i>Base N = 191</i>	Free 28% Must pay for 72 DK..... 0 REF 0
18. Did [child's name] attend summer school last summer?	Yes 18% No 82 DK..... 0 REF 0
18a. Was that something that was free or something you paid for either entirely or in part? MULTIPLE RESPONSE OK <i>Base N = 177</i>	Free 77% Must pay for 23 DK..... 0 REF 0

19. 9-12 ONLY: Did [child's name] have a job, a community service opportunity, or internship last summer? <i>Base N = 280</i>	Yes29%
	No71
	DK..... 0
	REF 0
20. IF YES TO ANY IN Q13-Q19: Most of the time, when [child's name] participates in programs or services outside of school, is [he/she] taken to the program or does [he/she] go by [herself/himself]? <i>Base N = 690</i>	Taken to program.....62%
	Goes alone30
	Both (Vol.)..... 4
	DK..... 2
	REF 1
21. IF YES TO ANY IN Q13-Q19: Does [he/she/do they] get to the programs by taxi, city bus, subway, private bus, school bus, walking, bicycle, driving, or some other way? MULTIPLE RESPONSE OK <i>Base N = 690</i>	Taxi.....4%
	City bus..... 19
	Private bus..... 4
	School bus..... 5
	Subway 14
	Walking..... 33
	Biking 0
	Driving..... 34
	DK..... 1
	REF 2
22. IF YES TO ANY IN Q13-Q19: Of the programs and services you told me that [child's name] does, which one does [he/she] take part in <u>most often</u> ? PROBE: What do they do there? <i>Base N = 690</i>	Sports28%
	Enrichment 19
	Academic support 17
	ASPs 12
	Clubs/Scouts..... 2
	Boys/Girls club/YMCA..... 1
	Church 4
	Job 1
	Community service 2
	Camp 1
	Summer school 1
	Day care 1
	Other 8
	DK..... 2
	REF 1

23. IF YES TO ANY IN Q13-Q19: How satisfied are you overall with that particular program or service? Are you very satisfied, somewhat satisfied, not very or not at all satisfied?	Very satisfied	60%
	Somewhat satisfied	26
	Not very satisfied	4
	Not at all satisfied.....	3
	DK.....	4
	REF	2

Base N = 690

Now thinking about the part of New York where you live, how satisfied are you with the availability of the following types of programs and services for children when they're not in school: Are you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with the availability of _____ ?

	Very satisfied	Smwt satisfied	Not very satisfied	Not at all satisfied	DK	REF
24. Programs that are affordable	21%	24	18	28	9	0
25. Programs that are safe	28%	28	11	19	15	0
26. Programs that are open when you need them	26%	26	11	22	14	0
27. Programs that are in convenient locations	29%	25	12	22	13	0
28. Programs that offer enough arts, sports, or recreation	28%	23	15	22	12	0
29. Programs that offer enough academics	25%	24	14	22	15	0

Assume you were deciding what [child's name] is to do in hours when you or another family member cannot be with [him/her]. Tell me if each of the following would be a top reason to enroll [child's name] in a program, a fairly important reason, just a small reason, or not a reason at all to enroll [child's name] in a program. The first one is: [RANDOMIZE Q30-Q39]

	Top reason	Fairly imp.	Small reason	Not a reason	DK	REF
30. [He/she] needs supervision while a parent or guardian is at work	52%	18	9	21	1	0
31. The need to find a safe place for [her/him] to be	73%	13	3	10	0	0
32. How about adding to [his/her] education with things that are not taught at school, such as music, art, language, leadership skills, or other areas	74%	18	3	5	0	0
33. How about giving [him/her] an opportunity to play sports or be physically active	64%	25	5	5	1	0
34. How about getting [her/him] help with academic areas including homework or test preparation	73%	15	4	8	0	0
35. Keeping [him/her] from getting into trouble	68%	14	3	14	0	0
36. IF 9-12: Finding a way for [him/her] to earn money <i>Base N = 280</i>	47%	23	14	15	1	0
37. IF 9-12: Getting job experience, internships, or doing community service work <i>Base N = 280</i>	69%	21	5	5	0	0
38. Providing a way for [her/him] to be around good role models	74%	16	3	6	1	0
39. Socializing, playing, and having fun	61%	25	7	6	1	0

Please tell me if each of the following has kept [child's name] from taking part in one or more programs or services.

	Yes	No	DK	REF
40. The hours of programs do not fit your needs or schedule	35%	61	4	0
41. Programs are too expensive	51%	45	4	0
42. Getting your child to and from out-of-school programs was difficult to arrange	39%	58	3	0
43. There has not been space available for [child's name] in a program you wanted to get into	31%	64	5	0
44. You couldn't find a program to fit your child's needs or interests	39%	58	3	0
45. Your child does not want to be in scheduled programs when not in school	21%	74	4	0
46. K-8 ONLY: [Child's name] is too young to be in programs <i>Base N = 720</i>	16%	83	2	0
47. 9-12 ONLY: [Child's name] is too old to need to go to supervised programs <i>Base N = 280</i>	30%	66	4	0
48. 9-12 ONLY: [Child's name] needs to be earning money when not in school <i>Base N = 280</i>	32%	65	3	0
49. It is more important for [child's name] to be working on homework than involved in other activities outside the home	41%	55	4	0
50. You want [child's name] to be at home instead of in programs	19%	74	4	0

51. When [child's name] takes part in any activities after school, would you prefer that activities be close to your home, or that they happen at the school?	Near home	42%
	At school	21
	Both (Vol.).....	35
	Other (vol.)	1
	DK.....	1
	REF	0

Please tell me if [child's name] does each of the following regularly in a typical week, Monday to Friday or on the weekend.

52. Is [he/she] taken care of by an older sibling?	Yes	13%
	No	87
	DK.....	0
	REF	0

53. IF YES IN Q62: How old is the sibling? <i>Base N = 126</i>	10 - 16 years old.....	21%
	17 - 19 years old.....	27
	20+	51
	DK.....	0
	REF	2

54. In a typical week or on the weekend, does [child's name] spend any time at home without someone over 18 years old?	Yes	24%
	No	75
	DK.....	0
	REF	0

55. In a typical week or on the weekend, does [child's name] regularly go out on [her/his] own or with friends, without adults along?	Yes	29%
	No	71
	DK.....	0
	REF	0

Now I have a few questions about your household.

56. Are you married; living with a partner, single - that is never been married; divorced; separated; or widowed?	Married	53%
	Living with partner	8
	Divorced	7
	Separated	7
	Widowed	2
	Single.....	21
	DK.....	1
REF	1	

57. Are you staying at home currently, going to school, working full time, working part time, unemployed and looking for work, disabled, retired, or something else?	At home 20% Working full time 52 Working part time 15 Unemployed..... 4 Disabled 2 Retired..... 2 Going to school 4 DK..... 0 REF 1
58. IF MARRIED OR LIVING WITH: Is your spouse or partner working full or part time?	Full time 45% Part time..... 8 Not working/unemployed 6 Disabled 1 Retired..... 1 Student 0 NO SPOUSE/PARTNER. 39 DK..... 0 REF 1
59. Were you born in the US or somewhere else?	US..... 53% Other 46 DK..... 0 REF 1
60. And is [child's name] white non-Hispanic, Hispanic, black or African American, Asian or something else?	White 22% Hispanic..... 32 Black 34 Asian 9 Other 1 DK..... 0 REF 2
61. What language do you and [child's name] speak at home most often?	English 76% Spanish..... 15 Mandarin 1 Cantonese 1 Both Spanish/English (Vol.)..... 2 Polish..... 1 Other 4 DK..... 0 REF 0

62. Returning to you for a few final things, what was the last grade of school you attended?	Less than HS.....	11%
	HS/GED	36
	Some college.....	21
	College grad	22
	Grad work/degree.....	8
	DK.....	0
	REF	2
63. Please stop me when I come to the category that your total household income fell into last year, before taxes:	<\$25K	27%
	\$25-\$49K	25
	\$50-\$74K	14
	\$75-\$99K	7
	\$100K+	6
	DK.....	5
	REF	15
Gender	Male.....	23%
	Female	77
Borough	Manhattan	13%
	Brooklyn	34
	Bronx	20
	Queens	26
	Staten Island.....	6

That is all I have. The sponsors asked me to thank you and remind you that surveys help leaders make wise decisions, so your help tonight/today is very much appreciated. Goodbye.