

ATTITUDES TOWARD AFTERZONE

Prepared for:



Providence, Rhode Island

Prepared by:

Market Street Research, Inc.
Northampton, Massachusetts

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INTRODUCTION

The Providence After School Alliance (PASA) is a public/private intermediary organization launched in 2004 which acts to coordinate planning, advocacy and action among member organizations and departments to provide out-of-school time (OST) enrichment opportunities for Providence's children and youth. The primary focus of PASA's strategic plan has been the creation of **AfterZones**, community campuses of after-school activities across Providence, as well as support and quality improvement directives to increase the quality and capacity of activity providers through the AfterZones. Currently, PASA and its partners operate three citywide AfterZones, Olneyville, North End/East Side, and West End/South Side, which provide arts, sports and academic enrichment opportunities for Providence middle-school students.



PASA needs research to understand stakeholders' attitudes toward the AfterZone program and inform continued development of the program.

In order to understand more about middle-school students' and parents' interest in and use of the AfterZone program, as well as opportunities for expansion and sustainability, PASA contracted with Market Street Research, Inc., of Northampton, Massachusetts, to conduct a telephone survey of middle-school children and their parents in Providence, RI. PASA is also interested in identifying changes since the study Market Street Research conducted for the organization in 2006¹. The specific objectives of this study were to determine:

- ▶ **Parental involvement in the program**, including satisfaction with their involvement and their interest in attending AfterZone events geared toward parents.
- ▶ **Use of and satisfaction with AfterZone communications**, including registration forms and communication with AfterZone staff.
- ▶ **Attitudes toward AfterZone**, including overall satisfaction with the program, its perceived strengths and weaknesses, and ratings of AfterZone on key quality criteria.
- ▶ **Perceptions about the impact of AfterZone on student success**, including the program's impact on students' self-esteem, physical fitness and health, interest in school, and personal relationships.
- ▶ **AfterZone attendance**, including frequency of and barriers to participation.
- ▶ **The impact of potential future fees on enrollment.**

This report presents the findings of the telephone survey of middle-school students and parents of middle-school students in Providence, Rhode Island.

METHODOLOGY

To achieve the objectives of this study, Market Street Research, Inc., conducted a telephone survey of middle-school students and parents of middle-school students in Providence, Rhode Island. We began the study by holding a telephone meeting with representatives of PASA to clarify the research objectives and to obtain background information about the organization.

Questionnaire Design

Following the initial meeting, Market Street Research designed a draft questionnaire, which was reviewed by PASA representatives and subsequently revised. After receiving feedback on the draft, Market Street Research revised the questionnaire and pilot-tested the revised version with parents of middle-school students in Providence. Following the pilot test, Market Street Research and PASA agreed upon final revisions to the survey instrument. The final version of the questionnaire was approved by PASA prior to data collection, and a copy is presented in Appendix A of this report.

Sample Design

PASA provided Market Street Research with a list of telephone numbers of middle-school students enrolled in the AfterZone program in the fall of 2009. Within each household, we spoke with the adult responsible for making after-school activity decisions for children in the household. For the surveys with students, we received permission from the adult to speak with the middle-school child in the household who was enrolled in AfterZone. Market Street Research surveyed a total of 237 respondents, including:

- ▶ 100 **middle-school students** enrolled in the AfterZone program and 16 middle-school students who dropped out of the AfterZone program.
- ▶ 102 **parents of students** enrolled in the AfterZone program and 19 parents of students who dropped out of the AfterZone program.

The results of this study are being compared to a study done for PASA in 2006.² Unlike 2006, students and parents of students who had *never* enrolled in an AfterZone program were not interviewed. In order to accurately compare the findings between the two studies, the 2006 data from students and parents of students who had never enrolled was excluded from the 2006 results.

Data Collection

All interviews were conducted by RDD Field Services from its call center in Las Cruces, New Mexico. All interviews were conducted from December 6 through December 21, 2009, using a computerized telephone interviewing system. Interviews were conducted weekday evenings (5:00 p.m. to 9:00 p.m.) and weekends (12:00 p.m. to 8:00 p.m.), with callbacks arranged at other times when convenient for the respondents.

The response rate (the proportion of eligible respondents contacted who completed an interview) for the survey was 34.1%. The remaining potential respondents either refused to complete the survey or were unavailable during the data collection period.

Data Analysis

Upon completion of data collection, codes were developed for all open-ended questions (questions in which respondents' verbatim comments are recorded during the interview) and those questions were coded (grouped into categories). All data were double-checked for accuracy and completeness before appropriate statistical analyses were conducted by Market Street Research analysts. All analyses were conducted using an in-house computer system.

Question numbers are included in tables throughout the report in order to assist the reader in cross-referencing with the questionnaire if needed. When created variables (variables not included in the questionnaire, but based on data obtained through existing questions) occur in tables, the initials "CV" are used instead of a question number.

Weighting Procedure

In designing the sample, specific types of respondents were oversampled in relation to their actual representation, and other types of respondents were correspondingly undersampled. This process was necessary in order for us to draw statistically accurate conclusions by types of respondent. To account for this disproportionate sampling, we weighted the total results based on the actual distribution of middle-school students enrolled in the AfterZone program.

Weighting is a standard statistical procedure that accounts for the disproportionate sampling, thus better reflecting the actual characteristics of the region as a whole. The table on the following page gives population, sample size, proportion of sample, total population, proportion of total, and the weight given to the total.

Weights for This Study

Population	Sample Size	Percent of Sample	Total Population	Percent of Total	Total Weight
Enrolled students					
Grade 6	44	18.6%	183	20.2%	1.090381
Grade 7	33	13.9%	133	14.7%	1.056617
Grade 8	23	9.7%	96	10.6%	1.094267
Total	100	42.2%	412	45.6%	-----
Drop-out students					
Grade 6	2	0.8%	15	1.7%	1.966261
Grade 7	4	1.7%	13	1.4%	0.852046
Grade 8	10	4.2%	12	1.3%	0.314602
Total	16	6.8%	40	4.4%	-----
Parents of enrolled students					
Grade 6	50	21.1%	183	20.2%	0.959535
Grade 7	26	11.0%	133	14.7%	1.341091
Grade 8	26	11.0%	96	10.6%	0.968005
Total	102	43.0%	412	45.6%	-----
Parents of drop-out students					
Grade 6	3	1.3%	15	1.7%	1.310841
Grade 7	6	2.5%	13	1.4%	0.568031
Grade 8	10	4.2%	12	1.3%	0.314602
Total	19	8.0%	40	4.4%	-----
Grand Total	237	100.0%	904	100.0%	-----

All sample surveys involve a margin of error. The percentages of the total population surveyed for this study (237 interviews) are accurate by a margin of plus or minus 3.3 to 5.5 percentage points at the 95% confidence level. In general, sampling tolerances will vary depending on the size of the subgroup analyzed as well as the percentage of respondents giving a particular response. The following table indicates the sampling tolerances for the total sample and for subgroups of various sizes at different percentages. These tolerances reflect error due to sampling error, and do not reflect error due to interviewer variance or other factors.

Margin of Error

Sample Size	Percentages								
	10%	20%	30%	40%	50%	60%	70%	80%	90%
237	3.3	4.4	5.0	5.4	5.5	5.4	5.0	4.4	3.3
200	3.7	4.9	5.6	6.0	6.1	6.0	5.6	4.9	3.7
150	4.4	5.9	6.7	7.2	7.3	7.2	6.7	5.9	4.4
100	5.6	7.4	8.5	9.1	9.3	9.1	8.5	7.4	5.6
75	6.6	8.7	10.0	10.7	10.9	10.7	10.0	8.7	6.6
50	8.2	10.9	12.5	13.3	13.6	13.3	12.5	10.9	8.2

To determine if the differences between subgroups were statistically significant and not due to random sampling error, we conducted difference of proportion tests on all comparisons between groups. In this report, differences are reported as significant if the difference of proportion tests indicate that there is a 95% or greater chance that the difference is real and not due to sampling error. Findings reported as somewhat different indicate that there is a 90% to 94% chance the difference is real. Differences not discussed in the text should be interpreted cautiously. These differences may not be statistically significant and may reflect sampling error rather than actual differences between groups. For readers wishing to check the statistical significance of a difference between two percentages in this report, Market Street Research provides a free, online difference of proportion calculator. It is located online at (<http://www.marketstreetresearch.com/formulas/dodiffcalc.html>).

Image disclaimer

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EXECUTIVE SUMMARY

The purpose of the research presented in this report is to assist PASA in understanding students' and parents' attitudes toward after-school programs in Providence, Rhode Island. Market Street Research, Inc., of Northampton, Massachusetts, conducted a telephone survey of 237 students and parents in Providence. The findings presented in this report describe respondents' attitudes toward AfterZone.

Summary of Findings

This study finds that parents and students are highly satisfied with the AfterZone programs overall and that satisfaction with key aspects has increased since the program's inception in 2006. The AfterZone programs are considered engaging, fun programs that contribute a great deal to student success.

Characteristics of Respondents

The respondents in this research represent students from a variety of Providence-area middle schools, including Roger Williams, Oliver Hazard Perry, Gilbert Stuart, Del Sesto, Nathan Bishop, Samuel W. Bridgham, and Hopkins. Students interviewed range from sixth- to eighth-graders, and are performing academically in the range of Bs or better. The students represented in this research participate in AfterZone about three days a week on average.

About one-half of students in this research live with their mother and father, while about one-half live with their mother only. Respondents in this research have very low household incomes. Most respondents in this research are Hispanic and about one-half reported Spanish as the primary language spoken at home.

Communication with Parents and Students

Respondents in this research are **satisfied with the communication** they receive from AfterZone. Respondents generally do read the registration forms, and almost all parents remember signing the form. They believe the registration form lists the offered programs very clearly, and most have no difficulty reading the registration form. Parents are highly satisfied with the communication they receive from **AfterZone staff**.

A majority of **students have their own email addresses** this year, which represents an increase over 2006.

Parental Involvement in AfterZone

Most parents feel at least **somewhat involved** in their child's after-school program and most are **highly satisfied** with their current level of involvement. Parents tend to be more highly satisfied, the more involved they feel.

This study finds that there is **room to increase awareness of and interest in AfterZone's end-of-session events**. Just under half of parents are aware of the events and of these, most have never attended one.

Attitudes Toward AfterZone

This study finds that respondents are **highly satisfied** with the AfterZone programs. They believe the program is **engaging and fun** and offers a **wide variety of activities and games**. Many particularly like the **sports and physical activity programs**. Respondents appreciate the **socialization** opportunities the program offers, as well as the program's **focus on academics**, including homework help, and educational activities.

Respondents are **very satisfied** with the program in terms of most of the specific quality criteria we asked about. They feel welcomed and treated with respect by adults and children in the program. The programs are fun and interesting, students enjoy hanging out with the other kids in the program, and the activity leaders are knowledgeable and engaging. They feel **safe** with the other kids in the program and on the bus to and from the program, and believe program leaders are good at maintaining discipline.

Respondents have a highly positive perception about AfterZone's **hands-on learning experiences**. They believe it is very important for the program to offer these experiences, that children learn well through hands-on activities, and that hands-on learning experiences have a big impact on how well students do in school.

In fact, many were **unable to identify any aspects of AfterZone they would like to see changed**. The two biggest areas of perceived weakness (neither of which was mentioned by more than 15% of respondents) are a desire for more engaging, fun program content, and changes to the AfterZone schedule, such as a desire for earlier or later end times or additional days per week.

In addition, there is some **room to enhance satisfaction** with both the amount of time available for homework as well as the helpfulness of program leaders with homework. At present, **AfterZone participation is not being used as a reward** for good behavior.

Perceived Impact on Student Success

Respondents believe **AfterZone has a positive impact on student success** in every respect, including the relationship they have with their parents and other kids, their interest in school, their confidence and self-esteem, their physical fitness and health, their attendance at school, and their overall attitude.

Program Preferences

The AfterZone now offers transportation for children to get home after their program ends. Although **most respondents do have private transportation**, the vast majority nonetheless believe it is **very important for AfterZone to continue offering transportation home**.

The AfterZone is considering offering information nights for parents. This study finds that **parents are very interested in attending educational programs** dealing with common adolescent issues. There is considerable interest in a variety of informational topics, including

programs about how to help kids succeed in school, adolescent development, how to talk to middle school-aged children about sex and substance abuse, and how to relate to their middle school-aged child.

Barriers to Retention

Most students in this research **stayed enrolled in all the programs** through the session. Among those who stopped going to some or all programs, the primary reasons were that **the programs were not engaging** enough, or they **conflicted with other commitments**, such as responsibilities at home.

Most students **went every day or nearly every day** the program was offered, and the primary reason students missed time in the program was **illness**.

Future Enrollment

This study finds that most current seventh-graders in this research plan to **enroll in AfterZone in eighth grade**. Furthermore, if PASA needs to charge a small fee for enrollment in the future, parents are **likely to pay the fee**. A slight majority would be very likely to pay \$15 for a ten-week session. Almost all would be willing to pay \$5 for a ten-week session.

Changes since 2006

There are several significant changes, compared with the 2006 study. Many of these changes point toward improved perceptions about the AfterZone programs. Specifically:

- ▶ In terms of **perceived strengths and weaknesses of the program**, respondents are more likely to cite several specific issues as strengths in 2009, including sports, variety, socialization, supervision, and educational activities. They are less likely to cite concerns about staff and more likely to express a desire for different program content.
- ▶ **Satisfaction has increased significantly** in terms of how fun and interesting the programs are, how safe respondents feel with other kids in the program, and having programs leaders that are good at maintaining discipline and controlling the kids in the program.
- ▶ Parents feel **less involved** with their child's after-school program in 2009. Despite this shift, parents are still highly satisfied with their level of involvement.

Recommendations

This study finds that respondents are highly satisfied with the AfterZone programs in 2009. Based on the findings of this research, we have two recommendations for PASA to consider as it continues developing the program, PASA should: (1) monitor satisfaction with its homework component; (2) develop strategies for increasing eighth-grade retention; and (3) consider specific initiatives to enhance parental involvement with the program.

Monitor Satisfaction with Homework Component

Respondents are highly satisfied with almost every aspect of the AfterZone program. Most are generally satisfied with the homework component of the program as well, both in terms of

the amount of time allotted and the helpfulness of program leaders. These are the only aspects of the program for which high levels of satisfaction drop below 50%, however. We know from our history of conducting research into after-school programs that homework time is typically considered one of the most important aspects of any after-school program, so PASA should plan to continue monitoring satisfaction with this aspect of the plan. If satisfaction decreases with this aspect of the plan, PASA may want to consider the feasibility of certain modifications to its homework component, such as increasing the amount of time available for homework or enhancing staff capabilities with regard to homework help.

Strategies for Increasing Eighth-Grade Retention

This study finds that seventh-graders feel fairly confident that they will enroll in the AfterZone again when they enter eighth-grade; AfterZone's enrollment history, however, has shown a consistent drop in enrollment when students reach eighth grade. While satisfaction with the program is high and students intend to go back, something is happening to prevent retention among eighth graders. We recommend that PASA examine its offerings for eighth-grade students to develop **strategies for increasing eighth-grade retention**, specifically.

PASA may be able to structure AfterZone activities to provide some **built-in incentives** for students to return in eighth grade. For example, students could begin longer projects in seventh grade, with the programs designed so that these projects would be continued in eighth grade. There may be opportunities to build programs around activities that reward a continued relationship with the program, such as adopting a community pet the students might establish an emotional bond with, or planting community gardens in four-season greenhouses, so that students have the ability to harvest fruits and vegetables planted the year before.

PASA may also be able to develop **additional programs and activities customized to the particular interests and needs of this age group**. AfterZone would frame these programs and activities differently than those for sixth- and seventh-graders, in order to **maximize their appeal** among older students. If the program is able to build an image of these programs as an exclusive offering for older kids only, with cool activities and information of interest, PASA may be able to diminish the drop in eighth-grade enrollment.

Initiatives to Enhance Parental Involvement

There is evidence to suggest that student success is connected with parental involvement. This study finds that there is room to enhance parental involvement in the AfterZone programs. At present, most parents do not feel highly involved in their children's after-school programs. Parents who do feel highly involved tend to feel more satisfied with the programs, so initiatives to enhance parental involvement may ultimately work to enhance parental satisfaction as well.

One opportunity to enhance parental involvement is the **AfterZone end-of-session events**. Parents are not highly aware of the end-of-session events and most have not attended such an event. AfterZone should assess its end-of-session events to ensure that the events are as compelling and engaging for both parents and students as possible. These are an excellent opportunity for students to share what they have been doing in the program, for parents to socialize with each other, for parents to feel a stronger connection with what their children do after school, and for students and parents to have fun together. AfterZone should ensure that it is scheduling end-of-session events for days and times when working parents are likely

to be able to attend the event, that it is giving parents ample notice about the event, and that the information about the event encourages attendance by making it sound fun and appealing. To the extent possible, AfterZone staff should be communicating directly with parents about the event and encouraging them to attend.

Another opportunity to enhance parental involvement is through **educational programs for parents**. This study finds that parents are highly interested in evening informational sessions dealing with common adolescent issues. It may be possible to design these programs so that they serve to connect parents with the AfterZone by having them held at AfterZone program locations and led by AfterZone program leaders. Parents will not only be able to learn about topics of interest to them, but will also have a chance to get to know program leaders and other parents.

Conclusion

This study finds that the AfterZone is doing an exceptional job meeting the needs of parents and students. The program is considered fun and engaging and is believed to be having a big impact on student success. PASA should continue monitoring satisfaction with the program at regular intervals to ensure a high level of service provision. Efforts to enhance parental involvement with the program are likely to have a positive overall impact on satisfaction with AfterZone.



DETAILED FINDINGS

CHARACTERISTICS OF RESPONDENTS

For this research, we conducted a telephone survey with parents and students, including those enrolled in PASA’s AfterZone after-school program in the fall of 2009 and those who dropped out of the program. We interviewed a total of 237 respondents for the 2009 study, which includes 118 parents of middle-school students and 118 middle-school students themselves. Parents in this research represent the adult in the household who makes most of the decisions about their child’s after-school activities.

Parents’ and students’ attitudes toward AfterZone are likely to differ depending on their demographic characters. In this section, we will provide a detailed description of respondents’ demographic characteristics and their level of participation in AfterZone programs. Throughout this report, we will present an analysis of the ways in which respondents with specific characteristics differ from each other.

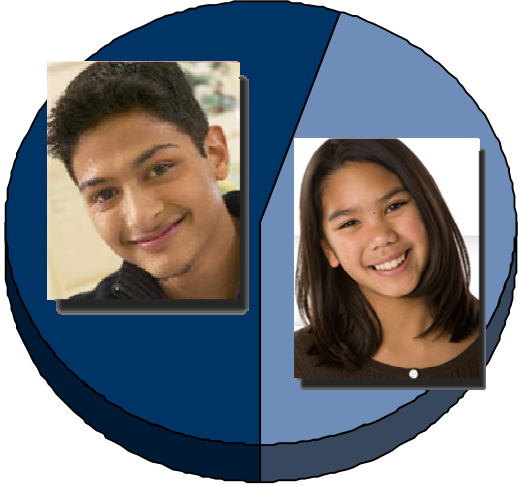
Gender

Parental Gender



▶ About four-fifths (83.9%) of parents in this research are **female** (see Table 1).

Student Gender



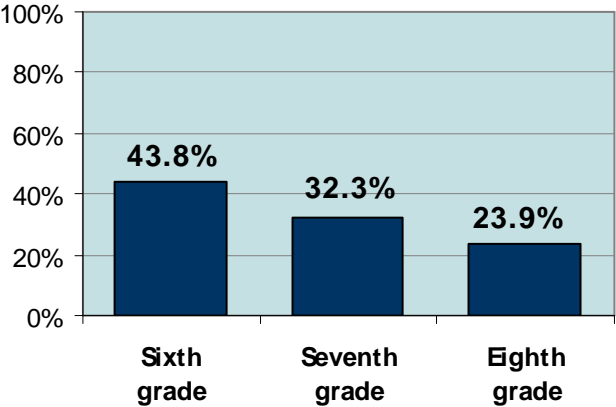
▶ Just over one-half (55.1%) of students in this research are **male** and just under one-half (44.9%) are **female**.

Academic characteristics

This research represents students enrolled from a range of middle schools, including **Roger Williams (16.8%)**, **Oliver Hazard Perry (16.1%)**, **Gilbert Stuart (15.2%)**, **Del Sesto (12.7%)**, **Nathan Bishop (12.0%)**, **Samuel W. Bridgham (10.9%)** and **Hopkins (4.7%)**, as well as smaller proportions of students from other middle schools (11.6%).

As shown in the charts below, students in this research are in sixth, seventh or eighth grades, and most report performing academically in the range of Bs or better.

Grade level



- ▶ About two-fifths (43.8%) of students in this research are in **sixth grade**; about one-third (32.3%) are in **seventh grade**; and about one-fifth (23.9%) are in **eighth grade**.

Academic performance



- ▶ A slight majority of students in this research are getting grades of **mostly As and Bs or better (58.1%)**.
- ▶ A large proportion of students are receiving mostly Bs or mostly Bs and Cs (32.9%), and less than one-tenth (8.9%) are getting mostly Cs or lower grades.

Household Configuration

We asked respondents if their child currently lives with his or her mother, father, both parents, another adult he or she is related to, another adult he or she is not related to, or a parent and another adult. Almost all students live either with their mother and father (47.0%) or their mother (45.7%).

Students in this research live with:



Their mother and father



Their mother

Household Income

According to the most recent data from the US Census Bureau, Rhode Island residents' median household income in 2007 was \$52,755.³

Respondents in this research have **very low incomes** in comparison, with nearly three-fifths (56.4%) of residents in this research reporting a **total annual household income of under \$20,000.**

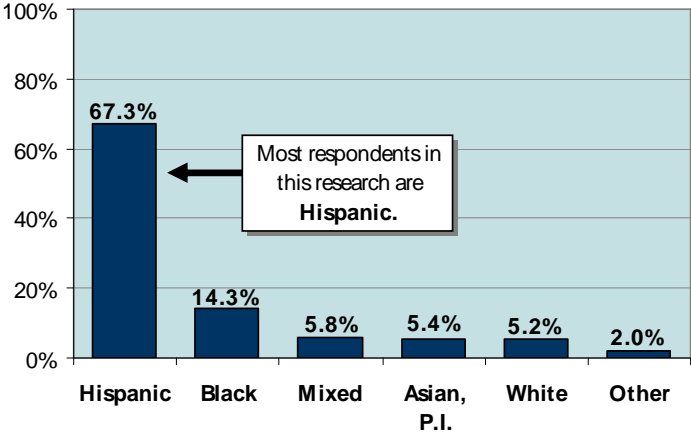


Respondents in this research have **very low annual household incomes.**

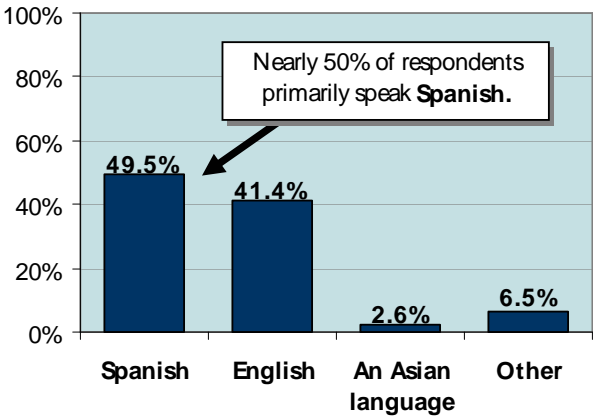
Ethnicity and primary language

A majority of respondents in this research are **Hispanic**, and about one-half primarily speak **Spanish** at home. We conducted surveys in Spanish for those parents who were not completely confident in their English fluency. All (100.0%) students and about three-fifths (58.4%) of parents completed the survey in English.

Ethnicity



Primary language



► Most (67.3%) respondents in this research are **Hispanic** and over one-tenth (14.3%) are **black or African-American**. Smaller proportions identify with other racial or ethnic groups.

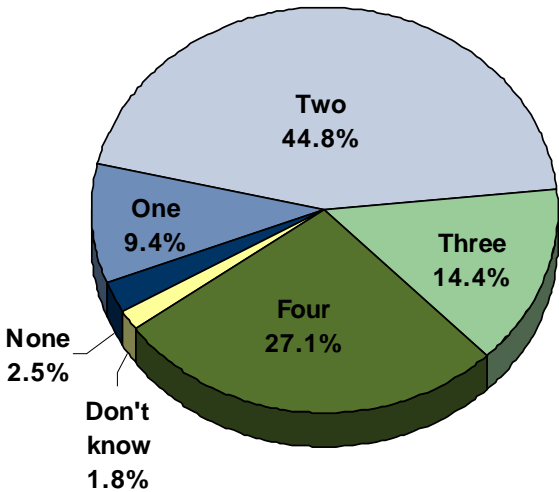
► About one-half (49.5%) of respondents in this research primarily speak **Spanish** at home and most of the remainder speak English (41.4%).

Frequency of Participating in AfterZone

In 2009, we asked students and parents how many days they or their middle school-aged child participates in AfterZone programs.

This year, students participated in AfterZone programs **almost three days a week**, on average (see Table 2). The findings are illustrated in the chart at right.

Days a Week Participates in AfterZone Programs



Differences since 2006

There are several differences in respondents' demographic characteristics, compared with the 2006 study. In terms of **gender**, the 2009 study represents a larger proportion of female parents (83.9% vs. 71.9% in 2006), and a smaller proportion of female students (44.9% vs. 55.1% in 2006).

In terms of **academic characteristics**, the 2009 study represents a larger proportion of students in sixth grade (43.8% vs. 29.7% in 2006) and a somewhat smaller proportion of students in eighth grade (23.9% vs. 32.5% in 2006).

PASA has expanded the AfterZone to more middle schools since 2006. As a result, in 2009, we interviewed smaller proportions of students from the original schools, including Del Sesto (12.7% vs. 24.3% in 2006), Gilbert Stuart (15.2% vs. 32.3% in 2006), and Samuel W. Bridgham (10.9% vs. 19.6%), and a somewhat smaller proportion of students from Oliver Hazard Perry (16.1% vs. 23.7% in 2006). In 2009 we also interviewed students from schools that did not offer the AfterZone in 2006, including Hopkins, Nathan Bishop, and Roger Williams.

In terms of **ethnicity and language**, the 2009 study represents a smaller proportion of black or African-American students (14.3% vs. 23.6% in 2006), and a somewhat larger proportion of mixed-race students (5.8% vs. 1.9% in 2006).

In terms of **household configuration, household income, and AfterZone participation**, the findings are not significantly different from those of 2006.

TABLE 1: DEMOGRAPHIC CHARACTERISTICS OF PARENTS AND STUDENTS

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(CV) Parent gender	N=83	N=118	N=102	N=19			N=118		N=108	N=10
Male	28.1%	16.1%	17.1%	5.4%			16.1%		17.1%	5.4%
Female	71.9%	83.9%	82.9%	94.6%			83.9%		82.9%	94.6%
(CV) Student gender	N=166	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Male	44.9%	55.1%	53.4%	67.7%	55.0%	61.1%	54.7%	55.5%	54.2%	64.4%
Female	55.1%	44.9%	46.6%	32.3%	45.0%	38.9%	45.3%	44.5%	45.8%	35.6%
(Q10) Student grade	N=166	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Sixth grade	29.7%	43.8%	44.4%	37.5%	44.4%	37.5%	43.8%	43.8%	44.4%	37.5%
Seventh grade	37.8%	32.3%	32.3%	32.5%	32.3%	32.5%	32.3%	32.3%	32.3%	32.5%
Eighth grade	32.5%	23.9%	23.3%	30.0%	23.3%	30.0%	23.9%	23.9%	23.3%	30.0%
(Q61) School child attends	N=162	N=231	N=99	N=19	N=97	N=16	N=116	N=115	N=210	N=21
Del Sesto Middle School	24.3%	12.7%	12.8%	11.4%	13.4%	6.0%	12.7%	12.7%	13.1%	8.7%
Gilbert Stuart Middle School	32.3%	15.2%	15.0%	22.8%	13.2%	28.2%	15.7%	14.6%	14.1%	25.5%
Hopkins Middle School	0.0%	4.7%	5.8%	0.0%	4.1%	3.0%	5.3%	4.0%	5.0%	1.5%
Nathan Bishop Middle School	0.0%	12.0%	11.9%	12.5%	11.5%	18.7%	11.9%	12.1%	11.7%	15.6%
Oliver Hazard Perry Middle School	23.7%	16.1%	17.9%	6.0%	16.6%	3.0%	16.9%	15.3%	17.2%	4.5%
Roger Williams Middle School	0.0%	16.8%	13.3%	29.3%	17.5%	32.9%	14.8%	18.9%	15.4%	31.1%
Samuel W. Bridgham Middle School	19.6%	10.9%	10.2%	5.4%	12.4%	8.1%	9.8%	12.0%	11.3%	6.8%
Other	0.0%	11.6%	13.0%	12.5%	11.4%	0.0%	12.9%	10.3%	12.2%	6.3%
(Q62) Grades child is getting this year	N=163	N=230	N=100	N=19	N=96	N=16	N=116	N=114	N=209	N=21
Mostly As	6.4%	12.8%	15.1%	8.4%	11.5%	8.1%	14.5%	11.2%	13.3%	8.3%
Mostly As and Bs	31.4%	45.3%	43.6%	52.2%	47.0%	39.8%	44.4%	46.3%	45.3%	46.0%
Mostly Bs	6.2%	5.6%	6.2%	0.0%	6.2%	0.0%	5.6%	5.6%	6.2%	0.0%
Mostly Bs and Cs	35.6%	27.3%	24.6%	20.9%	29.1%	44.0%	24.2%	30.4%	26.8%	32.5%
Mostly Cs	4.6%	2.4%	3.1%	0.0%	2.1%	0.0%	2.8%	1.9%	2.6%	0.0%
Mostly Cs and Ds	11.3%	2.9%	2.2%	3.0%	3.2%	8.1%	2.3%	3.6%	2.7%	5.6%
Mostly Ds and below	4.4%	3.6%	5.3%	15.5%	1.1%	0.0%	6.2%	1.0%	3.2%	7.8%
Average*	3.5	2.8	2.8	3.2	2.8	3.1	2.9	2.8	2.8	3.2

* Averages range from 1.0 to 7.0, with 1.0 representing highest possible rating.
 Question not asked of these respondents.

TABLE 1 (CONTINUED)

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q63) Adult child lives with	N=164	N=233	N=100	N=19	N=98	N=16	N=117	N=116	N=212	N=21
Mother	41.6%	45.7%	45.1%	64.7%	42.9%	61.1%	46.9%	44.5%	44.0%	62.9%
Father	4.0%	4.3%	5.2%	0.0%	4.1%	0.0%	4.8%	3.7%	4.7%	0.0%
Both mother and father	48.4%	47.0%	45.1%	35.3%	51.0%	38.9%	44.2%	49.9%	48.0%	37.1%
Other related adults	4.1%	1.7%	2.7%	0.0%	1.0%	0.0%	2.5%	0.9%	1.9%	0.0%
Other unrelated adults	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
A parent and other adult	1.9%	1.3%	1.8%	0.0%	1.0%	0.0%	1.7%	0.9%	1.4%	0.0%
(Q66) Race or ethnicity	N=162	N=227	N=98	N=19	N=95	N=16	N=114	N=113	N=206	N=21
Black or African-American	23.6%	14.3%	15.4%	18.5%	13.6%	6.0%	15.7%	12.9%	14.5%	12.3%
Hispanic or Latino	64.6%	67.3%	66.5%	60.6%	69.5%	61.1%	66.0%	68.7%	68.0%	60.9%
Other white or Caucasian	5.7%	5.2%	5.4%	0.0%	4.2%	18.7%	4.9%	5.6%	4.8%	9.4%
Asian or Pacific Islander	2.6%	5.4%	5.0%	12.5%	5.3%	3.0%	5.7%	5.1%	5.1%	7.8%
Mixed	1.9%	5.8%	5.0%	5.4%	6.3%	8.1%	5.0%	6.5%	5.6%	6.8%
Other	1.6%	2.0%	2.8%	3.0%	1.1%	3.0%	2.8%	1.2%	1.9%	3.0%
(Q60) Language most spoken at home	N=163	N=235	N=101	N=19	N=99	N=16	N=118	N=117	N=214	N=21
An Asian language	3.5%	2.6%	2.7%	0.0%	3.0%	0.0%	2.5%	2.8%	2.9%	0.0%
English	47.4%	41.4%	40.4%	44.8%	41.5%	47.0%	40.8%	42.0%	40.9%	45.9%
Spanish	47.7%	49.5%	50.6%	44.3%	49.4%	44.9%	50.1%	49.0%	50.0%	44.6%
Other	1.4%	6.5%	6.3%	10.8%	6.1%	8.1%	6.7%	6.3%	6.2%	9.5%
(Q69) Language survey completed in	N=166	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
English	93.9%	79.2%	58.0%	62.7%	100.0%	100.0%	58.4%	100.0%	79.0%	81.4%
Spanish	6.1%	20.8%	42.0%	37.3%	0.0%	0.0%	41.6%	0.0%	21.0%	18.6%
(Q67) Total annual household income	N=63	N=107	N=93	N=15			N=107			
Under \$20,000	43.8%	56.4%	56.9%	50.2%			56.4%			
\$20,000 to \$35,000	45.7%	25.9%	25.2%	34.0%			25.9%			
\$35,000 to \$50,000	8.3%	8.8%	8.2%	15.8%			8.8%			
Over \$50,000	2.2%	8.8%	9.6%	0.0%			8.8%			
Median	\$22,000									

Median incalculable due to majority of responses being in lowest category or question not asked of these respondents.

TABLE 2: FREQUENCY OF PARTICIPATING IN AFTERZONE

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(CV) Number of days participates in AfterZone programs	N=165	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
None	3.8%	2.5%	1.8%	13.8%	2.0%	3.0%	2.9%	2.1%	1.9%	8.4%
One	14.0%	9.4%	7.8%	0.0%	11.0%	18.7%	7.1%	11.7%	9.4%	9.4%
Two	44.6%	44.8%	42.7%	49.8%	47.9%	28.2%	43.4%	46.2%	45.3%	39.0%
Three	13.5%	14.4%	19.8%	0.0%	10.1%	18.7%	18.0%	10.9%	14.9%	9.4%
Four	21.0%	27.1%	26.7%	23.9%	28.0%	25.2%	26.4%	27.7%	27.3%	24.6%
Varies	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	1.3%	1.8%	1.2%	12.5%	1.0%	6.0%	2.2%	1.5%	1.1%	9.3%
Average*	2.3	2.6	2.6	2.2	2.5	2.5	2.6	2.5	2.6	2.4

* Averages range from 1.0 to 5.0, with 5.0 representing highest possible rating.

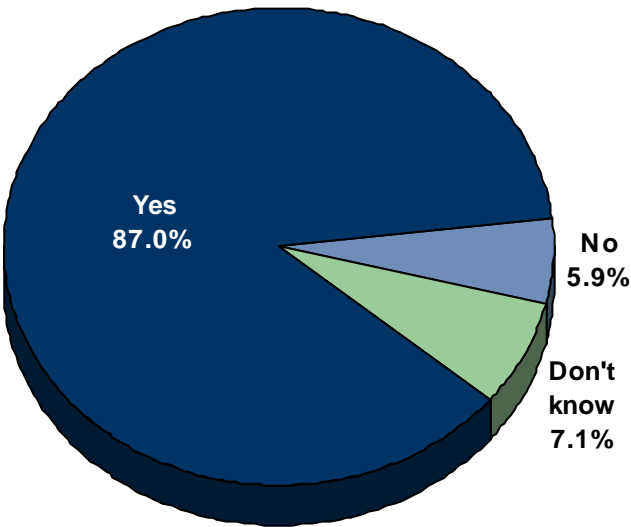
COMMUNICATION WITH PARENTS AND STUDENTS

Parents are likely to feel more involved in their child’s after-school activities if the program is designed for effective communication between parents and program staff. In this section we present findings related to aspects of AfterZone’s communication with parents, including parents’ use of and attitudes toward the program’s registration form, and whether parents and students have an email address.

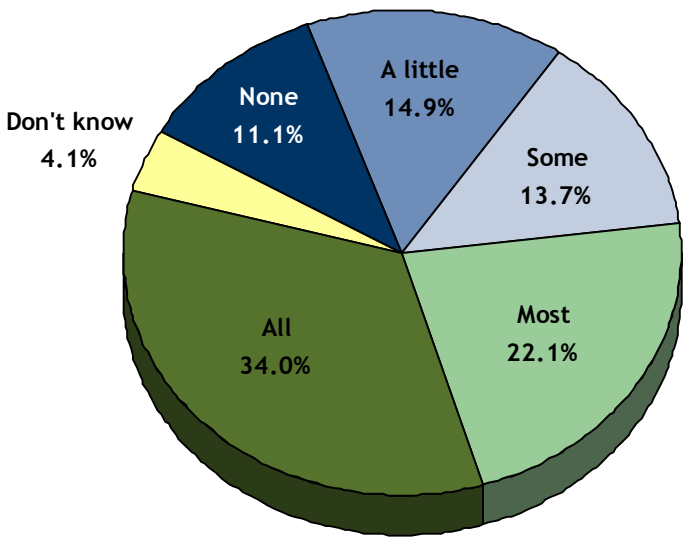
Use of and Satisfaction with AfterZone Registration Form

AfterZone distributes information about the program each session, which includes a form for registering for programs. In 2009 we asked all parents whether they remembered signing a registration form for the programs their child is currently enrolled in.

Remembers Signing Registration Form*



Amount of Registration Form Read



* Among parents (N=118).

As illustrated in the charts above, the findings show that the vast majority (87.0%) of parents remember signing the registration form (see Table 3). These findings are highly consistent among different types of parents, including those whose children are currently enrolled and those who dropped out; those whose children participate more and less frequently; those whose children attend different schools; and those with different demographic characteristics.

As in 2006, we asked parents and students how much of the AfterZone registration form they had read.⁴ Nearly three-fifths (56.1%) reported reading *most* or *all* of the form. Over one-

tenth each read *some* (13.7%) or *a little* (14.9%) of the form and about one-tenth (11.1%) did not read any of the form.

These findings are **generally consistent** with those of the previous year. While a larger proportion of respondents said they read *none* of the form in 2009 (11.1% vs. 4.2% in 2006), this is most likely due to changes in the survey instrument, rather than a change in parent or student behavior. In 2006, respondents were only asked this question if they indicated earlier that they remembered seeing the registration form.

There are several differences among respondents worth noting. As detailed in the chart below, parents read more of the form than do students. Those who speak English as their primary language, African-American respondents, and more affluent respondents also tend to read more of the form. While respondents who are or whose children are enrolled at Hopkins Middle School tend to read more of the form, those enrolled at Roger Williams Middle School tend to read less of the form.

What types of respondents read more of the AfterZone registration form?

Parents ▶ 45.3% read *all* of the form vs. 22.8% students

Hopkins enrollees ▶ 69.5% read *all* of the form vs. 34.0% overall

English-speakers ▶ 51.2% read *all* of the form vs. 22.1% primarily speak another language

African-American ▶ 62.3% read *all* of the form vs. 34.0% overall

More affluent ▶ 72.4% incomes \$35K+ read *all* of the form vs. 37.6% incomes under \$35K

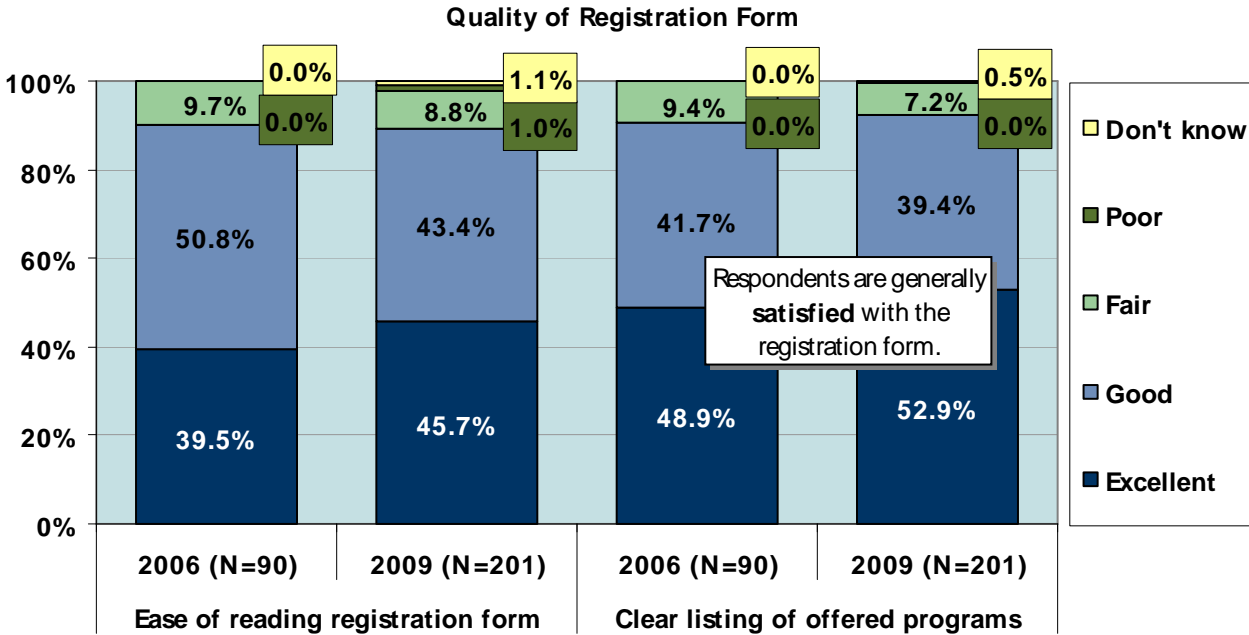
What types of respondents read less of the AfterZone registration form?

Roger Williams enrollees ▶ 17.6% read *all* of the form vs. 34.0% overall

Next, we asked respondents to rate the AfterZone registration form on two criteria: (1) how easy it is to read; and (2) how easy it is to know what programs are being offered and what to expect from the programs. For both criteria, respondents rated the form on a four-point scale from *excellent* to *poor*.

As illustrated in the chart on the next page, the findings show that for the most part, respondents are satisfied with the AfterZone registration form. They are **particularly highly satisfied with the form in terms of the ease of knowing what programs are being offered and what to expect from the programs**. Over one-half (52.9%) of respondents rated the forms *excellent* on this criterion and less than one-tenth (7.2%) rated it negatively, which is generally a good indicator of satisfaction.

Respondents are also **generally satisfied with how easy it is to read the AfterZone registration form**, although there is some room to enhance satisfaction on this criterion. Just under one-half (45.7%) of respondents rated the form *excellent* and about one-tenth (9.8%) rated it negatively. This indicates that while the form may be fairly easy for most respondents, the findings are not highly consistent and some respondents are having greater difficulty understanding the form.



These findings are consistent with those from 2006. There are a few differences among respondent types worth noting. As shown in the chart below, the types of respondents who are less satisfied with the forms include students who have dropped out, as well as their parents. Roger Williams enrollees are also less satisfied with the forms.

What types of respondents are less satisfied with the AfterZone form?

- Parents of dropouts ▶ 15.4% rated it *fair* or *poor* in terms of being easy to read vs. 9.8% overall
- Student dropouts ▶ 22.5% rated it *fair* or *poor* in terms of ease of knowing what is being offered and what to expect vs. 7.2% overall
- Roger Williams enrollees ▶ 30.3% rated it *excellent* in terms of ease of knowing what is being offered and what to expect vs. 52.9% overall

TABLE 3: USE OF AND SATISFACTION WITH AFTERZONE REGISTRATION FORM

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q11) Remembers signing a registration form for programs child is currently enrolled in (among parents)		N=118	N=102	N=19			N=118		N=108	N=10
Yes		87.0%	87.7%	80.2%			87.0%		87.7%	80.2%
No		5.9%	5.4%	11.4%			5.9%		5.4%	11.4%
Don't know		7.1%	6.9%	8.4%			7.1%		6.9%	8.4%
(Q12) Amount of the AfterZone registration form has read	N=94	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
None	4.2%	11.1%	7.5%	6.0%	14.0%	24.7%	7.3%	14.9%	10.7%	15.4%
A little	24.4%	14.9%	11.0%	23.9%	15.1%	44.0%	12.2%	17.6%	13.1%	34.0%
Some	20.1%	13.7%	7.8%	8.4%	19.0%	25.2%	7.9%	19.5%	13.4%	16.8%
Most	26.3%	22.1%	22.6%	16.8%	24.0%	3.0%	22.1%	22.1%	23.3%	9.9%
All	25.0%	34.0%	45.3%	44.8%	25.0%	0.0%	45.3%	22.8%	35.2%	22.4%
Don't know	0.0%	4.1%	5.7%	0.0%	3.0%	3.0%	5.2%	3.0%	4.4%	1.5%
Average*	3.4	3.6	3.9	3.7	3.3	2.1	3.9	3.2	3.6	2.9
(Q13) Rating of registration form in terms of being easy to read (among those who have read some of the registration form)	N=90	N=201	N=89	N=18	N=83	N=12	N=104	N=97	N=183	N=17
Excellent	39.5%	45.7%	40.6%	59.8%	50.8%	32.0%	42.4%	49.3%	45.5%	47.7%
Good	50.8%	43.4%	50.4%	11.5%	38.4%	56.7%	46.7%	39.8%	44.5%	31.2%
Fair	9.7%	8.8%	8.0%	6.4%	9.7%	11.2%	7.8%	9.8%	8.8%	8.5%
Poor	0.0%	1.0%	0.0%	9.0%	1.2%	0.0%	0.9%	1.1%	0.6%	5.1%
Don't know	0.0%	1.1%	1.0%	13.3%	0.0%	0.0%	2.2%	0.0%	0.5%	7.5%
Average**	1.7	1.6	1.7	1.6	1.6	1.8	1.7	1.6	1.6	1.7

* Averages range from 1.0 to 5.0, with 5.0 representing highest possible rating.

** Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.

■ Question not asked of these respondents.

■ Question not asked this year.

TABLE 3 (CONTINUED)

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q14) Rating in terms of being easy to know what programs are being offered and what to expect from the programs (among those who have read some of the registration form)	N=90	N=201	N=89	N=18	N=83	N=12	N=104	N=97	N=183	N=17
Excellent	48.9%	52.9%	56.7%	45.1%	53.0%	15.4%	55.6%	50.1%	54.9%	32.2%
Good	41.7%	39.4%	35.1%	49.1%	40.9%	62.1%	36.4%	42.6%	37.9%	54.8%
Fair	9.4%	7.2%	7.2%	5.8%	6.0%	22.5%	7.0%	7.3%	6.6%	13.0%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	0.0%	0.5%	1.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.5%	0.0%
Average*	1.6	1.5	1.5	1.6	1.5	2.1	1.5	1.6	1.5	1.8

* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.

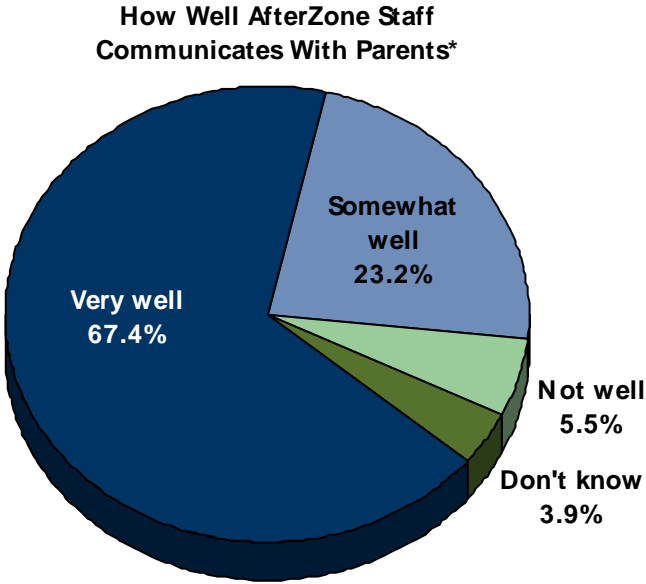
Satisfaction with Communication

In 2009, we asked parents how well they think the AfterZone staff communicates with them. As illustrated in the chart at right, the findings show that **parents are highly satisfied with staff’s communication.**

About two-thirds (67.4%) said the AfterZone staff communicates *very well* with them and most of the remainder said they communicate *somewhat well* (see Table 4).

Only about one in twenty (5.5%) rated staff negatively in this regard and a small proportion (3.9%) were unsure how they would rate staff.

The findings are generally consistent among parents with different characteristics, with the exception (detailed in the chart below) that African-American parents are less satisfied.



* Among parents (N=118).

What types of parents are less satisfied with staff’s communication?

African-Americans ► 20.4% *not well* vs. 5.5% overall

TABLE 4: SATISFACTION WITH COMMUNICATION

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q40) How well thinks the AfterZone staff communicates with parents (among parents)		N=118	N=102	N=19			N=118		N=108	N=10
Very well		67.4%	66.5%	76.7%			67.4%		66.5%	76.7%
Somewhat well		23.2%	24.4%	10.8%			23.2%		24.4%	10.8%
Not well		5.5%	6.0%	0.0%			5.5%		6.0%	0.0%
Don't know		3.9%	3.0%	12.5%			3.9%		3.0%	12.5%

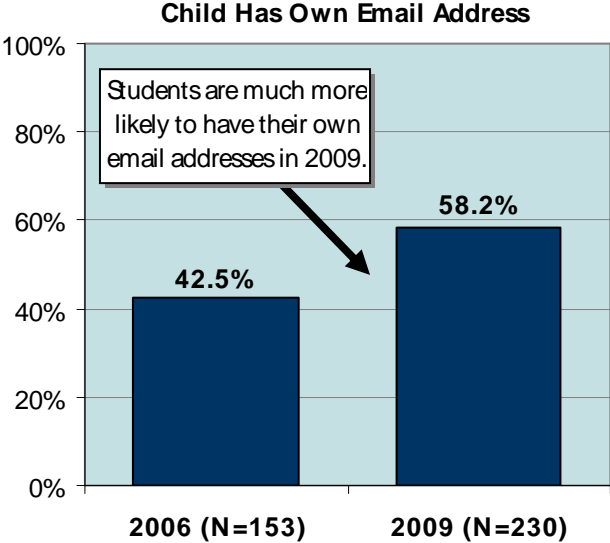
■ Question not asked of these respondents.
 ■ Question not asked this year.

Email Addresses

In 2009, we asked if the middle school-aged children represented in this research have their own email addresses.

As illustrated in the chart at right, the findings indicate that **nearly three-fifths (58.2%) of students represented in this research currently have their own email addresses**, which is a significant increase over 2006 levels (42.5% of students had their own email addresses in 2006) (see Table 5).

There are a few differences among students, with female students and Roger Williams enrollees more likely to have their own email addresses, and Del Sesto enrollees less likely.



What types of students are more likely to have email addresses?

Roger Williams enrollees ▶ 79.2% vs. 58.2% overall

Female students ▶ 67.7% vs. 50.3% male students

What types of students are less likely to have email addresses?

Del Sesto enrollees ▶ 35.8% vs. 58.2% overall

TABLE 5: EMAIL ADDRESSES

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q65) Student has own email address	N=153	N=230	N=98	N=19	N=97	N=16	N=114	N=115	N=209	N=21
Yes	42.5%	58.2%	55.8%	35.3%	62.9%	57.6%	53.9%	62.4%	59.4%	46.5%
No	57.5%	41.8%	44.2%	64.7%	37.1%	42.4%	46.1%	37.6%	40.6%	53.5%

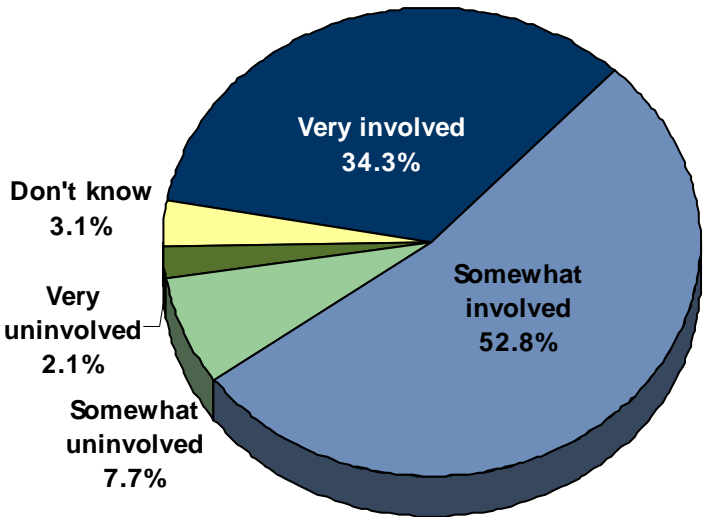
PARENTAL INVOLVEMENT IN AFTERZONE

As in 2006, we asked parents of middle-school students about their perceptions of their own involvement with their child’s OST program, as well as their interest in attending AfterZone events for parents. Overall, most parents are satisfied with their involvement in their child’s after-school program.

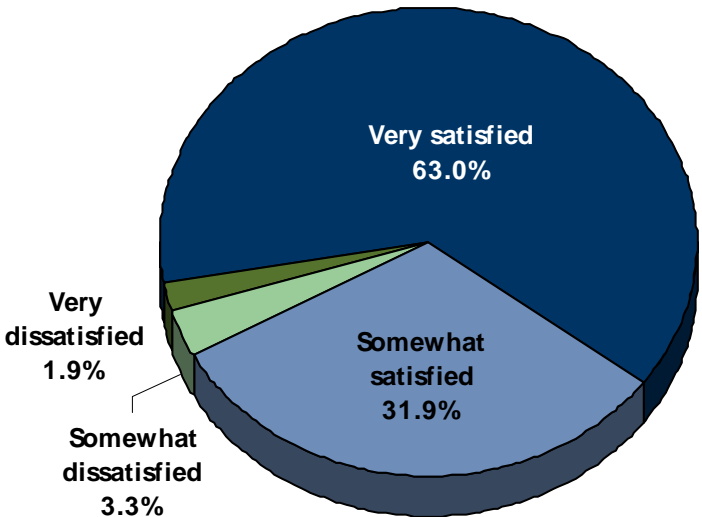
Current Perceptions About Involvement in AfterZone

We asked parents how involved they feel with their child’s after-school program, in terms of things like knowing who leads the program and what their child is doing in the program on a day-to-day basis.

How Involved Parents Feel in After-School Program*



Satisfaction With Involvement in Child's After-School Program*



* Among parents (N=118).

As illustrated in the charts above, while the vast majority of parents feel at least *somewhat involved* (87.1%) in their child’s after-school program, only about one-third (34.3%) feel *very involved*, which represents a significant decrease since 2006 (in 2006, 49.4% of parents felt *very involved*) (see Table 6). Level of involvement is generally consistent across parent types.

Despite the drop in parents’ perceived level of involvement, parents’ satisfaction with their involvement has remained consistent with 2006 levels. In 2009, almost all (94.9%) parents are satisfied with their involvement in their child’s after-school program, which includes three-fifths (63.0%) who are *very satisfied*.

These findings are generally consistent among parents with the exception, detailed in the chart below, that parents who feel more highly involved in their child's after-school program tend to feel more highly satisfied with their level of involvement.

What types of parents are more satisfied with their level of involvement?

Parents who feel more involved ▶ 89.5% of parents who feel *very involved* are *very satisfied* vs. 49.1% of parents who feel less highly involved

TABLE 6: CURRENT PERCEPTIONS ABOUT INVOLVEMENT IN AFTERZONE

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q41) How involved feels with after school program (among parents)	N=83	N=118	N=102	N=19			N=118		N=108	N=10
Very involved	49.4%	34.3%	33.1%	46.8%			34.3%		33.1%	46.8%
Somewhat involved	29.9%	52.8%	55.5%	24.5%			52.8%		55.5%	24.5%
Somewhat uninvolved	7.0%	7.7%	6.2%	23.3%			7.7%		6.2%	23.3%
Very uninvolved	3.1%	2.1%	1.8%	5.4%			2.1%		1.8%	5.4%
Varies from program to program	0.7%	0.0%	0.0%	0.0%			0.0%		0.0%	0.0%
Don't know	10.0%	3.1%	3.4%	0.0%			3.1%		3.4%	0.0%
Average*	1.6	1.8	1.8	1.9			1.8		1.8	1.9
(Q42) Satisfaction with involvement in child's after school program (among parents)	N=83	N=118	N=102	N=19			N=118		N=108	N=10
Very satisfied	56.6%	63.0%	64.0%	52.2%			63.0%		64.0%	52.2%
Somewhat satisfied	28.2%	31.9%	31.5%	35.3%			31.9%		31.5%	35.3%
Somewhat dissatisfied	7.3%	3.3%	3.6%	0.0%			3.3%		3.6%	0.0%
Very dissatisfied	1.6%	1.9%	0.9%	12.5%			1.9%		0.9%	12.5%
Varies from program to program	0.0%	0.0%	0.0%	0.0%			0.0%		0.0%	0.0%
Don't know	6.3%	0.0%	0.0%	0.0%			0.0%		0.0%	0.0%
Average*	1.5	1.4	1.4	1.7			1.4		1.4	1.7

* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
■ Question not asked of these respondents.

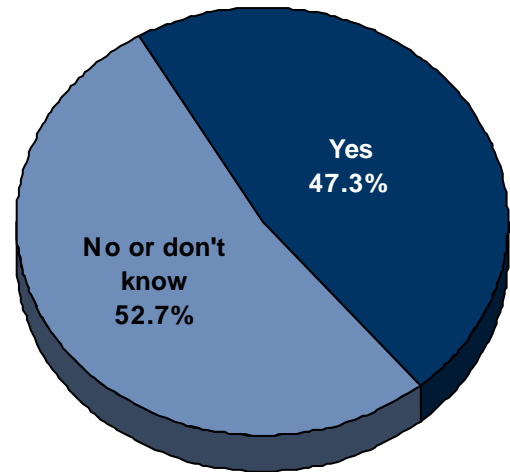
Awareness of and Attendance at End-of-Session Events

In 2009, we asked parents if they were aware that the AfterZone has an event at the end of each session.

As illustrated in the chart at right, there is clearly room to enhance parents' awareness of AfterZone's end-of-session events, with only about one-half (47.3%) of parents expressing awareness of these events (see Table 7).

These findings are generally consistent among parent types, with the exception that parents of enrolled students and female students are more likely to be aware of the end-of-session events, compared with parents of dropouts and male students.

Aware of After-Zone's End-of-Session Events*



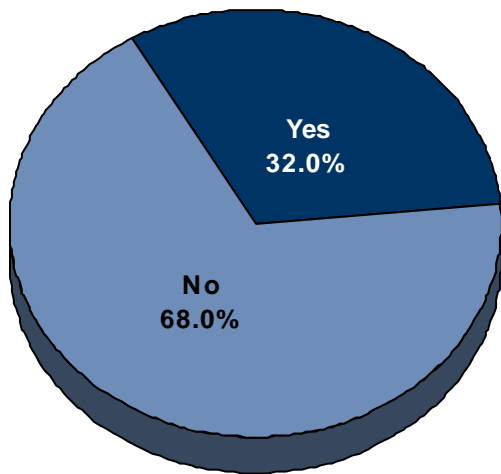
* Among parents (N=118).

What types of parents are more aware of the end-of-session events?

Parents of enrolled students ▶ 49.5% vs. 24.5% parents of dropouts

Parents of female students ▶ 57.6% vs. 38.7% parents of male students

Attended An After-Zone's End-of-Session Event*



* Among parents aware of sessions (N=56).

We asked parents who are aware of AfterZone's end-of-session events if they had ever attended one the sessions in the past.

As illustrated in the pie chart at left, most parents (68.0%) had not, which includes one parent (2.4%) who has not had had an opportunity to attend an end-of-session event yet, as this is the child's first session. Only about one-third (32.0%) of parents who were aware of AfterZone's end-of-session events have ever attended one.



These findings are generally consistent among parent types, although it is worth noting that parents who primarily speak English and more affluent parents are less likely to attend end-of-session events, compared with those who speak a language other than English and less affluent parents.

What types of parents are less likely to attend end-of-session events?

- English speakers** ▶ 81.4% had not attended an event vs. 54.8% who primarily speak a language other than English
- More affluent parents** ▶ 100.0% with incomes of \$35,000+ had not attended an event vs. 52.9% of parents with incomes under \$35,000

TABLE 7: AWARENESS OF AND ATTENDANCE AT END-OF-SESSION EVENTS

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q43) Aware that the AfterZone has an event at the end of each session (among parents)		N=118	N=102	N=19			N=118		N=108	N=10
Yes		47.3%	49.5%	24.5%			47.3%		49.5%	24.5%
No		51.6%	49.3%	75.5%			51.6%		49.3%	75.5%
Don't know		1.1%	1.2%	0.0%			1.1%		1.2%	0.0%
(Q44) Ever attended an AfterZone end-of-session event in the past (among parents aware of end-of-session event)		N=56	N=50	N=5			N=56		N=53	N=3
Yes		32.0%	32.4%				32.0%		32.4%	
No		65.6%	65.1%				65.6%		65.1%	
This is child's first AfterZone session		2.4%	2.5%				2.4%		2.5%	

 Number of respondents too small to analyze statistically or question not asked of these respondents.
 Question not asked this year.

ATTITUDES TOWARD AFTERZONE

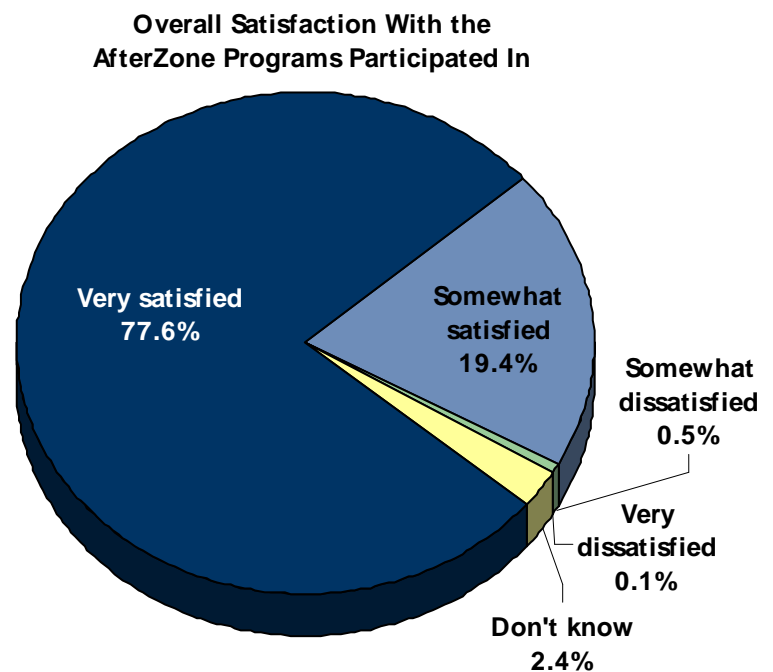
Understanding and responding to parents' and students' perceptions about the AfterZone program is key to student retention. In 2009, we explored parents' and students' attitudes toward AfterZone, including their overall satisfaction with the program, the extent to which it is used as a reward, and perceptions related to the program's safety, homework time, and its impact on students' success in school. The following sections present these findings in detail.

Overall Satisfaction with AfterZone

We asked parents and students in this research how satisfied they are overall with the AfterZone program or programs their child has participated in. As in 2006, respondents are *very satisfied* with AfterZone. About three-fourths (77.6%) are *very satisfied* and almost all of the remainder (19.4%) are *somewhat satisfied* (see Table 8).

Satisfaction is generally consistent among respondent types, with two exceptions. First, parents who feel more highly involved in their child's after-school program also express higher levels of satisfaction with AfterZone.

Perhaps not surprisingly, student dropouts stand out as having much lower levels of satisfaction, although it is important to note that even among this population, a fairly large proportion said they were *very satisfied* with the program.



What types of respondents are more satisfied with AfterZone?

Parents who feel highly involved ▶ 92.2% *very satisfied* among parents who feel *very involved* with the program vs. 77.6% overall

What types of respondents are less satisfied with AfterZone?

Student dropouts ▶ 34.2% *very satisfied* vs. 77.6% overall

Next, we asked respondents **what they like best about the AfterZone programs** they or their child has participated in, or what things the programs do really well; and what they like least about the programs, or how they would like to see them changed to better meet their needs.

Overall, respondents are **highly satisfied with AfterZone**. They perceive the program as being entertaining and engaging. They believe it offers a wide variety of interesting activities, with many particularly liking the sports or physical activities, academics and homework help, and the opportunity for positive peer socialization.

In fact, many were **unable to think of anything the program could do to better meet their needs**, although some would like to see other or more preferred activities offered, and some would like the program’s schedule changed, such as adding more days of activities during the week or longer hours. These findings are presented in more detail, alongside illustrative quotes, in the charts below and on the next page.

Perceived Strengths of AfterZone programs



“I think all the programs are really fun, because there’s a lot of people there and you learn new things. It’s just fun.” (Student)

“She always comes home happy and she’s learning how to cook.” (Parent)

“[Over the summer we] got to go bowling and sailing, got to go to camp. It was fun. There was a lot of kids. We would have a lot of fun painting.” (Student)

The program is **entertaining, engaging, and fun** (23.9%)



“The sports. I like to play sports very much. It’s fun.” (Student)

“I like it because I get to learn basketball.” (Student)

“I like flag football, and I like it because it is healthy, because it is a lot of movement. It is fun.” (Student)

“[I liked the] basketball and skate program that I was in. There were ramps for mini-skate boards inside.” (Student)

Offers sports and physical activity programs (24.6%)

Perceived Strengths of AfterZone programs (cont.)



Offers a wide range of activities and games (23.8%)

“It’s fun and you get to do a lot of stuff. Like if you go to the cooking program, you get to cook foods. I’ve also seen gymnastics; they get to do cartwheels.” (Student)

“They have many activities and they learn a lot of things. They help [my child] have a healthy mind.” (Parent)

“We play games and stuff like mind games; we go outside to the field and play catching games. It teaches us things that brought out our knowledge, like what kinds of animals live underwater, like sea creatures.” (Student)



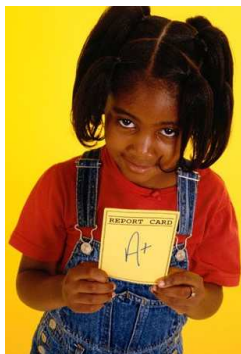
Offers socializing opportunities and positive experiences with other kids (19.4%)

“She is doing good for her, rather than her staying here doing nothing at home. She really likes spending time with other kids.” (Parent)

“We hang out with our friends and have fun.” (Student)

“You meet new friends while you get through the program. You learn how to get along with people.” (Student)

“[I like] that she can interact with other kids. She is learning how to play and interact with other people.” (Parent)



Focus on academics:

- ▶ Helps with academics and homework (19.2%)
- ▶ Offers educational activities and opportunities (11.4%)

“The special science and math programs, because they’re very important for students. He can do the homework because he never does homework at home.” (Parent)

“He’s been speaking English better. He’s just been doing good at the school and just doing good. He’s doing way better than last year.” (Parent)

“We get to do our homework and stuff, and we have free time after we are done and we can play checkers.” (Student)

“[I like] that I got to learn about animals and minerals and rocks. I liked the field trips. I also like what they teach like about dead animals and how they lived, like beetles and lizards.” (Student)

“They keep children out of the streets and they do help them with what they need the most in school, like with subjects like math. They will go over with them what they don’t understand.” (Parent)

In addition to these major strengths, smaller proportions mentioned that the programs teach them valuable skills (9.3%); that program staff and leaders are friendly and helpful (9.3%); that it offers cultural activities including field trips and music (5.2%); that it is empowering and helps students' self-esteem and motivation (4.9%); and that the program is well-managed and well-organized (4.3%).

Perceived Weaknesses of AfterZone programs



Nothing; no weaknesses
(57.9%)

"I wouldn't want them to change it. Everything's good." (Student)

"I don't think they need to change anything. Everything is going well." (Parent)

"I have no complaints." (Parent)

"I really don't dislike anything. There is nothing I would like to change." (Student)

"Some of the programs at the beginning weeks, we don't do anything. It's boring." (Student)



Program content not
engaging or fun (14.6%)

"[I wish we could] start earlier and do more activities, like more making stuff, like making slime." (Student)

"I would like to see more selections or variety of programs: Sports, academic, more math and science programs." (Parent)

"They should put more things that kids vote on, instead of . . . the staff coming up with ideas." (Parent)

"They don't have any programs for language. I don't want him to lose his French. They also don't have any art classes or drawing classes." (Parent)



Problems with program
schedule and hours (10.3%)

"The only thing I do not like is the time when he comes home. He comes home late. At seven. It's somewhat dark and he walks alone." (Parent)

"I would like it if my girl went five days instead of three. I don't know why she was assigned to three days." (Parent)

"An extra more hour. . . . When the programs get interesting, he was telling me that it would be fun if it was another extra hour." (Parent)

In addition, smaller proportions of parents cited problems with transportation (3.6%); problems accessing the program, including difficulty with the application process or getting into specific activities (2.9%); and concerns about staff or program leaders (1.4%).

Differences Since 2006

In terms of **differences since 2006**, respondents surveyed in 2009 were more likely to cite as **strengths of the program**: sports (24.6% vs. 10.0% in 2006); variety (23.8% vs. 4.0% in 2006); socialization (19.4% vs. 10.0% in 2006); supervision (11.6% vs. 5.2% in 2006); and educational activities (11.4% vs. 5.6% in 2006), specifically, and were less likely to comment on the program being fun and engaging in general (23.9% vs. 33.1% in 2006).

With regard to perceived weaknesses, respondents surveyed in 2009 were less likely to cite concerns about staff (1.4% vs. 4.8% in 2006) and more likely to express a desire for different program content (14.6% vs. 6.3% in 2009).

TABLE 8: OVERALL SATISFACTION WITH AFTERZONE

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q16) Overall satisfaction with AfterZone program(s) participated in	N=165	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Very satisfied	70.6%	77.6%	80.1%	70.1%	80.0%	34.2%	79.2%	76.0%	80.1%	52.2%
Somewhat satisfied	25.8%	19.4%	17.8%	17.4%	17.0%	62.7%	17.8%	21.0%	17.4%	40.1%
Somewhat dissatisfied	1.5%	0.5%	0.0%	0.0%	1.0%	0.0%	0.0%	0.9%	0.5%	0.0%
Very dissatisfied	0.0%	0.1%	0.0%	0.0%	0.0%	3.0%	0.0%	0.3%	0.0%	1.5%
Varies from program to program	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	1.2%	2.4%	2.1%	12.5%	2.0%	0.0%	3.1%	1.8%	2.1%	6.3%
Average*	1.3	1.2	1.2	1.2	1.2	1.7	1.2	1.2	1.2	1.5
(Q17) Likes best about the AfterZone program(s) participated in, or what things the programs do really well	N=163	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Offers sports, physical activity programs	10.0%	24.6%	15.7%	6.0%	34.1%	36.8%	14.8%	34.3%	24.9%	21.4%
Entertaining, fun, engaging	33.1%	23.9%	18.9%	16.8%	28.1%	38.9%	18.7%	29.1%	23.5%	27.9%
Offers wide range of activities, games	4.0%	23.8%	16.3%	3.0%	32.0%	36.8%	15.2%	32.5%	24.2%	19.9%
Offers socializing opportunities, positive experience with other kids	10.0%	19.4%	12.6%	8.4%	26.9%	22.2%	12.3%	26.5%	19.8%	15.3%
Helps with academics, homework, improvement	16.5%	19.2%	25.1%	41.8%	12.0%	11.1%	26.6%	11.9%	18.5%	26.5%
Offers child supervision, safety, discipline, time outside home, keep busy	5.2%	11.6%	21.0%	25.3%	2.0%	0.0%	21.4%	1.8%	11.5%	12.6%
Offers educational activities and opportunities	5.6%	11.4%	8.7%	17.9%	14.1%	6.0%	9.5%	13.3%	11.4%	12.0%
Teaches valuable skills, information	10.3%	9.3%	9.6%	0.0%	10.0%	8.1%	8.8%	9.9%	9.8%	4.1%
Teachers, friendly, experienced, knowledgeable, helpful		9.3%	5.3%	0.0%	14.0%	11.1%	4.9%	13.8%	9.7%	5.6%
Offers cultural activities, field trips, music, education	8.1%	5.2%	3.4%	0.0%	8.0%	0.0%	3.1%	7.3%	5.7%	0.0%
Empowering, helps with self-esteem, motivation, supportive	3.9%	4.9%	8.5%	3.0%	2.0%	0.0%	8.0%	1.8%	5.3%	1.5%
Well-managed and organized, designed, good communication with parents	8.3%	4.3%	4.8%	3.0%	4.0%	3.0%	4.6%	3.9%	4.4%	3.0%
Other	7.1%	2.9%	4.4%	8.4%	1.0%	0.0%	4.8%	0.9%	2.7%	4.2%
Don't know, refused	11.3%	8.1%	9.1%	20.9%	5.9%	8.1%	10.1%	6.1%	7.5%	14.5%

* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
 Not a response option this year.

TABLE 8 (CONTINUED)

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q18) Likes least about the AfterZone program(s) participated in, or how these programs could be changed to better meet needs	N=161	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Nothing, no issues	55.4%	57.9%	59.9%	62.2%	58.0%	31.2%	60.1%	55.6%	59.0%	46.8%
Issues with program content	6.3%	14.6%	13.5%	13.8%	14.2%	30.7%	13.5%	15.6%	13.8%	22.3%
Issues with program schedules, hours	5.9%	10.3%	10.7%	5.4%	11.0%	3.0%	10.2%	10.3%	10.9%	4.2%
Transportation issues	7.6%	3.6%	6.9%	0.0%	1.0%	0.0%	6.3%	0.9%	4.0%	0.0%
Issues with access, specific programs, activities, application process		2.9%	3.9%	3.0%	0.0%	21.7%	3.8%	1.9%	2.0%	12.4%
Staff issues, competency, late to program	4.8%	1.4%	0.0%	0.0%	3.0%	0.0%	0.0%	2.7%	1.5%	0.0%
Other	11.4%	4.7%	4.5%	5.4%	5.0%	3.0%	4.6%	4.8%	4.7%	4.2%
Don't know, refused	10.8%	12.3%	6.9%	15.5%	16.9%	16.2%	7.7%	16.9%	11.9%	15.9%

■ Not a response option this year.

Restricting AfterZone Attendance as Punishment

In 2009, we asked respondents whether parents ever keep children out of AfterZone as a punishment.

Only about one in fifteen (7.1%) said students have been prevented from attending AfterZone as a punishment (see Table 9) Almost all (90.7%), however, said that AfterZone attendance has not been used in this way. These findings are highly consistent across respondent groups.

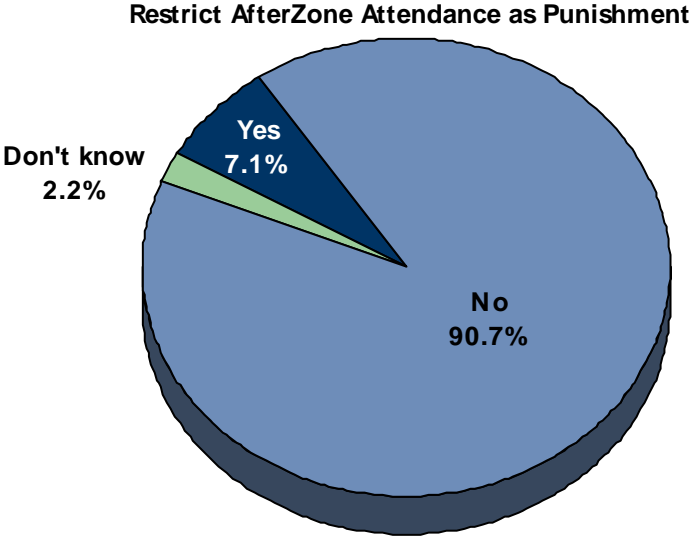


TABLE 9: PERCEPTION OF AFTERZONE PARTICIPATION AS A REWARD

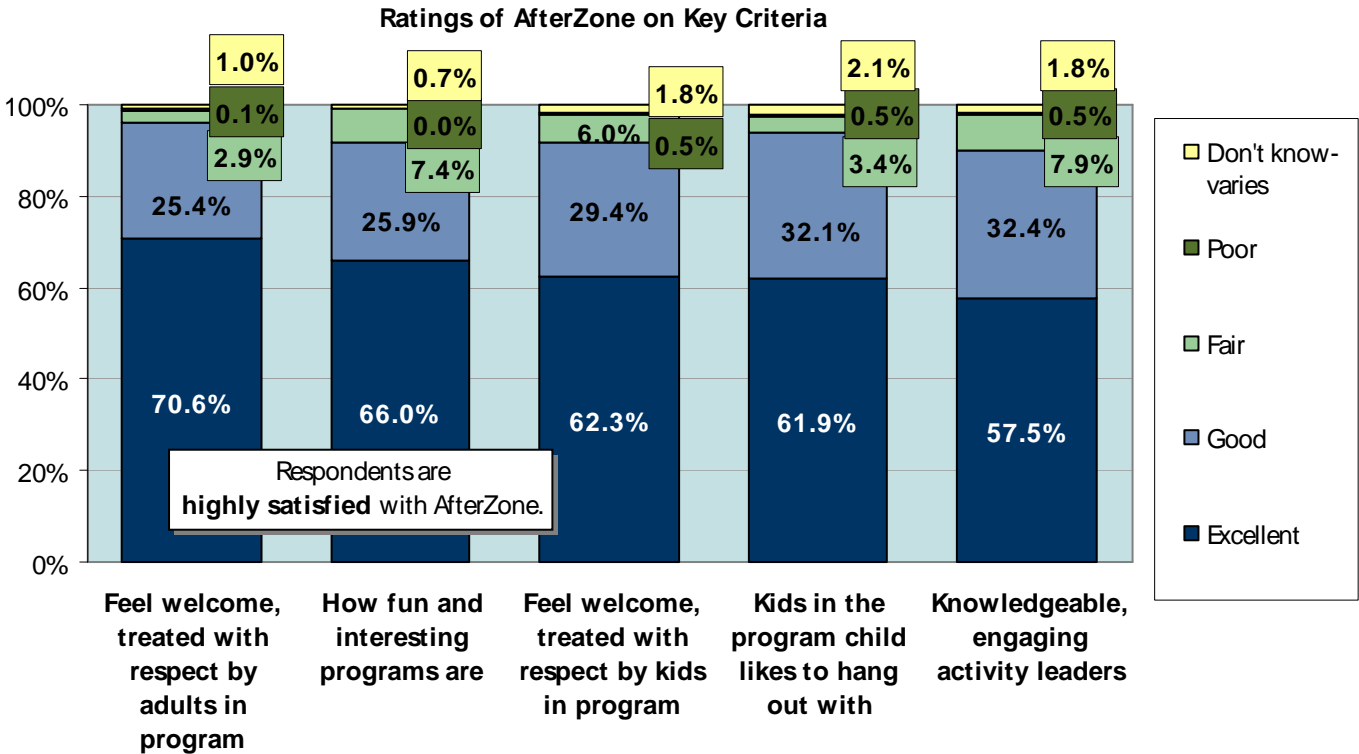
	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q54) Ever kept out of AfterZone as a punishment		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Yes		7.1%	5.7%	9.0%	9.0%	0.0%	6.0%	8.2%	7.3%	4.5%
No		90.7%	93.4%	91.0%	87.0%	100.0%	93.2%	88.2%	90.2%	95.5%
Don't know		2.2%	0.9%	0.0%	4.0%	0.0%	0.8%	3.6%	2.4%	0.0%

■ Question not asked this year.

Ratings of AfterZone on Key Criteria

In 2009, we asked respondents to rate AfterZone on several key criteria, including: (1) how fun and interesting the programs are; (2) feeling welcome and treated with respect by other kids in the program; (3) having other kids in the program students like to hang out with; (4) feeling welcome and treated with respect by the adults in the program; and (5) having knowledgeable activity leaders who get kids excited about activities. Respondents rated these criteria on a four-point scale from *excellent* to *poor*.

The findings show that **respondents are highly satisfied with AfterZone in every respect**. As illustrated below, for every criterion, almost all rated AfterZone positively and a majority rated it *excellent*. This includes nearly three-fourths (70.6%) rating the program *excellent* in terms of feeling welcome and treated with respect by adults in the program; about two-thirds (66.0%) rating the program *excellent* in terms of how fun and interesting the programs are; over three-fifths each rating the program *excellent* in terms of feeling welcome and treated with respect by the kids in the program (62.3%) and having kids in the program students like to hang out with (61.9%); and almost three-fifths (57.5%) rating the program *excellent* in terms of having knowledgeable activity leaders who get kids excited about activities (see Table 10).



In terms of **differences since 2006**, the 2009 study represents a significant increase in satisfaction with how fun and interesting the programs are (66.0% *excellent* vs. 54.5% in 2006). There are no significant differences since 2006 in terms of having other kids students

like to hang out with or knowledgeable staff leaders. We did not ask about feeling welcome and treated with respect by other kids and adults in the program in 2006.

There are a few **differences among respondents** worth noting. As illustrated in the chart below, students rated the program more positively than parents in terms of having other kids they like to hang out with and knowledgeable activity leaders. Students who attend the program more frequently consider it more fun and interesting compared to those who attend less often, and parents who feel more involved in the program rated it more positively in terms of feeling more welcomed and respected by other kids.

Current enrollees and mothers rated the program more positively in terms of feeling more welcomed and respected by adults, and students at Hopkins Middle School rated it more positively in terms of having knowledgeable activity leaders.

What types of respondents are more satisfied with these aspects of AfterZone?

Fun and interesting ▶ Participates 3 days or more. 77.1% *excellent* vs. 59.7% less than 3 days

Treatment by other kids ▶ Feels *very involved* in program. 74.8% *excellent* vs. 56.5% less involved

Socialization ▶ Students. 68.8% *excellent* vs. 55.0% parents

Treatment by adults ▶ Currently enrolled. 72.5% *excellent* vs. 50.8% dropouts
▶ Mothers. 69.2% *excellent* vs. 45.3% fathers

Activity leaders ▶ Students. 66.3% *excellent* vs. 48.7% parents
▶ Hopkins enrollees. 88.2% *excellent* vs. 57.5% overall

TABLE 10: RATINGS OF AFTERZONE ON KEY CRITERIA

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
Rating of AfterZone on the following criteria:										
(Q19) How fun and interesting the programs are	N=165	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent	54.5%	66.0%	64.4%	53.8%	71.0%	41.9%	63.5%	68.5%	67.7%	47.9%
Good	35.1%	25.9%	26.0%	19.3%	26.0%	31.2%	25.4%	26.4%	26.0%	25.2%
Fair	7.9%	7.4%	9.6%	11.4%	3.0%	26.9%	9.8%	5.1%	6.3%	19.1%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Varies from program to program	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	1.5%	0.7%	0.0%	15.5%	0.0%	0.0%	1.4%	0.0%	0.0%	7.8%
Average*	1.5	1.4	1.5	1.5	1.3	1.9	1.5	1.4	1.4	1.7
(Q20) Feeling welcome and treated with respect by other kids in the program										
		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent		62.3%	62.1%	70.1%	61.8%	61.1%	62.8%	61.8%	62.0%	65.6%
Good		29.4%	30.1%	11.4%	31.1%	21.7%	28.5%	30.3%	30.6%	16.6%
Fair		6.0%	4.3%	6.0%	7.0%	14.1%	4.4%	7.7%	5.6%	10.1%
Poor		0.5%	0.9%	0.0%	0.0%	3.0%	0.8%	0.3%	0.4%	1.5%
Varies from program to program		0.4%	0.9%	0.0%	0.0%	0.0%	0.8%	0.0%	0.4%	0.0%
Don't know		1.4%	1.8%	12.5%	0.0%	0.0%	2.7%	0.0%	0.9%	6.3%
Average*		1.4	1.4	1.3	1.5	1.6	1.4	1.5	1.4	1.4
(Q21) Having other kids in the program likes to hang out with										
	N=165	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent	53.5%	61.9%	56.4%	41.3%	69.0%	67.1%	55.0%	68.8%	62.7%	54.2%
Good	34.3%	32.1%	35.8%	43.2%	28.0%	24.7%	36.5%	27.7%	31.9%	34.0%
Fair	7.0%	3.4%	4.4%	3.0%	2.0%	8.1%	4.3%	2.6%	3.2%	5.6%
Poor	1.4%	0.5%	0.0%	0.0%	1.0%	0.0%	0.0%	0.9%	0.5%	0.0%
Varies from program to program	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	2.8%	2.1%	3.4%	12.5%	0.0%	0.0%	4.2%	0.0%	1.7%	6.3%
Average*	1.5	1.4	1.5	1.6	1.4	1.4	1.5	1.4	1.4	1.5

* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
 Question not asked this year.

TABLE 10 (CONTINUED)

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
Rating of AfterZone on the following criteria:										
(Q22) Feeling welcome and treated with respect by the adults in the program		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent		70.6%	66.0%	59.2%	79.0%	42.4%	65.4%	75.8%	72.5%	50.8%
Good		25.4%	29.2%	19.3%	20.0%	48.6%	28.3%	22.5%	24.6%	33.9%
Fair		2.9%	3.9%	9.0%	1.0%	6.0%	4.4%	1.5%	2.5%	7.5%
Poor		0.1%	0.0%	0.0%	0.0%	3.0%	0.0%	0.3%	0.0%	1.5%
Varies from program to program		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know		1.0%	0.9%	12.5%	0.0%	0.0%	1.9%	0.0%	0.4%	6.3%
Average*		1.3	1.4	1.4	1.2	1.7	1.4	1.3	1.3	1.6
(Q23) Having knowledgeable activity leaders who get kids excited about the activities	N=165	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent	53.0%	57.5%	48.5%	50.8%	68.9%	38.9%	48.7%	66.3%	58.7%	44.9%
Good	36.5%	32.4%	40.1%	22.3%	26.1%	28.2%	38.5%	26.3%	33.1%	25.2%
Fair	6.8%	7.9%	8.7%	14.4%	5.0%	21.7%	9.2%	6.5%	6.9%	18.1%
Poor	1.2%	0.5%	0.0%	0.0%	0.0%	11.1%	0.0%	1.0%	0.0%	5.6%
Varies from program to program	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	1.5%	1.8%	2.7%	12.5%	0.0%	0.0%	3.5%	0.0%	1.3%	6.3%
Average*	1.6	1.5	1.6	1.6	1.4	2.1	1.6	1.4	1.5	1.8

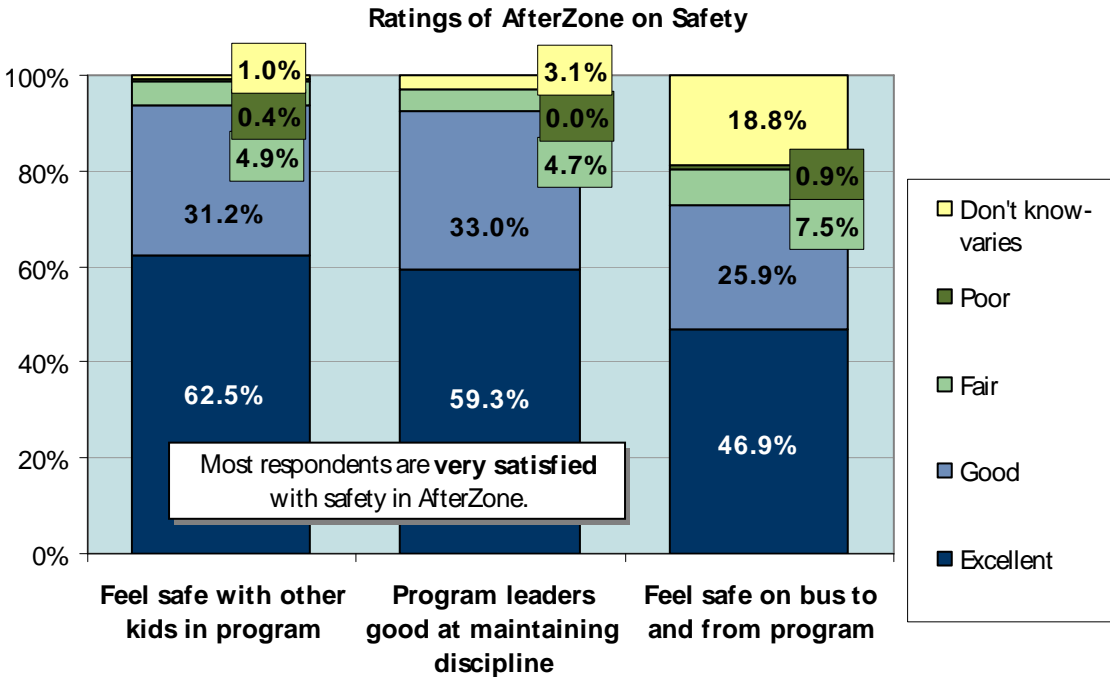
* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
 Question not asked this year.

Perceptions of Safety at AfterZone

In 2009, we asked respondents to rate AfterZone on several criteria related to safety, including: (1) feeling safe with the other kids in the program; (2) feeling safe on the bus to and from the program; and (3) having program leaders that are good at maintaining discipline and controlling the kids in the program. Respondents rated these criteria on a four-point scale from *excellent* to *poor*.

The findings show that **respondents are highly satisfied with AfterZone in every respect**. For every criterion, almost all rated AfterZone positively and a majority rated it *excellent*, including feeling safe with other kids (62.5% *excellent*), program leaders (59.3% *excellent*), and safety on buses (46.9% *excellent*) (see Table 11).

It should be noted that a large proportion (18.0%) were unable to rate their feeling of safety on the bus to and from the program, which may reflect the findings of respondents who use another form of transportation. If we remove these respondents, the proportions rating AfterZone *excellent* are consistent with the other safety criteria.



In terms of **differences since 2006**, the 2009 study represents a significant increase in satisfaction with feeling safe with other kids in the program (62.5% *excellent* vs. 52.6% in 2006) and having program leaders that are good at maintaining discipline and controlling the kids in the program (59.3% *excellent* vs. 48.5% in 2006). We did not ask about feeling safe on the bus in 2006, as bus transportation home was not available through the program at that time.

There are a few **differences among respondents** worth noting. Students who attend the program more frequently and students at Hopkins Middle School feel safer on the bus, while non-white respondents tended to rate program leaders more positively in terms of maintaining discipline and controlling the kids in the program, compared with white respondents.

What types of respondents are more satisfied with these aspects of AfterZone?

Feeling safe on the bus ▶ **Participates 3 days or more.** 57.7% *excellent* vs. 40.3% less than 3 days
▶ **Hopkins enrollees.** 78.7% *excellent* vs. 46.9% overall

Program leaders ▶ **Non-white.** 61.9% *excellent* among African-Americans and 63.9% among Hispanics vs. 26.5% white

TABLE 11: PERCEPTIONS OF SAFETY AT AFTERZONE

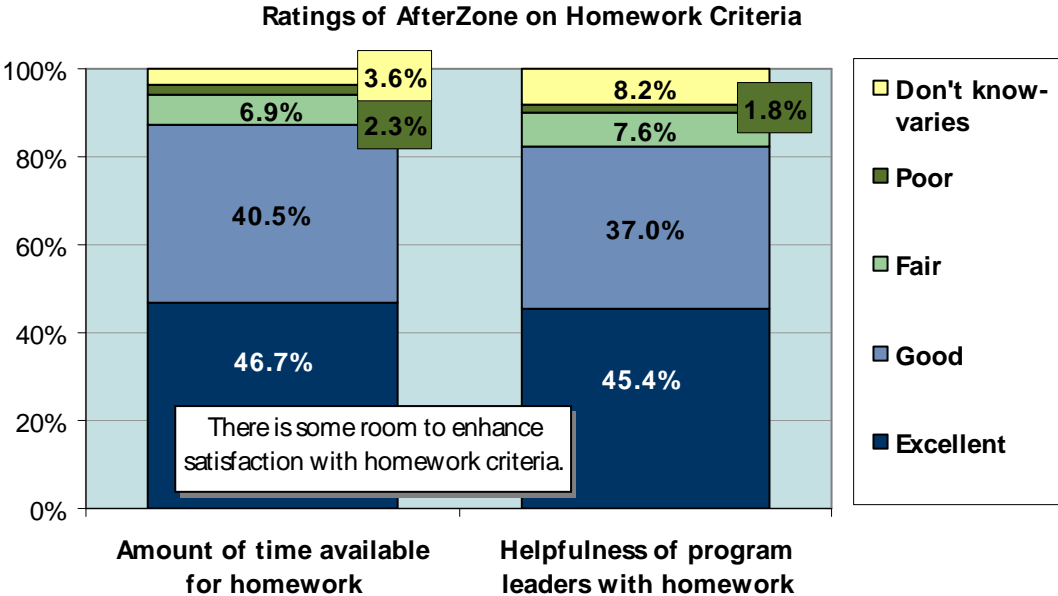
	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q24) Feeling safe with the other kids in the program	N=165	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent	52.6%	62.5%	59.2%	53.8%	66.1%	68.7%	58.7%	66.3%	62.6%	61.3%
Good	37.7%	31.2%	35.4%	25.3%	27.9%	28.2%	34.5%	28.0%	31.7%	26.7%
Fair	6.3%	4.9%	3.6%	8.4%	6.0%	3.0%	4.0%	5.7%	4.8%	5.7%
Poor	0.8%	0.4%	0.9%	0.0%	0.0%	0.0%	0.8%	0.0%	0.4%	0.0%
Varies from program to program	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	1.6%	1.0%	0.9%	12.5%	0.0%	0.0%	1.9%	0.0%	0.4%	6.3%
Average*	1.5	1.4	1.5	1.5	1.4	1.3	1.5	1.4	1.4	1.4
(Q25) Feeling safe on the bus to and from the program		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent		46.9%	42.4%	53.8%	52.0%	33.8%	43.4%	50.4%	47.2%	43.8%
Good		25.9%	30.4%	19.3%	23.9%	6.0%	29.5%	22.3%	27.2%	12.6%
Fair		7.5%	8.4%	3.0%	7.0%	8.1%	7.9%	7.1%	7.7%	5.6%
Poor		0.9%	0.9%	0.0%	1.0%	0.0%	0.8%	0.9%	1.0%	0.0%
Varies from program to program		0.8%	1.8%	0.0%	0.0%	0.0%	1.6%	0.0%	0.9%	0.0%
Don't know		18.0%	16.2%	23.9%	16.0%	52.1%	16.8%	19.2%	16.1%	38.0%
Average*		1.5	1.6	1.3	1.5	1.5	1.6	1.5	1.5	1.4
(Q26) Having program leaders that are good at maintaining discipline and controlling the kids in the program	N=165	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent	48.5%	59.3%	54.8%	43.8%	67.0%	42.4%	53.8%	64.8%	60.9%	43.1%
Good	40.0%	33.0%	37.0%	34.8%	28.0%	40.5%	36.8%	29.1%	32.5%	37.6%
Fair	7.3%	4.7%	2.7%	9.0%	5.0%	17.1%	3.2%	6.1%	3.8%	13.1%
Poor	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Varies from program to program	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	2.4%	3.1%	5.5%	12.5%	0.0%	0.0%	6.1%	0.0%	2.8%	6.3%
Average*	1.6	1.4	1.4	1.6	1.4	1.7	1.5	1.4	1.4	1.7

* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
■ Question not asked this year.

Perceptions About Homework Time

In 2009, we asked respondents to rate AfterZone on a few criteria related to homework time, including: (1) the amount of time available for homework; and (2) how helpful program leaders are with homework. Respondents rated these criteria on a four-point scale from *excellent* to *poor*. These questions are new to the 2009 study.

The findings show that **respondents are generally satisfied** with AfterZone in terms of homework time, but there is **some room to enhance their satisfaction with this aspect of the program**. As illustrated in the chart below, just under one-half of respondents rated AfterZone *excellent* in terms of the amount of time available for homework (46.7%) and the helpfulness of program leaders (45.4%) (see Table 12).



While these findings are **generally consistent** among respondents, it should be noted that those who feel more highly involved with the program and non-white respondents tended to rate the program more positively in terms of the amount of time available for homework.

What types of respondents are more satisfied with these aspects of AfterZone?

- Amount of time available**
 - ▶ Feels very involved. 65.6% *excellent* vs. 32.3% feels less involved
 - ▶ Non-whites. 41.7% *excellent* among African-Americans and 49.3% among Hispanics vs. 8.9% among whites

TABLE 12: PERCEPTIONS ABOUT HOMEWORK TIME

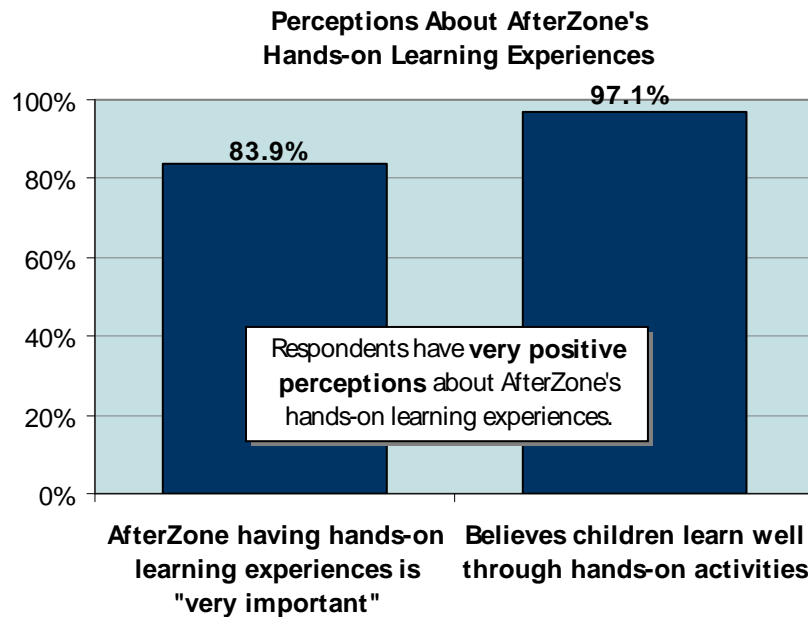
	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
Rating of AfterZone on the following criteria:										
(Q27) The amount of time available for homework		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent		46.7%	43.9%	41.3%	49.9%	47.0%	43.7%	49.7%	46.9%	44.2%
Good		40.5%	47.7%	34.8%	34.0%	38.9%	46.6%	34.4%	40.9%	36.8%
Fair		6.9%	3.9%	11.4%	9.0%	11.1%	4.6%	9.2%	6.4%	11.3%
Poor		2.3%	1.8%	0.0%	3.0%	3.0%	1.6%	3.0%	2.4%	1.5%
Varies from program to program		1.3%	0.9%	0.0%	2.0%	0.0%	0.8%	1.8%	1.5%	0.0%
Don't know		2.3%	1.8%	12.5%	2.0%	0.0%	2.7%	1.8%	1.9%	6.3%
Average*		1.6	1.6	1.7	1.6	1.7	1.6	1.6	1.6	1.7
(Q28) How helpful program leaders are with homework		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Excellent		45.4%	41.8%	41.3%	48.9%	50.0%	41.8%	49.0%	45.4%	45.7%
Good		37.0%	35.9%	37.2%	37.0%	47.0%	36.1%	37.9%	36.5%	42.1%
Fair		7.6%	10.1%	3.0%	6.0%	3.0%	9.5%	5.8%	8.1%	3.0%
Poor		1.8%	0.9%	0.0%	3.0%	0.0%	0.8%	2.7%	1.9%	0.0%
Varies from program to program		1.8%	3.9%	0.0%	0.0%	0.0%	3.6%	0.0%	2.0%	0.0%
Don't know		6.4%	7.3%	18.5%	5.0%	0.0%	8.3%	4.6%	6.2%	9.3%
Average*		1.6	1.7	1.5	1.6	1.5	1.7	1.6	1.6	1.5

* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
■ Question not asked this year.

Perceptions About AfterZone’s Hands-on Learning Experiences

Many AfterZone programs offer hands-on learning for kids, like building cars that run on solar energy to learn about energy issues. We began by asking respondents about the importance of having hands-on learning experiences like those offered by AfterZone and whether or not they believe students learn well through these hands-on learning experiences. These questions are new to the 2009 study.

As illustrated in the chart below, respondents have **very positive perceptions about AfterZone’s hands-on learning experiences**. Almost all (98.5%) believe that it is important for After-Zone to have hands-on learning experiences like these, which includes over four-fifths (83.9%) that believe it is *very important* (see Table 13). Almost all (97.1%) respondents surveyed believe children learn well through hands-on activities like these.



As detailed below, parents, respondents who are highly satisfied with AfterZone overall and male students or their parents expressed the most strongly positive perceptions about hands-on learning.

What types of respondents feel most positively about hands-on learning?

Parents ▶ 91.9% *very important* vs. 75.9% students

Highly satisfied with program ▶ 87.9% *very important* among those very satisfied vs. 70.1% less satisfied
 ▶ 99.4% *learns well* among those very satisfied vs. 89.2% less satisfied

Male students ▶ 88.8% *very important* vs. 77.9% female students

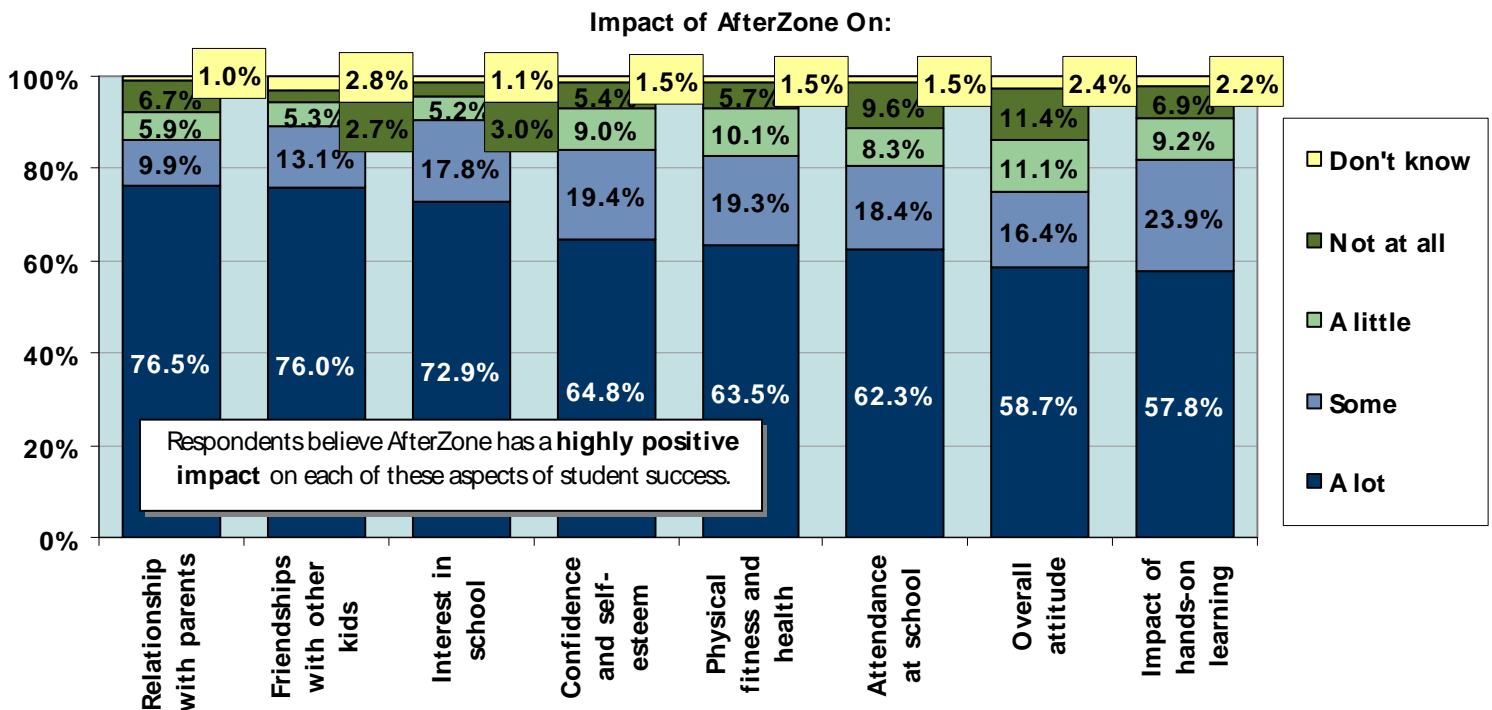
TABLE 13: PERCEPTIONS REGARDING HANDS-ON LEARNING EXPERIENCES

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q30) Importance of AfterZone having hands-on learning experiences		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Very important		83.9%	92.9%	82.1%	77.1%	64.1%	91.9%	75.9%	85.0%	73.1%
Somewhat important		14.6%	7.1%	5.4%	20.9%	35.9%	7.0%	22.2%	14.0%	20.6%
Not important		0.9%	0.0%	0.0%	2.0%	0.0%	0.0%	1.8%	1.0%	0.0%
Don't know		0.6%	0.0%	12.5%	0.0%	0.0%	1.1%	0.0%	0.0%	6.3%
(Q31) Feels kids learn well through hands-on activities		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Yes		97.1%	97.9%	87.5%	97.0%	100.0%	97.0%	97.3%	97.5%	93.7%
No		0.9%	0.0%	0.0%	2.0%	0.0%	0.0%	1.8%	1.0%	0.0%
Don't know		2.0%	2.1%	12.5%	1.0%	0.0%	3.0%	0.9%	1.6%	6.3%

Question not asked this year.

PERCEIVED IMPACT OF AFTERZONE ON STUDENT SUCCESS

There are a number of ways AfterZone programs might affect students' relationships with their school, their friends, and their family. To assess perceptions about the impact AfterZone has on student success in these areas, we asked respondents to rate the extent to which AfterZone programs improve: (1) attendance; (2) interest in school; (3) friendships with other kids; (4) relationships with parents; (5) overall attitude; (6) confidence and self-esteem; and (7) physical fitness and health, in terms of things like exercising, eating healthy food, and maintaining a healthy weight. We also asked respondents how much they would say AfterZone's hands-on learning affects how well students do in school. Respondents rated these criteria on a four-point scale from *a lot* to *not at all*. These questions are new to the 2009 study.



As illustrated in the chart above, respondents clearly believe AfterZone has a highly positive impact on each of these aspects of students' success. About three-fourths each believe AfterZone has resulted in *a lot* of improvement on students' relationships with parents (76.5%), friendships with other kids (76.0%), and interest in school (72.9%) (see Table 14). More than three-fifths each believe AfterZone has resulted in *a lot* of improvement on students' confidence and self-esteem (64.8%), physical fitness and health (63.5%), and attendance (62.3%), and nearly three-fifths believe it has resulted in *a lot* of improvement on overall attitude (58.7%) and how well students do in school as a result of the hands-on learning (57.8%).

There are numerous differences among respondents. As detailed below, respondents who feel *very satisfied* with AfterZone overall and those who feel *very involved* with the program tend to think it has a **greater impact** on student success. Those who attend programs more frequently believe it has more impact on students' confidence and self-esteem, and students at Roger Williams, more affluent respondents, and male students and their parents believe it has more of an impact on physical fitness and health. Several respondent groups tend to believe AfterZone has **less of an impact**, with these groups including student dropouts, white respondents, students at Nathan Bishop and, with regard to physical fitness, students at Oliver H. Perry.

What types of respondents believe AfterZone has had more of an impact?

Very satisfied with program	▶ Hands-on learning: 63.4% <i>a lot</i> vs. 38.4% less satisfied
	▶ Interest in school: 77.4% <i>a lot</i> vs. 57.6% less satisfied
	▶ Friendships: 80.3% <i>a lot</i> vs. 61.3% less satisfied
	▶ Relationship with parents: 79.9% <i>a lot</i> vs. 64.6% less satisfied
	▶ Overall attitude: 65.2% <i>a lot</i> vs. 36.1% less satisfied
Very involved with program	▶ Confidence, self-esteem: 72.9% <i>a lot</i> vs. 36.6% less satisfied
	▶ Hands-on learning: 78.4% <i>a lot</i> vs. 52.5% less involved
	▶ Friendships: 84.1% <i>a lot</i> vs. 65.8% less involved
Frequent participation	▶ Overall attitude: 75.3% <i>a lot</i> vs. 54.6% less involved
	▶ Confidence, self-esteem: 76.6% <i>a lot</i> among those participating three days a week or more vs. 64.8% overall
Roger Williams enrollees	▶ Physical fitness, health: 79.7% <i>a lot</i> vs. 63.5% overall
More affluent	▶ Physical fitness, health: 65.3% <i>a lot</i> \$35K+ vs. 35.9% <\$35K
Male students	▶ Physical fitness, health: 72.1% <i>a lot</i> vs. 63.5% overall

What types of respondents believe AfterZone has had less of an impact?

Student dropouts	▶ Hands-on learning: 15.0% <i>a lot</i> vs. 57.8% overall
	▶ Relationship with parents: 51.4% <i>a lot</i> vs. 76.5% overall
	▶ Overall attitude: 20.1% <i>a lot</i> vs. 58.7% overall
Whites	▶ Hands-on learning: 25.4% <i>a lot</i> vs. 57.8% overall
	▶ Attendance: 19.5% <i>a lot</i> vs. 62.3% overall
	▶ Relationship with parents: 36.7% <i>a lot</i> vs. 76.5% overall
	▶ Physical fitness, health: 34.3% <i>a lot</i> vs. 63.5% overall
Nathan Bishop enrollees	▶ Attendance: 30.8% <i>a lot</i> vs. 62.3% overall
	▶ Friendship: 57.4% <i>a lot</i> vs. 76.0% overall
	▶ Relationship with parents: 52.0% <i>a lot</i> vs. 76.5% overall
Oliver H Perry enrollees	▶ Physical fitness, health: 44.2% <i>a lot</i> vs. 63.5% overall

TABLE 14: PERCEIVED IMPACT OF AFTERZONE ON SUCCESS IN SCHOOL

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q32) Impact of AfterZone's hands-on learning on how well child does in school		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
A lot		57.8%	60.0%	76.1%	58.0%	15.0%	61.4%	54.2%	59.0%	45.5%
Some		23.9%	16.5%	11.4%	32.0%	28.2%	16.1%	31.6%	24.3%	19.8%
A little		9.2%	7.5%	12.5%	6.0%	56.7%	7.9%	10.5%	6.8%	34.6%
Not at all		6.9%	12.1%	0.0%	3.0%	0.0%	11.0%	2.7%	7.5%	0.0%
Don't know		2.2%	3.9%	0.0%	1.0%	0.0%	3.6%	0.9%	2.4%	0.0%
Average*		1.6	1.7	1.4	1.5	2.4	1.7	1.6	1.6	1.9
Impact of participation in AfterZone program on child's:										
(Q33) Attendance at school		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
A lot		62.3%	64.6%	73.1%	60.1%	50.0%	65.3%	59.2%	62.3%	61.5%
Some		18.4%	12.8%	8.4%	23.9%	28.2%	12.4%	24.3%	18.4%	18.3%
A little		8.3%	8.7%	6.0%	7.0%	18.7%	8.5%	8.0%	7.9%	12.4%
Not at all		9.6%	11.8%	0.0%	9.0%	3.0%	10.7%	8.5%	10.4%	1.5%
Don't know		1.5%	2.1%	12.5%	0.0%	0.0%	3.1%	0.0%	1.1%	6.3%
Average*		1.6	1.7	1.2	1.6	1.7	1.6	1.7	1.7	1.5
(Q34) Interest in school		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
A lot		72.9%	77.0%	78.5%	70.0%	56.0%	77.2%	68.7%	73.5%	67.3%
Some		17.8%	14.4%	3.0%	24.0%	3.0%	13.4%	22.1%	19.2%	3.0%
A little		5.2%	3.0%	6.0%	4.0%	38.0%	3.3%	7.1%	3.5%	22.0%
Not at all		3.0%	4.3%	0.0%	2.0%	3.0%	3.9%	2.1%	3.1%	1.5%
Don't know		1.1%	1.2%	12.5%	0.0%	0.0%	2.2%	0.0%	0.6%	6.3%
Average*		1.4	1.3	1.2	1.4	1.9	1.3	1.4	1.4	1.5
(Q35) Friendships with other kids		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
A lot		76.0%	71.4%	79.1%	82.1%	59.0%	72.0%	80.0%	76.7%	69.0%
Some		13.1%	18.0%	3.0%	9.0%	16.2%	16.7%	9.6%	13.5%	9.6%
A little		5.3%	3.6%	0.0%	6.0%	21.7%	3.3%	7.4%	4.8%	10.9%
Not at all		2.7%	3.4%	12.5%	1.0%	3.0%	4.2%	1.2%	2.2%	7.8%
Don't know		2.8%	3.7%	5.4%	2.0%	0.0%	3.9%	1.8%	2.9%	2.7%
Average*		1.3	1.4	1.4	1.2	1.7	1.4	1.3	1.3	1.6

* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
 Question not asked this year.

TABLE 14 (CONTINUED)

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
Impact of participation in AfterZone program on child's:										
(Q36) Relationships with parents		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
A lot		76.5%	79.5%	76.1%	75.9%	51.4%	79.2%	73.8%	77.7%	63.7%
Some		9.9%	6.6%	0.0%	15.1%	0.0%	6.0%	13.7%	10.8%	0.0%
A little		5.9%	5.1%	11.4%	3.0%	37.5%	5.7%	6.1%	4.1%	24.5%
Not at all		6.7%	7.5%	12.5%	5.0%	11.1%	7.9%	5.5%	6.2%	11.8%
Don't know		1.0%	1.2%	0.0%	1.0%	0.0%	1.1%	0.9%	1.1%	0.0%
Average*		1.4	1.4	1.6	1.4	2.1	1.4	1.4	1.4	1.8
(Q37) Overall attitude		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
A lot		58.7%	61.4%	64.7%	59.1%	20.1%	61.7%	55.6%	60.2%	42.4%
Some		16.4%	15.1%	11.4%	18.0%	19.2%	14.8%	18.1%	16.5%	15.3%
A little		11.1%	12.3%	8.4%	6.0%	54.6%	11.9%	10.3%	9.1%	31.5%
Not at all		11.4%	7.8%	15.5%	15.0%	6.0%	8.5%	14.2%	11.4%	10.8%
Don't know		2.4%	3.4%	0.0%	2.0%	0.0%	3.1%	1.8%	2.7%	0.0%
Average*		1.7	1.7	1.7	1.8	2.5	1.7	1.8	1.7	2.1
(Q38) Confidence and self-esteem		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
A lot		64.8%	63.7%	72.5%	65.1%	64.1%	64.5%	65.0%	64.4%	68.3%
Some		19.4%	19.9%	9.0%	19.0%	29.9%	18.9%	19.9%	19.4%	19.4%
A little		9.0%	12.1%	3.0%	7.0%	3.0%	11.3%	6.6%	9.5%	3.0%
Not at all		5.4%	3.0%	15.5%	7.0%	3.0%	4.1%	6.7%	5.0%	9.3%
Don't know		1.5%	1.2%	0.0%	2.0%	0.0%	1.1%	1.8%	1.6%	0.0%
Average*		1.5	1.5	1.6	1.6	1.4	1.5	1.5	1.5	1.5
(Q39) Physical fitness and health		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
A lot		63.5%	58.5%	54.6%	70.0%	56.0%	58.2%	68.8%	64.3%	55.3%
Some		19.3%	16.4%	20.9%	21.0%	29.9%	16.8%	21.8%	18.7%	25.4%
A little		10.1%	17.4%	6.0%	3.0%	11.1%	16.4%	3.7%	10.2%	8.6%
Not at all		5.7%	6.4%	18.5%	4.0%	3.0%	7.5%	3.9%	5.2%	10.8%
Don't know		1.5%	1.2%	0.0%	2.0%	0.0%	1.1%	1.8%	1.6%	0.0%
Average*		1.6	1.7	1.9	1.4	1.6	1.7	1.4	1.6	1.7

* Averages range from 1.0 to 4.0, with 1.0 representing highest possible rating.
 Question not asked this year.

PROGRAM PREFERENCES

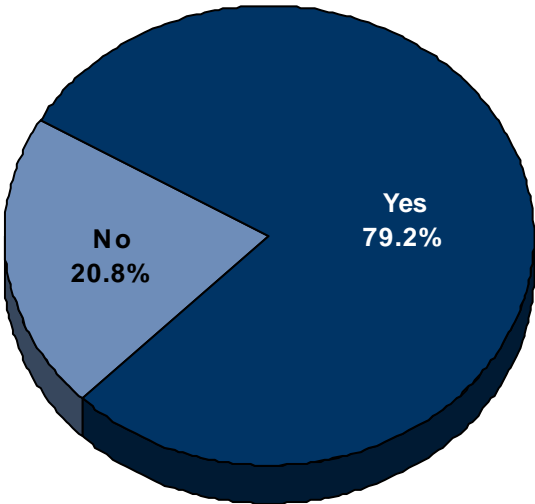
In 2009, PASA is interested in understanding respondents' preferences regarding certain aspects of the program, such as the value of transportation services and interest in informational sessions for parents. The following sections present these findings in detail.

Importance of Transportation

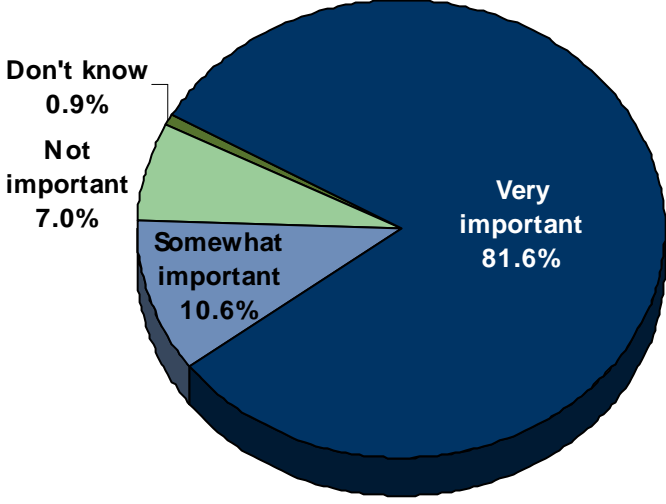
The AfterZone now offers transportation for kids to get home after their program ends. In 2009, we asked respondents whether they owned their own vehicle and how important it is to them that AfterZone now offers transportation home.

As in 2006, most respondents (79.2%) own their own vehicle (see Table 15). Nonetheless, almost all respondents (92.2%) believe it is **important for the AfterZone to offer transportation home**, which includes about four-fifths (81.6%) who consider it *very important*. These findings are illustrated in the charts below.

Member of Household
Currently Owns Car



Importance of AfterZone
Offering Transportation Home



In terms of differences among respondent groups, it should be noted that fathers or male caregivers surveyed for this research are more likely to own a vehicle, compared with mothers or female caregivers. Households with students enrolled at Hopkins or Roger Williams Middle Schools are less likely to have personal vehicles compared with respondents overall.

What types of respondents are more likely to own a vehicle?

Fathers ► 100.0% vs. 79.2% overall

What types of respondents are less likely to own a vehicle?

Hopkins enrollees ► 49.8% vs. 79.2% overall

Roger Williams enrollees ► 63.4% vs. 79.2% overall

In terms of perceptions about the importance of offering transportation services, parents place more importance on transportation services than do students, and student dropouts place less importance on transportation services than other groups. Those who are most highly satisfied with AfterZone place more importance on transportation services than those who are less satisfied.

What types of respondents consider transportation services more important?

Parents ► 89.0% *very important* vs. 74.1% students

Highly satisfied with program ► 84.4% *very important* among those very satisfied vs. 71.6% less satisfied

What types of respondents consider transportation services less important?

Student dropouts ► 44.9% *very important* vs. 81.6% overall

TABLE 15: IMPORTANCE OF TRANSPORTATION

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q64) Member of household currently owns car	N=162	N=234	N=101	N=19	N=98	N=16	N=118	N=116	N=213	N=21
Yes	82.5%	79.2%	78.8%	67.7%	81.6%	70.1%	77.8%	80.5%	80.2%	68.9%
No	17.5%	20.8%	21.2%	32.3%	18.4%	29.9%	22.2%	19.5%	19.8%	31.1%
(Q29) Importance of AfterZone offering transportation for kids to get home after program		N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Very important		81.6%	88.5%	94.6%	76.9%	44.9%	89.0%	74.1%	82.7%	69.7%
Somewhat important		10.6%	4.8%	0.0%	14.0%	47.0%	4.4%	16.9%	9.4%	23.5%
Not important		7.0%	5.9%	5.4%	8.1%	8.1%	5.8%	8.1%	7.0%	6.8%
Don't know		0.9%	0.9%	0.0%	1.0%	0.0%	0.8%	0.9%	0.9%	0.0%

■ Question not asked this year.

Parents' Interest in Attending Information Nights

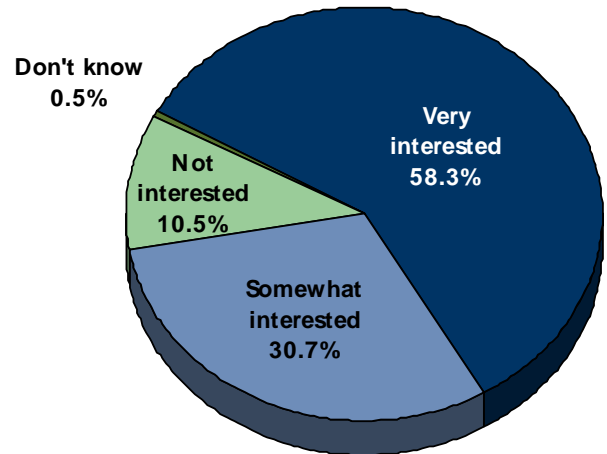
The AfterZone is considering offering information nights for parents, with educational programs dealing with common adolescent issues. In order to assist the AfterZone in its decisions about offering this option, we asked parents in 2009 how interested they would be in attending these kinds of programs.

As illustrated in the chart at right, there is a **high level of interest in such informational sessions**. The vast majority (89.0%) are interested, which includes nearly three-fifths (58.3%) who are *very interested* in attending sessions of this description (see Table 16).

These findings are generally consistent across respondent groups, with the exception that **parents of male students** are more interested in attending these sessions than are parents of female students (67.8% *very interested* among parents of male students vs. 46.9% parents of female students).

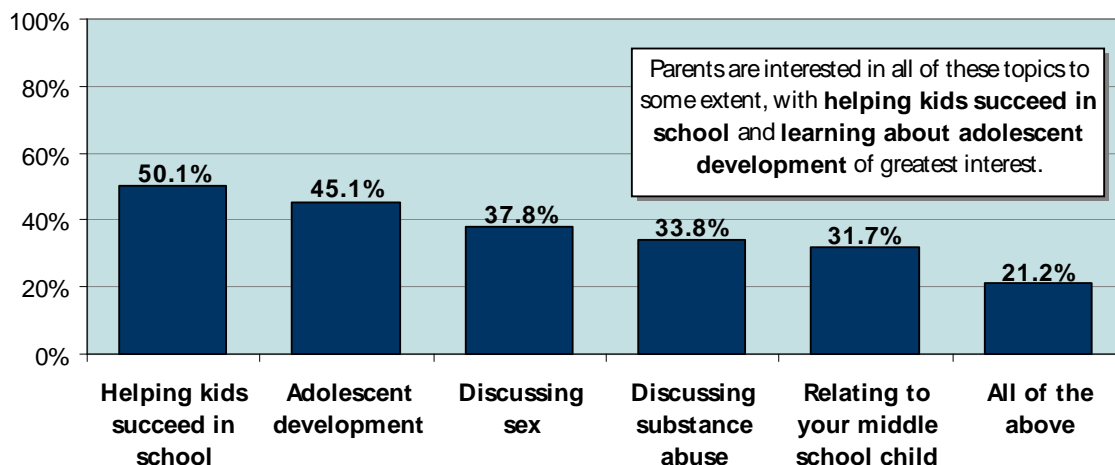
Next, we asked parents who are at least *somewhat interested* in attending sessions which of the following topics they would be most interested in: (1) how to relate to their middle-school kid; (2) how to talk about substance abuse; (3) how to talk about sex; (4) how to help kids succeed in school; or (5) learning about adolescent development. Parents could name up to three topics of interest. The major findings are illustrated in the chart below.

Interest in Attending Parent Informational Sessions Regarding Adolescent Issues



* Among parents (N=118).

Informational Session Topics Most Interested In*



* Among parents interested in informational sessions (N=106).

As illustrated in the chart above, each of these five topics is of interest to a fairly large proportion of parents (over 25%), and about one-fifth (21.2%) said they would be most

interested in *all* of the topics. Parents are most interested in the topics of helping kids succeed in school (50.1%) and learning about adolescent development (45.1%), with about one-half of parents expressing interest in these topics. Moreover, if you add to each proportions the 20% that are interested in “all of the above,” 70% of parents are interested in learning how to help their kids succeed in school and 65% are interested in learning about adolescent development.

Nearly two-fifths (37.8%) are interested in learning how to talk about sex with their middle-school child, and about one-third each are interested in learning how to talk about substance abuse (33.8%) and how to relate to their middle-school kid (31.7%). Similarly, if you add to these proportions the 20% that are interested in “all of the above,” between 59% and 53% of parents are interested in each of these topics. Small proportions did not know what topics they were interested in (3.1%) or mentioned other topics (0.9%).

As detailed below, parents of students enrolled at Roger Williams and who primarily speak a language other than English are particularly interested in attending sessions to learn how to talk with their middle school-aged child about sex.

What types of respondents are more interested in these topics?

- How to talk about sex**
- ▶ **Parents of Roger Williams students: 71.9% vs. 37.8% overall**
 - ▶ **Non-English speakers: 48.7% vs. 23.3% speak English as primary language**

TABLE 16: PARENTS' INTEREST IN ATTENDING INFORMATION NIGHTS

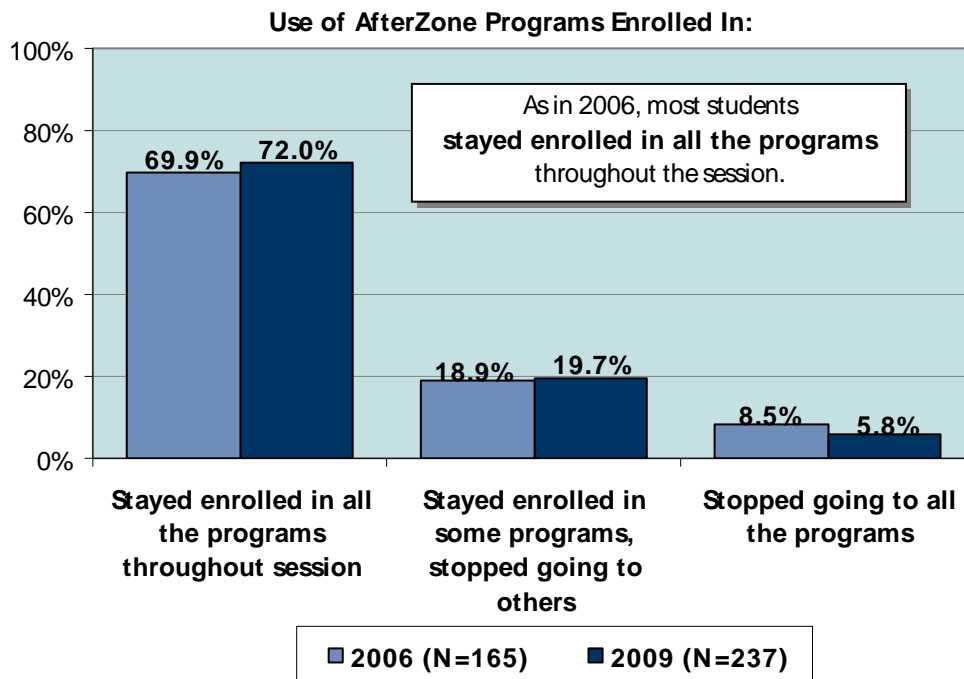
	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q45) Interest in attending AfterZone information nights for parents with educational programs dealing with adolescent issues (among parents)		N=118	N=102	N=19			N=118		N=108	N=10
Very interested		58.3%	59.4%	46.8%			58.3%		59.4%	46.8%
Somewhat interested		30.7%	30.6%	32.3%			30.7%		30.6%	32.3%
Not interested		10.5%	10.0%	15.5%			10.5%		10.0%	15.5%
Don't know		0.5%	0.0%	5.4%			0.5%		0.0%	5.4%
(Q46) Topics would be most interested in (among parents who are <i>somewhat</i> or <i>very interested</i> in attending) (first mention)		N=106	N=92	N=15			N=106		N=97	N=8
How to relate to middle school kid		7.9%	8.3%	3.8%			7.9%		8.3%	
How to talk about substance abuse		7.7%	7.7%	6.8%			7.7%		7.7%	
How to talk about sex		9.5%	9.7%	7.6%			9.5%		9.7%	
How to help kids succeed in school		30.4%	31.0%	22.7%			30.4%		31.0%	
Learning about adolescent development		20.2%	19.8%	25.1%			20.2%		19.8%	
All of the above		21.2%	20.1%	34.0%			21.2%		20.1%	
Other		0.0%	0.0%	0.0%			0.0%		0.0%	
Don't know		3.1%	3.4%	0.0%			3.1%		3.4%	
(Q46-48) Topics would be most interested in (among parents who are <i>somewhat</i> or <i>very interested</i> in attending) (combined mentions)		N=106	N=92	N=15			N=106		N=97	N=8
How to relate to your middle school kid		31.7%	32.2%	25.1%			31.7%		32.2%	
How to talk about substance abuse		33.8%	34.2%	28.9%			33.8%		34.2%	
How to talk about sex		37.8%	38.5%	28.9%			37.8%		38.5%	
How to help kids succeed in school		50.1%	50.6%	44.7%			50.1%		50.6%	
Learning about adolescent development		45.1%	44.9%	47.7%			45.1%		44.9%	
All of the above		21.2%	20.1%	34.0%			21.2%		20.1%	
Other		0.9%	1.0%	0.0%			0.9%		1.0%	
Don't know		3.1%	3.4%	0.0%			3.1%		3.4%	

■ Question not asked of these respondents or number of respondents too small to analyze statistically.
 ■ Question not asked this year.

BARRIERS TO RETENTION

It is important for PASA to understand why students stay enrolled or drop out of AfterZone programs, as well as why some students attend programs regularly while others miss sessions, in order to create effective strategies to increase enrollment, retention, and regular attendance.

We asked students and parents whether students had stayed enrolled in all of the programs throughout the session, or whether they stopped going to some or all of the programs in the session. As illustrated in the chart below, in 2009 as in 2006, **most students stayed enrolled in all the programs throughout the session (72.0%)** (see Table 17). About one-fifths (19.7%) stayed enrolled in some programs but stopped going to others, and a relatively small proportion (5.8%) stopped going to all the programs.



There are several differences among respondent groups with regard to these different levels of retention. As detailed in the chart on the next page, respondents who are highly satisfied with the program are more likely to stay enrolled in all programs throughout the session, compared with those who are less satisfied. Female students are more likely than male students to stay enrolled in some programs but stop going to others. Finally, dropouts and students at Oliver H. Perry Middle School are more likely to have stopped going to all programs.

How does retention vary among respondent groups?

Stayed enrolled in all programs	▶ Highly satisfied with program: 75.8% vs. 59.1% less satisfied
Stayed enrolled in some	▶ Female students: 26.5% vs. 14.1% male students
Stopped going to all programs	▶ Dropouts: 21.1% vs. 4.3% enrolled ▶ Oliver H. Perry students: 17.3% vs. 5.8% overall

For respondents who did not stay enrolled in all programs throughout the session, we asked them were the major reason they stopped going to some or all of the programs they were enrolled in. As illustrated below, the primary reasons students stopped attending programs was that **the programs were not engaging enough** (34.3%) or they had **other commitments** (27.7%), including other scheduled activities or household chores and responsibilities. These are the only two reasons mentioned by more than 10% of respondents in 2009. Smaller proportions mentioned other barriers (see Table 17 for a complete list).

Reasons Students Stopped Going to Some or All Programs



Poor-quality programming; activities were not interesting or useful (34.3%)

“It was not challenging for him. He was playing baseball for a long time and he said they were just teaching them how to throw a ball and catch. Just simple steps. He actually wanted to compete with other kids and learn more.” (Parent)

“I didn’t like them because they weren’t fun.” (Student)

“They bore me. Like in karate there is nothing to do. They do the same moves and that bores me.” (Student)



Conflicted with other commitments (27.7%)

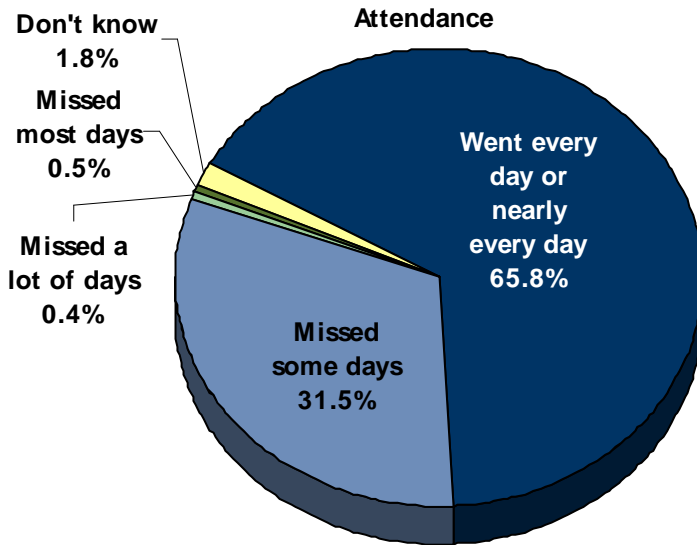
“I had family problems. I had to get home on time because I have to take care of my little sister and brother.” (Student)

“I have to pick up my little brother from the bus stop.” (Student)

“He joined the student council, which meets on the same night. He went to council one night and to the program another night.” (Parent)

“I had to take care of some other stuff, like all of my chores at home.” (Student)

In terms of **differences since 2006**, respondents surveyed this year were much more likely to say that programs were not engaging enough (34.3% vs. 0.0% in 2006). They were much less likely to cite conflicts with other commitments (27.7% vs. 49.9% in 2006) or transportation (5.0% vs. 19.2% in 2006) as barriers.



* Among those who stayed enrolled in at least some programs (N=223).

Next, we asked everyone who stayed enrolled in at least some programs whether they went every day or nearly every day the programs were offered, or if they had missed some, a lot, or most days of the program.

As illustrated at left, a majority (65.8%) of respondents said they **went every day or nearly every day** the program was offered, and almost an additional one-third (31.5%) only missed **some days**. Compared with 2006, this represents a significant decrease in the proportion that missed *most days* (0.5% vs. 3.1% in 2006).

In terms of differences among respondent types, parents are more likely to report better attendance, while students themselves report less regular attendance.

How does attendance vary among respondent groups?

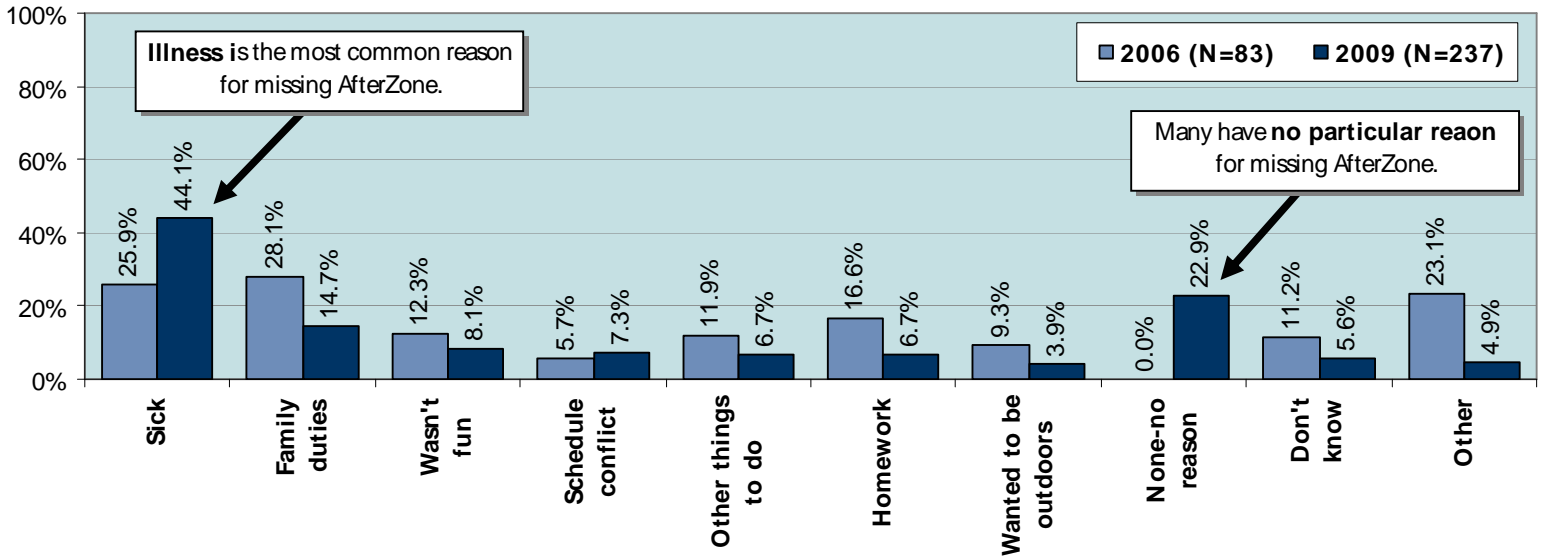
- Better reported attendance** ▶ **Parents:** 77.2% *every day or nearly* vs. 54.9% students

- Less regular attendance** ▶ **Students:** 41.5% *missed some days* vs. 21.0% parents

We asked respondents who had missed some days in the program or dropped out of some or all of the programs **what the major reasons were that they missed days or dropped out**. As illustrated in the chart on the next page, the primary reason for missing time in AfterZone is illness (44.1%). The next largest proportion (22.9%) said they had no particular reason for skipping the program. About one-seventh (14.7%) cited family responsibilities. No other reasons were given by more than 10% of respondents.

In terms of **differences since 2006**, respondents surveyed in 2009 were more likely to miss time due to illness (44.1% vs. 25.9% in 2006). They were less likely to miss time due to family responsibilities (14.7% vs. 28.1% in 2006) or homework (6.7% vs. 16.6% in 2006).

Major Reasons Missed or Dropped Out of Some or All of Program*



* Among those who missed some days or dropped out of some or all of the program (N=237).

There are several differences among respondent groups in terms of their major reasons for missing time in the program. As detailed in the chart below, illness was cited more commonly among those still enrolled than among those who dropped out. Dropouts were more likely to say they had no particular reason for dropping out, or to say they had things to do with their friends. Samuel Bridgham students were less likely to give a particular reason as well. White students were more likely to cite homework. Parents were more likely than students to say there was a conflict with another scheduled commitment. Finally, a few types of respondents were more likely to cite other activities with friends, including white respondents, students at Nathan Bishop, female students, and students in general.

What types of respondents are more likely to miss time for these reasons?

- Illness** ▶ Enrolled: 47.0% vs. 14.3% dropouts

- No reason** ▶ Samuel Bridgham: 45.4% vs. 22.9% overall
▶ Dropouts: 42.5% vs. 20.9% enrolled

- Homework** ▶ White students: 25.8% vs. 6.7% overall

- Have things to do with friends** ▶ White students: 25.8% vs. 6.7% overall
▶ Nathan Bishop: 22.3% vs. 6.7% overall
▶ Dropouts: 19.8% vs. 5.4% enrolled
▶ Female students: 11.2% vs. 3.0% male students
▶ Students: 10.2% vs. 3.2% parents

- Conflict with other commitment** ▶ Parents: 10.7% vs. 3.9% students

TABLE 17: BARRIERS TO RETENTION

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q49) Enrollment status in AfterZone programs	N=165	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
Stay enrolled in all of the programs throughout the session	69.9%	72.0%	71.9%	44.3%	77.0%	50.0%	69.4%	74.6%	74.4%	47.2%
Stay enrolled in some of the programs but stopped going to others	18.9%	19.7%	21.5%	8.4%	17.0%	38.9%	20.4%	19.0%	19.3%	23.6%
Stopped going to all the programs	8.5%	5.8%	5.7%	31.0%	3.0%	11.1%	7.9%	3.7%	4.3%	21.1%
Don't know	2.7%	2.5%	0.9%	16.3%	3.0%	0.0%	2.3%	2.7%	1.9%	8.1%
(Q50) Major reasons stopped going to some or all of the programs enrolled in (among those who dropped out)	N=45	N=60	N=28	N=7	N=20	N=8	N=34	N=27	N=51	N=9
Conflict with other scheduled commitments	49.9%	27.7%	28.8%		30.1%		27.1%	28.6%	29.3%	
Far from home, no transportation	19.2%	5.0%	6.5%		5.0%		5.7%	4.1%	5.9%	
Illness or injury	2.4%	7.1%	12.4%		0.0%		11.8%	1.2%	7.2%	
Moved to a new neighborhood, town, school	2.7%	0.0%	0.0%		0.0%		0.0%	0.0%	0.0%	
Problems with paperwork	2.3%	0.0%	0.0%		0.0%		0.0%	0.0%	0.0%	
Poor quality instructors, staff	4.2%	1.6%	3.3%		0.0%		2.9%	0.0%	1.9%	
Inconvenient hours-schedule	1.6%	7.4%	7.9%		10.1%		6.9%	8.1%	8.8%	
Poor-quality programming, activities not interesting, useful	0.0%	34.3%	33.3%		30.1%		33.1%	35.9%	31.9%	
Conflict with other students, disruptive, behavior issues	0.0%	7.9%	7.8%		10.1%		7.8%	8.1%	8.8%	
Other	6.9%	10.1%	9.8%		14.8%		8.6%	11.9%	11.9%	
Don't know-refused	18.8%	11.3%	11.1%		4.9%		15.3%	6.3%	8.5%	
(Q51) Attendance for AfterZone programs enrolled in (among those who did not drop out of all programs enrolled in)	N=151	N=223	N=96	N=13	N=97	N=14	N=109	N=114	N=207	N=17
Attends every day or nearly every day the programs were offered	59.9%	65.8%	76.8%	83.5%	54.5%	59.6%	77.2%	54.9%	65.5%	70.0%
Miss some days	32.5%	31.5%	21.3%	16.5%	42.4%	31.2%	21.0%	41.5%	32.0%	24.8%
Miss a lot of days	1.2%	0.4%	0.0%	0.0%	0.0%	9.1%	0.0%	0.7%	0.0%	5.1%
Miss most days	3.1%	0.5%	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%	0.5%	0.0%
Don't know	3.3%	1.8%	1.9%	0.0%	2.1%	0.0%	1.8%	1.9%	2.0%	0.0%
Average*	1.5	1.3	1.2	1.2	1.5	1.5	1.2	1.5	1.3	1.4

* Averages range from 1.0 to 4.0, with 1.0 representing "attends every day or nearly every day programs were offered."
 ■ Number of respondents too small to analyze statistically.

TABLE 17 (CONTINUED)

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q52) Major reason missed days in the programs or dropped out of some or all of the programs (first mention)	N=83	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
None	0.0%	22.9%	21.0%	49.2%	20.9%	35.9%	23.5%	22.3%	20.9%	42.5%
Was sick	18.2%	34.3%	39.4%	11.4%	33.1%	17.1%	36.9%	31.7%	36.2%	14.3%
The program was not fun or interesting	5.8%	7.7%	7.8%	0.0%	8.0%	11.1%	7.1%	8.3%	7.9%	5.6%
Family responsibilities	18.5%	7.4%	4.8%	6.0%	10.0%	8.1%	4.9%	9.8%	7.4%	7.1%
Conflict with other scheduled activities, programs, appointments	4.5%	4.8%	8.2%	0.0%	2.0%	3.0%	7.5%	2.1%	5.1%	1.5%
To do homework after school	5.4%	4.7%	3.6%	0.0%	5.0%	18.7%	3.3%	6.2%	4.3%	9.4%
Being in detention/suspension		3.2%	3.0%	0.0%	4.0%	0.0%	2.8%	3.6%	3.5%	0.0%
Having things to do with friends after school	9.7%	3.0%	0.9%	17.9%	4.0%	0.0%	2.4%	3.7%	2.5%	9.0%
Wanting to be outside when the weather was nice	2.6%	2.8%	1.8%	3.0%	4.0%	0.0%	1.9%	3.6%	2.9%	1.5%
Not liking the other kids in the program	0.0%	0.9%	0.9%	0.0%	1.0%	0.0%	0.8%	0.9%	0.9%	0.0%
Not liking the program leader	4.6%	0.1%	0.0%	0.0%	0.0%	3.0%	0.0%	0.3%	0.0%	1.5%
Not feeling safe at the program	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	17.5%	2.7%	3.9%	0.0%	2.0%	0.0%	3.6%	1.8%	3.0%	0.0%
Don't know	11.2%	5.6%	4.8%	12.5%	6.0%	3.0%	5.5%	5.7%	5.4%	7.8%
(Q52-53) Major reason missed days in the programs or dropped out of some or all of the programs (combined mentions)	N=83	N=237	N=102	N=19	N=100	N=16	N=118	N=118	N=216	N=21
None	0.0%	22.9%	21.0%	49.2%	20.9%	35.9%	23.5%	22.3%	20.9%	42.5%
Was sick	25.9%	44.1%	49.9%	11.4%	44.1%	17.1%	46.5%	41.7%	47.0%	14.3%
Family responsibilities	28.1%	14.7%	12.8%	6.0%	18.0%	8.1%	12.2%	17.1%	15.4%	7.1%
The program wasn't fun or interesting	12.3%	8.1%	8.7%	0.0%	8.0%	11.1%	7.9%	8.3%	8.3%	5.6%
Conflict with other scheduled activities-programs-appointments	5.7%	7.3%	11.7%	0.0%	4.0%	3.0%	10.7%	3.9%	7.9%	1.5%
Having things to do with friends after school	11.9%	6.7%	1.8%	17.9%	9.1%	21.7%	3.2%	10.2%	5.4%	19.8%
To do homework after school	16.6%	6.7%	4.8%	0.0%	8.0%	18.7%	4.4%	8.9%	6.4%	9.4%
Wanting to be outside when the weather was nice	9.3%	3.9%	3.9%	3.0%	4.0%	3.0%	3.8%	3.9%	4.0%	3.0%
Being in detention/suspension		3.6%	3.0%	0.0%	5.0%	0.0%	2.8%	4.5%	4.0%	0.0%
Not liking the program leader	4.6%	1.8%	1.2%	3.0%	2.0%	3.0%	1.4%	2.1%	1.6%	3.0%
Not liking the other kids in the program	0.7%	1.3%	0.9%	0.0%	2.0%	0.0%	0.8%	1.8%	1.5%	0.0%
Not feeling safe at the program	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	23.1%	4.9%	8.7%	0.0%	2.0%	0.0%	8.0%	1.8%	5.4%	0.0%
Don't know	11.2%	5.6%	4.8%	12.5%	6.0%	3.0%	5.5%	5.7%	5.4%	7.8%

■ Not a response option this year.

FUTURE ENROLLMENT

PASA is interesting in assessing likely AfterZone enrollment among eighth-graders, as well as understanding the impact of a potential fee on enrollment. The following sections present these findings in detail.

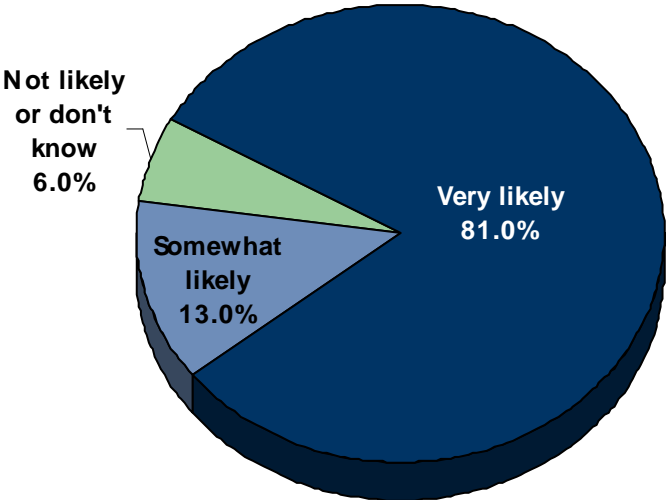
Likely Eighth-Grade Enrollment

We asked all students and parents of students in seventh grade how likely they are to sign up for AfterZone activities when they or their child is in eighth grade.

As illustrated in the chart at right, there is a high level of interest in enrolling in eighth grade among current seventh-graders and their parents. Almost all (94.0%) said they are likely to sign up for AfterZone activities in eighth grade, which includes about four-fifths (81.0%) very likely to do so (see Table 18).

The findings are generally consistent among respondent groups, with the exception (detailed below) that respondents expressing the highest level of satisfaction with AfterZone are more likely to enroll in eighth grade, compared with those less highly satisfied with the program.

Likely Eighth Grade Enrollment in AfterZone



* Among students or parents of students currently in seventh grade (N=77).



What types of respondents are more likely to enroll in eighth grade?

Highly satisfied with the program ▶ 88.3% very likely among those very satisfied vs. 58.7% less satisfied

We asked respondents who said they were *not likely* to enroll in the program what AfterZone could do to increase their interest. The number of respondents *not likely* to enroll in the program is too small to provide a statistically accurate analysis of their responses (N=1).

TABLE 18: LIKELY EIGHTH GRADE INVOLVEMENT

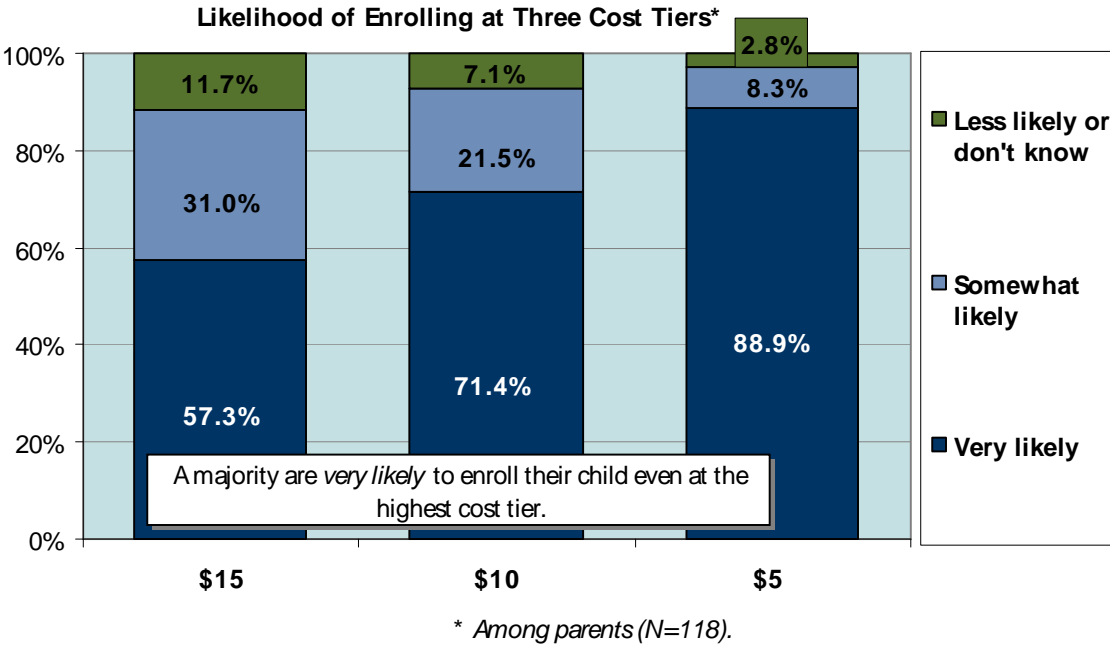
	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q55) Likelihood of signing up for AfterZone activities when in 8 th grade (among those who will be attending 8 th grade next year)		N=77	N=33	N=6	N=32	N=5	N=38	N=38	N=70	N=7
Very likely		81.0%	76.9%		87.9%		77.5%	84.5%	82.4%	
Somewhat likely		13.0%	15.4%		9.1%		15.5%	10.5%	12.2%	
Not likely		1.1%	0.0%		0.0%		0.0%	2.2%	0.0%	
Don't know		4.9%	7.7%		3.0%		7.0%	2.8%	5.4%	

 Question not asked this year.
 Number of respondents too small to analyze statistically

Likelihood of Enrolling at Three Cost Tiers

PASA raises money to cover the cost of AfterZone programs, but the organization may not always be able to offer programs for free. In order to understand the impact of potential program fees on enrollment, we asked parents about the likelihood of enrolling their children in AfterZone programs at each of three price levels. Specifically, we asked how likely they would be to enroll their child in a ten week-long program if it cost \$5, \$10, or \$15 for the session.⁵

As illustrated in the chart below, in 2009 parents express a **strong likelihood of enrolling their children in AfterZone for a small fee**. Even at the highest cost tier (\$15 for a ten-week session), almost all (88.3%) were likely to enroll their child, which includes a slight majority (57.3%) who are *very likely* to do so. At the lowest cost tier (\$5 for a ten-week session), only about one in fifty parents (2.8%) were unlikely to or unsure if they would pay the fee for the session.



In terms of differences among respondent groups, parents who are more highly satisfied with AfterZone and more affluent parents are more likely to pay a small enrollment fee.

What types of respondents are more likely to pay a fee?

- Highly satisfied with the program** ▶ 65.9% *very likely* to pay \$15 among those very satisfied vs. 24.6% less satisfied
- More affluent** ▶ 82.7% *very likely* to pay \$15 among \$35K+ vs. 57.0% <\$35K

TABLE 19: LIKELIHOOD OF ENROLLING AT THREE COST TIERS

	2006 TOTAL	2009 TOTAL	PARENTS		STUDENTS		RESPONDENT TYPE TOTALS		PASA PARTICIPANT TYPE TOTALS	
			Enrolled	Dropout	Enrolled	Dropout	Parents	Students	Enrolled	Dropout
(Q57) \$15 for 10 weeks (among parents)		N=118	N=102	N=19			N=118		N=108	N=10
Very likely		57.3%	57.1%	59.2%			57.3%		57.1%	59.3%
Somewhat likely		31.0%	31.5%	25.3%			31.0%		31.5%	25.2%
Somewhat unlikely		9.3%	8.7%	15.5%			9.3%		8.7%	15.5%
Don't know		2.4%	2.7%	0.0%			2.4%		2.7%	0.0%
(Q58) \$10 for 10 weeks (among parents)		N=118	N=102	N=19			N=118		N=108	N=10
Very likely		71.4%	71.7%	68.2%			71.4%		71.7%	68.3%
Somewhat likely		21.5%	20.8%	28.8%			21.5%		20.8%	28.7%
Somewhat unlikely		4.7%	4.8%	3.0%			4.7%		4.8%	3.0%
Don't know		2.4%	2.7%	0.0%			2.4%		2.7%	0.0%
(Q59) \$5 for 10 weeks (among parents)		N=118	N=102	N=19			N=118		N=108	N=10
Very likely		88.9%	90.4%	73.7%			88.9%		90.4%	73.7%
Somewhat likely		8.3%	6.6%	26.3%			8.3%		6.6%	26.3%
Somewhat unlikely		0.0%	0.0%	0.0%			0.0%		0.0%	0.0%
Don't know		2.8%	3.0%	0.0%			2.8%		3.0%	0.0%



Question not asked this year or data not comparable to 2009 study.
Question not asked of these respondents

APPENDIX A: QUESTIONNAIRE

[FOR STUDENTS. ELSE SKIPTO Q8 [PARENTS]]

Hello, my name is _____ and I'm calling from RDD on behalf of the AfterZone after-school program. We are conducting a survey of students and parents about after-school programs. Participation in this survey is voluntary and will help the AfterZone program to better meet the needs of students and their families.

7. May I please speak with ABX[NAME]?

- 1 --Yes, speaking to the correct person-- goto 9
- 2 --No-[SET UP CALLBACK]-- goto END
- 3 --Getting person to speak to-[DISPLAY INTRO]-- goto 9

8. For this study, I need to speak with the person in your household, age 18 or older, who makes most of the decisions about ABX[NAME]'s after-school activities. Would that be you?

- 1 --Yes, primary decision-maker-- goto 9
- 2 --Decision is shared, respondent is a decision-maker-- goto 9
- 3 --No, decision-maker not available--SET UP CALLBACK-- goto END
- 4 --Getting person to speak to--[DISPLAY INTRO]-- goto 9
- 5 --Don't know-refused--TERMINATE-- goto END

[For parents, FEEDIN Is [ABX[NAME]]. THROUGHOUT SURVEY, SUBSTITUTE CORRECT GENDER]

9. (INTERVIEWER, RECORD STUDENTS GENDER/Is [ABX[NAME]]):

- 1 --Male
- 2 --Female
- 3 --Won't say-refused [DON'T READ]--THANK AND TERMINATE

[FOR students, FEEDIN: are you. For parents, READ INTRO AND FEEDIN: is ABX[NAME].]
For this survey, I'm going to be asking you questions about after-school programs for ABX[NAME].

10. What grade ABX[are you/is ABX[NAME]] in?

- 1 --Fourth grade or less--TERMINATE--CODE AS INELIGIBLE-- goto END
- 2 --Fifth grade--TERMINATE--CODE AS INELIGIBLE-- goto END
- 3 --Sixth grade
- 4 --Seventh grade
- 5 --Eighth grade
- 6 --Ninth grade or more--TERMINATE--CODE AS INELIGIBLE-- goto END
- 7 --Won't say-refused [DON'T READ]--TERMINATE--CODE AS REFUSAL-- goto END

[ASK IF PARENT. ELSE SKIPTO Q12 [HOWMUCH] .]

First, the AfterZone puts out a registration form each session about the after-school programs from the AfterZone, and has a form for registering for programs.

11. Do you remember signing a registration form for the programs your child is currently enrolled in?

- 1 --Yes
- 2 --No
- 3 --Don't know [DON'T READ]

12. How much of the AfterZone registration form would you say you have read?

- 1 --None-- goto 15
- 2 --A little
- 3 --Some
- 4 --Most
- 5 --All
- 6 --Don't know [DON'T READ]-- goto 15

I'd like you to rate the AfterZone registration form. How would you rate it in terms of:

13. How easy it is to read?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Don't know [DON'T READ]

14. How easy it is to know what programs are being offered and what to expect from the programs?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Don't know [DON'T READ]

15. Out of four weekdays, how many days ABX[do you/does ABX[NAME]] participate in AfterZone programs?

- 1 --None
- 2 --One
- 3 --Two
- 4 --Three
- 5 --Four
- 6 --Varies-PROBE FOR AVERAGE NUMBER [DON'T READ]
- 7 --Don't know [DON'T READ]

I'd like you to rate the AfterZone program or programs ABX[you have/ABX[NAME] has] participated in. [INTERVIEWER: If the student does not participate anymore or very often: We know that some students may have stopped attending the program, or may not go very often. It is important that we speak to students with a range of experience with the program.]

16. Overall, how satisfied are you with the AfterZone program or programs ABX[you have/ABX[NAME] has] participated in?

- 1 --Very satisfied
- 2 --Somewhat satisfied
- 3 --Somewhat dissatisfied
- 4 --Very dissatisfied
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

17. What do you like best about the AfterZone program(s) ABX[you have/ABX[NAME] has] participated in, or what things are these programs doing really well? [PROBE AND CLARIFY FULLY]

- 1 --Enter response

18. What do you like least about the AfterZone program(s) ABX[you have/ABX[NAME] has] participated in, or how would you like to see these programs changed to better meet your needs? [PROBE AND CLARIFY FULLY]

- 1 --Enter response

How would you rate the AfterZone programs ABX[ABX[you have/ABX[NAME] has] participated in] in terms of:

19. How fun and interesting the programs are?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

20. Feeling welcome and treated with respect by other kids in the program?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

21. Having other kids in the program ABX[you like/ABX[NAME] likes] to hang out with?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

22. Feeling welcome and treated with respect by the adults in the program?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

23. Having knowledgeable activity leaders who get kids excited about the activities?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

24. Feeling safe with the other kids in the program?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

25. Feeling safe on the bus to and from the program?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

26. Having program leaders that are good at maintaining discipline and controlling the kids in the program?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

27. The amount of time available for homework?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

28. How helpful program leaders are with homework?

- 1 --Excellent
- 2 --Good
- 3 --Fair
- 4 --Poor
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

The AfterZone now offers transportation for kids to get home after their program ends.

29. How important is this to you? Would you say:

- 1 --Very important
- 2 --Somewhat important
- 3 --Not important
- 4 --Don't know [DON'T READ]

Many AfterZone programs offer hands-on learning for kids, like building cars that run on solar energy to learn about energy issues.

30. How important do you think it is for AfterZone to have hands-on learning experiences like this?

- 1 --Very important
- 2 --Somewhat important
- 3 --Not important
- 4 --Don't know [DON'T READ]

31. Do you feel like ABX[you/kids] learn well through hands-on activities like this?

- 1 --Yes
- 2 --No
- 3 --Don't know [DON'T READ]

32. How much would you say AfterZone's hands-on learning affects how well ABX[you do/ABX[NAME] does] in school? Would you say:

- 1 --A lot
- 2 --Some
- 3 --A little
- 4 --Not at all
- 5 --Don't know [DON'T READ]

There are a lot of ways AfterZone programs might affect kids' relationships with their school, their friends, and their family. How much would you say AfterZone programs improve:

33. ABX[Your/ABX[NAME's] attendance at school?

- 1 --A lot
- 2 --Some
- 3 --A little
- 4 --Not at all
- 5 --Don't know [DON'T READ]

34. ABX[Your/ABX[NAME's] interest in school?

- 1 --A lot
- 2 --Some
- 3 --A little
- 4 --Not at all
- 5 --Don't know [DON'T READ]

35. ABX[Your/ABX[NAME's] friendships with other kids?

- 1 --A lot
- 2 --Some
- 3 --A little
- 4 --Not at all
- 5 --Don't know [DON'T READ]

36. ABX[Your/ABX[NAME's] relationships with ABX[your parents/you]?

- 1 --A lot
- 2 --Some
- 3 --A little
- 4 --Not at all
- 5 --Don't know [DON'T READ]

37. ABX[Your/ABX[NAME's] overall attitude?

- 1 --A lot
- 2 --Some
- 3 --A little
- 4 --Not at all
- 5 --Don't know [DON'T READ]

38. ABX[Your/ABX[NAME's] confidence and self-esteem?

- 1 --A lot
- 2 --Some
- 3 --A little
- 4 --Not at all
- 5 --Don't know [DON'T READ]

39. ABX[Your/ABX[NAME's] physical fitness and health, in terms of things like exercising, eating healthy food, and maintaining a healthy weight?

- 1 --A lot
- 2 --Some
- 3 --A little
- 4 --Not at all
- 5 --Don't know [DON'T READ]

[ASK IF PARENTS. ELSE SKIP TO Q49 [DROPOUT].]

40. How well do you think the AfterZone staff communicates with you?

- 1 --Very well
- 2 --Somewhat well
- 3 --Not well
- 4 --Don't know [DON'T READ]

41. How involved do you feel with ABX[NAME]'s after-school program, in terms of things like knowing who leads the program and what your child is doing in the program on a day-to-day basis?

- 1 --Very involved
- 2 --Somewhat involved
- 3 --Somewhat uninvolved
- 4 --Very uninvolved
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

42. How satisfied are you with your involvement in your child's after-school program?

- 1 --Very satisfied
- 2 --Somewhat satisfied
- 3 --Somewhat dissatisfied
- 4 --Very dissatisfied
- 5 --Varies from program to program [DON'T READ]
- 6 --Don't know [DON'T READ]

43. Did you know that the AfterZone has an event at the end of each session?

- 1 --Yes
- 2 --No-- goto 45
- 3 --Don't know [DON'T READ]-- goto 45

44. Have you attended an AfterZone end-of-session event in the past?

- 1 --Yes
- 2 --No
- 3 --This is their child's first AfterZone session [DON'T READ]
- 4 --Don't know [DON'T READ]

The AfterZone is considering offering information nights for parents with educational programs dealing with common adolescent issues.

45. How interested would you be in attending those kind of programs? [IF SAYS IT DEPENDS ON TOPIC, SAY IF IT WAS ON A TOPIC YOU'RE INTERESTED IN]

- 1 --Very interested
- 2 --Somewhat interested
- 3 --Not interested-- goto 49
- 4 --Don't know [DON'T READ]-- goto 49

46. Which of the following topics would you be most interested in?

- 1 --How to relate to your middle school kid
- 2 --How to talk about substance abuse
- 3 --How to talk about sex
- 4 --How to help kids succeed in school
- 5 --Learning about adolescent development
- 6 --All of the above [DON'T READ]-- goto 49
- 7 --Don't know [DON'T READ]-- goto 49
- 8 --SPECIFY OTHER

47. Which others?

- 1 --How to relate to your middle school kid
- 2 --How to talk about substance abuse
- 3 --How to talk about sex
- 4 --How to help kids succeed in school
- 5 --Learning about adolescent development
- 6 --All of the above [DON'T READ]-- goto 49
- 7 --Don't know [DON'T READ]-- goto 49
- 8 --SPECIFY OTHER

48. Which others?

- 1 --How to relate to your middle school kid
- 2 --How to talk about substance abuse
- 3 --How to talk about sex
- 4 --How to help kids succeed in school
- 5 --Learning about adolescent development
- 6 --All of the above [DON'T READ]-- goto 49
- 7 --Don't know [DON'T READ]-- goto 49
- 8 --SPECIFY OTHER

49. Thinking about the AfterZone programs ABX[you have/ABX[NAME] has] been enrolled in, did ABX[you/ABX[he-she]]:

- 1 --Stay enrolled in all of the programs throughout the session-- goto 51
- 2 --Stay enrolled in some of the programs but stopped going to others
- 3 --Stop going to all the programs
- 4 --Don't know [DON'T READ]-- goto 51

50. What are the major reasons ABX[you/ABX[he-she]] stopped going to some or all of the programs ABX[you/ABX[he-she]] enrolled in? [PROBE AND CLARIFY FULLY]

- 1 --Enter response

[IF Q49 [DROPOUT] =3 SKIPTO Q52 [REASONDROPMISS] . IF [DROPOUT]=2 INSERT and did not drop out of]

51. Again thinking about the AfterZone programs ABX[you have/ABX[NAME] has] been enrolled in ABX[and did not drop out of], did ABX[you/he-she]:

- 1 --Go every day or nearly every day the programs were offered
- 2 --Miss some days
- 3 --Miss a lot of days
- 4 --Miss most days
- 5 --Don't know [DON'T READ]

[IF Q49 [DROPOUT] =1 OR 4 INSERT missed days in the programs. IF [DROPOUT]=2 OR 3 AND Q51 [ATTENDANCE] = NOT ASKED OR 1 INSERT dropped out of some or all of the programs. ELSE INSERT missed days in the program and dropped out of some or all of the programs.]

52. Which of the following best describes the major reason ABX[you/ABX[NAME]] ABX[missed days in the programs/dropped out of some or all of the programs]:

- 0 --None-none other-- goto 54
- 1 --The program wasn't fun or interesting
- 2 --Having things to do with friends after school
- 3 --Not liking the program leader
- 4 --Not liking the other kids in the program
- 5 --Family responsibilities
- 6 --To do homework after school
- 7 --Being in detention/suspension
- 8 --Not feeling safe at the program
- 9 --Wanting to be outside when the weather was nice
- 10 --Was sick
- 11 --Don't know [DON'T READ]-- goto 54
- 12 --SPECIFY OTHER

53. What's the second biggest reason?

- 0 --None-none other-- goto 54
- 1 --The program wasn't fun or interesting
- 2 --Having things to do with friends after school
- 3 --Not liking the program leader
- 4 --Not liking the other kids in the program
- 5 --Family responsibilities
- 6 --To do homework after school
- 7 --Being in detention/suspension
- 8 --Not feeling safe at the program
- 9 --Wanting to be outside when the weather was nice
- 10 --Was sick
- 11 --Don't know [DON'T READ]-- goto 54
- 12 --SPECIFY OTHER

54. ABX[Do your parents/Do you] ever keep [you/ABX[NAME]] out of AfterZone as a punishment?

- 1 --Yes
- 2 --No
- 3 --Don't know [DON'T READ]

[ASK IF Q10 [SCREENER] = 4, ELSE SKIP TO Q57 [COMMPARENTS] .]

55. How likely ABX[are you/is ABX[NAME]] to sign up for AfterZone activities when ABX[you/your child] is in 8th grade?

- 1 --Very likely-- goto 57
- 2 --Somewhat likely-- goto 57
- 3 --Not likely
- 4 --Don't know [DON'T READ]-- goto 57

56. What could AfterZone do to make ABX[you/ABX[NAME]] more interested in enrolling when ABX[you/your child] is in 8th grade? [PROBE AND CLARIFY FULLY]

- 1 --Enter response

[ASK IF PARENTS, ELSE SKIPTO Q60 [DEMOS] .]

PASA raises money to cover the cost of AfterZone programs, but PASA may not always be able to offer programs for free. How likely would you be to enroll your child in the AfterZone if the AfterZone charged the following fees for enrolling in the AfterZone for 10 weeks:

57. \$15 for 10 weeks?

- 1 --Very likely-- goto 60
- 2 --Somewhat likely
- 3 --Somewhat unlikely
- 4 --Don't know [DON'T READ]

58. \$10 for 10 weeks?

- 1 --Very likely-- goto 60
- 2 --Somewhat likely
- 3 --Somewhat unlikely
- 4 --Don't know [DON'T READ]

59. \$5 for 10 weeks?

- 1 --Very likely
- 2 --Somewhat likely
- 3 --Somewhat unlikely
- 4 --Don't know [DON'T READ]

My final questions are for statistical purposes only.

60. What is the language that is spoken most at your home?

- 1 --An Asian language (e.g. Chinese, Vietnamese, Cambodian)
- 2 --English
- 3 --Spanish
- 4 --Won't say-refused [DON'T READ]
- 5 --SPECIFY OTHER

61. What school ABX[do you/does your child] attend?

- 1 --Del Sesto Middle School (Springfield)
- 2 --Gilbert Stuart Middle School
- 3 --Hopkins Middle School
- 4 --Nathan Bishop Middle School
- 5 --Oliver Hazard Perry Middle School (Perry)
- 6 --Roger Williams Middle School
- 7 --Samuel W. Bridgham Middle School (Bridgham)
- 8 --Other
- 9 --Won't say-refused [DON'T READ]

62. Which of the following best describes the grades ABX[you are/your child is] getting this year? (IF GIVES A MIX OF GRADES, ASK FOR THE AVERAGE GRADE)

- 1 --Mostly As
- 2 --Mostly As and Bs
- 3 --Mostly Bs
- 4 --Mostly Bs and Cs
- 5 --Mostly Cs
- 6 --Mostly Cs and Ds
- 7 --Mostly Ds and below
- 8 --Won't say-refused [DON'T READ]

63. ABX[Do you/does ABX[NAME]] currently live with:

- 1 --ABX[Your/ABX[His-her]] mother
- 2 --ABX[Your/ABX[His-her]] father
- 3 --Both ABX[your/ABX[His-her]] mother and father
- 4 --Other adults ABX[you are-ABX[he-she] is] related to
- 5 --Other adults ABX[you are-ABX[he-she is]] not related to
- 6 --A parent and other adult [DON'T READ]
- 7 --Won't say-refused [DON'T READ]

64. Does someone in your household currently own a car?

- 1 --Yes
- 2 --No
- 3 --Don't know [DON'T READ]

65. ABX[Do you/does your child] have ABX[your/their] own email address?

- 1 --Yes
- 2 --No
- 3 --Don't know [DON'T READ]

66. Which of the following best describes ABX[your/ABX[NAME]'s] race or ethnicity?

- 1 --Black or African-American
- 2 --Hispanic or Latino
- 3 --Other white or Caucasian
- 4 --Asian or Pacific Islander
- 5 --Mixed [DON'T READ]
- 6 --Other [DON'T READ]
- 7 --Won't say-refused [DON'T READ]

[ASK IF PARENT. ELSE SKIPTO Q69 [langdone]]

67. Which of the following broad categories best describes your total household income for the past year before taxes:

- 1 --Under \$20,000
- 2 --\$20,000 to \$35,000
- 3 --\$35,000 to \$50,000
- 4 --Over \$50,000
- 5 --Won't say-refused [DON'T READ]

68. INTERVIEWER: RECORD RESPONDENT'S GENDER

- 1 --Male
- 2 --Female

69. INTERVIEWER: THIS SURVEY WAS COMPLETED IN

- 1 --English
- 2 --Spanish

[ASK IF PARENT. ELSE SKIP TO Q73 [END] .]

70. We are also doing this same interview with middle school students in order to understand their after-school activity preferences. Participation in this study is completely voluntary. May I have your permission talk to ABX[NAME] about doing the survey? I will also need your name so that I have a record that I talked to you about ABX[NAME] doing the survey. IF NEEDED: You can listen in to the interview if you would like.

- 1 --Yes
- 2 --No-- goto END

71. INTERVIEWER: ENTER PARENT'S NAME

- 1 --Enter response

72. Is ABX[NAME] available to do the survey now?

- 1 --Yes--SWITCH TO STUDENT SURVEY
- 2 --No--SET UP CALLBACK

[END]

APPENDIX B: END NOTES

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- ¹ Market Street Research. *Attitudes Toward After-School Programs In Providence, Rhode Island*. August, 2006.
 - ² Market Street Research. *Attitudes Toward After-School Programs In Providence, Rhode Island*. August, 2006.
 - ³ US Census Bureau. <http://quickfacts.census.gov/qfd/states/44000.html>
 - ⁴ In 2006, this question was only asked of those who said they had seen the form. In 2009, we asked all parents and students this question.
 - ⁵ Data are not comparable to the 2006 study, as we asked about a slightly different cost tier and used a different scale. The 2006 study used a four-point scale from *very likely* to *very unlikely*, whereas the 2009 study used a three-point scale from *very likely* to *somewhat unlikely*.