

The Family Participation in After-School Study

Institute for Responsive Education

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EXECUTIVE SUMMARY

Programs have been created across the country to meet the growing need to provide children with safe environments and enrichment activities after the school day has ended. After-school programs have the potential to be a critical part of children's learning experiences. Drawing on research indicating the importance of family engagement in education to students' academic success, the Institute for Responsive Education (IRE) and others contend that family engagement and participation in after-school programs can also enhance educational outcomes for children.

In order to learn more about the ways in which after-school programs involve families, the Institute for Responsive Education, with a grant from the Charles Stewart Mott Foundation, launched the Family Participation in After-School Study research initiative. This first phase of research involved conducting a survey of after-school programs to learn what efforts programs undertake to encourage family involvement. The results of this research are presented in this report.

IRE worked with Brigham Nahas Research Associates (BNRA) to survey program coordinators for a cohort of 21st Century Community Learning Centers (21st CCLCs), which are part of a national endeavor to offer quality after-school programs to children in high-need communities. These centers are typically housed in schools that serve under-achieving students; have high rates of juvenile crime, school violence, and student drug abuse; and lack the resources to establish after-school centers.

Survey Highlights

Consistent with the requirements of the 21st CCLC program, the majority of programs in the survey group (Cohort Five) serve children from low-income families. In addition, the programs in this cohort are split between those that serve mostly white students and those that serve mostly students of color.

Program Goals

When asked to discuss program goals for family involvement, most respondents reported goals related to helping parents support their children and their children's education through opportunities to view and understand children's work. Many program coordinators articulated family involvement goals that center on meeting parents' needs and improving family life. A smaller group of respondents reported that the program's primary goal for increasing parent involvement is to support program staff and encourage parental buy-in.

Program Activities

Program coordinators were asked about four different types of activities to engage families: communication with families; family engagement in student-centered programming; governance and leadership; and services specifically designed and provided for families.

Program coordinators indicated that they use various tools for communicating with families, ranging from those that are informal but personal (conversations at drop-off time, for example) to those that are more formal and intended for all parents (such as all-class family conferences or a newsletter).

The programs in this sample offer a broad array of opportunities for families to be involved in and learn about their children's work. In addition to offering opportunities to review students' work, programs are engaging parents in supporting their children's learning through homework help, literacy programs, etc. Family nights are a popular mechanism for bringing family members to the program, as are program orientations and get-to-know-you functions.

Programs offer parents many avenues for participating and having their voices heard. A majority (84 percent) of program coordinators said that they collect information from parents about what they need from the programs or their level of satisfaction with services (i.e., parent surveys, focus groups, etc.).

Programs offer many activities and supports designed specifically to meet families' needs, including facilitating communication between the families of students in the program and the teachers/principals in the students' schools; linking families with social services and other community resources; offering a range of classes in parenting, family literacy, ESL, GED; and providing job skills training.

Program Successes, Challenges and Resources Needed

Respondents were most gratified by their ability to reach out to parents to offer activities and services, and in having parents respond positively to their efforts. Program coordinators reported that providing food, childcare, and advertising are the keys to getting both a high number of participants and repeat participation from parents.

When asked about challenges programs face in implementing family participation in their programs, most coordinators cited parent work schedules. Family culture and family language were also reported as significant challenges by some coordinators.

Financial resources are clearly a significant issue for after-school programs. The respondents reported that they need additional funds to provide services to families; to offer incentives to parent volunteers; to hire speakers; for postage for newsletters and other communication to parents; to offer GED, parenting and other classes; to train their

own staff to provide services (e.g., workshops) to parents; and to offer weekend events for families.

Program Differences by Race and Location

Overall, there were few differences in the services and program offerings by race in these programs. We found that where there are differences, the programs that serve mostly students of color are generally *more likely* to provide services, activities, and opportunities for family members. Most of the differences that emerged between programs depending upon their location were not of significance and could be explained by the populations served or the challenges peculiar to their particular location.

Program Differences by Staff Assigned to Family Involvement Tasks

Just over one-half of the programs reported that they have staff dedicated to outreach work with parents. With staff to support family engagement, it is clear from the data that programs are able to accomplish much more in engaging families meaningfully in the life of the program. Yet, for the most part, the amount of time a staff member spends on this part of the job makes no difference in whether this work is carried out.

Implications

From the survey responses of Cohort Five of the 21st CCLC, it is evident that these after-school programs include supporting children and their families as an important part of their programming. In the face of a variety of obstacles, programs are finding many ways to reach out to families and are doing so successfully.

Programs that are interested in building a family engagement program could learn a great deal from the respondents in this sample. In the current economy, where resources are often lacking, programs can learn about the range of possible activities and choose only those that most closely address the needs of their populations. This empowers programs to develop initiatives that meet families' needs, without requiring them to develop an exhaustive, and perhaps very costly, family engagement initiative.

The findings in this report raise questions for further research. Given that so many children spend a significant amount of time in after-school programs, researchers need to take notice of this emerging field and pursue some of these important issues.

ACKNOWLEDGEMENTS

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Pat Edwards of the National Center for Community Education (NCCE) offered critical feedback and information as we formulated our research design. Caryn Kendrick, also of NCCE, shared the database of project directors with us and ensured that we had all of the information we needed in order to get the greatest return possible. Without their assistance, we would not have been able to reach this sample. We thank them both for their commitment to this work.

We also acknowledge and thank several colleagues who assisted with this project. Jennifer Nahas, BNRA Partner, assisted in the research design and in managing returned surveys. Dominique Astier assisted with telephone calls, coding surveys, and offered support and feedback throughout. We also thank our editor, Kathryn Ciffolillo, for her help in finalizing this report.

We are truly grateful to the dozens of project directors who distributed the surveys to their program coordinators and, in many cases, encouraged them to complete and return them. We extend our gratitude, finally and most importantly, to the hundreds of program coordinators who took the time to thoughtfully and thoroughly complete the surveys.

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FAMILY PARTICIPATION IN AFTER-SCHOOL STUDY

A decade ago, researchers found as many as 15 million children were left unsupervised during non-school hours (Seppanen et al., 1993); schools and communities across the nation have since created after-school programs to keep children safe in caring environments and engaged in activities geared toward skill development. Such after-school programs have the potential to become a critical part of children's learning experiences.

Three decades of research have demonstrated the important role that families play in supporting students' academic growth and achievement (Cochran & Henderson, 1986; Eccles & Harold, 1996; Epstein, 1991, 1996; Henderson & Berla, 1994; Henderson & Mapp, 2002; Ho Siu-Chu & Willms, 1996; Hoover-Dempsey & Sandler, 1995). The Institute for Responsive Education (IRE) and others (Casper, Traub & Little, 2002) contend that family engagement and participation in after-school programs can also enhance educational outcomes for children.

While there is compelling evidence that supports family involvement in children's education, there has been little research to date that focuses on family engagement in after-school settings. The Charles Stewart Mott Foundation provided a grant to the Institute for Responsive Education (IRE) to support the Family Participation in After-School Study research initiative. The first phase of this research involved conducting a survey of after-school programs to learn what efforts programs undertake to encourage family involvement. The results of this research are presented in this report. During the second phase of the project, IRE will conduct in-depth case studies on several programs that show high levels of family involvement to report specifically on the implementation and efficacy of their family engagement initiatives.

Organization of Report

The report begins with a discussion of the research questions and methods used in this study. Following this, survey findings are presented in several sections:

- **Program Characteristics:** The first section provides a context for the study findings by presenting the characteristics of the programs whose coordinators responded to the survey.
- **Program Goals:** The second section outlines the goals program coordinators report their programs have for family involvement.

- **Program Activities:** This section presents the ways in which programs bring family involvement goals to life, namely the activities programs offer to encourage families to become more involved.
- **Program Successes, Challenges, and Additional Resources Needed:** The fourth section explores program accomplishments as well as the difficulties programs face in carrying out family engagement programming. In addition, the section outlines various types of assistance respondents believe are needed to make family engagement programs more effective.

The report concludes with a discussion of the implications of these findings for after-school program practitioners as well as additional research questions raised by this study.

Research Methods

This study focuses on the family engagement efforts of 21st Century Community Learning Centers (CCLC), a significant component of national efforts to expand after-school programming. Several key questions were posed in this study:

- What are the family involvement goals for 21st CCLC after-school programs?
- What types of activities and services do centers offer that promote family involvement in after-school programs?
- What is the range and frequency of family-related activities in after-school programs?
- How do the frequency and type of family involvement activities differ between those programs that have a staff member who has specific responsibility for working with families and those that do not?
- Are there any differences in services that programs provide or in their family involvement goals based on characteristics of the program, such as population served or location? If so, what are they?
- What can other after-school programs learn from these data? How can after-school programs ensure family engagement is meaningful?

To answer these questions, IRE worked with Brigham Nahas Research Associates (BNRA) to conduct a survey of a group of 21st CCLC after-school programs. The 21st CCLC program was enacted by Congress in 1998 to provide funds for academic enrichment and related services to students and their families in low-performing schools during non-school hours.¹ The program awards grants to public schools and other eligible organizations to provide expanded learning opportunities to children in safe, drug-free, and well-supervised environments. The program targets high-need rural and

¹ The *No Child Left Behind Act of 2001* revised the program and converted 21st CCLC program funding from a competitive award made directly to LEAs by the federal government to a state-administered grant program.

urban communities (as well as some that identify themselves as “suburban”) that serve under-achieving students; that have high rates of juvenile crime, school violence, and student drug abuse; and that lack resources to establish after-school centers.

Programs funded under this initiative were a particularly appropriate group for this study because the 21st CCLCs are intended to serve entire communities with a broad range of services. Further, program guidelines include both strong involvement of families and effective partnerships with community-based organizations as components of high-quality after-school program sites. And, the program is large. According to the US Department of Education’s website, “[a]bout 6,800 rural and inner-city public schools in 1,420 communities – in collaboration with other public and non-profit agencies, organizations, local businesses, post-secondary institutions, scientific/cultural and other community entities – are now participating as 21st CCLCs.”²

The programs in 21st CCLC are divided into cohorts by the year the programs received their first federal grant. A total of seven cohorts received federal funding. This study focused on Cohort Five, a group of centers that had been receiving funding for multiple years³ and that continued to be part of the 21st CCLC funding network.

The National Center for Community Education (NCCE) provides training to 21st CCLC project directors, who supervise the programs in their communities. Project directors typically oversee several programs, but the number ranges from one to 40 in Cohort Five. The programs are typically managed by program coordinators. NCCE provided IRE with a list of 310 project directors from Cohort Five, along with contact information and the number of programs for which each project director is responsible. BNRA used this list to field the survey. (The manner in which the survey was administered is outlined in detail in Appendix A.)

Of the 1,504 surveys that were distributed, 622 were completed and returned, yielding an overall response rate of 41 percent. Of the 310 project directors who distributed the surveys for the research team, 195, or 63 percent, had at least one program coordinator return the survey.

Survey Findings

Program Characteristics

Consistent with the requirements of the 21st CCLC program, the majority of program coordinators who responded to the survey reported that their programs serve children from low-income families. For example, most (72 percent) of the programs in

² See <http://www.ed.gov/programs/21stcclc/index.html>, accessed 11/14/03.

³ Over 92 percent of the programs responded that they had been in existence for three or more years.

this cohort serve a population in which more than one-half of the students are eligible for free- or reduced-price school lunch. Other program characteristics show greater diversity.

- Forty-eight (48) percent of the respondents' programs are located in rural communities, 38 percent are in urban settings, and 14 percent are located in territories.

- Most of the respondents' programs are located in the following states: California (39%), Texas (23%), Florida (15%), and New York (10%).

The average length of time that programs have been in operation is three and one-half years (the range was from one to 31 years). The programs included in this study serve an average of 232 students, with 95 percent serving 600 students or fewer.

Program Goals

We asked respondents to list the program's primary family-involvement goals. This question was open-ended, and respondents could write in as many goals as they wanted.⁶ Responses were varied, but overall the programs' goals fall into three broad groups: 1) helping parents⁷ support their children and their children's education; 2) providing direct support to parents and families; and 3) increasing parent involvement. Each goal type is described below.

Support for Children's Learning

Most respondents (80 percent) reported goals related to helping parents support their children and their children's education. The goals in this group can be further differentiated by the wording of the responses:

- Twenty-nine (29) percent of respondents cited providing "support to students" as a primary goal for the program. In elaborating on this goal, respondents focused on helping families work with students to increase academic performance, increase students' opportunities, help students complete their homework, and encourage student attendance.
- Almost one-quarter of respondents (24 percent) indicated that increasing parent participation in their children's education is an important goal of the program. Further explanations of this goal ranged from simply wanting parents to know more about what children are doing in school and in after-school programs, to engaging parents more fully in their children's school work.
- Another 27 percent reported that they hope to increase communication between families and program staff. This communication concerns students' activities in the program, helping parents understand the goals and the importance of the program, program rules, and academics.

⁶ Up to four goals were coded for each respondent.

⁷ The terms "parent" and "family member" are used interchangeably throughout this report to indicate parents, grandparents, guardians, and caregivers.

Support to Families

Two-thirds of program coordinators articulated family involvement goals related to meeting parents' needs and improving family life.

- Nineteen (19) percent of coordinators responded that the program's primary family engagement goal is to provide parents with a variety of educational opportunities, including classes and training on such topics as parenting skills or job skills.
- Similarly, 15 percent of coordinators reported goals aimed at providing parents with support services and community resource information to improve family life.
- Fourteen (14 percent) of the coordinators seek to provide recreation and social opportunities for parents and families so they can spend leisure time with their children and develop a sense of community.
- Eleven (11) percent cited efforts to improve relationships between parents and their children by, for example, having parents and children spend more time together, encouraging parents and children to engage in activities together--both within and outside the program--and getting parents more involved in their children's lives.
- Finally, 7 percent reported programming with the specific purpose of improving family "status." One respondent wrote that helping "healthy families stay together" is the motivation for engaging families in the after-school program.

General Parent Involvement

A smaller group of respondents (30 percent) reported that the program's primary goal for increasing parent involvement is to support program staff and encourage parental buy-in. Such involvement is intended to help the program run well and give program staff the assistance they need to provide services to the children.

Program Activities

Program coordinators can choose from a wide range of activities to pursue family participation goals. Survey questions were posed based on four domains outlined by the Harvard Family Research Project (HFRP) (Caspe, Traub & Little 2002).⁸ These dimensions of family involvement in "out-of-school time" (OST) are intended to guide development of family involvement plans in OST programs and as tools for program evaluation. The dimensions are as follows:

⁸ Available online at <http://gseweb.harvard.edu/~hfrp/content/projects/afterschool/resources/issuebrief4.pdf>.

- Enriching family members' adult educational development: activities and "peer networking opportunities that enable parents to assist their children in learning at home and to enrich their own language and literacy skills, educational progress, and self-confidence" (p. 2).
- Engaging family members with their children in meaningful shared OST experiences: "Families, children, and programs come together to share meaningful out-of-school time experiences, i.e., those that promote communication, bonding, and mutual learning among family members" (p. 2).
- Participating in program governance and community leadership: "Families may become involved at two distinct levels: the leadership they take in their child's OST program and the degree to which they engage in the larger community to leverage public support for the program" (p. 4).
- Building stronger links with schools: "Parents' contact with OST programs provide an avenue to learn about school policies and programs to improve communication with and participation in children's schools" (p. 4).

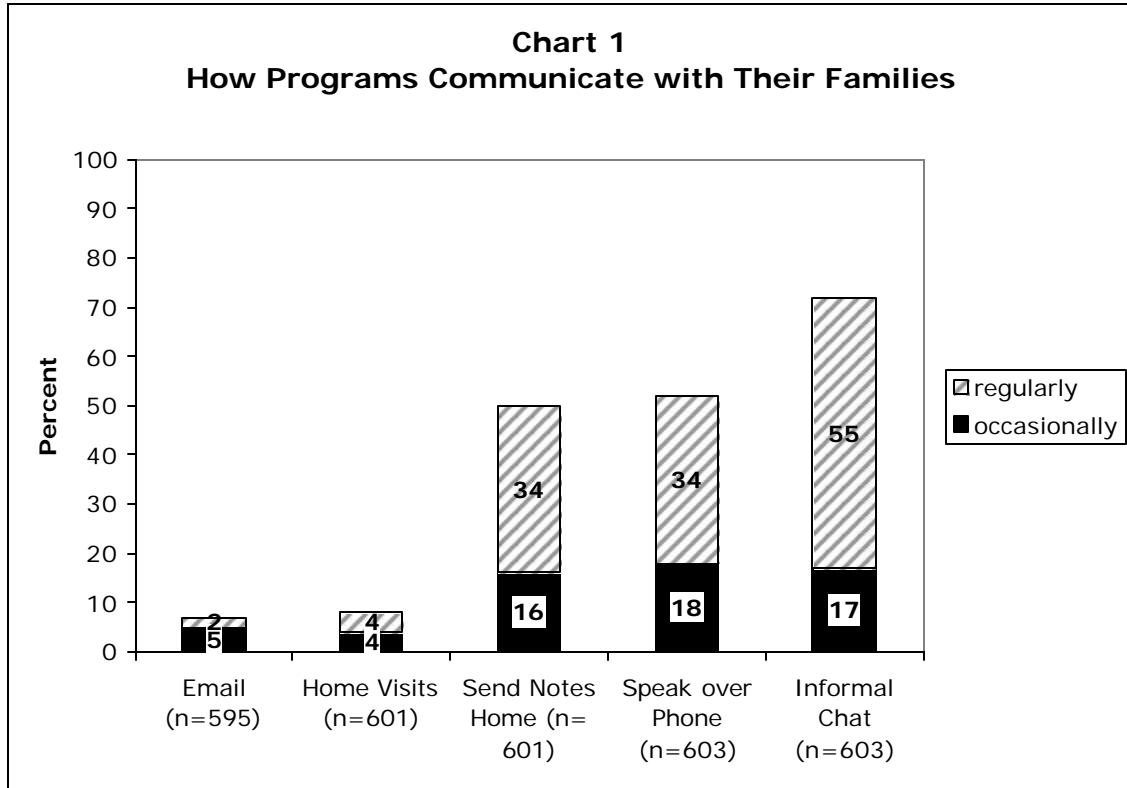
Based on these dimensions, the survey asked questions concerning four categories of activities:

1. Communication with Families
2. Family Engagement in Student-Centered Programming
3. Governance and Leadership
4. Services Specifically Designed and Provided for Families.

Under each of these categories, the survey asked several questions about the type of family involvement activities the program offers and the frequency with which the activities are offered.

Communication with Families

In order to reach and work with parents, effective means of communication must be purposefully employed. Program coordinators can choose from a wide array of tools for making connections with families, ranging from those that are informal but personal (conversations at drop-off time, for example) to those that are more formal and intended for all parents (such as all-class family conferences or a newsletter). Survey respondents indicated that they use a wide range of communication mechanisms, as shown in Chart 1.



It is clear from Chart 1 that informal conversations are the most common mode of communication. This is not surprising given that they occur spontaneously as part of the program and do not require planning and organization. More than half of the coordinators reported that informal chats at drop-off or pick-up times take place regularly (at least once a month), and 17 percent report that they take place occasionally (less often than monthly). Only nine respondents said that they never communicate with parents through informal conversations.

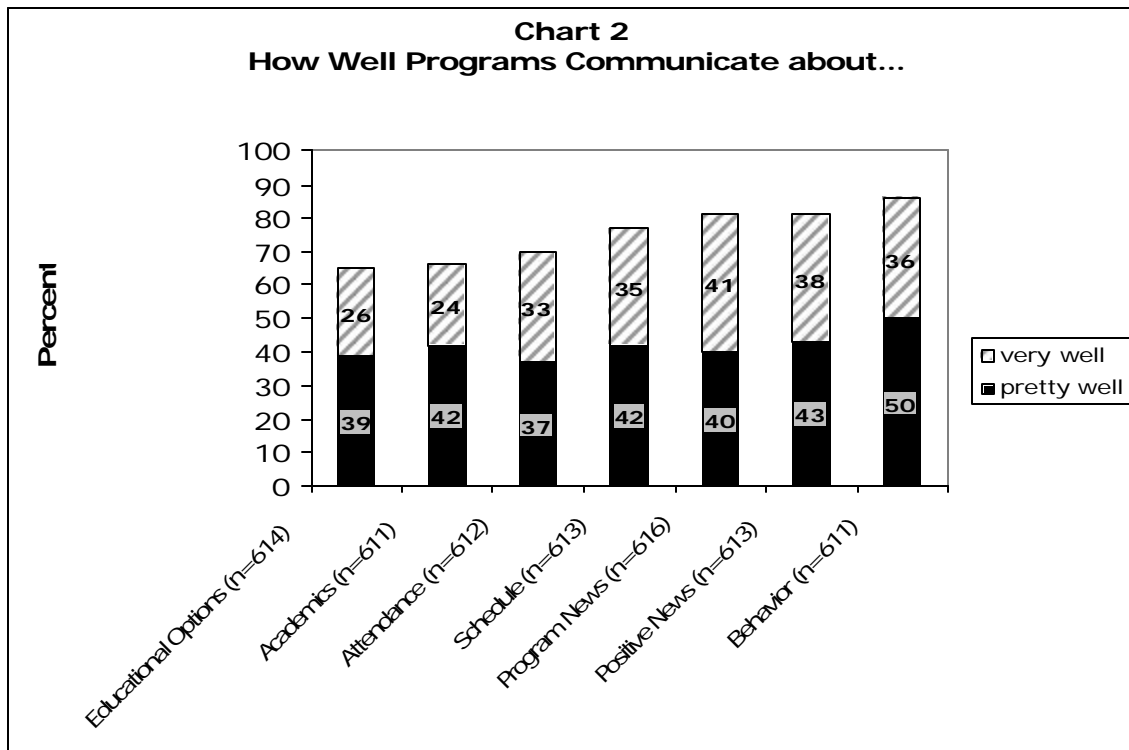
Thirty-four (34) percent of program coordinators reported communicating more purposefully, by regularly speaking to family members over the phone. Eighteen (18) percent of respondents reported that they use telephone communication occasionally. Thirty-four (34) percent of programs regularly send notes home to parents to share information about a specific child, while 16 percent of programs do so occasionally.

Just 8 percent of respondents reported regularly or occasionally conducting home visits, although one-quarter (26 percent) conduct home visits “sometimes” (on an as-needed basis). Two-thirds of the programs (66 percent) never conduct home visits at all. E-mail communication, which requires both access to technology and staff time, is used regularly or occasionally by just 7 percent of programs. E-mail is used “sometimes” by 29 percent of programs.

As for more formal and regular communication, coordinators reported that they employ a variety of mechanisms to reach out to families.

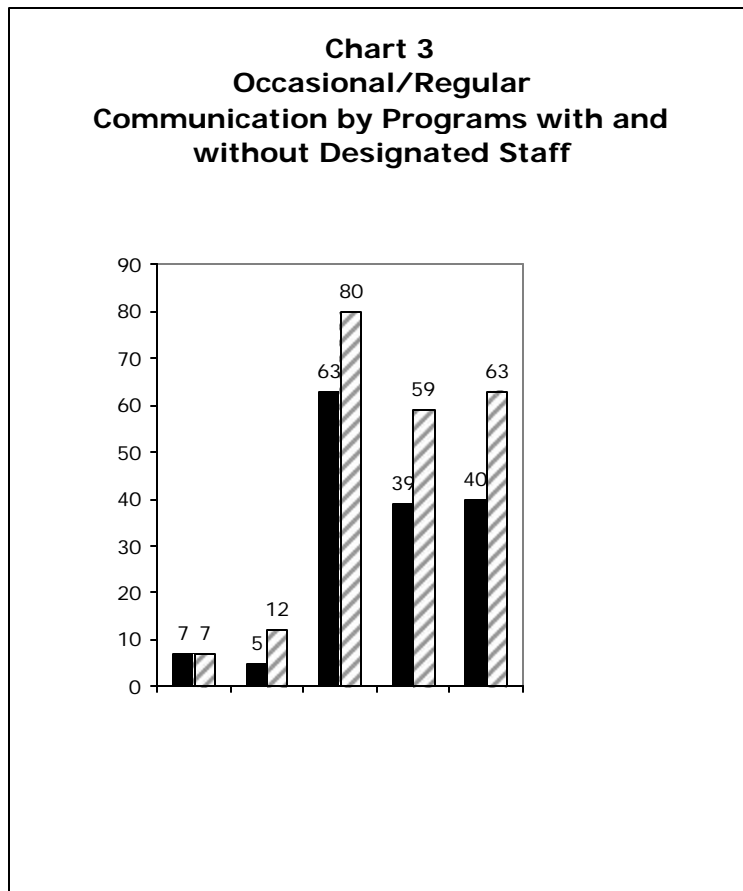
- Writing newsletters and distributing them to parents is a component of 63 percent of the programs. Program coordinators said they produce an average of seven newsletters each year. The vast majority (94 percent) of the programs that send newsletters produce 10 or fewer newsletters per year.
- Twenty-eight (28) percent of programs include meetings or conferences with a family member of *each* student in the program, holding an average of five per year. Nine out of ten (92 percent) respondents who hold meetings participated in 10 or fewer meetings per year, with 80 percent holding four or fewer meetings annually.
- A little over one-half of the sites hold *group* meetings for family members of students in the program (56 percent), averaging five meetings per year. Ninety-six (96) percent of the programs that hold group meetings have 10 or fewer group meetings each year.

Coordinators were asked to assess how well they believe they are communicating with families on a variety of issues, and, as indicated in Chart 2, most responded that they are doing well.

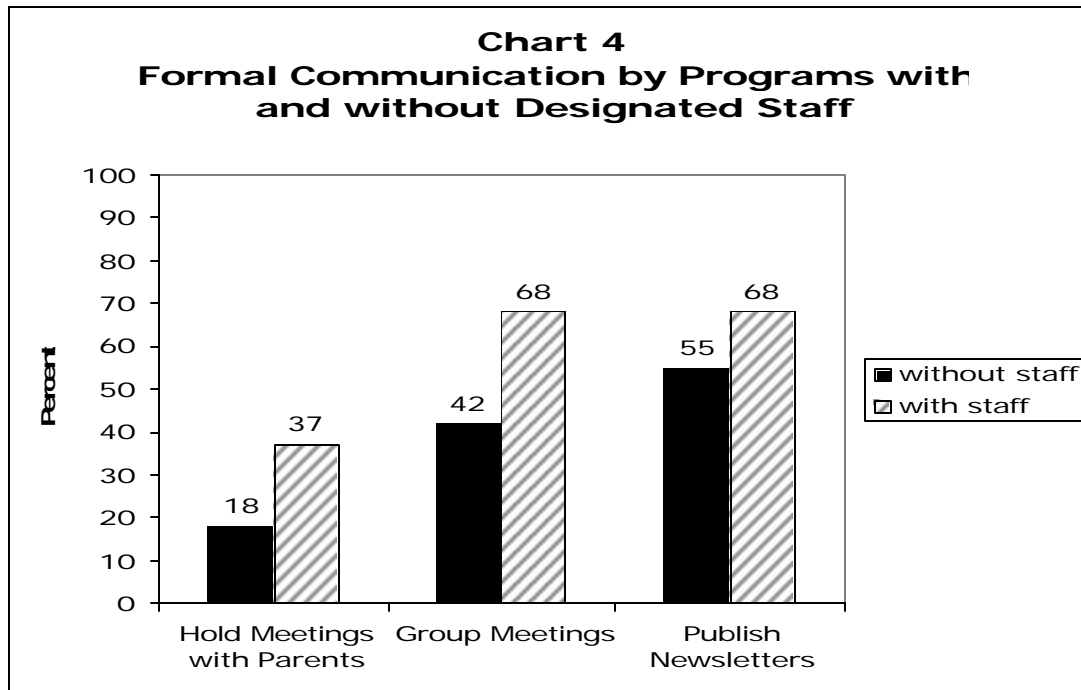


About four out of five respondents felt that they are doing “pretty well” or “very well” in communicating about student behavior (86 percent), sharing positive news about students (81 percent), and communicating about program news (81 percent).” Fewer reported that they are communicating “pretty well” or “very well” about scheduling (77 percent), attendance (70 percent), academics (66 percent), and educational options for students (65 percent).

For every type of communication, both formal and informal, the data show that programs with staff dedicated to communicating with and developing programming for families are more likely to reach out to families with regularity (responding either “occasionally” or “regularly” for the frequency with which they engage in an activity, compared to “sometimes” or “never”). For example, programs with staff assigned to this purpose are more likely to send notes home, communicate with families over the phone, and chat informally. Only in the case of e-mail and home visits, where few programs are engaging in these activities regularly, were there no differences between programs that have staff designated for this purpose and programs that do not.



As shown in Chart 4, these programs are also more likely to produce newsletters, hold group meetings with parents, and hold individual meetings with parents.

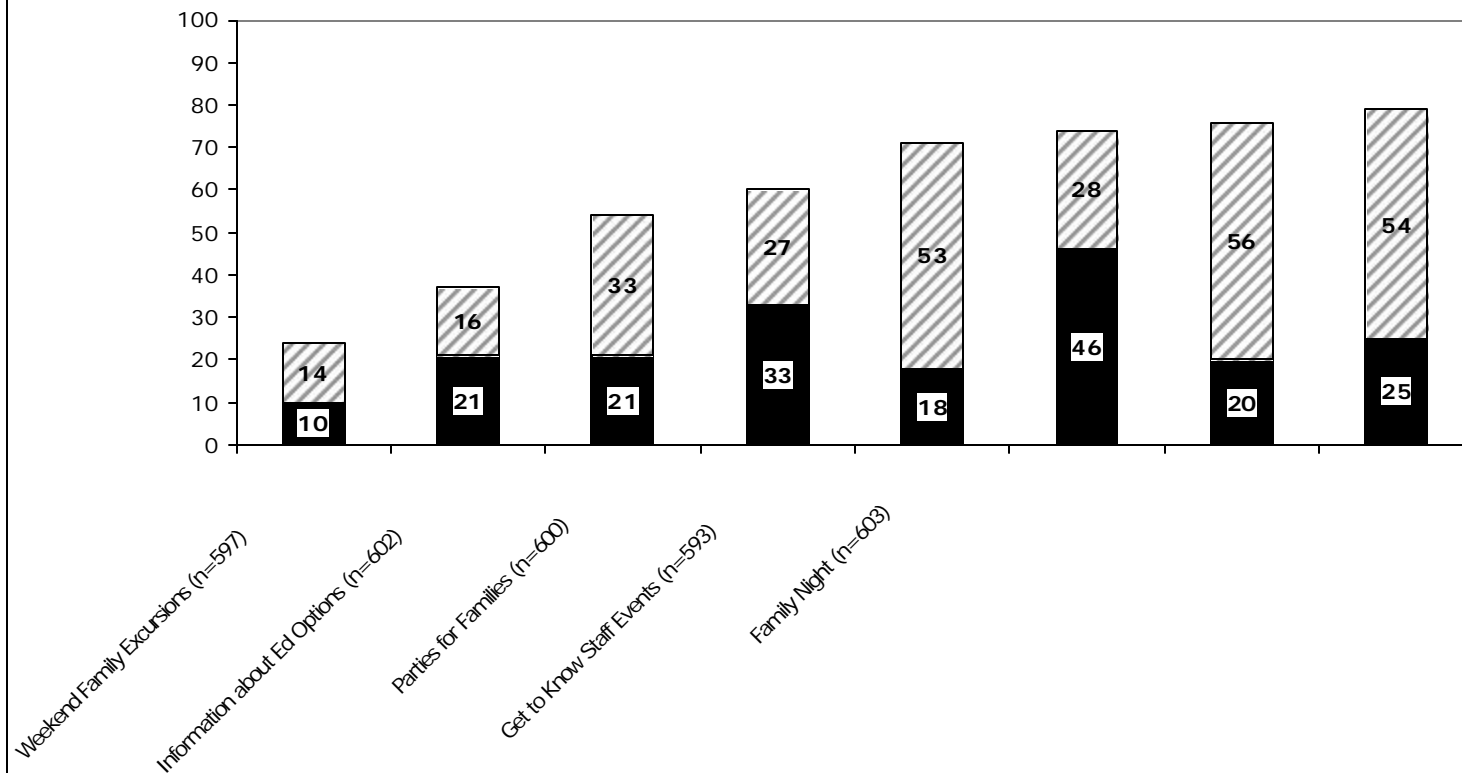


While having a dedicated staff member is an important factor in how regularly programs communicate with parents according to coordinators, the data show that the amount of time that the staff member dedicates to family involvement tasks is not.

Family Engagement in Student-Centered Programming

In order to increase family support for students, programs are offering a variety of opportunities for families to learn about the children's work. By giving parents access to their children's work, programs offer a window into students' out-of-school time experience. Chart 5 shows the various kinds of programming that focuses on students' after-school experience and work.

Chart 5
Frequency of Program Offerings



More than half of programs (56 percent) engage parents in supporting student learning (e.g., homework help, literacy, etc.), show student work (54 percent), or offer family nights (52 percent) more than once during the school year. Program orientations are offered once a year or more by 74 percent of the programs. Parties for families are held more than once during the year by 33 percent of programs. Twenty-seven (27) percent of programs host more than one gathering each year for families to get to know the program staff.

Another gauge of the extent to which families are involved in programming is the ways in which programs are staffed and parents are utilized. Forty-seven (47) percent of programs employ family members as paid staff, and 60 percent of the programs have family members volunteer in the program. Since only 7 percent of the programs *require* family members to volunteer or participate in programming, this finding indicates that most programs are welcoming to family members and benefit from their volunteerism even though it is not required.

Programs that serve mostly students of color (more than 75 percent) were compared with those that serve a small portion of students of color (less than 25 percent). We found a few significant differences between these two groups of programs.

- Those programs serving mostly students of color are more likely to offer informational sessions for families about educational options (e.g., information about high school or post-secondary choices) than those that serve fewer students of color--47 percent compared to 28 percent offered at least one information session during the school year.
- Another difference was that the programs that serve mostly students of color are more likely to host events that give families a chance to see student work. Of those programs serving mostly students of color, 63 percent hold these events more than once during the school year, compared to 45 percent of the other group.

There are also some differences in the types of family involvement by program location.

- Urban programs are somewhat more likely to host program orientations than suburban and rural programs. Thirty-five (35) percent of urban programs hosted more than one program orientation in the previous year, while 27 percent of suburban programs and 21 percent of rural programs did the same.
- Forty-two (42) percent of the urban programs held more than one party for family members during the school year, while 31 percent of the suburban and 25 percent of the rural programs did the same.

These differences suggest that rural programs are less likely to sponsor events for family members than their urban and suburban counterparts. One might speculate that

transportation issues facing rural communities are the cause of this difference, yet rural respondents were no more likely to cite transportation issues as a challenge to the program than their urban and suburban counterparts. Given that nearly half of the programs in the sample are rural, it may be worthwhile to investigate the reasons for these differences in programming.

Having a staff person dedicated to family involvement makes a difference in how programs engage with families. Those programs with a family involvement staff person are more likely to engage parents in supporting students' learning. Eighty-five (85) percent of programs with a designated staff person engage in this type of initiative, while 64 percent of programs without such a staff person do the same. Programs with designated staff are also more likely to offer program orientations, family nights, weekend events, parties, get-to-know staff events, information sessions on educational options, and events where parents can see students' work. Yet, the amount of time a staff member spends on this part of the job (more than 50 percent versus less than 50 percent) makes no difference in whether this work is carried out.

The programs in this sample are working to meet the needs of the entire family in order to maximize the potential for success of their students. By encouraging family members to become knowledgeable about children's work and to become involved by volunteering or working in the programs, programs enable families to become partners in children's education.

Governance and Leadership

Programs that provide parents with many avenues for participating and having their voices heard can empower them to make program changes and perhaps even to grow personally. Respondents were asked about the ways in which programs involve families in governance—they could choose any or all of several options.⁹

It is clear that the respondents value feedback from parents. A majority (84 percent) of program coordinators said that they collect information from parents about what they need from the programs or their level of satisfaction with services (i.e., parent surveys, focus groups, etc.). There was a difference in this dimension by race of students served, namely 79 percent of programs that serve mostly students of color collect such information compared to 90 percent of those that serve mostly white families.

⁹ Many of the examples of activities in the survey were drawn from the work of the Harvard Family Research Project and the Harvard Family Research Project Out-of-School Time Evaluation Database. They are noted with an asterisk (*).

Programs are engaging family members in program governance in many ways:

- Sixty (60) percent of the programs have family members serve on program advisory boards*.
- In just over one-half (53 percent) of the programs, families help plan events and activities.
- In half of the programs (50 percent), family members and program staff work “with other community stakeholders to build and change”* after-school services.
- Family members serve as program evaluators* in 38 percent of programs.
- In nearly one-third (31 percent) of the programs, family members participate in curriculum development (e.g., bringing family culture into the curriculum, organizing events linked to the curriculum).*
- Seventeen (17) percent of respondents reported that family members have “voting rights on program initiatives.”*
- Just over one-quarter (28 percent) of the programs reported that they are not involving parents in governance and leadership in any of the ways suggested on the survey.

These program opportunities are consistent with the reported goals of the programs: 25 percent of programs reported a goal of increasing communication with families, 15 percent endeavor to support parents, and an additional 7 percent aim to improve family status. Inviting parents to be part of program governance and leadership is one step toward attaining these goals.

As the results above suggest, the programs that serve more students of color are more likely to report that they provide opportunities for families to work “to build and change” after-school services. In contrast, the programs that serve mostly white students are slightly more likely to conduct needs assessments than those serving mostly students of color (90 percent versus 79 percent). These differences warrant further research.

Programs with a designated family involvement staff member are more likely to have family members involved in program governance and leadership, and the amount of time a staff member spends on family involvement work usually does not make a difference. There are, however, two exceptions.

- Programs with staff members who spend more than 50 percent of their time on family involvement work are more likely to have family members with voting rights on program initiatives (24 percent) than their counterparts whose designated staff members spend less than 50 percent of their time on family involvement (13 percent).
- Forty-one (41) percent of programs with staff who spend more than 50 percent of their time on family involvement work have families participating in curriculum development. One-quarter (25 percent) of those programs with staff spending less

than 50 percent of their time on family involvement work involve parents in this same way.

These differences underscore the fact that it is labor-intensive to involve families in some aspects of program governance, and staff with more time to work with families may be in a better position to carry out those activities.

Services Specifically Designed and Provided for Families

In identifying the program's primary goals for family involvement, 19 percent of coordinators reported that they want to provide parents with necessary classes, 15 percent intend to support parents, and another 7 percent want to "improve families' status." In order to achieve these goals, programs offer classes and provide assistance to parents. This section specifically looks at what programs are offering to families in pursuit of program goals.

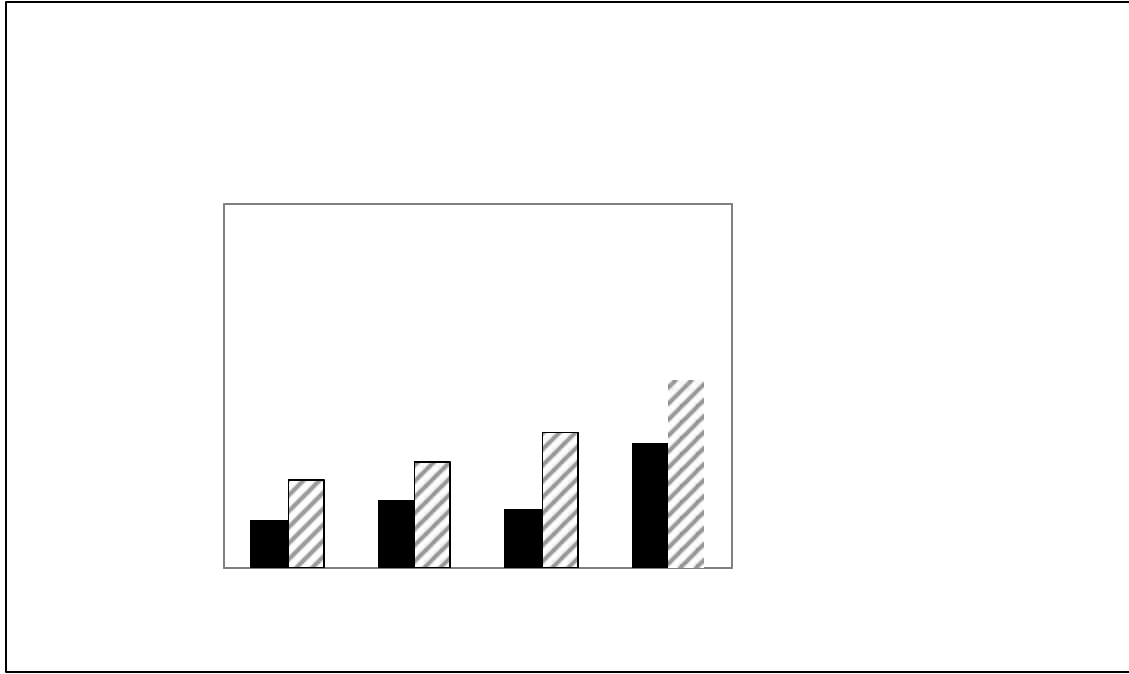
Respondents reported offering the following activities designed specifically to meet families' needs:

- Eighty-nine (89) percent of programs facilitate communication between the families of students in the program and the teachers/principals in the students' schools.
- Seventy (70) percent of programs link families with social services and other community resources.
- Almost one-half of the programs offer parenting classes (47 percent) and family literacy programs (43 percent).
- About one-quarter of the programs offer ESL classes (27 percent) and General Educational Development (GED) classes (22 percent).
- Thirteen (13) percent offer job skills training.

Programs also offer support to families to enable and encourage them to participate. Sixty-nine (69) percent provide families with transportation to program activities. Nearly one-half provide childcare (47 percent), and another 43 percent offer translation services for non-English speaking families.

Programs with a higher percentage of students of color are more likely to provide family literacy, English as a Second Language (ESL) classes, GED classes, and job skills training as is shown in Chart 6. Over one-half (51 percent) of the programs comprised mostly of students of color provide family literacy, while 34 percent of the programs serving mostly white students do the same. Thirty-seven percent of the programs serving mostly students of color offer ESL classes, compared to 16 percent of the programs serving primarily white students. The difference for GED classes, although significant, is not as large: 29 percent of the programs that serve mostly students of color offer GED classes, compared to 18 percent of the programs with mostly white students. A slightly

higher number of the programs that serve a larger population of students of color provide job skills training to their participants' families than the other group (24 percent versus 13 percent). All of these differences are statistically significant and are shown in the chart below.



Program Successes, Challenges and Resources Needed

Program staff were asked to reflect on program successes and enumerate program features of which they are particularly proud. Respondents cited indicators that demonstrate the program's success in reaching out to parents to offer activities and services, and in having parents respond positively to their efforts.

Respondents were asked to report on how well they are implementing their family involvement goals. Sixty-one (61) percent felt that they have been "somewhat successful" and 27 percent described themselves as "very successful."

In response to an open-ended question -- "What has been your greatest success in terms of family participation in your program?" -- 85 percent of respondents described between one and four successes.

The success most commonly cited by respondents was that families are taking part in program activities repeatedly. Twenty-nine (29) percent of the respondents were pleased that family members are participating multiple times in the events that they are offering. For example, family members are taking computer and other types of classes with their children, and they are visiting the school on several occasions. Respondents reported that providing food, childcare, and advertising are the keys to getting both a high number of participants and repeat participation from parents.

Family activity nights and classes held at night or on the weekends are also listed as program successes. Twenty-four (24) percent of the respondents reported that these events are well attended, particularly when the program furnishes food or performances for the families.

Twenty-two (22) percent of the respondents reported a general increase in parent participation and volunteerism in the program as their greatest accomplishment. Parents are supporting their children and the program by making donations and spending time. Many reported that parents are helping to chaperone field trips as well.

Showing student work was a key success for 15 percent of the programs. Programs are showcasing students' work in academics, athletics, and performances. They found that parents are not simply taking part in these events; they are also taking pride in the students' work and accomplishments.

Twelve (12) percent of the programs reported that their greatest success was in providing support to students' parents and other family members. This included providing adult education, ESL, family mental health services, CPR classes, and monthly family meetings. Program staff are proud that they are helping to increase parents' self-

sufficiency. One coordinator reported that by providing after-school care for the families, they are actively supporting families.

Twelve (12) percent cited increasing parent communication as their greatest success. Parent communication efforts included conducting surveys and getting input from families; increasing families' awareness of the program and the impact of education on their children's lives; and conferences with parents before the school year started.

There were many other successes that fewer than 10 percent of programs reported. These included increased parent satisfaction (8 percent), increased parent comfort level at the school/program (6 percent), improved relationships between children and families (5 percent), increased student performance (4 percent), increased community involvement (3 percent). Four percent of the respondents reported that they had not achieved any successes.

When asked about challenges programs face in implementing family participation in their programs, 89 percent cited parent work schedules. Given that parents often use after-school programs as childcare while they are working, this is expected. Family culture and family language were reported as significant challenges by 26 percent of the sites. Family language emerged as a challenge cited more often by coordinators from urban programs (34 percent) than suburban (23 percent) or rural locations (15 percent). Nineteen (19) percent of those who responded to this question reported that residence of families outside of the school neighborhood poses challenges.

Twenty-five (25) percent indicated that they face "other" challenges and wrote in responses. Nearly half of the respondents who checked off "other" reported "parent apathy" or a "lack of parent interest" as a significant challenge to their work. Other respondents indicated that parents have many activities and obligations competing for their time, and so they are unable to commit to coming for activities at the after-school program. Respondents also reported transportation and childcare issues as well as a lack of adequate staffing and funding as challenges to program implementation.

Responses to another open-ended question--"What support/resources do you need in implementing family participation in programming?"-- were wide-ranging.

Financial resources are clearly a significant issue for after-school programs. Thirty-four (34) percent of those respondents who answered this question need more money to provide services for families. The respondents reported that they need additional funds to provide incentives to parent volunteers; hiring speakers; postage for newsletters and other communication to parents; GED, parenting and other classes; training their own staff to provide services (e.g., workshops) to parents; and offering weekend events for families.

Another resource issue that emerged is additional staff to work with families (cited by 17 percent of program coordinators). Fifty-five (55) percent of respondents said

that they have such a staff member. Of those, 32 percent have a staff person who dedicates more than 50 percent of his or her time to this work. Interestingly, 40 percent said that the staff person dedicates less than 25 percent of his or her time to parent involvement work. Since only 17 percent of the program coordinators cited this as a resource need, it suggests that they do not necessarily view this as a pressing concern. As shown in the data, however, having a staff person dedicated to this work is helpful for implementation, although the amount of time the staff person spends on the work may not be a significant factor.

Other responses (13 percent) indicated that programs need volunteerism and support from the school administration. Programs cited a number of additional resources that they need, including transportation (11 percent); materials, more time and the support of the community (8 percent); better communication between stakeholders (8 percent); childcare (6 percent); and adequate space/facilities and translation services (5 percent). A few respondents placed blame on the parents (6 percent) for not participating and listed incentives utilized to encourage them to do so, including food, speakers/instructors, advertising, and activities.

Implications/Conclusions

From the survey responses of Cohort Five of the 21st CCLC, it is clear that these after-school programs include supporting children and their families as an important part of their programming. The data suggest that these programs offer a great deal to families in pursuit of their family engagement goals. The results of this survey are particularly noteworthy given the many challenges outlined in the report.

The primary family engagement goals reported indicate that programming focuses on supporting students' work by offering opportunities for families to view and understand their children's work, by increasing communication with families, and by increasing parents' involvement in and understanding of their children's education. From the activities they provide for families, programs are actively *communicating with families* formally and informally through newsletters, meetings and conferences, and informal conversations. Programs are finding ways to *include families in the education of their children* by offering opportunities for them to see their children's work and for parents to support their children's learning (through homework help, literacy programs, etc.). Programs are also reaching out to families and encouraging their participation in the *governance and leadership* of after-school programs, by inviting them to serve on advisory boards and by soliciting parent feedback on the programs. Finally, *programs are offering an array of services and supports designed to meet the needs of families*. They are facilitating communication between families and schools, linking families with social services and community resources, and offering an assortment of classes to meet family needs.

Programs face a number of challenges in implementing their programs. Parent work schedules are the leading challenge, but respondents also reported family language

and cultural differences as obstacles. Many program coordinators portrayed parents as apathetic or not interested in participating in the program. In the face of these obstacles and others still, programs are finding many ways to reach out to families and are doing so successfully. They offer childcare, transportation, and evening events. Just over one-half of the programs reported that they have staff dedicated to outreach work with parents. Staff in the remaining programs conduct parent outreach while also running programming for children. Without staff dedicated to this work, even if minimal time is dedicated to it, it will continue to be challenging and, at times, marginalized. With staff to support family engagement, it is clear from the data that programs are able to accomplish much more and engage families meaningfully in the life of the program.

Overall, there were few differences in the services and program offerings by race in these programs. We found that where there are differences, the programs that serve mostly students of color are *more likely* to provide services, activities, and opportunities for family members. An important exception is that programs serving mostly white students are more likely to conduct needs assessments than the programs serving mostly students of color. There are many possible explanations for these differences, raising questions that require further research. Most of the differences that emerged between programs depending upon their location were not of significance and could be explained by the populations served and/or the challenges peculiar to their particular location.

Implications for After-school Programming Practitioners

With so much variety in how after-school programs are involving families, there is a wealth of information for the after-school community to draw on when putting together family involvement initiatives. By examining the results of this survey and noting the four major categories of family involvement activities developed by the Harvard Family Research Project and adapted for the purposes of this study, program developers have the tools to craft family involvement programs that will meet particular needs.

The range of challenges that programs experience based on the population served, location, program restrictions, funding limitations, and staffing considerations also provides program developers with useful information. The data from the survey suggest some ways of attracting parents to program activities and overcoming many of the challenges that exist. Respondents indicated that parent involvement increases when programs offer services such as childcare, transportation, and translation services; schedule events in the evening; and offer performances and other exhibits of student work.

Even with concerted efforts to overcome these challenges, it is unrealistic in most cases to expect that an after-school program will be able to offer a full range of family involvement activities. Funding constraints, and the consequent lack of staffing and other

resources, may limit what programs are able to achieve. Reviewing the range of possible activities can serve to inform future practice.

There is precedence for this in the research on family involvement in schools. In creating a model for family involvement, Joyce Epstein of Johns Hopkins University's Center on School, Family, and Community Partnerships offers this caution:

The framework of six types of involvement helps educators develop more comprehensive programs of school-family-community partnerships.

Each type of involvement includes many different practices of partnership. Each type has particular challenges that must be met in order to involve all families, and each type requires redefinitions of some basic principles of involvement. Finally, each type leads to different results for students, families, and teachers.

Although all schools may use the framework of six types of involvement as a guide, each school must *choose* practices that will help achieve important goals and meet the needs of its students and families.¹⁰

In taking this approach, programs can choose only the activities that suit their needs. Given current resource challenges, programs can do a great deal to support their families without compromising services to their children.

Implications for Further Research

IRE will conduct a second phase of study toward meeting the goals of this project: to examine the aspects of after-school activities and services that effectively promote family engagement, as well as the presence of features associated with quality after-school programming, including partnership efforts with schools, families, and community.

IRE will select a number of sites from among the programs that responded to this survey to study in-depth. During visits to the selected sites, IRE will gather both quantitative and qualitative data from parents and guardians, students, program coordinators, teachers, school and organization administrators, and community members to develop a more complete picture of programming. Case studies will examine each program's specific family participation objectives and the methods that are being used to implement them.

¹⁰See <http://www.csos.jhu.edu/p2000/sixtypes.htm>, accessed 10/21/03.

Several research questions will guide the case study site selection and the site visits themselves:

1. Is family engagement considered an “add-on” to these programs, or are families integrated into the life of the programs?
2. What do differences in family engagement programming mean for parents? Are their differences in how parents fare? Do parents gain access to services and resources that they otherwise would not?
3. Are children attending after-school more regularly and doing better in school when their families are engaged in and, indeed, supported by after-school programs?
4. Do different program goals result in different levels of engagement for families? For example, do sites that provide workshops for parents have greater participation than programs that communicate frequently with parents through newsletters and group meetings?

There are additional research questions that have emerged from the data in this study. They are beyond the scope of this study but merit further consideration.

- What is the connection between family involvement in after-school and student achievement?
- Overall, there were few differences observed in the services and program offerings by race in these programs. Where there are differences, however, the programs that serve mostly students of color are *more likely* to provide services, activities, and opportunities for their family members. Why is this? How does the population served change the programs’ goals and programming?
- Although there were not many differences in programming based on the location of the after-school programs, there were a few. Because there are so many rural programs in our sample, it may be worth considering the differences that have emerged and possible explanations for them.

Currently, there exists little research on family engagement in after-school programs. The findings from this study suggest that there are many research questions that can be pursued toward understanding more fully the ways in which families can be involved and the impact of this involvement on the quality of programming and on student success.

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Appendix A: Methods

To reach the program coordinators (whom we believed would have the most accurate information about family engagement program activities), project directors were asked to send surveys to the program coordinators who manage the programs under their direction. The following outlines the procedure by which surveys were administered:

- A letter from the President of IRE and from the Associate Director of NCCE was sent to 310 project directors on 21st CCLC letterhead. Enclosed in the letter were instructions and as many surveys as there were sites under the director's purview. Each survey was coded so BNRA/IRE could track how many surveys were received from each project director. A total of 1,504 surveys were sent into the field.¹¹
- Project directors were instructed to send each program coordinator a survey as well as the stamped, addressed envelopes provided by BNRA, and to ask their program coordinators to complete the survey and return it as soon as possible. As an incentive, program coordinators were entered into a drawing for \$500 if they returned their surveys by the deadline.
- One week after the surveys were mailed, IRE mailed a postcard or sent an e-mail to all of the project directors telling them that they should have received a packet of surveys and asking them to encourage their program coordinators to return them to BNRA.
- Two weeks later, BNRA and IRE staff called all project directors whose coordinators had not returned surveys to make sure they sent the surveys to their coordinators and to encourage them to ask their coordinators to respond.

¹¹ The original database indicated a total of 1,493 programs. After receiving survey packets, however, nine project directors contacted BNRA to say they needed more (or fewer) surveys. After accounting for these changes, BNRA mailed a total of 1,504 surveys.

Appendix B: Letter to Project Directors

April 11, 2003

Dear Project Director:

We are writing you today to ask for your help in a study about the role of families in afterschool programs across the country. The Institute for Responsive Education (IRE) has received a grant from the Charles Stewart Mott Foundation to learn about the ways that afterschool programs are communicating and engaging with the families in their programs. IRE is a research, policy, and advocacy organization that encourages and supports school, family, and community partnership to enable high quality educational opportunities for all children. IRE believes that schools, families, and communities all share the responsibility to improve schools and raise education standards. For more information about IRE, please visit the organization's website at www.responsiveeducation.org.

We are asking you to please distribute the enclosed surveys among the 21st Century Community Learning Center sites for which you are responsible and ensure that they are returned to us. By completing this survey, the sites will be contributing valuable information to the ever-growing body of research about afterschool programs. What makes this work unique is that its focus is on the ways that families are being supported and encouraged to participate in their children's out of school time experiences.

The site coordinators' input is extremely important. Although the survey may look long, it will only take about 15 minutes to fill out. The site coordinators can return their surveys in the addressed, stamped envelopes that we have enclosed for their convenience. The results of this survey will be used to inform the field on best practices in family involvement in afterschool programming. When the work is completed, we will share the results both with you and the individual sites. Every survey that we receive by May 15, 2003 will be entered into a drawing for \$500 that will go directly to the winning site coordinator.

IRE is eager to learn about the work of the individual sites, and we have hired an outside research firm, Brigham Nahas Research Associates (BNRA), to collect this information to ensure that sites feel comfortable being honest in their responses. Please know that all answers are completely confidential. BNRA will only report information to the organization in summary form so no individual's responses can be identified. If you or your site coordinators have any questions or comments about the survey or the research, we would encourage you contact Abby Weiss at BNRA via email or by phone.

We hope you will ensure that the site coordinators receive their surveys as soon as possible. We have included surveys in your packet for the number of centers under your direction, as indicated by our records. *If this information is incorrect, please contact Abby Weiss, by email or by phone, and let her know how many centers you are responsible for. We will adjust our records and send additional surveys if needed.*

Thank you in advance for your help with this important study.

Sincerely,

Karen L. Mapp, President
Institute for Responsive Education

Pat K. Edwards, Associate Director
National Center for Community Education

Appendix C: Survey Instructions

INSTITUTE FOR RESPONSIVE EDUCATION

Family Participation in Afterschool Survey

Spring 2003

Introduction

The Institute for Responsive Education (IRE) has received a grant from the Charles Stewart Mott Foundation to learn about the ways that afterschool programs are communicating and engaging with the families in their programs. IRE is a research, policy, and advocacy organization that encourages and supports school, family, and community partnership to enable high quality educational opportunities for all children. IRE believes that schools, families, and communities all share the responsibility to improve schools and raise education standards. (To learn more about IRE, please visit their website at www.responsiveeducation.org.)

This study is NOT an evaluation of individual programs' family involvement initiatives. We want to learn about the range of family involvement programs and about the challenges that all programs face; that means we need to hear from everyone!

We are focusing this research on 21st Century Community Learning Center sites, and your input is extremely important to us. By completing this survey, you will be contributing valuable information to the ever-growing body of research about afterschool programs. Although the survey may look long, it will only take about 15 minutes to fill out. After you complete the survey, please return it in the addressed, stamped envelope that we have enclosed for your convenience. When our study is completed, we will share the results with you.

➤ *IF YOU RETURN THE SURVEY BY MAY 22, 2003*
YOUR NAME WILL BE ENTERED INTO A DRAWING FOR \$500!◀

Instructions

THERE ARE NO RIGHT OR WRONG ANSWERS TO THIS SURVEY. Please follow the directions in *parentheses* after each question. If none of the answers fit exactly, choose the one that comes the closest. Please estimate numbers if you are unable to provide exact numbers of participants or events. Your answers are very important to this research.

ALL OF YOUR RESPONSES ARE PRIVATE. The Institute for Responsive Education has hired Brigham Nahas Research Associates (BNRA) to conduct this study to ensure your confidentiality. No one from IRE or the 21st Century Community Learning Centers will look at your survey responses, and all of the findings will be reported on the entire group. Your responses are very important to the research, and we hope that you will answer every question on the survey thoughtfully and honestly. If, however, there are certain questions that you are not comfortable answering, you may skip them.

If you have any questions or comments about the survey or the research, we would encourage you to contact Abby Weiss at BNRA via email or by phone.

Please complete this survey and return it in the addressed, stamped envelope by **May 22, 2003** in order to be entered into the drawing for \$500! Thank you very much for participating!

Appendix D: Family Participation in Afterschool Survey*

Name of survey respondent: _____

Name and location of program: _____

I. Communication with Families

The questions in this section ask about the ways your program reaches out and communicates with the families of your students.

1. During the 2002-2003 school year, how often did you communicate with families in the following ways? (Please circle one number in each row.)

<i>How often did you communicate with families by...</i>	<u>Never</u> This is not part of our program	<u>Sometimes</u> On an as-needed basis	<u>Occasionally</u> Less than monthly as part of the program	<u>Regularly</u> At least once a month as part of the program
a. Sending personal notes home	1	2	3	4
b. Speaking with family members over the phone	1	2	3	4
c. Exchanging e-mails with family members	1	2	3	4
d. Having informal, in-person conversations	1	2	3	4
e. Making visits to students' homes	1	2	3	4

2. During the 2002-2003 school year, did you publish a newsletter that went to family members? (Please check one.)

- No (Please go to question 3.)
 Yes (Please continue.)

2.a. If yes, how many did you publish? _____

3. During the 2002-2003 school year, did you hold meetings or conferences with a family member of each student in your program? (Please check one.)

- No (Please go to question 4.)
 Yes (Please continue.)

3.a. If yes, how many times a year do you meet with family members? _____

4. During the 2002-2003 school year, did you hold group meetings for family members of students in your program? (Please check one.)

- No (Please go to question 5.)
 Yes (Please continue.)

4.a. If yes, how many? _____

5. To what extent do you feel that your program is communicating with families about the following issues? (Please circle one number in each row.)

<i>Do you communicate with families about...</i>	Not at all	To some extent	Pretty well	Very well
a. Program news	1	2	3	4
b. Scheduling issues	1	2	3	4
c. Behavior issues	1	2	3	4
d. Attendance issues	1	2	3	4
e. Student progress/academic issues	1	2	3	4
f. Share positive news about students	1	2	3	4
g. Educational options for students	1	2	3	4

II. Family Involvement in Programming

The questions in this section ask about the opportunities for families to be involved in programming that centers on the students.

6. During the 2002-2003 school year, how often did you offer the following activities for the families in your program?

<i>How often did you offer...</i>	Never, this is not part of our program	Once during the school year	More than once during the school year
a. Programs that engage parents in supporting their students' learning (e.g., homework help, literacy, etc.)	0	1	2
b. Program orientations	0	1	2
c. Family activity nights (e.g., Math Night)	0	1	2
d. Weekend family excursions	0	1	2
e. Parties for family members	0	1	2
f. Get-to-know program staff gatherings	0	1	2
g. Informational sessions for families about educational options (e.g., information about high school or post-secondary choices)	0	1	2
h. Events to give families a chance to see student work	0	1	2
i. Other (Please describe.)			

7. Do you employ any family members as staff for the program? (Please check one.)

- No
 Yes

8. Do any family members volunteer in your program? (Please check one.)

- No (Please go to question 9.)
- Yes (Please continue.)

8.a. How many family members have volunteered this school year? (Please write the number in the space provided) _____

8.b. Are family members required to volunteer or participate in your program? (Please check one.)

- No
- Yes

III. Governance and Leadership

The questions in this section ask about the ways in which your program might involve families in the governance of your program.

9. Which of the following opportunities do you provide to family members? (Please check all that apply.)

- Family members help plan events and activities
- Family members serve on program advisory boards
- Family members serve as program evaluators
- Family members have voting rights on different program initiatives
- Family members and program staff work with other community stakeholders to build and change afterschool services
- Family members participate in curriculum development (e.g., incorporating family culture and experiences into the curriculum, organizing events linked to curriculum)
- None of the above

10. Have you ever collected information from parents about what they need from your program or their level of satisfaction with services (i.e., a parent survey, focus groups)? (Please check one.)

- No
- Yes

IV. Services Specifically Designed and Provided for Families

The questions in this section ask about those program features that are designed specifically to meet the needs of your program's families.

11. During the 2002-2003 school year, did you offer classes or workshops on a variety of parenting issues (e.g., supporting students' learning, dealing with racism, behavior management) to family members of your participants? (Please check one.)

- No
- Yes

12. During the 2002-2003 school year, did you offer family literacy programs to family members of your participants? (Please check one.)

- No
- Yes

13. During the 2002-2003 school year, did you offer ESL (English as a Second Language) classes to family members of your participants? (Please check one.)

- No
- Yes

14. During the 2002-2003 school year, did you offer GED (General Educational Development) classes to family members of your participants? (Please check one.)

- No
- Yes

15. During the 2002-2003 school year, did you offer job skills training to family members of your participants? (Please check one.)

- No
- Yes

16. Does your program link families with social services and/or community resources? (Please check one.)

- No
- Yes

17. Does your program staff facilitate communication between the families in your program and teachers/principals in your students' schools? (Please check one.)

- No
- Yes

18. Some programs provide additional support services to the families in their program to encourage and support their involvement in the program. Does your program provide any of the following? (Please check all that apply.)

- Transportation to program activities
- Translation services
- Childcare
- Other (Please describe): _____

19. Please describe any other programs or services that you provide for the family members of your participants. (Please write responses in the space provided, and use the back of this sheet if you need more room.)

V. Program Information

The questions in this section ask about successes and challenges in reaching out to families, as well as some general program information.

20. Do you have a staff person who is responsible for communicating with and developing programming for your families? (Please check one.)

- No (Please go to question 21.)
- Yes (Please continue.)

20.a. If yes, which best describes how much of their time is dedicated to this work? (Please check one.)

- less than 25%
- 25% to 50%
- 50% to 75%
- 75% to 100%

21. What are your primary goals for family involvement in your program? (Please write responses in the space provided, and use the back of this sheet if you need more room.)

22. How successful have you been in implementing these goals? (Please check one.)

- Very successful
- Somewhat successful
- Somewhat unsuccessful
- Very unsuccessful

23. What challenges have you faced in implementing family participation programming? (Please check all that apply.)

- Parent work schedules
- Family language
- Family culture
- Residence outside school neighborhood
- Other (Please describe.): _____

24. What has been your greatest success in terms of family participation in your program? (Please write responses in the space provided, and use the back of this sheet if you need more room.)

25. What support/resources do you need in implementing family participation programming? (Please write responses in the space provided, and use the back of this sheet if you need more room.)

26. How many students did your program serve during the 2002-2003 school year? (Please write in the number in the space provided.) _____

27. What grade levels does your program serve? (Please check all that apply.)

- Preschool
- Elementary School
- Middle School
- High School

28. What setting best describes the location of your school? (Please check one.)

- urban suburban rural

29. What percentage of the students served by your program is eligible for the free or reduced price lunch program? (Please check one.)

- Less than 25 percent
- 25 to 49 percent
- 50 to 74 percent
- 75 percent or more
- I don't know

30. Where is your program located? (Please check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Public School | <input type="checkbox"/> Community-based organization |
| <input type="checkbox"/> Independent School | <input type="checkbox"/> Faith-based organization |
| <input type="checkbox"/> Parochial School | <input type="checkbox"/> Other: _____ |

31. How do students get to your program? (Please check all that apply.)

- By public transportation (i.e., bus or subway)
- Transportation is provided by the program
- Someone drops students off and picks them up
- Students walk to the program
- Program is located in the same building as the students' school
- Other (Please describe): _____

32. Please estimate the percentage of students of color in your program. (Please check one.)

- Less than 25 percent students of color
- 25 to 49 percent students of color
- 50 to 74 percent students of color
- 75 percent or more students of color
- I don't know

33. Do you charge a fee for participation in your program? (Please check one.)

- No (Please go to question 34.)
- Yes (Please continue.)

33.a. If yes, is there a sliding fee scale to accommodate the various income levels of families in your program? (Please check one.)

- No
- Yes

33.b. Do you offer scholarships to the students in your program? (Please check one.)

- No
- Yes

34. How long has your program been in operation? (Please write number of years in the space provided.) _____ years

In order to conduct additional research, we will be selecting sites to call for telephone interviews. A small number of sites will then be selected as case study sites.

35. Would you be willing to speak with us further and be considered as a possible case study site?

- No
- Yes

36. Do you run summer programming?

- No
- Yes

37. If you are interested in participating in further research, please provide your summer contact information:

Address: _____

E-Mail: _____ Phone: _____

Please return this survey by MAY 15, 2003 in the envelope provided.