WORKBOOK C:

CONDUCTING
UTILIZATION RESEARCH

TABLE OF CONTENTS

OVERVIEW OF UTILIZATION RESEARCH

One important component of an OST planning process can be to identify programs that already exist in the community and compare capacity data (i.e., how many kids the program is equipped to serve) to actual utilizations rates (i.e., how many kids are actually using the program). Programs that are under-enrolled may indicate an **opportunity to refine and enhance existing services**, thus increasing participation. Waiting lists or restricted enrollments are an indicator that demand for services is greater than the available supply, thus indicating an **opportunity for capacity expansion**.

Steps Involved in Utilization Research

1. Developing a list of area OST programs
(Identifying area OST programs.)

2. Choosing a methodology
(How will you obtain the information you need from these programs: by phone, by mail, etc.?)

3. Developing the questionnaire
(What information do you need from these programs?)

4. Collecting data
(Distributing questionnaires, and tracking and reviewing completed surveys.)

5. Entering data
(You may need to enter your data into computer storage if you wish to conduct a quantitative analysis.)

6. Analyzing data
(Making sense of the findings.)

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Advantages and Disadvantages of Utilization Research

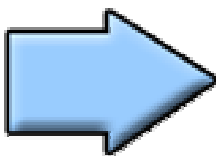| Advantages	Disadvantages
► **Cost:** Utilization research can easily be conducted using mail surveys, which tend to be less expensive than other surveying methodologies.	► **Mail survey disadvantages**: If you use a mail survey to collect data, the disadvantages can include low response rates, longer timelines, and incomplete surveys.
► **Flexibility**: You can conduct utilization research through self-administered surveys, web surveys, or telephone interviews.	► **Web survey disadvantages**: If you use a web survey to collect data, you will be unable to survey providers without Internet access or email addresses.
	► **Telephone survey disadvantages**: If you use a telephone survey to collect data, this will increase the cost of your research project.

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Deciding Whether or Not to Outsource Utilization Research

▷ **When to outsource utilization research**: You may want to outsource utilization research if it is one component of a much larger study that you are outsourcing.

▷ **When to conduct utilization research using internal resources**: Utilization research is a good research methodology to conduct with internal resources, as the information is often easy to obtain and does not require a tremendous investment of time, money, or research sophistication.

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It is important to understand that the usefulness of a utilization analysis is somewhat limited in that it cannot accurately account for certain key issues that impact supply and demand, such as participation rates (for example, students may register for a program, but might actually attend the program rarely or not at all). We recommend that communities **combine utilization research with other research methods** to provide a more comprehensive picture of local OST resources and opportunities.

In the next sections, we will present more detailed information regarding outsourcing utilization research and conducting utilization research using internal resources. For communities conducting utilization research using internal resources, we will present information about each step in the process.

Most of the steps involved in conducting utilization research are **the standard steps for conducting quantitative research** in general. In this workbook, we will present only that information that is unique to utilization research specifically, and we will **refer readers to the workbook that provides detailed information** about the methodology you will be using.

OUTSOURCING UTILIZATION RESEARCH:
A Guide to Hiring Vendors

Who to hire:	► Full-service marketing research firm ► Data collection vendors will vary depending on whether you collect data through a mail, web, or telephone survey

For more detailed information about outsourcing to mail and web survey providers	📄 **SEE WORKBOOK H**
For more detailed information about outsourcing to telephone survey providers	📄 **SEE WORKBOOK F**

What to look for:	► Experience with the method used to collect data (i.e., mail, web or telephone) ► Knowledge of the OST industry a plus
Where to find vendors:	► **Quirk's Marketing Research Review** (www.quirks.com), Researcher SourceBook™ ► **The Blue Book Research Services Directory** (www.bluebook.org) ► Ask trusted associates for recommendations ► Internet searches for *market research, secondary research firms,* etc.
What they will do:	Services may vary depending on the type of vendor you use, but could include: ► Discuss your research objectives with you in detail ► Develop a sampling strategy ► Write a questionnaire ► Collect and enter data ► Prepare appropriate analyses ► *Upon request*: prepare a written report of the findings ► *Upon request*: provide you with copies of all data and reports obtained
What you will do:	► Provide vendor with a clear understanding of your research objectives ► Provide vendor with any existing data your organization has generated or obtained through other sources
What you should expect to pay:	► Will vary widely, depending on vendor, scope of project, and particularly the methodology used to collect the data ► Expect to pay more for a telephone survey, less for a mail survey, and the least for a web survey.

For more details about cost expectations for mail and web surveys	📄 **SEE WORKBOOK H**
For more details about cost expectations for telephone surveys	📄 **SEE WORKBOOK F**

CONDUCTING UTILIZATION RESEARCH
USING INTERNAL RESOURCES:
1. Developing a list of area OST programs

The six steps involved in conducting utilization research are: (1) developing a list of area OST programs; (2) choosing a methodology; (3) developing the questionnaire; (4) collecting data; (5) entering data; and (6) analyzing data. We will discuss each of these steps in turn.

To begin, you must **develop a list of area OST programs to survey**. It is important to have a clear understanding of the types of programs that you will consider eligible for your research. The way you define eligible programs is likely to vary depending on your research goals and the needs of your community. Here are some questions to consider:

> ▷ **Operating hours.** Do you want to obtain information about programs that offer services and activities after school, before school, on weekends, or during the summer? Are you interested in research programs that offer services exclusively during one of these times, some combination, or all of the above?

> ▷ **Population served**. Do you want to obtain information about programs that serve kids within a specific age range or grade level, or kids of any age range and grade level?

> ▷ **Region served**. How will you define the geographic region you are researching? In what areas, cities or zip codes must OST programs operate in order to be eligible for inclusion in your utilization research?

> ▷ **Managing organization**. Do you want to include programs that are in schools as well as those that are community-based, or do you want to focus on a specific type of program, such as programs offered through area public schools?

After you have identified the types of programs you are interested in, you will begin **outreach efforts** to area organizations. You probably have contacts in the community and relationships with area organizations who will be able to assist you by providing information they have on the activities and programs that are available locally. Contact as many of these organizations as you can—chances are, no single organization will have a comprehensive list of all the OST activities and programs in the community, but by contacting as many organizations as possible, you should be able to compile a fairly inclusive list. Here are a few **strategies for beginning your outreach effort**:
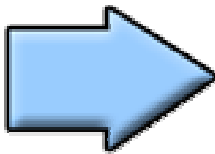
> ▷ Contact **area organizations that are likely to be knowledgeable about OST activities and programs**, such as your local United Way, Boys and Girls Club, Big Brothers / Big Sisters association, or YMCA.

> ▷ Contact organizations that offer **funding or licensing** for OST programs and activities.

> ▷ **Use existing contacts to generate additional contact**s. For example, if you have a contact at an area organization, ask that individual who else you should be speaking to in the community. Whenever possible, try to get the name of a specific individual to ask for.

> ▷ **Conduct Internet research**. Visit the websites of the organizations you are aware of; these sites may include links to partner or affiliate organizations, and you can visit each of these websites in turn. Conduct a keyword search using a reliable search engine (e.g., Google) for: [YOUR TOWN] [YOUR STATE] after-school program, funding, activities, etc.

Your outreach efforts serves two functions

Many of these organizations will offer OST programs and activities themselves and will therefore be added to the list you are compiling, in addition to serving as a contact to identify additional organizations offering activities.

As you collect information about the area organizations that exist, **store all the contact information you receive in a database**. These are the organizations you will be contacting in a later step to request that they complete a utilization survey. The database can be in any form you are comfortable with, but should include: (1) the name of the organization; (2) a mailing or street address; (3) a telephone number; (4) an email address; and (5) the name of a particular contact person to speak with, if possible. Software programs such as Microsoft's Excel or OpenOffice's Calc are a good way to keep track of this information. Figure A, below, provides an illustration of a sample database using OpenOffice's Calc program. The sample database can also be found on the CD of prototype materials included with this guide.

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As you are compiling your database, make sure that the contact information is **up-to-date**. Chances are that multiple agencies will provide you with information for the same organizations; be sure to monitor your database for these occurrences and **remove any duplicate listings** so that you will have an accurate count of the number of organizations you will be contacting.

Storing Contact Information in a Database

Organization name	Mailing address	Telephone number	Email address	Website URL	Contact name
Hidden Valley OST	123 Maple St., TOWN, STATE, ZIP	(555) 555-6789	contact@program.com	www.program.com	Jane Q. Contact
Riverville Boys and Girls	890 Main St., TOWN, STATE, ZIP	(555) 555-1234	contact@organization.com	www.organization.com	John P. Contact

2. Choosing a methodology

The second step in your utilization research process is to decide what methodology you will use to collect data from organizations: a self-administered survey online or by mail, or a telephone survey. This process is fairly simple and will depend on your resources and the information compiled in your database:

➢ If you are missing a certain type of contact information for many organizations, this may limit your choices. For example, if you have telephone numbers and mailing addresses, but **you do not have email addresses** for most organizations, you should consider a telephone or mail survey, rather than a web survey.

➢ If you have adequate resources and telephone numbers, consider contacting these organizations to obtain the information through a **telephone survey**. The advantage of conducting a telephone survey is that it enables you to exert quality-control over the information you are receiving to a greater extent than a self-administered survey. Internal staff can be trained to conduct surveys fairly easily, and can ask organizations for clarification or more information as needed. In terms of disadvantages, telephone surveys are generally associated with higher costs. You may be taking staff resources away from other projects. Depending on the number of staff you have available, it may take a long time to collect your data.

| **For further discussion of the advantage and disadvantages of telephone surveys** | **SEE WORKBOOK F** |

➢ If your resources are more limited, consider a **self-administered survey**, either a web survey, mail survey, or a combination. These methodologies are generally associated with lower costs, and will consume fewer resources. However, you may wind up getting information from a smaller number of organizations; it may take them a long time to complete and return the information to you; and you may have unclear or incomplete information.

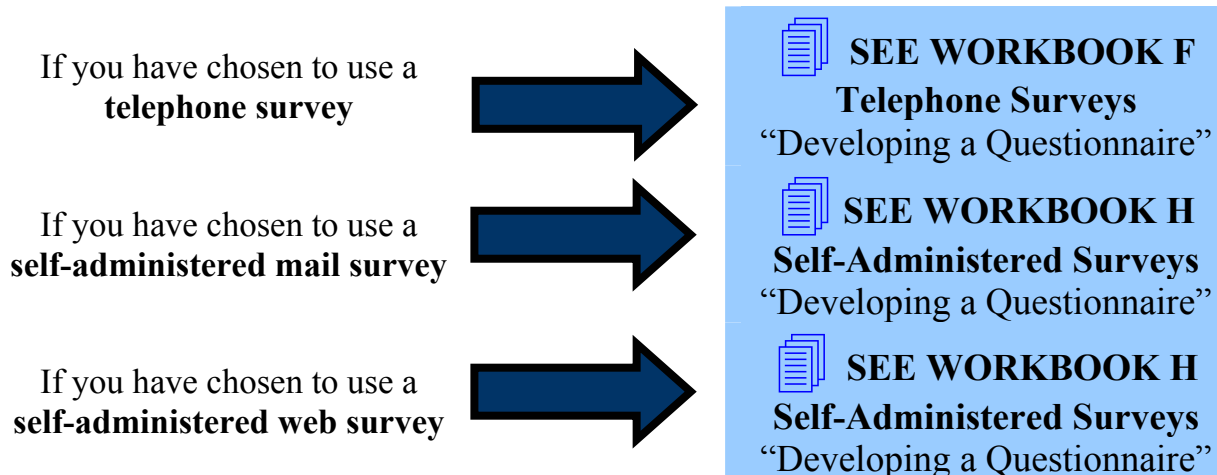| **For further discussion of the advantage and disadvantages of self-administered surveys** | **SEE WORKBOOK H** |

3. Developing the questionnaire

Regardless of the methodology you plan to use to collect information from area organizations, you will need to write a questionnaire. A questionnaire is a structured way of organizing an interview, and ensures consistency in the way that questions are asked from one individual to the next.

The types of questions you choose to ask will be based to some extent on your community's individual research goals. The list below presents some key information you will want to include, as well as some questions and topic areas you are likely to want to ask. You will also find a prototype questionnaire on the CD of prototype materials included with this guide.
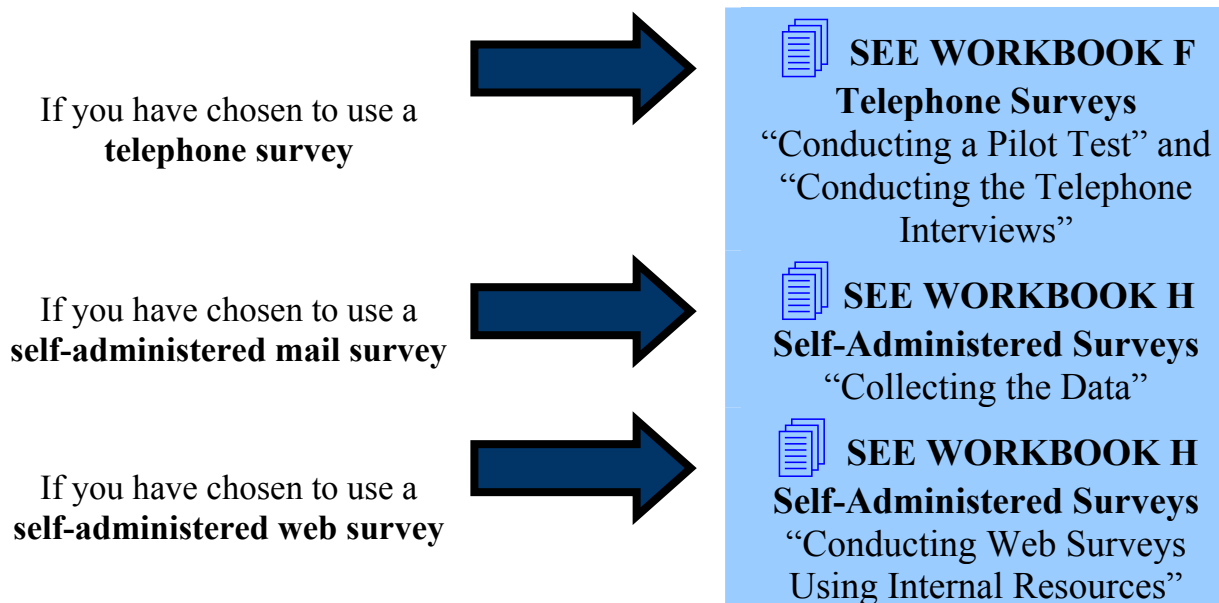
▷ **Information to track the questionnaire**. Be sure to have a unique case identification number for every survey; this will enable you to tell individual surveys apart and enter them into a database later if desired. Include information about the date the survey was completed and, if the information was collected by an interviewer, the name of the individual who collected the data.

▷ **Name and contact information** for administering organization and program site.

▷ **Characteristics of the provider**. This can include information such as whether the program is provided by a public or private school, a faith-based non-profit organization, etc.

▷ **Days and hours of operation**, including information about whether the program offers programming on weekends or during the summer.

▷ **The population served by the program**, including the ages, ethnicity, genders, and grade levels of child participants and such factors as multilingual and special needs service capabilities. Ask about enrollment capacity—how many kids the program is capable of serving—as well as actual enrollment.

▷ **The specific activities and services they offer**. Possible categories may include but are not limited to: college preparation programs, sports and recreation, career explorations, tutoring and study skills, social skills and conflict management, alcohol and drug education, health education, cultural and arts activities, community service, mentoring, youth outreach, and meal and/or snack provision.

If you have chosen to use a **telephone survey** ⟹	📄 **SEE WORKBOOK F** **Telephone Surveys** "Developing a Questionnaire"
If you have chosen to use a **self-administered mail survey** ⟹	📄 **SEE WORKBOOK H** **Self-Administered Surveys** "Developing a Questionnaire"
If you have chosen to use a **self-administered web survey** ⟹	📄 **SEE WORKBOOK H** **Self-Administered Surveys** "Developing a Questionnaire"

4. Collecting the data

Once you have drafted your questionnaire, the next step is to contact organizations and **collect the data**. The details of this step are completely dependent on the methodology you selected in Step 2. Briefly, the steps involved include:

▷ For **telephone surveys**, you will need to recruit and train interviewers, generate call sheets and manage the list of telephone numbers, call organizations (arranging callbacks as needed for times convenient for respondents), conduct interviews to complete the survey, and enter the data.

▷ For **mail surveys**, you will need to draft an introductory letter, print all necessary materials (e.g., the introductory letter, the questionnaire, the self-addressed, stamped envelope), mail the survey, monitor returns, send a follow-up mailing (either a reminder postcard or a new copy of the questionnaire), determine when to conclude data collection, and enter the data.

▷ For **web surveys,** you will need to choose a web survey software provider, enter the questionnaire into an online format, manage the list of email addresses, determine when to conclude data collection, and download the data.

If you have chosen to use a **telephone survey** ➡ 📄 **SEE WORKBOOK F Telephone Surveys** "Conducting a Pilot Test" and "Conducting the Telephone Interviews"

If you have chosen to use a **self-administered mail survey** ➡ 📄 **SEE WORKBOOK H Self-Administered Surveys** "Collecting the Data"

If you have chosen to use a **self-administered web survey** ➡ 📄 **SEE WORKBOOK H Self-Administered Surveys** "Conducting Web Surveys Using Internal Resources"

5. Analyzing data

The data you have obtained must go through some process of analysis. This analysis can be as simple or as complex as your needs and resources require. In this section, we will describe methods for analyzing utilization research, specifically.

For an overview of basic quantitative analysis methods	**SEE WORKBOOK I**

Calculating Utilization Rates

To determine the extent to which existing OST programs are being utilized, compare **actual student enrollment** to the **enrollment capacity** of the program. The formula below illustrates the calculation used to determine the utilization rate. For example, a program that has a student enrollment of 30 and an enrollment capacity of 60 will have a utilization rate of 50%.

Utilization Rate Formula[1]

$$\text{Actual Utilization Rate} = \frac{\text{Student Enrollment}}{\text{Enrollment Capacity}} \times 100$$

It is important to understand that the usefulness of a utilization analysis is somewhat limited, in that it cannot accurately account for certain key issues that impact supply and demand, such as participation rates (for example, students may register for a program, but might actually attend the program rarely or not at all). In order to address some of these issues, we recommend that communities include one or both of the following calculations in their analysis.

Average Daily Attendance Rate Formula[2]

$$\text{ADA} = \frac{\text{Total days of attendance in the program during a given period}}{\text{Number of days program is in session during this period}} \times 100$$

Participation Rate Formula

$$\text{Participation Rate} = \frac{\text{Average daily attendance}}{\text{Enrollment Capacity}} \times 100$$

We recommend that communities **combine utilization analyses with other research methods** to provide a more comprehensive picture of local OST resources and opportunities. Ideally, communities will obtain primary source data—such as interviews with parents or students—that will help to paint a more detailed picture of the community's OST resources and needs.
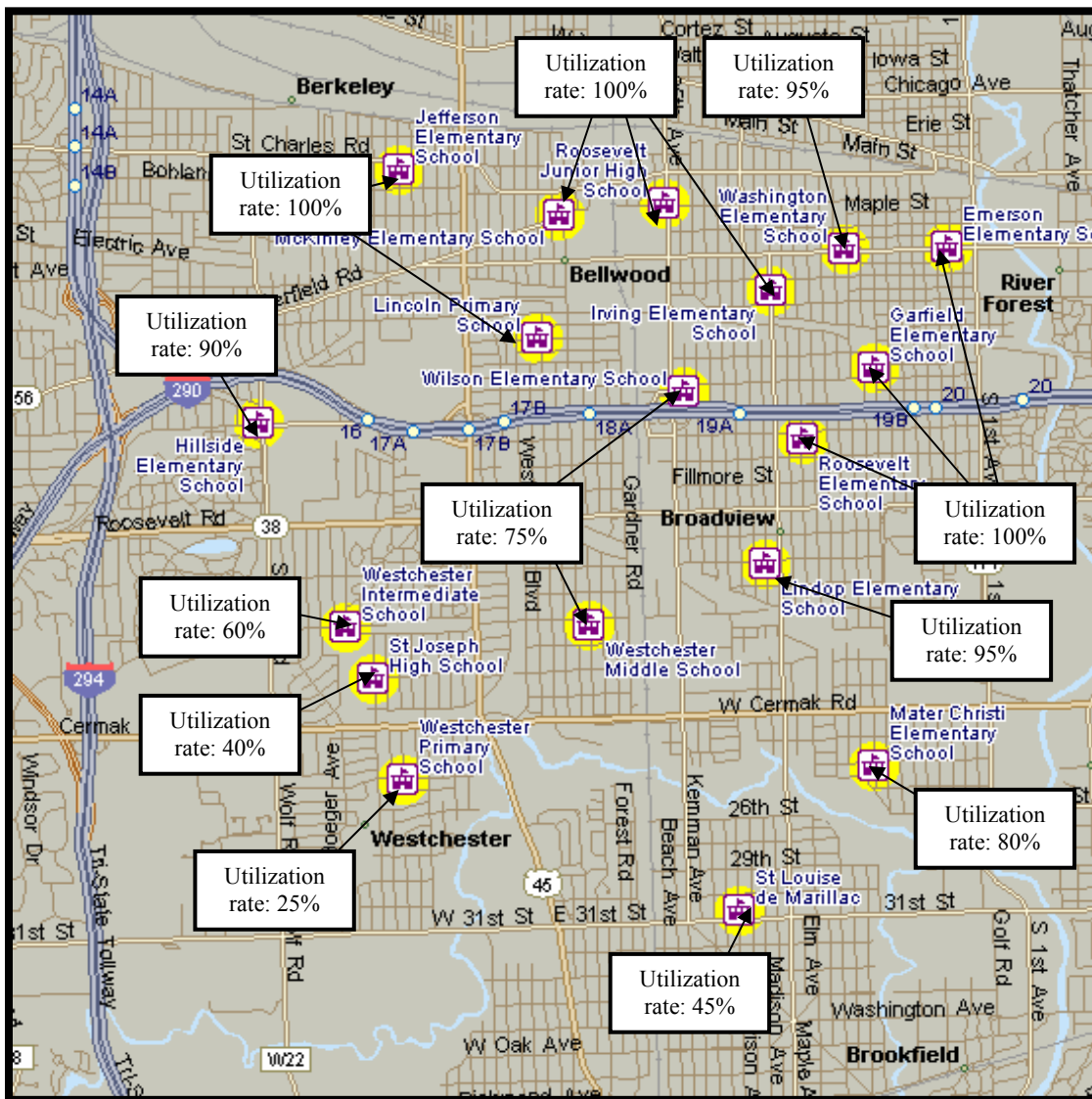
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[1] *National Center for Education Statistics.*

[2] *Based on the National Center for Education Statistic's definition of Average Daily Attendance.*

Geographical Mapping

It can be very useful to look at the OST programs that are available in your community on a geographic map. You can simply plot information manually on a road map, or use Geographic Information System (GIS) software, such as Microsoft MapPoint or ArcExplorer, to compile information. Such an analysis provides a **visual representation of where resources are spread through your community**, and can make it easier to **identify gaps**. For example, the map below provides program locations and utilization rates, and illustrates that programs in the northern and eastern parts of the town are operating at capacity, while programs in the southern and western parts of the town are under enrolled.

Using Maps to Analyze Resources*

* For the purposes of example only. Does not use actual data.

CASE STUDY:

BOSTON AFTER SCHOOL AND BEYOND

In February 2004, *Boston After School & Beyond*[3] conducted utilization research on OST offerings in Boston. The study was conducted in conjunction with a demographic analysis (see Workbook B, Conducting Secondary Research), literature review, and a survey of parents. Findings were used to estimate the number of OST program sites in Boston, and to develop the Parents United for Child Care (PUCC) 2004-2005 Guide to Boston's Before and after School Programs, published in 2004.

Information pertaining to the methodology, sampling, questionnaire, and analysis of this utilization research has been reprinted on the next pages with permission from *Boston After School & Beyond* for communities' reference in designing their own utilization research initiatives.

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[3]   Commissioned by Boston After School & Beyond and written by Wellesley Centers for Women and the Program in Education Afterschool & Resiliency, Harvard University.

Bringing It All Together:
A State of the Field Report for Boston's Afterschool Sector
Boston's After-School for All Partnership
October 29, 2004
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The Program Survey was developed by Boston's After-School for All Partnership in close cooperation with key stakeholders including Parents United for Child Care and the City of Boston. It was conducted in February 2004 and completed surveys were accepted through the end of April. Respondents were able to choose between completing the survey online or on paper. Data from 443 program sites are represented in the findings.[4] Programs were defined in the survey as organizations/programs that: (1) provide services before school, after school, on weekends, vacations, or holidays, or during the summer; (2) serve children and youth between the ages of 5-18 years; and (3) operate in Boston for Boston children and youth. The survey response data are weighted based on the fact that in several instances individual survey responses represented multiple program sites. The actual number of useable surveys received was 333. The data collection period for the survey was February – March, 2004. The data collected focused on program activities and characteristics during the spring, summer, and fall of 2003. Programs were asked to provide basic information about the program including: (1) focus, activities, and schedule; (2) information about the number and characteristics of participants in the spring, summer, and fall of 2003; and (3) information about the staff and program budget for the spring, summer, and fall 2003.

The overall completeness of survey responses was strong -- most questions have valid responses from well over 60% of the surveys. However, some questions did have lower response rates. When information from those questions is drawn on, the lower response rate is noted. Also noted are the places where the analysis, despite high response rates, still depends on a small number of answers because of the narrow categories that are being considered.

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[4] Based on the implementation and results of the program survey, the researchers estimate that there are approximately 650 – 800 afterschool program sites in Boston. See Appendix for survey methodology and background on program number estimate.

Findings About Program Type and Activities

Key Findings:

- **The three program foci most cited by survey respondents were (1) Educational Enrichment (56%); (2) Youth Development (52%); and (3) Academic Support (38%).**
- **Almost half (47%) of the survey respondents indicated that homework help/tutoring is a primary activity of the program.**
- **Program characteristics such as: (1) more years in operation; (2) school-based program location; (3) serving younger youth; and (4) fall or spring operation are generally associated with having academic and educational enrichment as primary program activities more often than other programs.**
- **New programs (less than three years old) are typically smaller than older programs.**

The overwhelming majority of programs which responded to the survey are organized by not-for-profit organizations (97%) as compared to profit organizations or public agencies. Programs are most likely to be located in public schools (38%) but also take place in other settings (see Table 1).

Table 1 - Location of Program Sites as Reported by Programs

Location	Percent	Location	Percent
Public School	38%	Parks	8%
Community Center	32%	Hospital	6%
Private Facility	15%	Housing Develop.	5%
Church	11%	Museum	2%
Sports	10%	Library	1%
College	9%	Other responses	17%
Private School	8%		

Only 38% of the total programs report being licensed or qualify for licensed-exempt. The majority (74%) of programs are open throughout the year. There is a small drop-off in services during the summer months although the average capacity of programs operating in the summer was more than 30% greater than the programs operating in the spring and fall. Seventy-two percent (72%) of programs operate in June and July and 67% of programs operate during August. More than half of the programs (57%) responding are open during school vacations and 19% are open during holidays.

Some (40%) of the programs in Boston focus services towards particular members of the youth population. Categories for targeting certain members include gender, race/ethnicity, language, religion, support needs, special interests, specific goals, and socioeconomic level.

Program providers were asked about their program's overall program focus and provided up to three priorities (see Table 2). **The three program foci most cited by respondents were: (1) Educational Enrichment (57%); (2) Youth Development (52%); and (3) Academic Support (38%).** The responses seem aligned with the results from the parent survey about program content, particularly if it is assumed that the category "Youth Development" includes a focus on socializing and interacting with peers.

Table 2 - Overall Program Focus as Reported by Program Providers. Reported up to Three.

Focus	Percent	Focus	Percent
Educational Enrichment	57%	Community Service/Civic Engage	17%
Youth Development	52%	Health/Prevention	11%
Academic Support	38%	Career Development	9%
Arts & Cultural Enrichment	33%	Technology/Media Literacy	8%
Sports & Physical Fitness	30%	Violence Prevention	6%
Leadership Development	27%	Social Justice	5%
Child Care	20%	Religious/Spiritual Development	5%

The survey asked program providers to indicate which activities were considered "primary for the program" and which activities were "regularly offered." No more than three primary activities could be identified and unlimited number of activities could be noted as "regularly offered." **The activity most cited as primary was homework help/tutoring.** Almost half (47%) of the survey respondents indicated that homework help/tutoring is a primary activity of the program. Just fewer than 28% of programs indicated that reading, writing, and presentations is a primary program activity and 25% of programs indicated that mentoring is a primary activity.

> **Program Activities Most Cited as Primary**
> - Homework help/tutoring
> - Reading, writing & presentations
> - Mentoring

Since there was such broad representation of program foci, it was not unexpected that the range listed for primary activities would also be broad. Programs serve a wide variety of user needs and interests. The activities that occur **regularly** in at least 40% of the programs (in addition to those programs that listed activities as primary) were:

- Homework help/tutoring
- Reading, writing, and presentations
- Science enrichment
- Free play/games
- Field trips
- Guest presentations
- Social studies and cultural enrichment
- Mentoring
- Community service projects
- Dance
- Crafts

According to the survey data **several program characteristics such as number of years in operation, program location, population served, and season operating seem to impact whether programs offer educational enrichment and academic support as primary program activities** (see Table 3).

Table 3 – Primary Activities and Program Characteristics

Programs **more likely** to offer Academic Support and Educational Enrichment as Primary Program Activities....

- Programs serving younger youth
- School-based programs
- Programs that operate in fall and spring
- Oldest quarter of programs (more than 20 years)

Generally, programs less than three years old are typically smaller than older programs. Programs less than three years old are also more likely than older programs to have an overall focus of technology/media, religious/spiritual development, leadership development, or violence prevention.

Findings About Funding

Key Findings:
- **The largest source of revenue for programs is foundation grants which make up 25% of total revenue on average, while program fees and tuition make up 19%, government contracts make up 16%, and child vouchers and contracts make up 11%.**
- **The share of funding sources varies for programs based on program age, target group, and overall focus.**

Table 4 – Variation in Share of Funding Sources

Program Characteristic	Higher Than Average Funding Source
Programs 20+ years	• Tuition, Government grants and contracts, corporate contributions, sponsor organizations
Programs that target younger children	• Tuition and fees, government vouchers
Programs that target youth grades 8-12	• Foundation grants, government grants
Programs that have overall focus on child care	• Tuition, government vouchers
Programs that have overall focus on violence prevention, career development, or health/prevention	• Government grants and contracts
Programs that have overall focus on social justice, community service, or health/prevention	• Foundation grants
Programs that have overall focus on leadership development or youth development	• Corporate contributions
Largest programs (over 253 participants)	• Foundations, corporate contributions, individual donors

Findings About Participation

Key Findings:
- **The average daily attendance reported by programs was approximately 40 participants during the spring and fall and 55 participants during the summer.**
- **Girls and boys attend Boston afterschool programs in almost equal numbers.**
- **The neighborhoods least represented in programs both during the school year and summer were Back-Bay/Beacon Hill, Charlestown, Chinatown/North End Central, and Fenway/Kenmore.**
- **Youth of color account for a larger percentage of participants in programs that focus on academic support and career development compared to percentage of participants across other programs.**
- **Program size and overall program focus vary across neighborhoods.**

The majority of programs have a structured enrollment/membership process and track participant attendance (see Table 5). The gap between capacity and attendance is most likely due to diverse individual enrollment patterns, i.e. youth may be registered for 2, 3, or 5 days. Larger programs, non-school-based, and programs that are more than eight years old account for the greatest portion of reported program capacity (see Table 6).
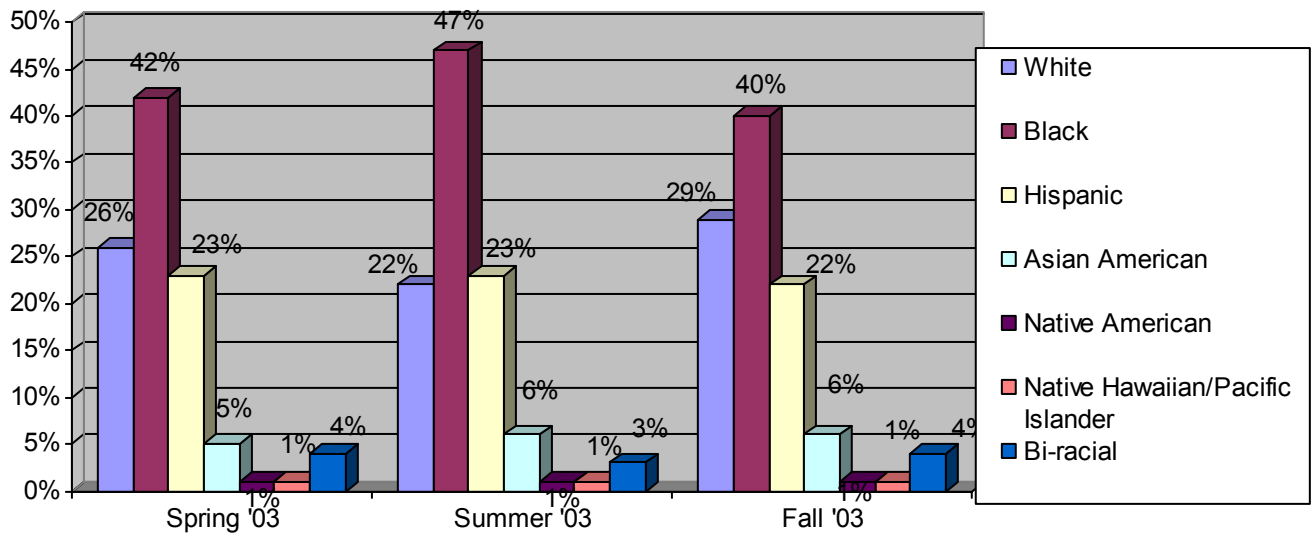
Table 5 – Capacity and Attendance

Reported Average Program Capacity and Daily Attendance			
	Spring '03	Summer '03	Fall '04
Maximum Capacity	83	113	79
Daily Attendance	40	55	41

Table 6 – Characteristics Related to Program Capacity

50% of programs are more than eight years old and…	…account for 60% of total reported program capacity.
50% of programs have more than 75 participants and...	…account for 80% of total reported program capacity.
Non-school-based programs…	…account for 61% of total reported program capacity.

Girls and boys attend Boston afterschool programs in almost equal numbers and all participants overwhelmingly speak English as their primary language. Other languages most often spoken as primary languages include Spanish, Cape Verde Creole, Haitian Creole, and Portuguese. Race/ethnicity data gathered from programs are consistent with data gathered from national data which showed highest participation from Black/African American youth, followed by White, Hispanic/Latino youth, Asian American and other. Across all three time periods tracked Blacks accounted for approximately 43% of program participants; Whites 26%; Hispanic/Latino 23%, Asian American 6%, and Native American and Native Hawaiian/Pacific Islander less than 1% each (see Chart 15).

Chart 15
Reported Program Participation by Race

There was a large increase in the number of Black/African American youth in programs during the summer. **There are notable variations in the program participation data for youth of color** (see Table 7).

Table 7 – Participation of Youth of Color by Program Focus

Program Focus	*Participation*
Health Prevention	**Lower than average**
Sports and Physical Fitness	**Lower than average**
Academic Support	**Higher than average**
Education Enrichment	**Higher than average**
Career Development	**Higher than average**
Social Support	**Higher than average**
Oldest quarter of programs (More than 20 years)	**Lower than average**
Newest quarter of programs (Less than 4 ½ years)	**Lower than average**

Youth attending programs represent the full range of neighborhoods in Boston. Neighborhoods that seem to be the highest represented both in the school year and summer programs are Dorchester, Roxbury, and Mattapan. **The neighborhoods least represented in programs both during the school year and summer were Back-Bay/Beacon Hill, Charlestown, Chinatown/North End Central, and Fenway/Kenmore.** Dorchester and Roxbury are also the two neighborhoods that have the greatest number of afterschool programs. **There is some unevenness in program size across neighborhoods**. Programs in Chinatown/North End are much smaller than average, while programs in Charlestown are much larger than average. **The overall focus for programs in each neighborhood varies, also** (see Table 8).

Table 8 - Overall Focus of Programs by Neighborhood[5]

Program Focus	Average across programs in city	Highest percentage of programs	Lowest percentage of programs
Educational Enrichment	57%	Hyde Park (86%)	Mattapan (42%)
Youth Development	52%	Charlestown (72%)	Roslindale (25%)
Academic Support	38%	Back Bay/Beacon Hill (52%)	Fenway/Kenmore (21%)
Cultural Enrichment	33%	Hyde Park (86%)	Charlestown (10%)
Sports/Physical Fitness	30%	Allston-Brighton and Jamaica Plain (51%)	Fenway/Kenmore (16%)
Leadership Development	27%	South Boston (47%)	Fenway/Kenmore (5%)
Community Service/Civic Engagement	17%	South Boston (42%)	Jamaica Plain (5%)
Health Prevention	11%	Chinatown/North End (39%)	Dorchester (5%)
Technology/Media	8%	Fenway/Kenmore (11%)	Dorchester (2%)

In the survey, programs were asked to indicate the number of children/youth served during the year (see Table 9). Programs reported this information by grade range or by age range.

Research studies on afterschool utilization frequently cite transportation and fees as major barriers to participation. Only 20% of the programs in the Boston survey provide transportation (including supervised walks) for children between their school/home and the program. The most frequent type of transportation provided was contracted bus service.

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[5] Data for Table 8 represent programs that target neighborhoods and programs within neighborhoods.

Table 9 – Participation and Capacity by Season and Year[6]

	Spring 2003	% of total	Summer 2003	% of total	Fall 2003	% of total	Total for Year	% of total
Participants by Grade / Age								
Grades K-2 / Ages 5-7	5,264	15%	9,364	24%	5,083	16%	19,711	19%
Grades 3-5 / Ages 8-10	6,989	20%	9,403	24%	6,876	21%	23,268	22%
Grades 6-8 / Ages 11-13	8,609	25%	7,671	20%	8,982	28%	25,262	24%
Grades 9-12 / Ages 14-18	13,420	39%	11,965	31%	11,134	35%	36,519	35%
Capacity by Program Age								
Less than 4.5 Years Old (1st Quartile)	6,218	22%	5,290	16%	6,899	26%	18,407	21%
Between 4.5 and 8 Years Old (2nd Quartile)	4,921	17%	6,874	21%	4,883	18%	16,678	19%
Between 8 and 20 Years Old (3rd Quartile)	6,908	24%	7,676	24%	6,842	25%	21,426	24%
More than 20 Years Old (4th Quartile)	10,658	37%	12,701	39%	8,339	31%	31,698	36%
Capacity by Program Size								
Fewer than 35 Participants (1st Quartile)	2,285	8%	1,426	4%	2,211	8%	5,922	7%
More than 35 & Less than 75 (2nd Quartile)	4,451	15%	3,728	11%	4,469	16%	12,648	14%
More than 75 & fewer than 253 (3rd Quartile)	6,815	23%	7,428	22%	7,210	26%	21,453	24%
More than 253 Participants (4th Quartile)	16,173	54%	20,541	62%	14,272	51%	50,986	56%
Capacity by School-based and Non-School-based								
Programs in Public or Private Schools	13,682	47%	9,232	29%	11,507	42%	34,421	39%
Progrmas Not Based in Schools	15,165	53%	23,029	71%	15,748	58%	53,942	61%
Capacity by Overall Focus								
Youth Development	13,989	47%	18,647	56%	12,056	43%	44,692	49%
Educational Enrichment	13,346	45%	14,643	44%	14,105	50%	42,094	46%
Academic Support	13,080	44%	10,566	32%	10,679	38%	34,325	38%
Sports & Physical Fitness	8,835	30%	12,758	39%	9,128	32%	30,721	34%
Arts & Cultural Enrichment	9,302	31%	9,945	30%	9,960	35%	29,207	32%
Leadership Development	8,663	29%	9,869	30%	9,344	33%	27,876	31%
Community Service & Civic Engagement	6,781	23%	5,304	16%	7,051	25%	19,136	21%
Career Development	5,664	19%	7,050	21%	3,077	11%	15,791	17%
Child Care	3,495	12%	4,107	12%	3,559	13%	11,161	12%
Technology and Media Literacy	3,409	11%	2,707	8%	3,940	14%	10,056	11%
Health Prevention	3,234	11%	1,756	5%	3,475	12%	8,465	9%
Violence Prevention	2,103	7%	1,453	4%	2,154	8%	5,710	6%
Religious / Spiritual Development	1,951	7%	1,461	4%	2,003	7%	5,415	6%
Social Justice	1,456	5%	927	3%	1,373	5%	3,756	4%

[6] For Overall Focus section programs and their capacities are often counted in more than one of these categories because they were permitted to name up to three areas of overall focus. However the percentages are based the capacity total for each area of overall focus divided by the total, unduplicated count of capacity for the period.

Appendix A
Provider Survey Methodology

Overview

The provider survey was conducted between February 23, 2004 and April 30, 2004 based on a questionnaire developed by Boston's After-School for All Partnership in cooperation with:

- United Way of Massachusetts Bay
- Parents United for Child Care (PUCC)
- National Institute for Out-of-School Time
- Boston Centers for Youth & Families
- Achieve Boston
- South End/Lower Roxbury Youth Workers' Alliance
- The Best Initiative/The Medical Foundation
- Associated Early Care and Education
- Boston Public Schools
- Boston Youth Sports Coordinator
- The City of Boston's Office of Cultural Affairs

In addition to forming a foundation for this report the responses were also used by PUCC to develop its 2004-2005 Guide to Boston's Before and After School Programs, which was published in the spring of 2004.

The survey invited responses from organizations/programs that:

1. Provide services before school, after-school, on weekends, vacations, or holidays, or during the summer;
2. Serve children/youth between the ages of 5-18 years; and
3. Operate in Boston for Boston children.

Respondents were asked to answer 33 questions grouped into nine sub-sections:

- Program Contact Information
- Program Schedule
- Program Focus and Activities
- Program Capacity and Enrollment
- Program Services
- Program Resources
- Participant Characteristics
- Staffing
- Internet Use

Most of the questions were presented in a multiple-choice form or called for respondents to fill-in-the blank or fill-in-the-table. Most of the fill-in questions called for quantities. Because of its length and the level of detail requested the survey required substantial effort with most respondents reporting it took more than an hour to complete the survey itself. Many respondents also had to spend additional time, sometimes substantial additional time, gathering

the information for their answers. To encourage organizations to participate those who did complete the survey were entered in a lottery, which awarded total grants of $15,000 to 11 organizations. Respondents were able to choose between completing the survey online or on paper. Those who completed a paper version mailed, faxed or e-mailed it in.

Programs that operate multiple program sites were asked to either complete surveys for each site, or combine site responses and list each site at the outset of the survey. Twenty-three respondents fell into this later category and their surveys represented a total of 110 additional sites. In assembling the data survey responses that represented more than one site have been weighted to account for the additional program sites.

Survey Outreach

Survey outreach was grounded in the broad conception of out-of-school time that has guided the BASE2 project and includes programs that:

- are in schools (both public and non-public) and those that are community based;
- serve elementary, middle school and high school children;
- are open fulltime (five days a week and on school vacations) and those that are open only part-time or seasonally;
- approach their work from a variety of angles including educational enrichment (and remediation), school-age child care, youth development and recreation; and
- have a comprehensive approach including academic, developmental and recreational activities and those that are more narrowly focused on particular activities such as sports or arts.

This broad definition of the field is important to the larger aim of helping the field to see beyond the differences among various program types and become more unified in the common purpose of serving children in out of school time.

Though funders, licensing agencies and intermediaries have contact information about many programs no single agency has information on more than a large slice of the field when it is defined in this inclusive way. Accordingly the basic strategy of outreach was to get program lists from every source that appeared likely to have substantial numbers of program contacts or program contacts that might not be represented on other lists. Lists were provided by:

- Boston's 2:00-to-6:00 After-School Initiative
- The Girls' Coalition
- United Way of Massachusetts Bay

- Boston's After-school for All Partnership
- Boston Center for Youth & Families
- South End/Lower Roxbury Youth Worker's Alliance
- Boston Youth Sports Initiative
- Parents United for Child Care

The PUCC list included all 283 programs that had been represented in their 2003-04 Guide to Boston's Before and After School Programs, as well as other groups that they had solicited for the directory in the past or wanted to include in the new directory. Their list also included all Boston programs licensed by the State Office of Child Care Services.

Extensive work was done with the program contact information that was received from various sources to hone the multiple lists into an unduplicated, up-to-date list of target program sites. The list that was developed after eliminating duplicates included 584 program sites and served as the target group for the survey.

Every program / site on the list received notice of the survey from either BASE2 or PUCC. Most programs received an announcement by regular mail and also one by fax or e-mail. The notice informed them about the survey, announced the lottery for survey completers, and directed them to go online to complete the survey electronically or call, e-mail, or fax to get a paper copy to complete. Most of the partner organizations also separately contacted the programs that they are involved with to encourage them to complete the survey.

BASE 2 and PUCC staff also made presentations and answered questions about the survey at various meetings including ones of the Youth Worker's Alliance and the Girls' Coalition.

Survey Response

A total of 333 surveys, out of 382 that were started, had enough answers to be useable. Surveys were deemed not useable only if they had virtually no valid answers to the substantive parts of the survey (as opposed to contact information). The 49 surveys that were abandoned represented 13% of the surveys started.

The initial level of completeness among the 333 useable surveys varied. To address problems with completeness and with consistency BASE 2 and PUCC staff did extensive follow-up with respondents. Approximately 20 items were identified as being particularly important and making sure that there were complete and consistent answers to those items was the focus of the follow-up. Approximately 50 respondents required significant follow-up to complete the list of required items, while 125 needed minor follow-up to do so. The other 158 were fully complete, based on the required items list, without follow-up.

Considering the number and complexity of the questions the overall level of completeness was good after the follow-up. To most questions there are valid responses from well over 60% of the surveys. When reporting on the survey information that is drawn from questions with a lower response rate that lower rate is noted. Also noted are the places where the analysis, despite high response rates to the questions, still depends on a small number of answers because of the narrow categories that are being considered.

More than 60% of the respondents (204 of 333) completed the survey online. Ninety of the program sites represented in survey responses were not including in the original target list.

Estimates of Whole

Based on the original outreach to 584 program sites and the additional 90 sites represented in survey responses but not included in the original total, information was gathered on 674 program sites. The 443 program sites that have survey responses represent two thirds of this total.

The other 232 program sites are represented only by contact information and its reliability is uncertain. Prior to the next survey, there will be follow-up with each of these sites to determine if: a) they have an out-school time program; b) the program is still in operation; and c) the program site is not covered by a response to the survey under a different name or address.

This total of 675 program sites is much larger than any other list of out-of-school time programs in Boston. For comparison sake, the PUCC's 2003-2004 Guide to Boston's Before and After School Programs was believed to be the most comprehensive list prior to this survey and it included only 283 program sites. Still the 675 number may not be fully accurate and complete:
- It probably includes some program sites that never did directly operate programs or no longer do so, or are already represented by survey responses under another name.
- It includes some, but probably not all programs based in private schools. Outreach to private schools was performed and received responses from 35 programs, but the outreach was much less comprehensive than that done with public schools and other community-based nonprofits.
- It includes very few for-profit programs. Though responses were welcomed from for-profits they were not well represented in the original outreach or in survey responses (only 11 respondents identified themselves as for-profit).

Based on the original outreach, the response to the survey and the gaps, it is estimated that there are somewhere between 650 and 800 formally organized activities that operate as distinct programs serving children in out-of-school time in Boston. For convenience the middle point was used, 725, as

the specific estimate of the size of the field. Assuming this 725 number the survey responses would represent just over 60% of the field.

Though this estimate of the field includes many different types of programs it still does not represent even a guess about the number of harder to catalog activities that occupy many children in out-of-school time, including:

- Extended day schools and school extracurricular activities that are usually thought of as part of school rather than separate programs;
- Activities that are formal and organized, but that are driven entirely by volunteers at the local level such many youth sports leagues and activities like the Boy and Girl Scouts.
- The whole range of less formal activities that are driven by the relationships, interests and availability of parents or other adults.

There is not any good basis for estimating the number of these hard to catalog programs. To address this gap future information gathering efforts, including a survey of children, will aim to help us better understand the scope and range of the harder to catalog out-of-school time activities so that the field can better understand all the ways that children spend their out-of-school time.